

Second Generation
Open Enrollment Charter
Renewal Application

Fast-Track/Abbreviated Renewal

Schools Eligible for Fast-Track Renewal

Alief Montessori
Burnham Wood
Encino
Kipp, Inc.
Mainland Preparatory Academy
NYOS
Rapoport
Treetops School International
Varnett

April 18, 2002

Texas Education Agency
William B. Travis Building
1701 North Congress Avenue
Austin, Texas 78701-1494

Dated Material---Open Immediately

Return on or before—5:00 p.m., Central Time
Friday, June 14, 2002
Charter Schools Division
Room 5-107

Application Instructions

The Renewal Application is due to TEA/Charter Schools Division by 5:00 pm, **June 14, 2002**. Applications will be date stamped as they are received and the date received will be documented. Timely submission of a **complete** renewal application may be used as part of the basis for renewal determination.

The application form has been designed to be downloaded and responses can be entered directly onto the electronic application form on your computer. The spaces provided for answering questions are expandable. Use as much space as needed for responses.

Attachments should be labeled as indicated in the application and submitted in prescribed order. The forms for Attachment 3, Board Member Biographical Affidavit and Attachment 5, Electronic Application Certification are included with the application.

Seven complete paper copies of the entire document must be submitted in prescribed order with only original signatures in blue ink. One copy (less attachments) must also be submitted on a 3.5 inch floppy diskette. (The agency uses a PC compatible text file.)

Format of Application

Number of paper copies:	7
Font:	12 pt.; Times New Roman
Paper:	8.5"x11.0", white, one side only
Binding:	NONE! DO NOT BIND May be rubber-banded or clipped

List of Attachments

- Attachment 1, Organizational Chart
- Attachment 2, Criminal History Records for Board Members
- Attachment 3, Board Member Biographical Affidavits
- Attachment 4, Special Needs/Programs Information Request
- Attachment 5, Electronic Application Certification
- Attachment 6, Written Resolution Adopted by Governing Body of Charter Holder

Definitions

Please review TEC §12.1012 and 19 TAC, Chapter 100 §100.1011 for definitions of terms. Listed below are some selected terms and definitions:

1. *Charter holder* – the entity to which a charter is granted under TEC, Chapter 12
2. *Charter school* – a Texas public school operated by a charter holder under an open-enrollment charter granted by the State Board of Education pursuant to TEC, §12.101
3. *Governing body of a charter holder* – the board of directors, board of trustees, or other governing body of a charter holder
4. *Governing body of an open-enrollment charter school* – the board of directors, or other governing body of an open-enrollment charter school. The term includes the governing body of a charter holder if that body acts as the governing body of the open-enrollment charter school
5. *Management company* – a person, other than a charter holder, who provides management services for an open-enrollment charter school
6. *Officer of an open-enrollment charter school* – the principal, director, or other chief operating officer of an open-enrollment charter school; an assistant principal or assistant director of an open-enrollment charter school; or a person charged with managing the finances of an open-enrollment charter school

General Scope of Agency Review

As authorized in Texas Education Code § 12.115, the commissioner may modify, place on probation, revoke or deny renewal of the charter of an open-enrollment charter school if the commissioner determines that the charter holder:

- 1) committed a material violation of the charter; including failure to satisfy accountability provisions prescribed by the charter;
- 2) failed to satisfy generally accepted accounting standards of fiscal management;
- 3) failed to protect the health, safety, or welfare of the students enrolled at the school; or
- 4) failed to comply with this subchapter or another applicable law or rule.

The Commissioner's Rules Concerning Open-Enrollment Charter Schools, 19 TAC, Chapter 100, provides more specific information about commissioner action and intervention and other issues concerning open-enrollment charter schools.

Internal reviews for all renewal applications will be conducted by TEA staff in areas such as student performance, business operations and fiscal management, and compliance. Components for determining adequate *student performance* generally include accountability ratings, AEIS indicators, and other relevant student performance information, as reported by the charter school on this application and as supported by required evidence and documentation.

Components for evaluating *business and fiscal management* generally consist of a review by the Financial Audits Division of annual financial audits and other relevant documents.

Agency *compliance* requirements that may be generally considered include, but are not limited to, timely and accurate submission of grant expenditures and evaluations, PEIMS reports, accountability/accreditation information (including data requested prior to on-site visits, and follow-up information such as corrective action plans for bilingual and special education programs and PAS/DAS risk levels), assessment requests (including requests for and submission of testing materials), other special education information, governance data, student transfer data required by Civil Action 5281, and the renewal application.

Complaints made against the charter school through the Agency complaints process may also be considered, as well as any issues concerning the health, safety, and welfare of students.

**Open-Enrollment Charter School Renewal Application
Generation Two – Fast-Track/Abbreviated**

Part 1. Charter Update

Charter Holder Name: The Varnett Schools, Inc.
(i.e., nonprofit organization, institution of higher learning, or governmental entity)

Charter School Name: The Varnett Charter School

Charter School County/District #: 101-814

Campus Name(s)	County/District/Campus #
The Varnett School	101-814-101

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

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

A. Maximum Enrollment: 1250

B. Grades Served: PK-5th

Approved GED Program: YES NO

C. Geographic Boundaries (School Districts): Houston, Fort Bend, Aleif, Pearland, Pasadena, Dickerson, Galena Park, Aldine, North Forest and Needville Independent School Districts.

Section II. Governance Structure and Procedures

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

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

A. Governing Body of Charter Holder

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

Board Member Name	Office Held	Relative(s) Within the Third Degree of Consanguinity or Affinity Who are Also Serving on the Board	Board Member Compensation or Remuneration Per Year
M. Annette Cluff	President	Alsie Cluff Jr.	None
Dr. Ruby Johnson	Vice President	M. Annette Cluff	None
Gertrude Waddell	Member	None	None

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

M. Annette Cluff serves as the Superintendent of the charter school.

Alsie Cluff Jr. serves as the Facilities/Operations Manager and a member of the Board of Directors for the charter school.

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

M. Annette Cluff serves as the Superintendent of the charter school.

Alsie Cluff Jr. serves as the Facilities/Operations Manager and a member of the Board of Directors for the charter school.

4. Will any person who is a relative within the third degree of consanguinity or affinity (see definition on page 3) of a charter school officer (i.e., a person charged with the duties of, or acting as, a chief executive officer, a central administrator, a campus administration officer, or a business manager) be employed by or receive any compensation or remuneration from the charter holder or charter school? If yes, provide details in the space provided below.

YES NO

M. Annette Cluff serves as the Superintendent of the charter school.

Alsie Cluff Jr. serves as the Facilities/Operations Manager and a member of the Board of Directors for the charter school.

B. Governing Body of Charter School

1. If the governance structure includes more than one board (i.e., a governing body that is separate from the governing body of the charter holder), in the spaces below please list the names of the members of the governing body of the charter school, the offices held, any relative of a board member within the third degree of consanguinity or affinity (see definition on page 3), and any compensation or remuneration from the charter holder or charter school received by the board members.

Board Member Name	Office Held	Relative(s) Within the Third Degree of Consanguinity or Affinity Who are Also Serving on the Board	Board Member Compensation or Remuneration Per Year
James Rhone	President	None	Travel Expense Only
David McCormick Jr.	Vice President	None	Travel Expense Only
Robert Stanton	Secretary	None	Travel Expense Only
Craig Steingraber	Member	None	Travel Expense Only
Alsie Cluff Jr.	Member	M. Annette Cluff	\$85,000/year

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

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

M. Annette Cluff serves as the Superintendent of the charter school.

C. Roles and Responsibilities of Governing Bodies

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

The governing structure of The Varnett Charter School is comprised of two boards. The Board of Directors for the charter school ("school board") is appointed by majority vote of the Board of Directors of The Varnett Schools, Inc., the sponsoring 501c(3) entity. Additional duties and responsibilities of the Board of Directors of the sponsoring entity are:

1. Approve all uses of public property owned by the charter school;
2. Adopt policies on use of the public property it owns/controls;
3. Vote separately on joint use of real estate (charter/non-charter);
4. Move all state funds into allowed investments (Government Code (GC) 2256.009-2256.016);
5. Comply with TEC 25.002, related to enrollment of students in the charter school;
6. Account for interested transaction with one in a "position of influence";
7. Obtain trust documents identifying the true owner of real estate when buying from or selling to a trust; otherwise transaction is void;

8. Comply with TEC Ch 44, Sub B as alternative bidding laws for construction, repair, or renovation of real property over \$15,000;
9. Comply with GC Ch 2254, Sub A in awarding contracts for professional services;
10. Delegates only the powers or duties to the Board of Directors of the charter school as outlined in Texas Administrative Code (TAC) 100.1033(6);
11. Adopts all amendment requests in a written resolution signed by the members voting in favor;
12. Accepts any conditions imposed by the commission in a written resolution signed by the members voting in favor;
13. Run criminal history checks on prospective board members of the sponsoring entity and the charter school, employees and volunteers. And remove all persons with criminal histories from board, officer position or employment;
14. File annual governance report with Charter Schools Division at the Texas Education Agency;
15. Maintain charter school records in Texas at all times;
16. Maintain legal right to occupy charter school facility for the entire school year.
17. Maintain 501 (c)(3) and corporate status, and disclose any lapses to Texas Education Agency.

The President of the Board of Directors of The Varnett Schools, Inc. (the sponsoring entity) will manage the daily operations and serve as the Superintendent of the charter school..

The charter school board is reflective of the communities served by the school. The school board consist of five (5) voting members and meets monthly. Officer positions designated for the schoo board are President, Vice President and Secretary. Officers are selected by majority vote of the charter school board and may be removed from office and/or from the board, by a majority vote of the board of the 501c(3). Members of the charter school board will be replaced by a unanimous vote of Board of Directors of The Varnett Schools, Inc. (the sponsoring entity) as absences occur. The charter school Board of Directors will assume the delegated powers or duties as outlined in Texas Administrative Code (TAC) 100.1033(6). Additionally, the charter school board makes recommendations to the board of the sponsoring entity performance evaluation and salary increases for the Superintendent of the charter school.. Board approval of all recommendations from the charter school board is required. M. Annette Cluff adheres to the affidavit and recusal requirements when issues relating to her or Alsie Cluff, Jr.'s employment are before the board.

During the sixth year of operation of the charter school, the members of the Board of Directors' term shall be determined by lot, with one drawing to serve one year, two for two years, and three serving for three years. Either two or three members will be appointed by the Board of Directors of The Varnett Schools, Inc. each year on the first Friday in June, the number depending upon that needed to bring the board to five members.

There are two advisory committees that provide information to the Superintendent about the needs of the school and student body. The TEACHER ADVISORY committee, consisting of directors and teachers address issues of student code of conduct, dress, extra-curricular learning needs, and monitor the evaluation of student performance and curriculum. The committee also makes recommendations to the Superintendent about new teacher contracts and teacher contract renewals with the charter school.

The PARENT ADVISORY committee contributes to the program in varying ways. They make recommendations about school bus transportation, personnel, school uniforms, curriculum and staffing needs. They also recruit volunteers to serve as sponsors for school fundraising projects and events.

Quality Circles is the shared decision-making model of The Varnett Charter School. Proponents of this problem-solving tool emphasize that this tool builds trust among circle members and all others, including management. For this reason, the teacher and parent advisory committees work as a team making decisions that affect the total school program.

The organizational structure of the Shared Decision-Making Committee is designed to conform to the Quality Circle Concept. Teachers, administrators, and parents have the opportunity to be involved in all phases of planning, decision-making and realization of mutually established goals of the school.

The governance structure represents a change from the charter application on file with the Agency or approved amendments.

D. Organizational Chart, Criminal History Records, Biographical Affidavit

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

Section III. Teacher Qualifications

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

Support staff members are required to have a high school diploma. Administrators and classroom teachers are required to have a college degree, but are not required to meet professional standards set by Texas certification and licensing. However, administrators, teachers and support staff members directly responsible for the Special Education and the Bilingual/ESL programs meet professional standards set by Texas certification and licensing requirements.

The Varnett Charter School hires staff who bring skills that can best meet the needs of our student population. We seek to employ people who are sensitive to the needs and understand the life-style of urban economically disadvantaged students. Varnett expects its staff to work as an effective team member that will impact the school's community of learners. Every teacher is expected to excel in classroom management, participate in site-based management, mentor students, and participate in the management of community service project activities.

These teacher qualifications does represent a change from the charter application on file with the Agency or approved amendments.

Section IV. Code of Conduct

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

Upon enrollment and/or at the beginning of each school year, parents are given a PARENT HANDBOOK containing the rules and guidelines governing student behavior. The handbook contains the following:

CODE OF CONDUCT

Students, parents and staff must share the responsibility for creating the best possible school setting. The school must provide a quality staff and programs to help children learn to take responsibility for their actions. Students must respect themselves, the school, staff members and their classmates.

The ultimate goal of the discipline program is to encourage cooperation and ensure that students:

- make good choices;
- be positive and productive;
- take responsibility for their own behavior;
- help others be successful;
- work towards continuous improvement at home, at school and in the community.

ACTIONS AND RESPONSIBILITIES

Disciplinary actions are taken with the aim of correcting behavior patterns and teaching responsibility. Most behavior problems are handled routinely with properly organized school and classroom programs. Nearly all students respond satisfactorily to friendly encouragement, firm direction and understanding guidance. For those students who do not, and to protect the rights of all of our children, it is important that parents and students understand the consequences of misbehavior. There are certain responsibilities we share in helping students overcome behavior problems. If a student's misbehavior is directly related to an identified handicap, the school staff will take such conditions into account. A student who becomes involved in areas of problem behavior will be subjected to certain disciplinary actions and a behavior file is maintained. Depending upon the seriousness of the behavior problem, one or more of the following actions will be taken by the staff. In the case of severe violations of rules, the disciplinary action taken may extend beyond these guidelines.

INFORMAL TALK - A member of the staff will talk to the student to reach agreement regarding the student's behavior.

LOSS OF PRIVILEGES - The school administrator may notify the parent of privilege suspension. These privileges may include removing the student from the playground, cafeteria, media center and/or class participation.

CONFERENCE - A conference may be held with the student, the teacher, the administrator and appropriate staff members to develop a plan for improving behavior. The parent may be contacted.

DETENTION - The student will be required to stay inside during P.E. or may forfeit the privilege to participate in school-sponsored or school related activities as determined by the principal or coordinator. The parent will be informed of the problem area. A conference with the student, the parent, and appropriate staff members may be scheduled. If a plan is developed to help improve the student's behavior, copies will be given to the student and parent.

IN-SCHOOL SUSPENSION - The student will be excluded from contact with other students during a portion of the school day or the entire school day. In-school suspension will occur in a designated area or classroom. All class work for the day will done in in-school suspension. In-school suspension may be for one or more days. Parents will be contacted.

SHORT SUSPENSION - The student may be excluded from school and related activities for a period of up to 3 school days. In these cases, parents will be notified and a conference between the administrator, student, parents and other school staff will be conducted.

LONG SUSPENSION - The student is excluded from school and related school activities for a period of 4 to 7 days. Parents will be notified and a conference between the administrator, student, parents, and other appropriate school staff will be conducted and recorded in the student's behavior file.

EXPLUSION - The Superintendent is the only person authorized to expel a student from school. Through this action, the student is excluded from school and all school activities for the remainder of the current semester or school year. Under special cases, exceptions in the length of the expulsion may be recommended by the Superintendent. The student and parents are notified of charges by telephone or parent conference. The procedure for expulsion falls in accord with the rights of student within due process, and recorded in the administrative behavior file. However, the parent may request a hearing with the Board of Directors of the charter school and/or the sponsoring entity if they disagree with the expulsion decision made by the Superintendent.

HARASSMENT - It is a violation of school rules, and often the law, for any student to harass or intimidate another student or staff member.

If a student is the victim of any sexual misconduct or communication, or of derogatory communications or conduct concerning his/her gender, religion, race, ethnic group or disability, the student should report such behavior school office.

All reports are kept confidential and are investigated as soon as they are reported.

Section V. Complaints

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

If a student, parent/guardian or employee feel they have a complaint, suggestion or grievance at The Varnett Charter School, they can:

1. Approach the teacher and/or principal of the school and set forth orally or in writing their complaint or grievance;
2. If still dissatisfied, they can schedule an appointment with the administrative team;
3. If still dissatisfied, they can schedule an appointment with the Superintendent;
4. If still dissatisfied, they can inform the Superintendent that they intend to take their grievance or complaint directly to the Board of Directors of the charter school and/or the sponsoring 501c(3) entity.

Parents, students, and employees are informed about these procedures via the PARENT HANDBOOK and STAFF HANDBOOK, respectively.

Section VI. Admissions Policy

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

The Varnett Charter School does not discriminate on the basis of race, color, sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend. The school admits students of any race, color, sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend in accordance with TEC 12.111(6) to all the rights, privileges, programs and activities generally accorded or made available to students at the school.

Students seeking admission to The Varnett Charter School must complete a Registration Form. The eligibility criteria for admission of students to the campus as granted under TEC 12.065 (a) will give priority on the basis of geographic considerations. Secondary consideration will be given to the grade level as necessary. The Varnett Charter School may exclude a student who has a documented history of criminal offense or juvenile court adjudication. In addition, a student may be excluded who (a) has been removed from class and placed into an alternative education program as described in TEC Chapter 37.002; (b) has a documented history of conduct that under TEC Chapter 37.006 warrants removal from class and placement in an alternative education program; or (c) has a documented history of conduct requiring and permitting expulsion under TEC Chapter 37.007.

The Varnett Charter School is committed to equity and diversity. The school conducts an extensive campaign to recruit a diverse student population from within the school's geographic boundaries. "Word of mouth" endorsement is an integral component of the marketing approach to attract a culturally diverse student population.

Student enrollment is filled by lottery. Current students are exempted from the lottery drawing. However, current students seeking readmission to The Varnett Charter School for the next school year receive a RE-ENROLLMENT FORM that is distributed to parents each year on February 15th. The form also contains a section for parents to identify siblings of current students who wish to attend The Varnett Charter School for the next school year. This form is completed by the parent/guardian and returned to the school as requested by March 1st. The number of vacancies in each class is identified after March 1st, and siblings of returning students identified on the Re-Enrollment Form are given first priority in filling these vacancies. If this form is not returned to the school as requested, and readmission is desired, the student must participate in the lottery drawing. Their parent/guardian must submit a new registration form for the student and follow the same admission procedures outlined for new applicants.

When Varnett is oversubscribed, the filling of remaining class openings is through lottery draw. Registrations for the upcoming school year are accepted throughout the school year until May 1st. On May 15th, a lottery draw will be conducted for each grade level among all such registrations from students within the school's geographical boundaries. The students drawn for the class openings will be offered admission; the remaining students will be placed on a waiting list in the order they were drawn. Behind the last student draw on the waiting list would be placed students who submitted registration forms after May 1st, in the order of receipt of the registration form.

Registrations from students not within the school's defined geographical boundaries will also be accepted, but those applicants will be admitted only if there are vacancies remaining after the lottery and waiting-list process described in the preceding paragraph. In that event, a similar but separate lottery process would be used for the applicant from outside the school's geographical boundaries.

The Varnett Charter School seeks to maintain eligibility for federal funds. No early "waiting lists" are allowed for the upcoming school year. Any student registering for prekindergarten or kindergarten must be three, four, or five years of age by September 1st of the current year.

Section VII. Student Performance Goals

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

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

A. AEIS Base Indicators

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

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

The AEIS base indicators for The Varnett Charter School on the Spring 2002 TAAS test showed considerable growth in the areas of Math and Reading as compared to last year's scores. The number of students tested in 3rd grade were 78. Of that number, 92% met the minimum expectations and 36% mastered all objectives. The average TLI was 86.7.

There were 45 students tested in 4th grade. 87% met the minimum expectation in Reading with a TLI of 86.3. In Math, 87% met minimum expectation and the TLI was 82.1. In writing, 82% met minimum expectation with an average scale score of 1636.

Of the 38 5th grade students tested, 100% met the minimum expectations in Reading with an average TLI of 91.9 and in Math with an average TLI of 87.4

Our student population is majority African American who live in an at-risk environment. The attendance rate was 97.871 and the accountability rating for this year is "recognized". Last year's rating was acceptable, due to the low performance of students in the 3rd grade.

The student performance goals were reviewed and modified for the 2001-2002 school year. The following goals were implemented:

1. Maintain at least 95% or above daily attendance rating in all classrooms;
2. Integrate weekly benchmark assessments aligned with the TEKS throughout the curriculum;
3. Implement a after-school program designed to provide individualized tutoring in Reading and Math;
4. Develop more opportunities for parental involvement in the after-school and Saturday tutorial programs.

B. AEIS Additional Indicators

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

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

The student performance goals in terms of AEIS additional indicators were as follows:

1. Analyzed Spring 2001 TAAS test results along with TLI indicators for all students who failed the test.
2. Provided weekly assessment benchmark tests that were used to monitor student performance;
3. Implemented teaching strategies to target learning deficits in Reading and Math.

C. Other Relevant Performance Goals

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

Students in Kindergarten -5th grade were identified to participate in an after-school tutorial program based in assessments in Reading and Math. The after-school program provided 90 minutes of individualized tutoring and focused on improving academic skills in Reading and/or Math. Weekly assessments provided feedback to classroom teachers. After 14 weeks of tutoring, notable changes in students performance demonstrated that the tutorial program had been a success. .

An additional performance goal was implement during the school. We re-structured team teacher assignments across grade levels. Strong teachers were assigned to teach Reading or Math instruction to low-performing students.

Evidence of student success from implementing these strategies is demonstrated in the increased performance of all students on the Spring 2002 TAAS tests.

Section VIII. Monitoring Follow-Up

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

Two improvements were made and actions taken to address findings and recommendations by TEA resulting from our initial on-site visit. They are as follows:

- 1. The Bilingual and Special Education programs are now managed by staff holding TEA certification and licensing credentials.**
- 2. PAS/DAS risk levels have been reduced to 1.64% during the 2001-02 school year.**

Part 2. Special Needs Students/Programs

NOTE: The approval of this charter school renewal application and/or removal of any contingencies is based on the information provided by the charter school as it reflects the charter school's knowledge of special education. Approval of the charter school renewal application and/or removal of any contingencies should not be construed to reflect a determination of special education compliance or to cover any other issues outside the scope of this renewal application process or actions that may have occurred since this renewal application process.

Section IX. IDEA Key Components

Describe **IN DETAIL** (in the order requested and in the space provided below) how the charter school accommodates students with disabilities in the SPECIAL EDUCATION program according to the Individuals with Disabilities Education Act (IDEA), the Texas Education Code, the State Board of Education rules, and the Commissioner's rules (SEE, Key Components).

Please **DO NOT SEND** a copy of the charter school's special education policies and procedures. This will only delay the review by a second request to submit the information as requested.

The Texas Side-by-Side is available online to assist the application process:
<http://www.tea.state.tx.us/special.ed/rules/sbs.html>.

IDEA Key Components

A. Child Find (34 CFR 300.125)

The Varnett Charter School maintains an affirmative obligation to:

- identify,
- locate, and
- evaluate

virtually all students (residing within the school district) from birth through age 12 who (1) have disabilities and need special education and related services as a result or (2) are suspected of having disabilities and being in need of special education and related services. Annually letters are sent to local doctors and private schools. The letters include the names of contact persons in the school and information about The Varnett Charter School services.

Further, The Varnett Charter School utilizes services via the Region IV Educational Service Center related to Child Find. In addition, The Varnett Charter School utilizes an in-house referral committee. This committee is responsible for implementing the districts procedures related to referrals to the Special Education department. Referrals are also received from parents and/or other stakeholders. The Varnett Charter School maximizes its efforts to serve migrant and homeless students, thus, information related to the school's services is posted within the community (retailers, laundromats, apartment complexes, post office, etc.). As migrant/homeless students are identified they are afforded all services available to students with established residence currently enrolled

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Clarification: Confidentiality

B. Confidentiality (34 CFR 300.127; 34 CFR 300.560-300.577; 34 CFR Part 99; TEC 26.004)

The Varnett Charter School has a policy that assures the protection of the confidentiality of any personally identifiable information, collected, used or maintained under Part B of IDEA (i.e., Special Education student records).

The Varnett Charter School gives notice to parent(s) that's adequate to inform them of the confidentiality of personally identifiable information (§300.127). Thus, The Varnett Charter School provides:

1. notice in the parent(s) native language;
2. describes the students on whom personally identifiable information is maintained, the kind of information sought, methods used to gather information/and sources information is gathered from, and the uses to be made of the information;
3. the policies and procedures that The Varnett Charter School follows related to storage, disclosure to third parties, retention; and
4. destruction of personally identifiable information; and parents are given a description of all the rights of parents and children, in this regard, including their rights under the Family Educational Rights and Privacy Act (FERPA).

In the event of a major identification, location, or evaluation activity, The Varnett Charter School will publish or announce in a media form adequate to notify parents of the activity.

- The Varnett Charter School designates one official to coordinate special education records and to ensure that The Varnett Charter School provides access to and protects the confidentiality of student records.
- The Varnett Charter School ensures that the confidentiality of personally identifiable information is protected at collection, storage, disclosure, and destruction stages.
- The Varnett Charter School ensures that each person collecting or using personally identifiable information receives training or instruction regarding the policies and procedures governing confidentiality of personally identifiable information.
- The Varnett Charter School maintains for public inspection a current listing of the names and positions of the employees who may have access to personally identifiable information and keeps a record of any authorized personnel who reviews the record that is not on the listing.
- The Varnett Charter School provides parents or eligible students, on request, a list of the types and locations of education records collected, maintained, or used by the district.

The Varnett Charter School's policy provides for parents (and/or their designee) to inspect and review education records:

1. attendance records;
2. test scores; grades;
3. disciplinary records;
4. counseling records;
5. psychological records;
6. applications for admission;
7. health and immunization information;
8. teacher and counselor evaluations; and
9. reports of behavioral patterns)

relating to their child that are collected, maintained, or used by The Varnett Charter School.

The Varnett Charter School complies with request to access student records without unnecessary delay and:

1. In no case more that 45 calendar days after the request has been made; and
2. Before any meeting regarding an Individualized Education Plan or hearing relating to the identification,

evaluation, or placement of the student.

The Varnett Charter School provides a parent who requesting an explanation or interpretation of any information contained in an education record an appropriate explanation or interpretation.

The Varnett Charter School presumes that the parent has authority to inspect and review records relating to his/her child unless The Varnett Charter School determines that the parent does not have the authority under Texas state law governing such matters as:

- guardianship,
- separation, and
- divorce

In the event a copy of the student's records is requested by the parent(s) The Varnett Charter School provides the parent a copy, except that:

1. The Varnett Charter School will not provide a copy of test protocols, test questions and answers, and other documents unless authorized by federal law; and
2. The Varnett Charter School may charge a copying *fee* subject to the fees listed in its policies and procedures. However, the *fee* may not prevent the parent(s) from exercising their right to inspect and review requested records.
3. The Varnett Charter School may not charge a fee to search for or to retrieve information.

The Varnett Charter School permits parent(s):

1. to inspect and review only those portions of an education record containing information regarding the student, and
2. informs the parent of any other specific information in the record regarding the student, but; which cannot be directly inspected or reviewed because of the confidentiality rights of other students.

A parent who believes that information in the education records is inaccurate or misleading or violates the privacy or other rights of the student may request that The Varnett Charter School amend the information. The Varnett Charter School, upon receiving a request from a parent will decide whether to amend the information as requested within 15 school days from the date of receipt of the request.

1. The Varnett Charter School determines that information contained in an education record is "inaccurate" if, after reviewing the information, concludes that a person reading the record would likely arrive at an inaccurate conclusion regarding the personal characteristics or history of the student who is the subject of the education record.
2. The Varnett Charter School determines that the information contained in an education record "violates the privacy or other rights of the student" if (The Varnett Charter School) determines that the information contained in the education record concerning the personal characteristics or personal history of the student:
 - If disclosed, would cause adverse consequences such as a severe embarrassment for the student or the student's parents; or
 - Need not be included in the education record in order for the education record to be appropriately used by the district.

If The Varnett Charter School refuses to amend the information, The Varnett Charter School informs the parent of the refusal and advises them of the right to a student records hearing.

The Varnett Charter School's Special Education Policies and Procedures provide student record hearings. Specifically;

- The Varnett Charter School provides opportunities for a student records hearing to challenge information in the education records.
- If, as a result of a student records hearing, it is determined that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, The Varnett Charter School amends the information and provides written notice to the parent requesting the amendment.
- If, as a result of a student records hearing, it is determined that the information is not inaccurate, misleading, or is otherwise in violation of the privacy or other rights of the student, The Varnett Charter School informs the parent of the decision and of the right to place in the student's record a statement commenting on the information or setting forth any reasons for disagreements with the decision of The Varnett Charter School.
- The Varnett Charter School ensures that a statement placed in an education records meets the following requirements:
 1. Is maintained by the district as part of the records of the student as long as the record or contested portion is maintained by the district; and
 2. Is disclosed by the district to any party to whom the records of the student or the contested portion are disclosed.

The Varnett Charter School will follow the requirements stipulated in 34 CFR 99.22. Specifically;

- The Varnett Charter School will hold the hearing within a reasonable time after it has received a request for a student records hearing.
- The Varnett Charter School will give the parent notice of the date, time, and place reasonably in advance of the hearing.
- The hearing may be conducted by any individual, including an official of The Varnett Charter School, who does not have a direct interest in the outcome of the hearing.
- The Varnett Charter School will give the parent a full and fair opportunity to present evidence relevant to the issues raised.
- The Parent may, at their own expense, be assisted or represented by one or more individuals of his/her own choice, including an attorney.
- The Varnett Charter School will make its decision in writing within a reasonable period of time after the hearing.
- The decision must be based solely on the evidence presented at the hearing, and will include a summary of the evidence and the reasons for the decision.

The Varnett Charter School obtains written consent from the parent before permitting personally identifiable information to be disclosed to anyone other than officials of participating agencies collecting or using information for the purposes of the activities described and only where the disclosure is consistent with all applicable federal statutes.

The Varnett Charter School obtains written consent from the parent before permitting personally identifiable information to be used for any purpose other than meeting requirements consistent with federal statutes.

The written consent:

1. Specifies the records that may be disclosed;
2. States the purpose of the disclosure; and
3. Identifies the party or class of parties to whom the disclosure may be made.

When a disclosure is made, The Varnett Charter School provides a parent a copy of the disclosed record upon request.

The Varnett Charter School does not release information from education records without parent consent unless permitted under an authorized exception. The Varnett Charter School will disclose personally identifiable information from a student's educational record if the disclosure is:

1. To school officials and teachers within the district who have legitimate educational interests in the student as described in The Varnett Charter School's records policy;
2. To school board members during executive session;
3. To officials of another school, school system, educational service district, or other educational agency that has requested the records and in which the student seeks or intends to enroll, or is enrolled in or receives services from this agency. (The term "receives services" includes, but is not limited to, an evaluation or re-evaluation for purposes of determining whether a student has a disability);
4. To authorized representative of government agencies;
5. To accrediting organizations to carry out their accrediting functions;
6. To parents of a dependent student...as defined by the Internal Revenue Service;
7. Based on a judicial order or lawfully issued subpoena. The Varnett Charter School may only disclose information, in this instance, if The Varnett Charter School makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance;
8. In connection with a health or safety emergency to law enforcement, child protective services, and health care professionals, and other appropriate parties if knowledge of the information is necessary to protect the health and safety of the student or other individuals. A "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a student who may be a victim of kidnap, abduction, or custodial interference and law enforcement, or child protective services efforts to respond to a report of child abuse or neglect; or
9. Information The Varnett Charter School has designated as "directory information" in The Varnett Charter School's record policy.

The Varnett Charter School sends written notice to inform parents when personally identifiable information collected, maintained, or used by the school is no longer needed to provide educational services to the student. Although, The Varnett Charter School will destroy the information at the request of the parents The Varnett Charter School will retain a permanent record of the student's name, address, and phone number, his/her grades, attendance record, classes attended, grade level completed, and year completed...without timeline limitations.

The Varnett Charter School provides services for children Pre-Kindergarten (age 3) through fifth grade. Thus students attending The Varnett Charter School will not become an eligible student (e.g., a student who has reached his/her age of majority 18- years...or is attending an institution of post-secondary education). However, The Varnett Charter School recognizes that at the age of majority students are afforded rights of privacy similar to those afforded to parents and rights of parents regarding education records are transferred to the student at age 18, taking into consideration the age of the child and type or severity of his/her disability. Further, The Varnett Charter School would also provide any notice required in this regard to the student and the parents. In the event the student has a disability that prevents the student from exercising his/her rights, the student's parents may continue to act on t he student's behalf...if they are the legal guardian or assigned surrogate parent.

The Texas Education Agency provide The Varnett Charter School with the policies and procedures, including sanctions that are used to ensure that its policies and procedures are followed and that the requirements and that the requirements of the Act and t he regulations related to confidentiality are met.

The Varnett Charter School will include in the student's records a statement of any current or previous disciplinary action that has been taken against the child. Further, the disciplinary information will be included

in and transmitted with the student records to the same extent as is non-disabled-students. The statement will include:

- Any behavior engaged in by the student that required disciplinary action;
- A description of the disciplinary action taken; and
- Any other information that is relevant to the safety of the student and other individuals involved with the student.

When a child transfers from The Varnett Charter School to another school, the transmission of any of the student's records will include the students current Individualized Education Plan and any statement of current or previous disciplinary action that has been taken against the student.

C. Procedural Safeguards (34 CFR 300.504)

The Varnett Charter School adheres to the formality requirement of the IDEA that are designed to afford parents or guardians of handicapped children meaningful involvement in the educational placement of their children.

Specifically, The Varnett Charter School provides parents/guardians with a copy of the procedural safeguards upon initial referral/evaluation and document the parent's receipt. The document will be given to the parent/guardian each time a permission for testing or placement is required, and a every Admission, Review, and Dismissal and/or Individual Education Plan notice and meeting. The signed copy acknowledging receipt of this document the first time is placed in the student's folder. Subsequent deliveries of the document will be recorded on Receipt for an Explanation of Procedural Safeguards form.

At a minimum, The Varnett Charter School provides a copy of the procedural safeguards to the parent/guardian of a child with a disability:

- upon initial referral for evaluation;
- with each notification for an Admission, Review, and Dismissal meeting;
- upon re-evaluation of the student;
- upon any of a request for due process under Section 300.507; and
- upon a manifestation determination review, or if a removal is contemplated that constitutes a change of placement.

The Varnett Charter School's policy also assures that

- the parent/guardian's signature indicates the parent/guardian's understanding of the activity for consent has been given;
- opportunities for oral explanation and/or clarification is provided;
- information provided in the parent/guardian's native language; provision are provided for a native language translation to parent/guardian;
- interpreters are provided for deaf parent/guardian;
- Braille or audio taped versions are provided for parent/guardian with a visual disability or reading problem; and
- any updated information regarding parent/student rights are provided to the parent/guardian and documented in the eligibility file.

D. Notice of admission, review & dismissal (ARD) committee meetings (34 CFR 300.503; 34 CFR 300.345; TEC 26.0081; 19 TAC 89.1015; 19 TAC 89.1045)

The Varnett Charter School provide prior written notice to the parent of a student, within a reasonable period of time (at least 5 days) when The Varnett Charter School proposes to initiate or change, or refuses to initiate or change the identification, evaluation or educational placement of the student, or the provision of a free appropriate public education. The Varnett Charter School provides prior written notice after a decision is made and a reasonable time before that decision is implemented.

The content of the prior written notice will include:

1. A description of the action proposed or refused by The Varnett Charter School;
2. An explanation of why The Varnett Charter School proposed or refused to take the action;
3. A description of any options that The Varnett Charter School considered and reasons why those options were rejected;
4. A description of each evaluation procedure, test, records, or report that is directly relevant to the proposal or refusal;
5. A description of any other factors that are relevant to The Varnett Charter School's proposal or refusal;
6. A statement that the parents of a student with a disability have protection under the procedural safeguards and the means by which a copy of the procedural safeguards can be obtained; and
7. Sources for parents to contact to obtain assistance in understanding their procedural safeguards.

The prior written notice is:

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;
3. If the native language or other mode of communication of the parent is not a written language, The Varnett Charter School will take steps to ensure that:

- The notice is translated orally or by other means to the parent in the parent's native language or other mode of communication.
 - A reasonable effort is made to help the parent to understand the content of the notice; and
- There is evidence that the requirements of this rule have been met.

CLARIFICATION: EVALUATION OF CHILDREN TO DETERMINE ELIGIBILITY

E. Evaluation of children to determine eligibility

(34 CFR 300.530-300.543; TEC 29.004; 19 TAC 89.1011; 19 TAC 1015; 19 TAC 89.1040)

The Varnett Charter School complies with New IDEA regulations. Specifically:

- The Varnett Charter School conducts a full and individual initial evaluation before determining that a student is eligible for special education services, and before beginning to provide special education and related services.
- Parents, staff, or other interested individuals can refer a student for an initial special education evaluation if there is suspicion that a student may have a disability that has an adverse impact on educational performance.
- The Varnett Charter School designates a team to determine whether an evaluation will be conducted. The team includes a least two professionals, at least one of who is a specialist knowledgeable and experienced in the evaluation and education of students with disabilities, and the parent.
- In determining what testing and/or further assessment may be necessary, the team will review existing information.
- As appropriate The Varnett Charter School provides the parent with:
 1. Prior written notice of the intent to conduct an initial evaluation, and obtain consent for such evaluation(s);
 2. Prior written notice of the refusal to conduct an initial evaluation; or
 3. Notice of the team determination that no further data is required, including:
 - The reason why no further data are required; and
 - The right to request further assessment(s) to determine if the student is eligible for special education and related services.
- The Varnett Charter School conducts a complete re-evaluation:
 1. At least once every three years; or
 2. Whenever conditions warrant a re-evaluation, including if the student's parent or teacher(s) request such re-evaluations.
- When conducting re-evaluations, the Individualized Education Plan team reviews existing information and determines what additional assessment information if any, is needed to address all minimum eligibility criteria of the student's eligibility category(ies).
- If additional evaluation is determined to be necessary, The Varnett Charter School provides the parent with prior written notice of the intent to conduct the evaluation and request consent for such evaluation.
- If the team determines that no further data is required, The Varnett Charter School:
 1. Provides prior written notice of this decision to the parent; and
 2. Provides parents with the reasons why no further data are required; and, informs the parents of their right to request further assessment(s) to determine if their student is eligible for special education and related services.
- When initially evaluating, and when re-evaluating a student, the Individualized Education Plan team, and other professionals as appropriate, review existing data and other information that is available, including information provided by the parent, and determine any additional information, if any, that the team will need to obtain in order to determine:
 1. Whether or not a student is eligible under any category(ies) of disability(ies), including the need of r special education and related service(s);
 2. The present levels of educational performance;
 3. The educational needs of the student; and
 4. In the case of re-evaluation, whether any additions or modifications in the special education and related services are needed to allow the student to meet the Individualized Education Plan goals, and allow the student to participate in the general education curriculum.
- A review of existing information includes:

1. Any evaluations and information provided by the parents;
 2. Any current classroom-based assessment and observations; and
 3. Any observations by teachers and other service providers.
- If the Individualized Education Plan team determines that no additional testing is required, The Varnett Charter School is not required to conduct further testing, unless requested to do so by the parent.
 - The Varnett Charter School ensures that all tests and evaluations used for initial evaluations and re-evaluations are:
 1. Selected and conducted so as not to be racially or culturally discriminatory;
 2. Conducted in the student's native language or other mode of communication, unless it is clearly not feasible to do so; and
 3. For students with limited English proficiency, are reflective of the student's English language skills; the assessments will measure the extent to which the student may have a disability and need special education, and not solely reflect the student's limited English proficiency.
 - The Varnett Charter School designates trained and knowledgeable personnel to conduct the evaluation(s).
 - The Varnett Charter School uses a variety of tools and measures to gather relevant functional and developmental information about the student. This includes:
 1. Any information provided by the parent; and
 2. Any information related to the student's ability to be involved in and progress in the general education curriculum; or
 3. For a preschool student to participate in appropriate activities.
 - Assessment tools and strategies selected by the team assist in determining:
 1. Whether the student has a disability and needs special education; and
 2. What the content of the Individualized Education Plan may be to address the special education needs.
 - Standardized test used to evaluate a student:
 1. Are validated for the purpose for which they are used;
 2. Are administered by trained and knowledgeable personnel, as determined by the test producer, and
 3. If administered in a non-standardized manner, a description of the way(s) in which the variance occurred will be described in the evaluation report.
 - Tests and other evaluation measures include those that are designed to assess specific areas of educational need, not only those designed to provide a single general intelligence quotient.
 - When testing students with impaired sensory, manual, or speaking skills, the tests used will accurately reflect the student's actual abilities rather than solely reflect the impairment, unless those skills are the factors that the test purports to measure.
 - No single evaluation tool will be used as the sole instrument in determining eligibility for special education, including educational programming for the student.
 - Each student is assessed in all areas related to each suspected disability(ies), including, if appropriate:
 1. Health;
 2. Vision;
 3. Hearing;
 4. Social and emotional status;
 5. General intelligence;
 6. Academic performance;
 7. Communication skills; and
 8. Motor Abilities.
 - The evaluation is comprehensive enough to identify all the student's special education and related service needs, whether or not these needs are commonly associated with the suspected or identified disability category(ies).

- The Varnett Charter School uses technically sound instruments that may assess the relative contribution of:
 1. Cognitive factors;
 2. Behavioral factors; and
 3. Physical or developmental factors.
- The student is evaluated in a manner that assists in determining his/her educational needs.
- The Varnett Charter School completes the assessment in a reasonable period of time (within 60 school days).
- Once evaluation is completed, an Admission, Review, and Dismissal (ARD) committee determines whether or not the student is eligible for special education services.
- The Admission, Review, and Dismissal committee determines if a student suspected of having a specific learning disability. The ARD committee includes:
 1. The student's regular teacher, or
 - If the student does not have a regular classroom teacher, a regular classroom teacher qualified to teach students who are the same age; or
 - For a child of less than school age, an individual qualified to teach a child of his/her age; and
 2. A person qualified to conduct individual diagnostic examinations (e.g., school psychologist, speech-language pathologist, other qualified professionals).

The Admission, Review, and Dismissal committee certifies in writing if the report reflects the consensus. If it does not reflect consensus, the committee member dissenting prepares a separate statement presenting his/her conclusions.

The student does not otherwise meet the eligibility criteria under Sec. 300.7.

- Before determining that a student is no longer eligible for special education and related services, The Varnett Charter School completes a re-evaluation. The Varnett Charter School provides services to students in grades Pre-Kindergarten through 5th grades. Therefore no exceptions would apply to termination of special education eligibility (e.g., graduation with a regular high school diploma or ineligible due to age).
- The Varnett Charter School has established evaluation requirements and criteria for determining the existence of a severe discrepancy, as related to specific learning disabilities. The Admission, Review, and Dismissal committee determines that a student has a specific learning disability if:
 1. The student does not achieve commensurate with his/her age and ability levels specified, if the student has been provided with learning experiences appropriate for his/her age and ability levels; and
 2. The Admission, Review, and Dismissal committee finds that the student has a severe discrepancy between achievement and intellectual ability in one or more of the following areas:
 - Oral expression;
 - Listening comprehension;
 - Written expression;
 - Basic reading skills;
 - Reading comprehension;
 - Mathematics calculation; and/or
 - Mathematics reasoning.
 3. The Admission, Review, and Dismissal committee will not identify a student as having a specific learning disability if the severe discrepancy between ability and achievement is primarily the result of:
 - A visual, hearing, or motor impairment;
 - Mental retardation;

- Emotional disturbance;
- Environmental, cultural or economic disadvantage.
- The Varnett Charter School utilizes at least one team member, other than the student's regular education teacher, to observe the student's academic performance in the regular education classroom setting. When a child is less than school age or out of school, a team member shall observe that child in an environment appropriate for the child's age.

CLARIFICATION: DEVELOPMENT & IMPLEMENTATION OF THE IEP; ESY

F. Development and implementation of the individualized educational program (IEP); Extended School year services (ESY)

(934 CFR 300.342-300.350; 34 CFR 300.309; TEC 37.0021; 19 TAC 89.1050; 19 TAC 89.1053; 19 TAC 89.1055; 19 TAC 89.1065)

- The Varnett Charter School will have an IEP in effect for each eligible student:
 1. Before special education and related services are provided to a student, and
 2. At the beginning of each school year.
- The Varnett Charter School ensures that an IEP is implemented as soon as possible following the IEP meeting.
- The Varnett Charter School provides all the special education and related services, including program modifications, supports and/or supplementary aids and services, identified on the IEP.
- The Varnett Charter School makes a good faith effort to assist the student to achieve the annual goals and short-term objectives identified on the IEP.
- The IEP will be accessible to each of the student's:
 1. Regular education teacher(s);
 2. Special education teacher(s); and
 3. Related service provider(s) and other service provider(s) responsible for the IEPs implementation.
- The Varnett Charter School ensures that each teacher and service provider is informed of:
 1. Their specific responsibilities for implementing the IEP; and
 2. Specific accommodations, modifications, and/or supports that must be provided for, on or on behalf of the student, to fully implement the IEP.
- For children, with disabilities, ages 3 through 5, The Varnett Charter School utilizes an IEP. For a child from birth through two years of age with visual and/or auditory impairments, an individualized family services plan (IFSP) meeting is held in place of an Admission, Review, and Dismissal committee meeting.
- The Varnett Charter School initiates and conducts Admission, Review, and Dismissal meetings at least annually (every 356 days) for the purpose of developing, reviewing, and revising an eligible student's IEP.
- Admission, Review, and Dismissal meetings are conducted within 30 calendar days from completion of the written full and individual initial evaluation report. When the 30th day falls during the summer and school is not in session, the Admission, Review, and Dismissal committee has until the first day of classes in the fall to finalize decisions concerning placement and the IEP, unless the full and individual initial evaluation indicates the student will need extended year services during that summer.
- Each eligible student's IEP is reviewed and revised at least once a year to determine whether annual goals for the student are being achieved, and to make necessary revisions to address:
 1. Any lack of anticipated progress toward annual goals and/or progress in the regular education curriculum;
 2. Results of any re-evaluation;
 3. Information provided about the student to or by the parent; anticipated needs; and
 4. Other matters related to the student's special education needs.
- The Varnett Charter School conducts an IEP meeting any time it believes that a change in the IEP may be necessary to ensure a free and appropriate public education to the student.
- The Varnett Charter School will take steps to ensure that the student's parent are present at each IEP meeting or are given the opportunity to participate, including:
 1. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
 2. Scheduling the meeting at a mutually agreed on time and place.
- Parents may request a meeting at any time to review or revise the IEP if they believe that The Varnett

Charter School has not acted in good faith in the development or implementation of the IEP, if they feel that the IEP is not effective, or for any other reason for which a review would be appropriate.

- When the parent request a meeting The Varnett Charter School will either:
 1. Schedule a meeting within a reasonable time; or
 2. By requesting assistance through the Texas Education Agency's mediation process. The Varnett Charter School informs the parents of the functions of the Admissioin, Review, and Dismissal committee and the circumstances or types of problems for which requesting an Admission, Review, and Dismissal committee meeting would be appropriate.
- If The Varnett Charter School fails to provide agreed upon transition services contained in the IEP, and IEP meeting is initiated for the purpose of identifying alternative strategies to meet the transition objectives and, if necessary, revising the IEP.
- The Varnett Charter School provides prior written notice to the parent upon completion of the IEP, and before implementation of the IEP services, if:
 1. The IEP changes the provision of a free and appropriate public education to the student (e.g., adding or discontinuing a special education or related servie); or
 2. The IEP team refuses a parent request for a change in the provision of a free and appropriate public education to the student.
- IEP team members include the following:
 1. The student's parents;
 2. The student, when appropriate;
 3. The student's special education teacher or special education service provider;
 4. The student's regular education teacher (if the student does not have a regular education teacher a teacher qualified to teach a student the same age);
 5. A representative of The Varnett Charter School, who may also be another member of the team, who is qualified to provide or supervise the provison of special education and is knowledgeable about the general curriculum, and about program options, academic, non-academic, and extracurricular activities. A representative of The Varnett Charter School will have the authority to commit The Varnett Charter School resources, and be able to ensure that all services identified in the IEP can be delivered;
 6. An individual, who may also be another member of the team, who is certified in the student's suspected areas of disability;
 7. At the discretion of the parent or The Varnett Charter School, other individuals who have knowledge or special expertise regarding the student;
 8. The student, if aproprate;
 9. If The Varnett Charter School has referred or placed a student in a state operated program, private facility, or any other program, IEP team membership will include a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call, or participating through other means.
- If the student is, or may be, participating in the regular educational environment, the regular education teacher will, to the extent appropriate, participate in the develoment and review of the IEP. If the student has more than one regular education teacher, The Varnett Charter School will determine which teacher or teachers will participate. The regular education teacher(s) will participate in discussions and decisions regarding:
 1. Participation in the regular education curriculum and in the regular education environment;
 2. Supplemental aids and services, program modifications, and/or supports to be provided for the student or on behalf of the student;
 3. Appropriate postitive behavioral interventions and strategies; and
 4. All portions of the IEP they may be implementing.

- The IEP for each eligible student includes:
 1. A statement of the student's present levels of educational performance. (Including how the student's disability affects his/her involvement and progress in the regular education curriculum or for preschool aged students, as appropriate, how the disability affects the student's participation in appropriate activities.)
 2. A statement of measurable annual goals, including short term objectives. (Related to meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the regular education environment/curriculum or for preschool aged students to participate in appropriate activities; and meeting each of the student's other educational needs that result from the student's disability.)
 3. A statement of the special education services, related services, supplementary aids and services, program modifications, and supports for school personnel that will be provided to the student, or on behalf of the student. These services, modifications, and supports are developed for the student to:
 - Meet the annual goals;
 - Be involved and progress in the general curriculum;
 - Be educated and participate with non-disabled students in extracurricular and other non-academic activities (an explanation will be provided any time a student is excluded from participating with non-disabled students in non-academic and/or extracurricular activities).
 4. For each special education service, related service, supplementary aid and service, program modification, and support for school personnel that will be provided to the student, or on behalf of the student, a description of:
 - The projected date of initiation;
 - Projected duration or ending date;
 - The anticipated amount and frequency; and who is responsible for implementation of all or part of an IEP; and
 - The location for service implementation.
 5. A statement of the extent, if any, to which the student will not participate:
 - With non-disabled students; and
 - In regular academic, non-academic, and extracurricular activities.
 6. A statement that describes how the student will participate in state-wide and district-wide assessments, which includes:
 - A description of accommodations and/or modifications, if any, to be provided that allow a student to participate either fully or partially in such assessments; and
 - If the team determines that a student will not participate in state-wide and/or district-wide assessments, a statement is included to explain the reasons why a student is being excluded, and describes how the student will be assessed in another way.
 7. A statement that describes how the student's progress toward completion of the annual goals will be measured, and how this progress will be reported to parents at least as often as progress reports for non-disabled students are provided to parents (e.g., progress toward the annual goals and the extent to which that progress is sufficient to the achievement of the goals by the end of the year).
- In developing, reviewing, and revising the IEP, the IEP team considers:
 1. The strengths of the student and concerns of the parent for enhancing the education of the student; and
 2. The results of the initial or most recent evaluation of the student; and
 3. As appropriate, the results of the student's performance on any general state or district-wide assessment.
- In developing, reviewing, and revising the student's IEP, the IEP team considers the following special factors:

1. For a student whose behavior impedes his/her learning or that of others, strategies, positive behavioral intervention, and supports to address that behavior;
 2. For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
 3. For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of reading and writing media, including evaluation of future needs for instruction in Braille or the use of Braille, that instruction in Braille or the use of Braille is not appropriate and the ARD/IEP supplement for students with visual impairments; and
 4. For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication, mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode and ARD/IEP supplement for students with auditory impairment; and
 5. For students with autism, the IEP addresses extended educational programming, daily schedules reflecting minimal unstructured time, in-home training or viable alternatives, prioritized behavioral objectives; pre-vocational/vocational needs of students 12 or older; parent training; suitable staff-to-teacher ratio.
- In addition to the above IEP contents, the IEP for each eligible student of transition age includes:
 1. If appropriate a statement of transition service needs that focus on the student's course of study; this statement must be updated annually. (The Varnett Charter School serves students Pre-Kindergarten through 5th grade. Thus no students will be 16 years or older requiring transition services.)
 - The Varnett Charter School makes extend school year (ESY) services available to all students that the IEP team has determined that such services are necessary.
 - ESY services are:
 1. Provided to a student with a disability in addition to the services provided during the typical school year;
 2. Identified in the student's IEP; and
 3. Provided at no cost to the parent.
 - Consideration of ESY services are not limited to particular categories of disability, and are not limited to a type, amount, or duration of service.
 - ESY services are available to maintain the student's skills or behavior; ESY services are not provided to teach new skills or behaviors.
 - The Varnett Charter School has established criteria for determining the need for ESY services. The criteria includes:
 1. Evidence of the student's regression and recoupment of skills and/or behavior, based on documented evidence; or
 2. If no documented evidence, predictions regarding the student's regression and recoupment of skills and/or behavior.
 - Additional criteria The Varnett Charter School uses to determine the need for ESY includes:
 1. The student's rate of progress, as evidenced through evaluation data and/or progress on the IEP;
 2. The need to provide continuing instruction and support in specific areas of the student's curriculum; and
 3. Any skills that may be emerging or developing that would be lost with out ESY services.
 - The Varnett Charter School strives to treat all students with dignity and respect. A Varnett Charter School employee, volunteer, or independent contractor may use restraint only in an emergency as defined in subsection (b) of 19 TAC 89.1053 and with the following limitations.
 1. Restraint is limited to the use of such reasonable force as is necessary to address the emergency.
 2. Restraint is discontinued at the point at which the emergency no longer exists.
 3. Restraint is implemented in such a way as to protect the health and safety of the student and others.

4. Restraint does not deprive the student of basic human necessities.
- Training for The Varnett Charter School employees, volunteers, or independent contractors will be provided according to the following requirements:
 1. No later than April 1, 2003, a core team of personnel will be trained in the use of restraint, and the team will include a campus administrator and any general or special education personnel likely to use restraint.
 2. After April 1, 2003, personnel called upon to use restraint in an emergency and who have not received prior training will receive training within 30 school days following the use of restraint.
 3. Training on use of restraint includes prevention and de-escalation techniques and provide alternatives to the use of restraint.
 4. All trained personnel will receive instruction in current professionally accepted practices and standards regarding behavior management and the use of restraint.
 - In a case in which restraint is used, Varnett School employees, volunteers, or independent contractors will implement the following documentation requirements:
 1. On the day restraint is utilized, the campus administrator is notified verbally and in writing regarding the use of restraint.
 2. On the day restraint is utilized, a good faith effort is made to verbally notify the parent(s) regarding the use of restraint.
 3. Written notification of the use of restraint is placed in the mail or otherwise provided to the parent within one school day of the use of restraint.
 3. Written documentation regarding the use of restraint is placed in the student's special education eligibility folder in a timely manner so the information is available to the ARD committee when it considers the impact of the student's behavior on the student's learning and/or the creation or revision of a behavioral intervention plan (BIP).
 - Written notification to the parent(s) and documentation to the student's special education eligibility folder shall include the following:
 1. The name of the student;
 2. The name of the staff member(s) administering the restraint;
 3. The date of the restraint and the time the restraint began and ended;
 4. The location of the restraint;
 5. The nature of the restraint;
 6. A description of the activity in which the student was engaged immediately preceding the use of restraint;
 7. The behavior that prompted the restraint;
 8. The efforts made to de-escalate the situation and alternatives to restraint that were attempted; and
 9. Information documenting parent contact and notification.
 - The Varnett Charter School understands that restraint does not include the use of:
 1. Physical contact or appropriately prescribed adaptive equipment to promote normal body positioning and/or physical functioning;
 2. Limited physical contact with a student to promote safety (e.g., holding a student's hand), prevent a potentially harmful action (e.g., running into the street), teach a skill, or provide comfort;
 3. Limited physical contact or appropriately prescribed adaptive equipment to prevent a student from engaging in on-going, repetitive self-injurious behaviors; or
 4. Seat belts and other safety equipment used to secure students during transportation.
 - A Varnett Charter School employee, volunteer, or independent contractor may use time-out in accordance with subsection (b)(3) (b) of 19 TAC 89.1053 with the following limitations:
 1. Physical force or threat of physical force is not be used to place a student in time-out.
 2. Time-out is only be used in conjunction with an array of positive behavior intervention strategies and

techniques and must be included in the student's Individualized Education Program (IEP) and/or BIP if it is utilized on a recurrent basis to increase or decrease a targeted behavior.

3. Use of time-out is not implemented in a fashion that precludes the ability of the student to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP.
- Training for The Varnett School employees, volunteers, or independent contractors shall be provided according to the following requirements:
 1. No later than April 1, 2003, general or special education personnel who implement time-out based on requirements established in a student's IEP and/or BIP will be trained in the use of time-out.
 2. After April 1, 2003, newly-identified personnel called upon to implement time-out based on requirements established in a student's IEP and/or BIP will receive training in the use of time-out within 30 school days of being assigned the responsibility for implementing time-out.
 3. Training on the use of time-out will be provided as part of a program which addresses a full continuum of positive behavioral intervention strategies, and must address the impact of time-out on the ability of the student to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP.
 4. All trained personnel shall receive instruction in current professionally accepted practices and standards regarding behavior management and the use of time-out.
 - The Varnett Charter School will provide the necessary documentation or data collection regarding the use of time-out, if any, which will be addressed in the IEP or BIP. The Admission, Review, and Dismissal (ARD) committee uses any collected data to judge the effectiveness of the intervention and provide a basis for making determinations regarding its continued use.
 - Any behavior management technique and/or discipline management practice is implemented in such a way as to protect the health and safety of the student and others. No discipline management practice is calculated to inflict injury, cause harm, demean, or deprive the student of basic human necessities.
 - The Varnett Charter School will begin to report cumulative data regarding the use of restraint through The Public Education Information Management System (PIEMS) school year 2003-2004.

Clarification: Least Restrictive Environment (LRE) Placement

G. Least Restrictive Environment (LRE) Placement

(34CFR 300.550-300.553; 19 TAC 89.63(a-c))

- The Varnett Charter School ensures that:
 1. To the maximum extent appropriate, students with disabilities are educated with students who are non-disabled; and
 2. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- The placement decision for each eligible student:
 1. Is made by the Admission, Review, and Dismissal committee;
 2. Is determined at least once every 365 days;
 3. Is based on the student's Individualized Education Program; and
 4. Is as close as possible to the student's home .
- The student is educated in the school that he or she would attend if non-disabled unless the services identified in the Individualized Education Program cannot feasibly be provided in this setting.
- The Varnett Charter School ensures that:
 1. A continuum of placement options is available to meet the needs of students with disabilities for special education and related services.
 2. The continuum includes instruction in regular classes (with special education and related services, and/or supplementary aids and services as identified on the Individualized Education Program), special classes, special schools, home instruction, and instruction in hospitals and institutions.
 3. Placement options, including instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions are available to the extent necessary to implement the Individualized Education Program for each student with a disability.
- Students are placed in the least restrictive environment, using the following decision making process:
 1. Completion of the Individualized Education Program;
 2. Determining which Individualized Education Program services, including instruction, can be implemented in the regular education classroom setting;
 3. If all Individualized Education Program services cannot be provided in the regular education classroom setting, identifying those that must be provided outside the regular class; however, The Varnett Charter School will not remove a student from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum;
 4. A full continuum of services is provided for students at The Varnett Charter School. Current instructional settings utilized:
 - Resource Room - less than 50% of the student's school day
 - Self-Contained (Mild/Moderate, Regular Campus) - more than 50% of student's day/student attends more than 2 regular education classes
 - Self-Contained (Severe, Regular Campus) – student attends no more than 2 regular education classes
 - Special Education Mainstream – instruction and related services are provided in the regular education classroom with special education support
 - Extended Year Services – summer 2002 program for students that may have regressed over the summer and will be considered for each student on an individual basis in subsequent years
 - The Varnett Charter School will provide other instructional arrangements as required to meet

individual student needs per the Admission, Review, and Dismissal committee's decision/mutual agreement(s).

5. For those services that must be provided outside the regular classroom setting, identifying where, on the continuum from least to most restrictive, the services can be provided;
 6. Placement is in the school the student would attend if not disabled, unless another arrangement is required for implementation of the Individualized Education Program;
 7. In selecting the student's placement, the placement team considers and documents:
 - All placement options considered, including placement options requested by the parent;
 - Potential benefits of placement options that are considered;
 - Any potential harmful effects on the student or on the quality of services that he/she needs; and
 - Modifications and services considered to reduce harmful effects, and to maintain the student in the least restrictive placement.
 8. The placement team documents the placement selected and provides a copy of the determination to the parent;
 9. If the selected placement is a change from previous placement, The Varnett Charter School provides the parent with prior written notice of the change in placement; and
 10. If the parent requests a specific placement that the team rejects, The Varnett Charter School provides a prior written notice of refusal.
- The Varnett Charter School provides non-academic and extracurricular services and activities in the manner necessary to afford students with disabilities an equal opportunity for participation in those services and activities.
 - Non-academic and extracurricular services and activities include all those available to non-disabled students, and may include:
 1. Counseling services;
 2. Athletics;
 3. Health services;
 4. Recreational activities;
 5. Special interest groups or clubs; and
 6. Referrals to agencies that provide assistance to individuals with disabilities.

H. Transition planning (34 CFR 300.29; TEC 29.011; 19 TAC 89.1110)

The Varnett Charter School serves students Pre-K through fifth grade. Thus, the oldest student would be between the age of 12 and 13 years old. However, the district understands:

- the need to bridge the gap between a student with a disability graduating from high school and entering the "real world"; and
- transition services emphasize the acquisition of functional skills and hands-on knowledge, enabling students to enter the work force or continue education/training to do so and students who can do neither to live as autonomously as possible, given the extent of his/her disabilities.

Therefore, The Varnett Charter School's ARD document includes a statement of transition service needs for students younger than age 16 when it is determined appropriate, on a case-by-case basis, at least annually. The focus of this statement is to focus on the student's courses of study in connection with post-secondary school activity, such as college, vocational training, or independent living in the community. Further, for students age 14 (or earlier if requested via parent) the school provides (on an annual basis) information about transition planning to each student receiving education services and his/her family, until the student's first individualized transition plan is developed. The transition from School to Work is used for this purpose. Specific procedures are outlined in the school's Special Education Operating Guidelines.

Clarification: Certified Personnel

I. Certified personnel for the provision of services to children with special needs (34CFR 300.136; 19 TAC 89.1131; SBEC requirements)

- It is The Varnett Charter School position that educators who work with students in special education settings must possess, to a degree congruent with their roles, the knowledge and skills for working with elementary aged students (Pre-K through 5th grade) with special learning and developmental needs and their families. The increasing capacity to provide comprehensive, coordinated services for students with special learning and developmental needs and their families has significant implications for The Varnett Charter School's personnel staffing, in the area of special education.
- The Varnett Charter School ensures that personnel are both available and adequately prepared to meet the challenges identified by the field. The Varnett Charter School has developed personnel standards that support the practice of educating students in the least restrictive environment appropriate, providing services for students with disabilities in regular education programs and other community-based settings in which typically developing students are also served.
- The Varnett Charter School also believes state personnel regulations facilitate standards necessary for individuals functioning in a variety of special education roles, including but not limited to, the following:
 1. Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and
 2. Instruction in physical education.
This includes each of the following:
 1. Speech-language pathology services or any other related service, if the service is considered special education rather than related services under State standards; and
 2. Travel training.
- All Varnett Charter School special education and related service personnel will be certified, endorsed, or licensed in the area or areas of assignment or possess the appropriate state agency credentials
- A Varnett Charter School teacher who holds a special education certificate or an endorsement may be assigned to any level of a basic special education instructional program serving eligible students Pre-K through 5th grade (3 years of age through 21 years of age in accordance with the limitation of his/her certification, except for the following:
 1. Persons assigned to provide speech therapy instructional services will hold a valid Texas Education Agency certificate in speech and hearing therapy or speech and language therapy, or a valid state license as a speech/language pathologist.
 2. Teachers holding only a special education endorsement for early childhood education for children with disabilities shall be assigned only to programs serving infants through Grade 6.
 3. Teachers assigned full-time to teaching orthopedically impaired or other health impaired students with the teaching station in the home or a hospital are not required to hold a special education certificate or endorsement as long as his/her personnel file contains an official transcript indicating (s)he has completed a three-semester-hour survey course in the education of students with disabilities and three semester hours directly related to teaching students with physical impairments or other health impairments.
 4. Teachers certified in educating students with visual impairments are available to students with visual impairments, including deaf-blindness, through one of The Varnett Charter School's instructional options, a shared services arrangement with other public school districts, or an Education Service Center. A teacher who is certified in the education of students with visual impairments will attend each Admission, Review, and Dismissal committee meeting or Individualized Family Service Plan meeting of a student with a visual impairment, including deaf-blindness.
 5. Teachers certified in the education of auditorially impaired students must be available to students with auditory impairments, including deaf-blindness, through one of The Varnett Charter School's

instructional options, a regional day school program for the deaf, a shared services arrangement with other public school districts, or an Education Service Center. A teacher who is certified in the education of students with auditory impairments must attend each Admission, Review, and Dismissal committee meeting or Individual Family Service Plan meeting of a student with an auditory impairment, including deaf-blindness.

- When the Admission, Review, and Dismissal committee has made the determination and the arrangements are specified in the student's Individualized Education Program, physical education may be provided by the following personnel:
 1. Special education instructional or related service personnel who have the necessary skills and knowledge;
 2. Physical education teachers;
 3. Occupational therapists;
 4. Physical therapists; or
 5. Occupational therapy assistants or physical therapy assistants working under supervision in accordance with the standards of their profession.
- When these services are provided by The Varnett Charter School's special education personnel, The Varnett Charter School must document that they have the necessary skills and knowledge. Documentation may include, but need not be limited to, in-service records, evidence of attendance at seminars or workshops, or transcripts of college courses.
- Teachers assigned full-time or part-time to instruction of students from birth through age two with visual impairments, including deaf-blindness, are certified in the education of students with visual impairments.
- Teachers assigned full-time or part-time to instruction of students from birth through age two who are deaf, including deaf-blindness, are certified in education for students who are deaf and severely hard of hearing. (Other certifications for serving these students requires prior approval from TEA.)
- **Paraprofessional** personnel (Educational Aides), assigned to The Varnett Charter School's Special Education Department, are certified and can be assigned to work with eligible students, general and special education teachers, and related service personnel. Educational Aides may also be assigned to assist students with special education transportation or serve in support of community-based instruction. Educational Aides paid from state administrative funds may be assigned to the Special Education Resource System (SERS), the Special Education Management System (SEMS), or other special education clerical or administrative duties.
- The Varnett Charter School will provide interpreting services for students who are deaf via an interpreter who is certified in the appropriate language mode(s), if certification in such mode(s) is available. If certification is available, the interpreter must be certified by the Registry of Interpreters for the Deaf or the Texas Commission for the Deaf and Hard of Hearing, unless the interpreter has been granted an emergency permit by the Commissioner of Education to provide interpreting services for students who are deaf. (In no event will an emergency permit allow an uncertified interpreter to provide interpreting services for more than a total of three school years to students who are deaf.)
- Orientation and mobility instruction is provided by a certified orientation and mobility specialist certified by the Academy for Certification of Vision Rehabilitation and Education Professionals.

J. Services to expelled students (34 CFR 300.121(d); 34 CFR 300.522; TEC Chapter 37 – 10 day rule)

The Varnett Charter School adheres to the regulations regarding expulsion of students with disabilities. An ARD committee must determine that the behavior is not a manifestation of the student's disability or inappropriate placement before an identified student with a disability can be expelled. The ARD committee bases their decision upon current evaluation. If further assessment is needed, the student will be returned to his/her prior placement within ten (10) days unless parents agree otherwise. ARD committee determines the educational services to be provided during the expulsion period, and these services are designed to assist in returning the student to school and to prevent significant regression. If the ARD committee determines that the behavior is a manifestation of the disability or due to an inappropriate placement, the student will not be expelled. Instead a review of the student's placement is made by the ARD committee and alternatives will be recommended and the IEP will be re-written to address behavioral and educational needs. Further, the school has specific procedures related to change of placement constituted by:

- a series of removals from student's current educational placement in a school year, each of which is fewer than ten (10) school days, but which cummulate to more than ten (10) school days in a school year, may constitute a change of placement.
- any days of removal of a student in excess of ten (10) school days in a school year, the school provides the student with necessary services to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP.

When removal constitute a change of placement, the school:

- no later than the date on which the decision that resulted in the change of placement with notice of their procedural safeguards;
- no later than ten (10) school days after the date on which the decision resulted in a change of placement was made, the school will convene a meeting of the student's ARD committee;
- the ARD committee conducts or plans a Functional Behavior Assessment (FBA) and as soon as practicable after completing the FBA, develops an appropriate Behavior Intervention Plan (BIP) to address the behavior, if the FBA and BIP are not already in place;
- if student already has a BIP, the ARD committee meets to review the BIP and it's implementation, and modivies the BIP as necessary to address the behavior.

The school's Special Education Operating Guidelines has specific procedures related to discipline procedures and positive behavioral supports.

Clarification: Allowable Expenditures of State Special Education

**K. Allowable expenditures of state special education funds
(19 TAC 89.1125)**

The Varnett Charter School utilizes special education funds to assist in the provision of providing special education and related services to students via curricula, methods, materials, resources, and services required for disabled students to benefit from The Varnett Charter School's special education programs. Specifically, funding is used to provide those things not included in the regular education environment, in the context of educational programs designed and implemented without regard to the individual circumstances of any one particular student. The items included in this section includes program requirements designed to meet a student's social, health and emotional needs as well as his/her academic needs. The materials and services includes:

- equipment directly related to the implementation of student's Individualized Education Programs not regularly purchased for the regular classroom;
- instruction/related services provided to students with disabilities not regularly provided in the regular classroom.
- materials directly related to the implementation of student's Individualized Education Programs not regularly purchased for the regular classroom;
- professional consulting services directly related to special education programming and related services;
- professional consulting services directly related to special education student assessment(s) and program evaluation and planning; and
- supplies directly related to the implementation of student's Individualized Education Program not regularly purchased for the regular classroom.

Note: Administrative duties (special/regular education) are not funded as a direct cost or via state special education funds.

Section X. Information Request

Place the following information requests in **Attachment 4, Special Needs Students/Programs Information Request.**

Information Requests

- A. Current copy of the charter school's informational brochure/pamphlet
- B. Current blank copy of the initial pre-selection data sheet for potential students – the form or student information requested for the charter school's admission method (i.e., lottery, etc.)
- C. Current blank copy of the student enrollment card once the student is selected for enrollment in the charter school
- D. As part of Attachment 4, provide a brief description of the charter school's instructional arrangements/settings (mainstream*, resource room/services, self-contained, etc.) implemented for the provision of special education and related services**. This description is not limited to, but must include information on the location of services (in relation to the general education setting) and the staffing of personnel.
- * If the charter school has students with disabilities receiving special education and related services in the instructional arrangement/setting of mainstream, then provide information on the provision of support services by qualified special education personnel.
- ** Currently, if the charter school has no students with disabilities receiving special education and related services, then provide information based on previous school years. If the charter school has never had students with disabilities receiving special education and related services, then provide information based on the possibility of the enrollment of a student with a disability that would receive special education and related services in the various special education instructional arrangements/settings.
- E. As part of Attachment 4, provide a brief description of the charter school's system for placement decisions* with transfer students that previously received special education and related services from another district/charter school in any instructional arrangement/setting EXCEPT mainstream.
- *If the initial placement prior to the 30-day transfer ARD is a mainstream instructional arrangement/setting, provide a detailed explanation for this decision.

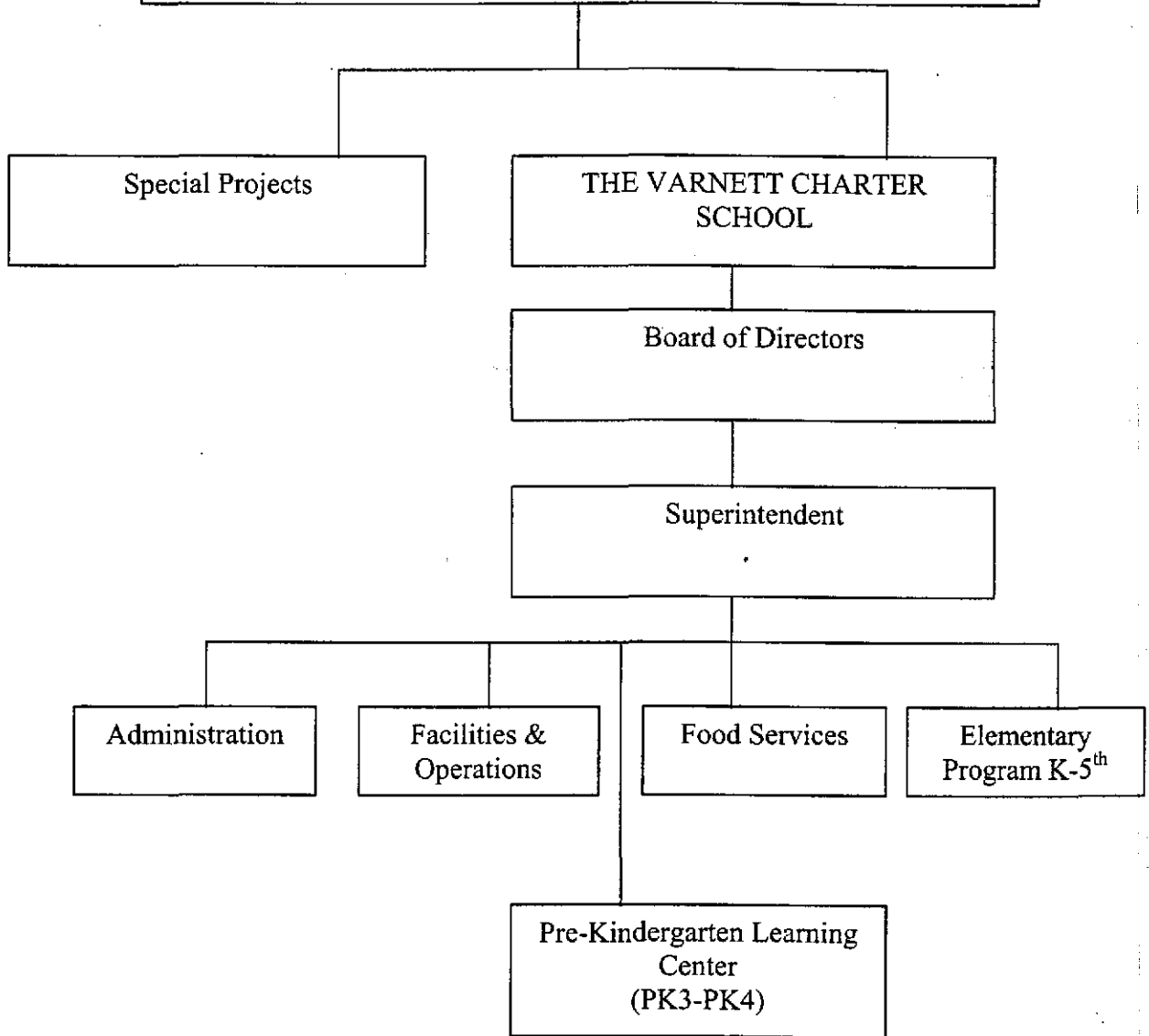
For further **CLARIFICATION** on Section X. Information Requests, please contact Carolyn Dietrich in the Division of Special Education (512-463-9362).

Attachment 1.

ORGANIZATIONAL CHART

THE VARNETT SCHOOLS, INC.

501 ©(3) Sponsoring Entity



Attachment 2.

**CRIMINAL HISTORY RECORDS
FOR
BOARD MEMBERS**

Criminal History Records/Background

PAGES 45 - 51 = 7 PAGES

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

Attachment 3.

**BOARD MEMBER BIOGRAPHICAL
AFFIDAVITS**

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

Check all that apply:

Member of the governing board of the sponsoring entity

Member of the managing board for the charter school

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

School officer _____

State Position as defined in TEC 12.1012

Full Name of Sponsoring Entity: The Varnett Schools, Inc.

Full Name of Proposed Charter School: The Varnett 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. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

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

1. Full Name: Craig Steingraber

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

If yes, give reason for the change: _____

b. Maiden Name (if female) _____

c. Other names used at any time _____

3. Social Security Number: [REDACTED]

4. Date and Place of Birth: August 23, 1963 Milwaukee, Wisconsin

5. Business Address: 8191 Southwest Freeway, Suite 101 Houston, Texas 77074

Business Telephone: 713 271-3266

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

DATES ADDRESS CITY AND STATE ZIP CODE

1998 - Present 403 Derbyshire Drive Houston, Texas 77034

1992 - 98 715 FM 1959 #204 Houston, Texas 77034

7. Education: Dates, Names, Locations and Degrees

College: 1983 Mount Saint Clare College A.A.

1991 Texas Chiropractic College B.S.

Graduate Studies: 1991 Texas Chiropractic College Doctor of Chiropractic

Others: 1994 Certified Chiropractic Sports Practioner ACA Sports Council

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8. List Membership in Professional Societies and Associations: U.S. Sports Chiropractic Federation, American Chiropractic Board of Sports Physicians, American Chiropractic Associations's Sports Council, Foundation for Chiropractic Education and Research, American Chiropractic Association, Texas Chiropractic Association, Memorial Hermann/HBU Wellness Center, and Medical Advisory Board Memorial Hermann/HBU Wellness Center.
9. List complete employment record (up to and including present jobs, positions, directorates or officerships) for the past twenty (20) years:

DATES	EMPLOYER	ADDRESS	TITLE
6/92 – Present	Self-Employed		
1983 – 4/91	Student		

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

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

DATES	EMPLOYER	TITLE
5/02 – Present	The Varnett Charter School	Member, Board of Directors

List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE
<u>NONE</u>			

11. a) Have you ever been in a position which required a fidelity bond? No
- b) Have you ever been denied an individual or position schedule fidelity bond, or had a bond cancelled or revoked? No
12. 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): None
13. 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
14. Explain any compensation that you expect to receive from your association with the sponsoring entity, the charter school, or a management company of the school:

POSITION	COMPENSATION
<u>Member, Board of Directors</u>	<u>Travel Expense Only</u>

15. Will you or any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by

or receive any compensation or remuneration from the sponsoring entity or the proposed charter school? No

16. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity or the proposed charter school? No
17. Have you ever been adjudged bankrupt? No
18. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging a misdemeanor involving moral turpitude or any felony or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? No
19. 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
20. Are you now, or have you been, within the past five years, a plaintiff or defendant in any lawsuit? No

Dated and signed this 10th day of June, 2002

at office of Craig Steingraber, D.C., P.A. Houston TX 77074

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.

Craig A. Steingraber, D.C.
(Signature of Affiant)

State of Texas

County of Harris

Personally appeared before me the above named Craig A. Steingraber, D.C. 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 10th day of June, 2002.



(SEAL)

Janice R. Taylor
(Notary Public)

My commission expires 3-5-03 055

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

Check all that apply:

Member of the governing board of the sponsoring entity

Member of the managing board for the charter school

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

School officer _____

State Position as defined in TEC 12.1012

Full Name of Sponsoring Entity: The Varnett Schools, Inc.

Full Name of Proposed Charter School: The Varnett 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. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

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

1. Full Name: David R. McCormick, Jr.

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

If yes, give reason for the change: _____

b. Maiden Name (if female) _____

c. Other names used at any time _____

3. Social Security Number: [REDACTED]

4. Date and Place of Birth: December 25, 1968 Austin, Texas

5. Business Address: Duration Software, Inc. Houston, Texas

Business Telephone: 713 983-7676

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>
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<u>1996 - Present</u>	<u>16121 Jersey Drive</u>	<u>Houston, Texas</u>	<u>77040</u>
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<u>1994-96</u>	<u>Woodway & Voss</u>	<u>Houston, Texas</u>	
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<u>1992-94</u>	<u>605 Spurlock</u>	<u>Austin, Texas</u>	
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7. Education: Dates, Names, Locations and Degrees

College: 1990 University of Texas, Austin, Texas B.A.

Graduate Studies: 1999 Univeristy of Houston, Houston, Texas M.B.A.

Others: None

8. List Membership in Professional Societies and Associations: None
9. List complete employment record (up to and including present jobs, positions, directorates or officerships) for the past twenty (20) years:

DATES	EMPLOYER	ADDRESS	TITLE
<u>6/97-Present</u>	<u>Duration Software, Inc.</u>	<u>Houston, Tx.</u>	<u>Principal, Director Houston Office</u>
<u>9/94 - 6/97</u>	<u>Butrum & Associates</u>	<u>Houston, Tx.</u>	<u>Senior Associate</u>
<u>9/94-6/97</u>	<u>CEO Foundation</u>	<u>Houston, Tx.</u>	<u>Program Administrator</u>
<u>11/92-8/94</u>	<u>Camp Balcones Springs</u>	<u>Marble Falls, Tx.</u>	<u>General Manager</u>

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

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

DATES	EMPLOYER	TITLE
<u>3/98 - Present</u>	<u>The Varnett Charter School</u>	<u>Vice President, Board of Directors</u>

List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE
<u>NONE</u>			

11. a) Have you ever been in a position which required a fidelity bond? No
- b) Have you ever been denied an individual or position schedule fidelity bond, or had a bond cancelled or revoked? No
12. 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): None
13. 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
14. Explain any compensation that you expect to receive from your association with the sponsoring entity, the charter school, or a management company of the school:

POSITION	COMPENSATION
<u>Vice President, Board of Directors</u>	<u>Travel Expense Only</u>

15. Will you or any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by

or receive any compensation or remuneration from the sponsoring entity or the proposed charter school? No

16. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity or the proposed charter school? No

17. Have you ever been adjudged bankrupt? No

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

19. 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

20. Are you now, or have you been, within the past five years, a plaintiff or defendant in any lawsuit? No

Dated and signed this 11TH day of JUNE, 2002

at 8191 SOUTHWEST FREEWAY # 101

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

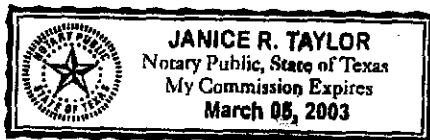

(Signature of Affiant)

State of Texas

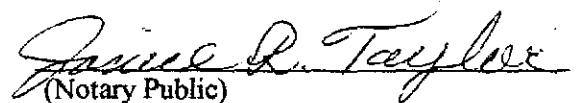
County of Harris

Personally appeared before me the above named David McCormick 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 11th day of June, 2002.



(SEAL)


(Notary Public)

My commission expires 3-5-03

053

**TEXAS EDUCATION AGENCY
BIOGRAPHICAL AFFIDAVIT**

Check all that apply:

Member of the governing board of the sponsoring entity

Member of the managing board for the charter school

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

School officer _____

State Position as defined in TEC 12.1012

Full Name of Sponsoring Entity: The Varnett Schools, Inc.

Full Name of Proposed Charter School: The Varnett 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. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

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

1. Full Name: **Robert T. Stanton**

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

If yes, give reason for the change: _____

b. Maiden Name (if female) _____

c. Other names used at any time _____

3. Social Security Number: **[REDACTED]**

4. Date and Place of Birth: **October 28, 1956 Galveston, Texas**

5. Business Address: **Houston Chronicle Houston, Texas**

Business Telephone: **713 220-3568**

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>1985- Present</u>	<u>4645 Wild Indigo</u>	<u>Houston, Texas</u>	<u>77027</u>

7. Education: Dates, Names, Locations and Degrees

College: **1981 University of Texas, Austin, Texas Bachelor's Degree in Journalism**

Graduate Studies: **None**

Others: **None**

8. List Membership in Professional Societies and Associations: **Press Club of Houston, National Association of Black Journalists, Houston Association of Black Journalist, and Society of Professional Journalists**

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

DATES	EMPLOYER	ADDRESS	TITLE
<u>/01-Present</u>	<u>Houston Chronicle</u>	<u>Houston, Tx.</u>	<u>Assignment Editor</u>
<u>2/97 - /01</u>	<u>Write It Right!</u>	<u>Houston, Tx.</u>	<u>Freelance Writer</u>
<u>4/96-2/97</u>	<u>KHOU-11 News</u>	<u>Houston, Tx.</u>	<u>Assist. Assignment Editor</u>
<u>7/95-4/96</u>	<u>The Houston Defender</u>	<u>Houston, Tx.</u>	<u>News Editor</u>
<u>10/87-4/95</u>	<u>The Houston Post</u>	<u>Houston, Tx.</u>	<u>Urban Affairs Reporter</u>

10. Present employer may be contacted: Yes No (Circle One)

Former employers may be contacted: Yes No (Circle One)

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

DATES	EMPLOYER	TITLE
<u>3/98 - Present</u>	<u>The Varnett Charter School</u>	<u>Secretary, Board of Directors</u>

List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE
<u>NONE</u>			

11. a) Have you ever been in a position which required a fidelity bond? No

b) Have you ever been denied an individual or position schedule fidelity bond, or had a bond cancelled or revoked? No

12. 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): None

13. 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

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

POSITION	COMPENSATION
<u>Secretary, Board of Directors</u>	<u>Travel Expense Only</u>

15. Will you or any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity or the proposed charter school? No
16. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity or the proposed charter school? No
17. Have you ever been adjudged bankrupt? No
18. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging a misdemeanor involving moral turpitude or any felony or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? No
19. 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
20. Are you now, or have you been, within the past five years, a plaintiff or defendant in any lawsuit? No

Dated and signed this 12 day of June, 2002

at Shell Employees Federal Credit Union

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.

Robert Stanton
(Signature of Affiant)

State of Texas

County of Harris

Personally appeared before me the above named Robert Stanton 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 12th day of June, 2002.



(SEAL)

[Signature] 001
(Notary Public)

My commission expires 03/19/2005

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

Check all that apply:

Member of the governing board of the sponsoring entity

Member of the managing board for the charter school

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

School officer _____

State Position as defined in TEC 12.1012

Full Name of Sponsoring Entity: The Varnett Schools, Inc.

Full Name of Proposed Charter School: The Varnett 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. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

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

1. Full Name: James Rhone

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

If yes, give reason for the change: _____

b. Maiden Name (if female) _____

c. Other names used at any time _____

3. Social Security Number: 

4. Date and Place of Birth: April 23, 1931 Long Leaf, LA

5. Business Address: None

Business Telephone: None

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>5/81 - Present</u>	<u>711 Booker Street</u>	<u>Diboll, Texas</u>	<u>75941</u>

7. Education: Dates, Names, Locations and Degrees

College: None

Graduate Studies: None

Others: None

8. List Membership in Professional Societies and Associations: Board Member, Diboll ISD; Chairman of City of Diboll Housing Authority; Member TL Temple Library Board; and Chairman Deacon Board, Pine Hill Baptist Church; Member of Boys & Girls Club, Diboll; and Vice President of H.G. Temple Alumni Association.

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

DATES	EMPLOYER	ADDRESS	TITLE
<u>4/93 - Present Retired</u>			
<u>10/48-4/93</u>	<u>Temple Inland</u>	<u>Diboll, Texas</u>	<u>Maintenance Supervisor</u>

10. Present employer may be contacted: Yes No (Circle One)

Former employers may be contacted: Yes No (Circle One)

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

DATES	EMPLOYER	TITLE
<u>3/98 - Present</u>	<u>The Varnett Charter School</u>	<u>President, Board of Directors</u>

List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE
<u>NONE</u>			

11. a) Have you ever been in a position which required a fidelity bond? No

b) Have you ever been denied an individual or position schedule fidelity bond, or had a bond cancelled or revoked? No

12. 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): None

13. 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

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

POSITION	COMPENSATION
<u>President, Board of Directors</u>	<u>Travel Expense Only</u>

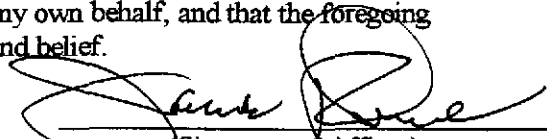
15. Will you or any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity or the proposed charter school? No

16. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity or the proposed charter school? No
17. Have you ever been adjudged bankrupt? No
18. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging a misdemeanor involving moral turpitude or any felony or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? No
19. 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
20. Are you now, or have you been, within the past five years, a plaintiff or defendant in any lawsuit? No

Dated and signed this 10th day of June, 2002

at DIGOLL, Texas

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



 (Signature of Affiant)

State of Texas

County of Angelina

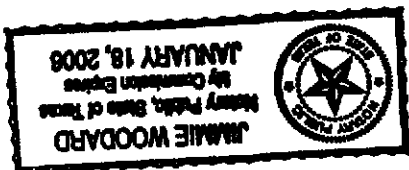
Personally appeared before me the above named James Rhone personally known to me, who, being duly sworn, deposes and says that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 10th day of June, 2002.


 (Notary Public)

My commission expires 1-18-06

(SEAL)



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

Check all that apply:

Member of the governing board of the sponsoring entity

Member of the managing board for the charter school

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

School officer **Facilities/Operations Manager**

State Position as defined in TEC 12.1012

Full Name of Sponsoring Entity: The Varnett Schools, Inc.

Full Name of Proposed Charter School: The Varnett 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. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

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

1. Full Name: **Alsie Cluff, Jr.**

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

If yes, give reason for the change: _____

b. Maiden Name (if female) _____

c. Other names used at any time _____

3. Social Security Number: **[REDACTED]**

4. Date and Place of Birth: **July 2, 1948** **Camden, Texas**

5. Business Address: **5025 South Willow Drive, Houston, Texas 77035**

Business Telephone: **713 723-2189**

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>8/12/91 – Present</u>	<u>3328 S. MacGregor Way</u>	<u>Houston, Texas</u>	<u>77021-1107</u>

7. Education: Dates, Names, Locations and Degrees

College: **9/66-1/71** **Prairie View A & M University, Paririe View, Texas** **B.A. Degree**

Graduate Studies: **None**

Others: **None**

8. List Membership in Professional Societies and Associations: **NABSE**

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

DATES	EMPLOYER	ADDRESS	TITLE
<u>9/98-Present</u>	<u>The Varnett Charter School</u>	<u>Houston, Tx.</u>	<u>Facilities/Operations Manager</u>
<u>9/71-9/98</u>	<u>Union Pacific Transportation</u>	<u>Houston, Tx.</u>	<u>Yardmaster</u>

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

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

DATES	EMPLOYER	TITLE
<u>3/98 - Present</u>	<u>The Varnett Charter School</u>	<u>Member, Board of Directors</u>

List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE
<u>NONE</u>			

11. a) Have you ever been in a position which required a fidelity bond? No
- b) Have you ever been denied an individual or position schedule fidelity bond, or had a bond cancelled or revoked? No
12. 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): None
13. 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
14. Explain any compensation that you expect to receive from your association with the sponsoring entity, the charter school, or a management company of the school:

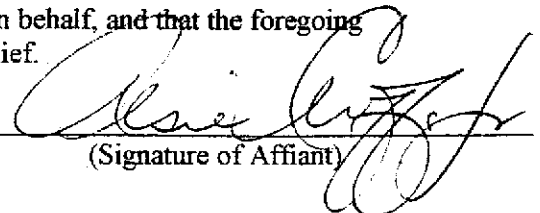
POSITION	COMPENSATION
<u>Facilities/Operations Manager</u>	<u>\$85,000/year</u>

15. Will you or any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity or the proposed charter school? No
16. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity or the proposed charter school? Yes, M. Annette Cluff is the Superintendent of The Varnett Charter School and the President of The Varnett Schools, Inc.

17. Have you ever been adjudged bankrupt? No
18. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging a misdemeanor involving moral turpitude or any felony or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? No
19. 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
20. Are you now, or have you been, within the past five years, a plaintiff or defendant in any lawsuit? No

Dated and signed this 10th day of June, 2002
at _____

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

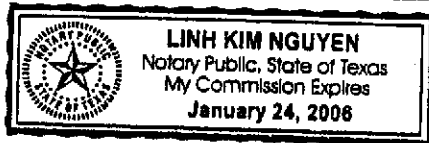

(Signature of Affiant)

State of Texas

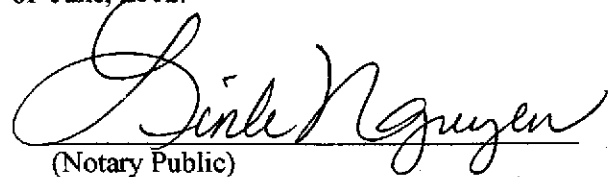
County of Harris

Personally appeared before me the above named Alsie Cluff Jr.
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 10 day of June, 2002.



(SEAL)


(Notary Public)

My commission expires 01/24/06

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

Check all that apply:

Member of the governing board of the sponsoring entity

Member of the managing board for the charter school

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

School officer

State Position as defined in TEC 12.1012

Full Name of Sponsoring Entity: The Varnett Schools, Inc.

Full Name of Proposed Charter School: The Varnett 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. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

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


1. Full Name: Gertrude Chapman Waddell

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

If yes, give reason for the change: _____

b. Maiden Name (if female)

c. Other names used at any time

3. Social Security Number: 

4. Date and Place of Birth: May 25, 1922

5. Business Address: NONE

Business Telephone: NONE

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>2/91 - Present</u>	<u>4502 Kings Drive</u>	<u>Wilmington, N.C.</u>	<u>28405</u>

7. Education: Dates, Names, Locations and Degrees

College: NONE

Graduate Studies: NONE

Others: NONE

7. List Membership in Professional Societies and Associations: African Methodist Zion Missionary Board (President), Williston Alumni - Class 1940 (President), Kings Grant Sewage Department (Member); Cape Fear Conference Wilmington District - Penny Brigade Department (Assist. District Director), Member of St. Phillip A.M.E. Z. Church.

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

DATES	EMPLOYER	ADDRESS	TITLE
10/65-7/78	N.C. National Bank	Wilmington, N.C.	Teller
<u>7/78 – Present</u>	<u>Retired</u>		

10. Present employer may be contacted: Yes No (Circle One)

Former employers may be contacted: Yes No (Circle One)

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

DATES	EMPLOYER	TITLE
3/92 – Present	The Varnett Schools, Inc.	Board Member

List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE
<u>NONE</u>			

11. a) Have you ever been in a position which required a fidelity bond? No

b) Have you ever been denied an individual or position schedule fidelity bond, or had a bond cancelled or revoked? No

12. 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): None

13. 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

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

POSITION	COMPENSATION
<u>None</u>	

15. Will you or any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity or the proposed charter school? No

16. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity or the proposed charter school? No

17. Have you ever been adjudged bankrupt? No
18. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging a misdemeanor involving moral turpitude or any felony or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? No
19. 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 conservator ship? No
20. Are you now, or have you been, within the past five years, a plaintiff or defendant in any lawsuit? No

Dated and signed this 30th day of July, 2002
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.

Gertrude Chapman Waddell
(Signature of Affiant)

State of North Carolina

County of New Hanover

Personally appeared before me the above named Gertrude Chapman Waddell 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 July, 2002.

Jacqueline W. Robbins
(Notary Public)

(SEAL)

My commission expires October 16, 2004

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

Check all that apply:

Member of the governing board of the sponsoring entity

Member of the managing board for the charter school

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

School officer Facilities/Operations Manager

State Position as defined in TEC 12.1012

Full Name of Sponsoring Entity: The Varnett Schools, Inc.

Full Name of Proposed Charter School: The Varnett 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. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

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


1. Full Name: Marian Annette Cluff

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

If yes, give reason for the change: _____

b. Maiden Name (if female) Marian Annette Moore

c. Other names used at any time Marian Annette Moore Jones

3. Social Security Number: 

4. Date and Place of Birth: April 9, 1948 Wilmington, North Carolina

5. Business Address: 5025 South Willow Drive, Houston, Texas 77035

Business Telephone: 713 723-2193

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>8/91 - Present</u>	<u>3328 S. MacGregor Way</u>	<u>Houston, Texas</u>	<u>77021-1107</u>
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7. Education: Dates, Names, Locations and Degrees

College: 9/66-11/69 Fayetteville State University Fayetteville, N.C. B.S. Degree

Graduate Studies: New York University New York, N.Y. M.S. Degree

Others: Texas Southern University Houston, Tx. Doctorial Studies (42 hours)

8. List Membership in Professional Societies and Associations: NABSE (Life Membership), NAACP, Association of Charter Educators, Alpha Kappa Alpha Sorority.

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

DATES	EMPLOYER	ADDRESS	TITLE
<u>8/98-Present</u>	<u>The Varnett Charter School</u>	<u>Houston, Tx.</u>	<u>Principal/Superintendent</u>
<u>3/84-8/98</u>	<u>Varnett Academy</u>	<u>Houston, Tx.</u>	<u>Executive Director</u>
<u>12/78-3/84</u>	<u>Housewife</u>	<u>Houston, Tx.</u>	

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

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

DATES	EMPLOYER	TITLE
<u>8/98 - Present</u>	<u>The Varnett Charter School</u>	<u>Principal/Superintendent</u>
<u>10/96-5/98</u>	<u>Varnett Academy (contract with HISD)</u>	<u>Executive Director</u>
<u>7/84-5/98</u>	<u>Varnett Academy (Private School)</u>	<u>Executive Director</u>

List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE
<u>NONE</u>			

11. a) Have you ever been in a position which required a fidelity bond? No
 b) Have you ever been denied an individual or position schedule fidelity bond, or had a bond cancelled or revoked? No
12. 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): None
13. 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
14. Explain any compensation that you expect to receive from your association with the sponsoring entity, the charter school, or a management company of the school:

POSITION	COMPENSATION
<u>Principal/Superintendent</u>	<u>\$113,000/year</u>

15. Will you or any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity or the proposed charter school? No

16. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity or the proposed charter school? **Yes, Alsie Cluff, Jr. is the Facilities/Operations Manager and a board member of The Varnett Charter School.**
17. Have you ever been adjudged bankrupt? **No**
18. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging a misdemeanor involving moral turpitude or any felony or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? **No**
19. 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 conservator ship? **No**
20. Are you now, or have you been, within the past five years, a plaintiff or defendant in any lawsuit? **No**

Dated and signed this 6th day of August, 2002
 at Washington Mutual Bank - Bellaire Branch.

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.

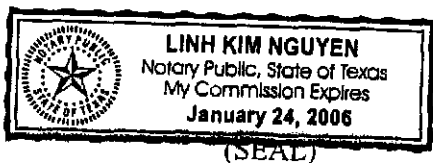
A. Cluff
 (Signature of Affiant)

State of Texas

County of Harris

Personally appeared before me the above named Marian A. Cluff
 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 6th day of August, 2002.



Linh Kim Nguyen
 (Notary Public)

My commission expires 1/24/06

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

Check all that apply:

- Member of the governing board of the sponsoring entity
 Member of the managing board for the charter school

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

- School officer

State Position as defined in TEC 12.1012

Full Name of Sponsoring Entity: The Varnett Schools, Inc.

Full Name of Proposed Charter School: The Varnett 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. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

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

1. Full Name: Ruby Lee PadgittJohnson
2. Have you ever had your name changed or used another name? YES

If yes, give reason for the change: MARRIAGE

b. Maiden Name (if female) PADGITT

c. Other names used at any time Loving, Clemons

3. Social Security Number: XXXXXXXXXX
4. Date and Place of Birth: January 4, 1922

5. Business Address: NONE

Business Telephone: NONE

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>1960 - Present</u>	<u>3319 Prospect</u>	<u>Houston, TX.</u>	<u>77004</u>

7. Education: Dates, Names, Locations and Degrees
College: B.A. degree - Samuel Huston College, Austin, Tx.
Graduate Studies: M.A., M.S.Ed. - Tx. Southern University
Others: M.A., Ph.D. - University of Mexico

7. List Membership in Professional Societies and Associations: Member of Jordon Grove Missionary Baptist Church, Sunday School Teacher, Choir Member, Mission Group, Assist. Director of B.T.U. American Business Women Association.

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

DATES	EMPLOYER	ADDRESS	TITLE
<u>35 years</u>	<u>Public School Teacher-</u>	<u>Texas</u>	
<u>15 years</u>	<u>Galena Park ISD</u>	<u>Galena Park, TX</u>	<u>Foreign Lang. Coord.</u>
<u>15 years</u>	<u>Houston Community College</u>	<u>Houston, TX</u>	<u>Foreign Lang. Teacher</u>
<u>10 years</u>	<u>Varnett Academy</u>	<u>Houston, TX</u>	<u>Spanish Teacher</u>
<u>5/98 - Present</u>	<u>Retired</u>		

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

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

DATES	EMPLOYER	TITLE
<u>3/98 - Present</u>	<u>The Varnett Schools, Inc.</u>	<u>Board Member</u>

List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE
<u>NONE</u>			

11. a) Have you ever been in a position which required a fidelity bond? No
 b) Have you ever been denied an individual or position schedule fidelity bond, or had a bond cancelled or revoked? No
12. 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): None
13. 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
14. Explain any compensation that you expect to receive from your association with the sponsoring entity, the charter school, or a management company of the school:

POSITION	COMPENSATION
<u>None</u>	

15. Will you or any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity or the proposed charter school? No
16. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity or the proposed charter school? No

17. Have you ever been adjudged bankrupt? No
18. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging a misdemeanor involving moral turpitude or any felony or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? No
19. 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 conservator ship? No
20. Are you now, or have you been, within the past five years, a plaintiff or defendant in any lawsuit? No

Dated and signed this 28th day of September, 2002
 at Houston, Texas

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.

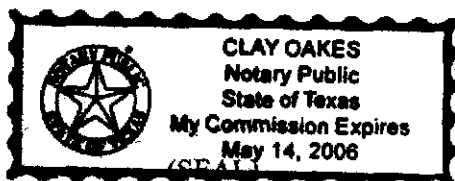
Ruby Padgett Johnson
 (Signature of Affiant)

State of Texas

County of Harris

Personally appeared before me the above named Ruby Padgett Johnson
 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 28th day of August, 2002.



[Signature]
 (Notary Public)
 My commission expires 5/14/06

Attachment 4.

**SPECIAL NEEDS/PROGRAMS
INFORMATION REQUEST**

• A Texas Public School District •

Every Child Can Succeed! At The Varnett

Charter School



M. Annette Cluff
ADMINISTRATOR

Location:

5025 S. Willow
Houston, Texas 77035

For more information call us at:

713.723-4699

**Your child's academic success should
begin in a loving nurturing environment.**

- Accredited School
- Preschool through Elementary School
- An open-enrollment/no -tuition State Charter School
- Exceptionally high performance on 1998 Spring TAAS Test scores
- Addresses total growth of children (emotional, social, and academic)
- Curriculum includes language skills, math, art and sciences
- Music and computer classes for every student
- Small classes 18-1 student/teacher ratio
- Testing (individualized pacing and instruction)
- Staff with experienced and dedicated teachers
- Breakfast/Lunch Programs available for students
- National Award winner for outstanding Academic program
- "Every Child Succeeds"

NOTE: The Varnett Charter School District seeks enrollment applications from every race, color, religion, national origin, ancestry, sex, age or disability.

The Varnett Charter School

A Texas Public Charter School District

THE CAMPUS: The Varnett Charter School District's sprawling urban campus occupies 10 acres. The district's ten-year plan, adopted in 1994, has added a new cafeteria, two additional classrooms and a second playground. Additional classrooms and a new administrative wing are in the planning stages. There are 35 computers on campus for student use.

STUDENT BODY: The Varnett Charter School District is chartered for 750 students, Pre-K through fifth grade. The student body is comprised of young people residing in the Houston Independent School District and surrounding school districts. Approximately 87 percent of the students are African-American, 10 percent Hispanic, 2 percent white, and 1 percent Asian. All students are required to wear a school uniform.

ACADEMIC PROGRAM: In an effort to accommodate diverse cultures and academic levels, The Varnett Charter School District offers its students a traditional academic program with emphasis on math and reading mastery at every level of instruction. Two programs are offered: a regular program and a gifted/talented program for students capable of learning at an accelerated pace. A special education program, which is available for students with special needs, allows students to be mainstreamed in a regular classroom using the inclusion model. Monthly field trips in the Houston area are arranged for students in Pre-K through five, while travel trips outside the Houston area are held for first- through fifth-grade students. Average classes have 12 to 18 students. Tutoring is provided on an as-needed basis.

The Varnett Plus After-School Program, which operates

raising activities. Parents also serve as teacher aides in the classroom, plan and chaperone class field trips and serve as tutors when needed. Parents also serve on disciplinary, school improvement and advisory committees.

Each fall, new and returning students, their families and faculty are welcomed at a festive gathering. Other scheduled events include an open house, field trips, book and science fairs, and educational travel trips from the first grade and up.

STUDENT ACTIVITIES: The goal of the physical education program is to enhance the student's physical, mental, emotional, and social development through a variety of extracurricular activities. There are boys' and girls' teams in soccer, basketball, cross-country and track, as well as girls' volleyball. Students who are not interested in team activities may participate in dance, martial arts and choir.

BREAKFAST AND LUNCH PROGRAM: The Varnett Charter School District participates in the National Breakfast and Lunch Program, offering service to students eligible for free/reduced breakfast and lunch. Students who are not eligible for free/reduced participation may purchase breakfast and/or lunch at a nominal fee.

SCHOOL BUS TRANSPORTATION: Varnett Charter School District provides bus transportation to students who live within the school district. Before bus transportation is scheduled, each student must complete a Transportation Plan.

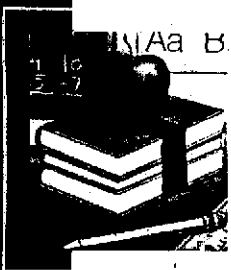
ADMISSION: The Varnett Charter School District is an open-enrollment charter public school district.

from 2:30-4 p.m. Monday-Thursday, is provided for every student. Assistance is provided for students seeking help with homework assignments or additional academic instruction. In addition, activities in dance, art, martial arts, TAAS tutoring and music are available to every student. Applications are accepted at the beginning of each school year.

PARENT ACTIVITIES: Parent committees are organized to help develop and plan school events and to assist with fund-

The Varnett Charter School

A Texas Public Charter School District



The Varnett Charter School District, 5025 South Willow Drive, Houston, Texas 77035 (Telephone 713-723-4499 or 713-723-4495; Fax 713-723-5853) is a Texas public charter school district for students in Preschool through

Grade Five. Situated in the fourth largest city in the United States, the district received its open-enrollment charter in March 1998 from the Texas Education Agency.

Varnett was founded in 1984 as a private school by M. Annette and Alsie Yuff, Jr., and became a charter school district in 1998. As demand increased, the school grew from 10 students to over 125 students during its first two years of operation and became one of Houston's premier private schools. Varnett acquired accreditation from the Texas Education Agency during its first year of operation, and has since maintained its accreditation with the Southern Association of Colleges and Schools (SACS).

In addition to providing a strong basis in traditional academic subjects, The Varnett Charter School District strives to instill in its students an awareness of and appreciation for the diversity among people living in Houston. Learning to understand and respect other cultures develops young people and adults who are prepared to lead and participate fully in today's global economy.

A non-profit organization, The Varnett Charter School District is governed by a Board of Directors comprised of community representatives. In addition to its accreditation by SACS and the Texas Education Agency, it holds memberships in several professional organizations. As part of its curriculum, Varnett requires that students support community programs through community service project assignments.

The Varnett Charter School District

A Texas Public Charter School District

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Call The Varnett Charter School District as soon as possible to schedule an appointment for a visit. We welcome the opportunity to acquaint you with us and to answer any questions you may have.

For more information call:

Ms. Bernadine Mensah
Admissions Office
The Varnett Charter School District
5025 South Willow Drive
Houston, Texas 77035

Office Hours
9 a.m. - 5 p.m.
Monday-Friday
(713) 723-4495 or (713) 723-4699

Thank you for your interest in our school district.

NOTE: The Varnett Charter School District seeks enrollment applications from every race, color, religion, national origin, ancestry, sex, age or disability.



5025 South Willow Drive
Houston, TX 77035

THE VARNETT CHARTER SCHOOL DISTRICT

STUDENT ENROLLMENT APPLICATION FORM

Application Date: _____

Applying for Grade: PK-3 PK-4 K 1 2 3 4 5

Applying for: _____ Regular Program (PK-5th)

_____ Gifted & Talented Program (KG-5th)

Last Name	First Name	MI	Gender	Birth Date	Soc. Sec. No.
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Home Address	Apt. No.	City	Zip Code	Home Phone	Cellular/Pager
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Ethnicity: (circle one) 1. Am. Indian 2. Asian or Pacific Islander 3. Black 4. Hispanic 5. White

Parent/Guardian Information

Father's Name	Place of Employment	Work Phone	Extension
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Address	Apt. No.	City	Zip Code	Home Phone	Cellular/Pager
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Mother's Name	Place of Employment	Work Phone	Extension
---------------	---------------------	------------	-----------

Address	Apt. No.	City	Zip Code	Home Phone	Cellular/Pager
---------	----------	------	----------	------------	----------------

School Information

Campus ID (The neighborhood school you would attend if going to zoned school.)	City
--	------

Name of Current School Attending _____

Address	City	Office Phone	Extension
---------	------	--------------	-----------

N/Y Have you ever repeated a grade(s)? If so, which one(s) _____

N/Y Have you ever been suspended from school or assigned to a reassignment school? _____

N/Y Have you ever been in special education/resource classes? Where? _____ When? _____

N/Y Have you ever been in gifted and talented classes? Where? _____ When? _____

Emergency Information

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

Doctor	Office Address	City	Office Phone	Extension
--------	----------------	------	--------------	-----------

In case this child becomes seriously ill or is injured and neither parent can be reached by phone, notify one of the following people.

Name	Work Address	City	Work Phone	Extension
------	--------------	------	------------	-----------

Name	Work Address	City	Work Phone	Extension
------	--------------	------	------------	-----------

The Houston Fire Department provides emergency ambulance service. There is a fee charged only if the paramedics transport the child in the ambulance. I shall assume responsibility for such services.

Parent/Guardian Signature: _____ Today's Date: _____

For Office Use Only: Start Date: _____ Grade: _____ Campus ID: _____ School Program: _____ Regular _____ G/T Teacher: _____

ELEMENTARY SCHOOL PARENT-CHILD COMPACT

SCHOOL

The Varnett Charter School District's mission is to provide all students with skills necessary to be academically and socially successful at every level. Therefore, all students will become productive members of society. Our mission shall be accomplished by providing high-quality curriculum and instruction in a supportive and effective learning environment that enables all children to meet the States student performance standards.

Principal's Signature: Annette Cluff

TEACHER

I shall be responsible for sending frequent reports to parents concerning their child's progress, and offering reasonable opportunities for parents to volunteer, observe classroom activities and participate in conferences.

Teacher's Signature: _____

PARENT

I shall be responsible for monitoring my child's attendance, homework assignments, and television watching. I shall attend teacher/parent conferences, parent meetings and be supportive and involved in my child's education.

Parent's Signature: _____

STUDENT

I shall be responsible for doing my best work, completing homework assignments and attending school regularly. I shall ask my parents and teachers for help when needed.

Student Signature: _____

Check off List for Enrollment: (given to all parents)

- ☞ Birth Date (PK and KG) Must turn 4 or 5 on or before September 1 (details on application).
- ☞ Birth Certificate or Birth Fact (copy)
- ☞ Social Security Card (copy)
- ☞ Shot Record (copy)

Example of Required Shots:

At Birth Al Nacer	2 Months 2 Meses	4 Months 4 Meses	6 Months 6 Meses	12-15 Months 12-15 Meses	4-6 Years 4-6 Años	Every 10 years Cada 10 años
Hepatitis B	Hepatitis B DTP/Hib Polio	DTP/Hib Polio	Hepatitis B DTP/Hib Polio	DTP/Hib MMR Varicella (Chickenpox)	DTaP Polio MMR	Td

DTP/Hib = diphtheria, tetanus, pertussis, and *Haemophilus influenzae* type b

DTaP = diphtheria, tetanus, and acellular pertussis

Td = tetanus and diphtheria

MMR = measles, mumps, and rubella

Varicella = chickenpox

DTP/Hib = difteria, tétanos, tos ferina e influenza *Haemophilus* tipo b

DTaP = difteria, tétanos y tos ferina acelular

Td = tétanos y difteria

MMR = sarampión, paperas, y rubéola

Varicella = varicela o viruela loca

Texas Department of Health C-102 (4/95)

- ☞ Withdrawal papers and report card - KG (if applicable) through 5th grade
- ☞ **ALL SHEETS REQUIRING SIGNATURES SIGNED**
- ☞ Proof of income (Pre-k 3 and Pre-k 4)
- ☞ Student Emergency form **NOTARIZED**
- ☞ Proof of resident (Utility Bill, Lease Agreement or signed letter stating that you reside at the address given to the school.)

FAMILY INFORMATION

Student's Full Name _____ Age _____ Date of Birth _____

Home Address _____ City _____ Zip _____

Home Phone () _____

Father's Name _____ SSN _____ / _____ / _____

Employer _____ Occupation _____

Business Address _____ Phone _____

Mother's Name _____ SSN _____ / _____ / _____

Employer _____ Occupation _____

Business Address _____ Phone _____

MEDICAL INFORMATION

1. List medical problems that an attending physician and/or medical personnel should know about such as birth difficulties, allergies to medication, contagious or infectious disease, chronic illness, etc.
2. Does your child have any chronic medical condition necessitating dietary supplements or restrictions, medications, or avoidance of allergies? Yes _____ No _____

If yes, please specify: _____

Physician _____ Phone _____

Address _____ City _____ Zip _____

Dentist _____ Phone _____

Address _____ City _____ Zip _____

STUDENT BEHAVIOR CONTRACT

I, _____, enter this behavior contract with The Varnett Charter School, its teachers and administration. I understand and accept all of the school rules as outlined below:

1. I will not be disrespectful to any adult person.
2. I will not damage school property nor knowingly allow anyone else to damage school property.
3. I will follow the school schedule as outlined by my teacher and the staff.
4. I will not be dishonest in any form.
5. I will not use profanity and obscenity in any form.
6. I will not commit any act which detains, distracts, or infringes upon the rights of others as individuals.
7. I will not threaten the physical or moral well-being of any student, the faculty and/or staff.
8. I will not fail to complete homework or designated work by a teacher or the school administration.
9. I will not fail to comply with reasonable requests and/or directions of teachers, staff, the director, or other authorized personnel when made or given in the course of performing my responsibilities in the school or on school sponsored field trips.
10. I will not steal anyone's personal property or school property.

If I violate any of the above school rules, I know that I will be dismissed from school and driven to my mother's or father's work place for the remainder of the school day. I further understand that I will be suspended from school for five (5) days with no make-up provided for the schoolwork I will have missed.

I fully understand this agreement as outlined.

Student Signature

Date

Parent(s) Signature

Date

MIGRANT SURVEY

Name of Child: _____

Address: _____

Telephone: _____

School/District: _____ Date: _____

Your child may qualify for supplemental services in your school district if they meet certain qualifications. To help us, please answer the following questions.

1. Have you or your family moved within the last 3 years to find seasonal or temporary agricultural work? Yes ___ No ___

For example:

- | | |
|--|----------------|
| A. Picking onions, pecans, cotton, etc.; cutting trees | Yes ___ No ___ |
| B. Packing fresh vegetables, fruits, poultry, or mushrooms | Yes ___ No ___ |
| C. Catching or processing fish | Yes ___ No ___ |

2. Did the family cross a school district boundary looking for temporary or seasonal work in agricultural or fishing activities? Yes ___ No ___

Thank you for your cooperation. Please return this form to your child's teacher.

ENCUESTA PARA MIGRANTES

Nombre de Estudiante: _____

Dirección: _____

Teléfono: _____

Escuela y Distrito: _____ Fecha: _____

Sus niños pueden ser elegibles para servicios educacionales suplementarios en su distrito escolar si tienen ciertos requisitos. Para ayudarnos, por favor, conteste las siguientes preguntas.

1. ¿Se han cambiado usted o su familia de domicilio en busca de trabajo temporal en la agricultura en los últimos 3 años? Sí ___ No ___

Por ejemplo:

- | | |
|--|---------------|
| A. en la cosecha de cebolla, algodón, nuez, etcetera; cortando arboles | Sí ___ No ___ |
| B. empacando verduras, frutas, pollo o hongos | Sí ___ No ___ |
| C. pescando or procesando pescado | Sí ___ No ___ |

2. ¿Se han cambiado de un estado, ciudad, o distrito escolar en busca de trabajo temporal en agricultura o pesca? Yes ___ No ___

Muchísimas gracias! Favor de regresar esta forma al maestro/a de su niño/a.

Region IV Education Service Center • 7145 West Tidwell, Houston, Texas 77092 • (713) 462-7008
Migrant Contact Person: Alfredo Sámano (713) 744-6376

THE VARNETT CHARTER SCHOOL

5025 South Willow Drive

Houston, TX 77035



Phone: (713) 723-4699 or Fax: (713) 723-5853

M. Annette Cluff
Principal/Superintendent

Bernadine Mensah
Mgr. Student Inform.

RECORDS REQUEST

Name and Address of Last School Attended:

It is requested that an official copy of the school records of the following student(s) be awarded to THE VARNETT CHARTER SCHOOL.

Student's Name	Birth Date	Grade
_____	_____	_____
_____	_____	_____
_____	_____	_____

You are hereby authorized to release from your records the following data regarding the above student(s):

1. Identifying data
2. Health data
3. Academic work completed
4. Level of achievement, including grades and standardized test scores
5. Complete copy of ESL and Special Education File, and any Psychological evaluation
6. Teacher or counselor ratings and observations
7. Family background information

Signature of Parent or Guardian

Date

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DISCIPLINE AND GUIDANCE

Student Name _____ Age ____ Grade ____

Our policy for discipline and guidance will be consistent based on an understanding of the individual's needs and development, and it will promote self-discipline and acceptable behavior.

- There will be no cruel, harsh or unusual punishment. Persons showing an attitude of understanding and firmness will supervise all children.
- No child of any age will ever be physically abused, and no child will ever be spanked. Children will be held firmly if their behavior is such as to harm themselves or others.
- Brief, supervised separation from the group may be used if necessary, but not child will be placed in an isolated room.
- Children will not be humiliated or subjected to abusive or profane language. Punishment will not be associated with food. Children will be helped to understand why their conduct is unacceptable and what is acceptable in a given situation.

In order to protect the rights of individuals, to permit them to work together constructively, and to enable the school's purposes to be fulfilled. The Varnett Charger School has basic rules of conduct, which are part of our common life and must be adhered to by every student. Failure to do so will result in disciplinary action. The following actions are regarded as serious breaches of school rules:

- **Disregard for the rights of others.**
- **Disrespect to a faculty or staff member or any other adult.**
- **Dishonesty in any form such as stealing, lying, or cheating.**
- **Unauthorized absence from class or school.**
- **Vandalism or unauthorized possession of school property.**
- **Other examples of behavior which are contrary to school practice and are subject to corrective discipline by the school staff or Principal are: tardiness, objectionable language, gum chewing, possession of food or drink in areas not defined for their use, inappropriate dress (not wearing the assigned uniform on the appropriate day...see School Uniforms by Lilly's package).**

THIS POLICY APPLIES TO ALL PARENTS

When a problem or misunderstanding arises, there is a clear method of procedure, which is as follows:

1. The teacher will present and discuss the problem with the Principal. Parents will be notified in writing each time this action is required. On the **third** offense, a parent will be called at work to pick up the child from school and the child will be suspended from school. **This information will be provided to you in your Parent Handbook, which will be given out during our regularly scheduled open house.**

2. If the same offense is repeated, the parents will be called for a **SPECIAL CONFERENCE** with the teacher and the Principal. The conference will serve the purpose of exchanging ideas to help the child improve his/her behavior. If there is a serious question as to whether the child can function, the child may be dismissed from the school permanently.

At the end of such period, if such period is allowed by the Principal, the parents, teacher and the Principal will hold a personal conference to make decisions as to what further action should be taken to best meet the needs of the child.

This agreement is made between The Varnett Charter School, heretofore referred to and known as "the school", and _____, heretofore referred to and known as "the parent(s)".

Signed and agreed to this _____ day of _____, 19_____.

Parent Signature

Date

Parent Signature

Date

Accepted by:

Principal

Date

TRANSPORTATION PLAN

Parents, please complete, sign and return this form to your child's teacher. This form will be placed in your child's folder to be used in case of an emergency. Please submit any changes during the school year to the registrar's office.

Student Name: _____	
Grade: _____	Teacher's Name: _____

This is notification to the school that my child *(Please include any other person(s) authorized to pick-up your child.)*

_____	Will be picked up by _____	_____	_____
	Name of Person		Phone Number
_____	Will be picked up by _____	_____	_____
	Name of Person		Phone Number
_____	Will be picked up by _____	_____	_____
	Name of Person		Phone Number
_____	Will walk home		
_____	Will ride private bus home _____	_____	_____
	Name of Day Care/Bus Service		Phone Number
_____	Will ride school bus home _____	_____	_____
	Route Number		Stop and Location (<i>STREET</i>)
_____	Other _____		

Mother's Name: _____	Day Time Phone: _____
Pager: _____	Cellular Phone: _____
Employer: _____	Work Phone: _____
Employer's Address: _____	

Father's Name: _____	Day Time Phone: _____
Pager: _____	Cellular Phone: _____
Employer: _____	Work Phone: _____
Employer's Address: _____	

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 Signature of Parent/Guardian _____
 Date

STUDENT EMERGENCY FORM

In the event I cannot be reached to make arrangements, and IMMEDIATE emergency medical care is needed at the time of illness or accident, I hereby authorize an employee of The Varnett Charter School to take my child _____, to the nearest licensed physician or medical facility.

Other persons to contact in the event of illness or accident:

Name:		
Address:		
Telephone:	Work:	Pgr:

Name:		
Address:		
Telephone:	Work:	Pgr:

 Signature of Parent/Guardian

 Date

A licensed Notary Public must notarize this form. The school has a Notary Public person on campus or you may take it to another Notary Public person.

THE STATE OF TEXAS
 COUNTY OF _____

Before me, a Notary Public, on this day personally appeared _____, known to me (or proved to me on the oath of _____) to be the person whose name is subscribed to the foregoing instrument and acknowledged to me that he/she executed the same for the purpose and consideration therein expressed.

Given under my hand and seal of office this ____ day of _____, A.D. 20 ____.

(SEAL)

Notary Public in and for _____ County,
 State of _____

THE VARNETT CHARTER SCHOOL DISTRICT
HOME LANGUAGE SURVEY

The state of Texas requires that the following information be completed for each student that enrolls in a Texas Public school. This survey shall be kept in each student's permanent record folder.

Student Name: _____
 Last First Middle Grade Age

1. What language is spoken in your home most of the time? _____
2. What language do you speak most of the time? _____

Signature of Parent or Guardian

Date

DISTRITO ESCOLAR INDEPENDIENTE DE VARNETT CHARTER
ENCUESTA DEL LENGUAJE DEL HOGAR

El estado de Texas Requiere que la siguiente información se complete para cada estudiante que se matricula en una escuela pública de Texas. Esta encuesta se archivará en el expediente del estudiante .

Nombre Del
Estudiante: _____
 Apellido Primer nombre Segundo nombre Grado Edad

3. ¿What language is spoken in your home most of the time? _____
4. ¿What language do you speak most of the time? _____

Firma del Padre o Tutor

Fecha

ENROLLMENT INFORMATION

Full name of person or relative with whom pupil lives if not living with one or both parents: _____			Relationship: _____
Address: _____		City: _____	Zip Code: _____
Phone (Home) _____	(Work) _____	Number of years pupil has lived with this person: _____	

DISCIPLINE POLICY STATEMENT

The parents/guardians or person designated on this application form assumes full responsibility for the conduct of this child. In situations where the child does not respond to a behavior modification plan that is instructed by the classroom teacher or other school personnel, the parents/guardian will be contacted and must immediately (within 2 hours) respond to the request of the appropriate school official and assume the responsibility for the discipline and conduct of this child. If the parents/guardians are not available to respond to the school's request, this child could be suspended from school until a conference is scheduled with the parents/guardian and the appropriate school officials. In the event the child's behavior continues, the school has your permission to transport this child to their home or to your job (place of employment without prior notification.)

Parent/Guardian's Signature: _____ Date: _____

ENROLLMENT ELIGIBILITY

1. Enrollment in The Varnett Charter School District; is based on first-come first-serve as determined by the enrollment application date and space availability in the desired grade or school program.
2. A student must be 4 years of age on or before September 1st to be eligible to enroll in Pre-Kindergarten and meet income eligibility for the free/reduced National Breakfast/Lunch Program, or 5 years of age on or before September 1st to be eligible to enroll in kindergarten and must be a resident within the Houston Independent School District.
3. The parent or guardian signature must be the same as the name of the person with whom the student resides. If the parent or guardian are not the legal parent or guardian, custodial documents must be submitted along with this application for enrollment in The Varnett Charter School District.

NAMES OF ALL BROTHERS AND SISTERS UNDER 18 YEARS OF AGE

LAST NAME	FIRST NAME	MI	DATE OF BIRTH	SEX	SCHOOL	GRADE	ADDRESS OF THIS CHILD

NON-DISCRIMINATORY POLICY STATEMENT

The Varnett Charter School District seeks to accept any students for enrollment regardless of race, color, religion, national origin, ancestry, sex, age or disability.

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THE VARNETT CHARTER SCHOOL
5025 South Willow Drive
Houston, Texas 77035

THE VARNETT CHARTER SCHOOL DISTRICT
ADMISSION'S NOTIFICATION

Dear Parent of _____

We received your application for your child's enrollment in The Varnett School for the _____ school year. Our Admission's Committee has reviewed your application and the following action was approved:

___ Your child has not been accepted for enrollment in the ___ grade program because of space availability. However, we are an open enrollment school; therefore, if you would like your child's application to remain on our waiting list please contact the school within the next 10 days. When a space becomes available for the above-mentioned grade, you will be contacted. If we do not hear from you, we will assume that you are no longer interested in your child attending our school.

___ Your child has been accepted for enrollment in the ___ grade program. Please contact the school within the next 10 days to acknowledge your acceptance. If we do not hear from you, we will assume that your child will not be attending our school.

___ We cannot complete the application process because some required enrollment information is missing. Please forward the following information to the school's office within the next 10 days:

- | | |
|--|---|
| ___ Birth Certificate (original) | ___ Final Report Card (grades 1 st through 5 th) |
| ___ Proof of Income (most recent pay check stub) | ___ Shot Record |
| ___ Social Security Card (original) | ___ Incomplete Application |

If we do not hear from you, we will assume that you are no longer interested in your child attending our school.

Please call the school if you have any questions about our enrollment procedures.

Thank you for your interest in having your child attend The Varnett School. We look forward to working with your family and helping your child reach his/her educational goals.

Sincerely,

Bernadine Mensah

Bernadine Mensah, Manager of Student Information

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(713) 723-4699 or FAX (713) 723-5853

Special Needs/ Program Information

The Varnett Charter School provides a comprehensive special education instructional program for eligible students as mandated by constitutional and statutory laws and regulations and ensures that students with disabilities are educated to maximum extent appropriate with students who are not disabled.

The school provides a variety of instructional arrangements and settings along a continuum from the least restrictive to the most restrictive environment. The Admission, Review, and Dismissal committee, when placing a student in special education, considers all available options in the process of determining the most appropriate instructional settings(s) for the student.

Each student with a disability has a six hour instructional day available and a seven hour school day as provided for all other students. The ARD committee determines the appropriate instructional setting and length of the instructional day as appropriate for each student with a disability. The length of day for three and four year olds is the same as that for pre-kindergarten students and for the five year olds the same as kindergarten students.

As determined via the ARD committee, students may be served in a combination of appropriate instructional arrangements during any given semester.

Arrangements:

Mainstream: (General Education setting with paraprofessional/student support)

This instructional arrangement provides special education and related services, according to the IEP, to students whose instruction and related services are provided in general education with special support. This support is teachers and students.

Resource: (Specialized setting with one teacher. Room is located between general education rooms)

This instructional arrangement provides special education and related services in a setting other than general education for less than 50 percent of the regular day. This includes Content Mastery.

Self-Contained, Mild, Moderate-Regular Campus:

(Specialized setting with one teacher. Room is located between general education rooms and next to Resource.)

This instructional arrangement provides special education and related services to students with mild or moderate disabilities who are in a self-contained program for 50 percent or more of the regular school day on a regular school campus

Self-Contained, Severe-Regular Campus:

(Specialized setting with one teacher. Room is located between general education rooms and next to resource.)

This instructional arrangement provides special education instruction and related services to students with severe disabilities who are in a self-contained program for most of the regular school day on a regular school campus. Students may be capable of attending no more than two general education classes (i.e., music, physical education, art, or career and technology education (CATE) classes).

Homebound:

This instructional arrangement provides special education instruction in the student's home or hospital room. This instructional arrangement is used for eligible students with

disabilities who served at home or hospital bedside or who are considered to be home-based. Students served on a homebound or hospital bedside basis are expected to be confined for a minimum of four consecutive weeks as documented by a physician. Homebound or hospital bedside instruction may also be provided to chronically ill students who are expected to be confined for any period of time totaling at least four weeks throughout the school year as documented by a physician licensed to practice in the united states. Home instruction is used for pre-kindergarten students whose developmental levels or health are such that they are not capable of participating in special education classes for early childhood.

Speech Therapy:

(Specialized setting with one therapist. Room is located between general education rooms.)

This instructional arrangement provides speech therapy services. Students who are provided speech therapy services only are not eligible to be counted for any other instructional arrangement.

- E. As a part of attachment 4, provide a brief description of the charter school's system for placement decisions* with transfer students that previously received special education and related services from another district/charter school in any instructional arrangement/setting EXCEPT mainstream.

The Varnett School acknowledges when students with special needs have previously been identified by another district. When student's come to the school previously identified with a copy of the student's current ARD a committee meeting is held to review student's eligibility, present levels of performance, instructional setting. The committee either accepts the former ARD decisions as written or determines there will be a meeting in 30 school days. During this time the school attempts to obtain special education assessments and ARD documents from the previous district or administer its own assessment. If a student has no documentation to verify his eligibility for special education services the school contacts the previous district to verify eligibility, present levels of performance, instructional arrangement, etc. The individual verifying the information is documented on the ARD document. The student's placement is temporary pending receipt of required documentation or the schools own administration of assessment. At the 30 day ARD the committee develops, reviews, and accepts IEPs based on the assessment administered and/or documentation received from the previous school district.

During the interim (between temporary placement and the 30 day transfer ARD the school is committed to matching the student's previous placement.

In the event the student enrolls and parent has all documents (current ARD, assessment and eligibility reports) the ARD committee will base the recommendations for individual education plans, adaptations, and instructional arrangements on the documents or if the school can match everything in the current ARD accept the ARD document as is with no changes.

Specifics related to the school's procedures on Transfer/30 day ARDs see the Special Education Operating Guidelines.

The Varnett Charter School

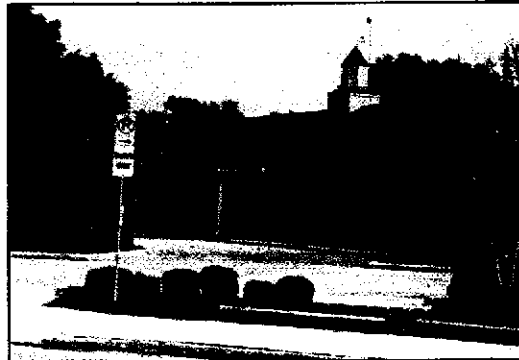
A Texas Public Charter School

THE CAMPUS: The Varnett Charter School's sprawling urban campus occupies 10 acres. The school ten-year plan, adopted in 1998, has added a new full service cafeteria, additional classrooms, a second playground, and a new 200 space parking lot. There are over 100 computers on campus for student use.

STUDENT BODY: The Varnett Charter School is chartered for 1,250 students, Pre-K through fifth grade. The student body is comprised of young people residing in the Houston Independent School District and surrounding school districts with an ethnic diversity reflective of the Houston Community. All students are required to wear a school uniform.

ACADEMIC PROGRAM: In an effort to accommodate diverse cultures and academic levels, The Varnett Charter School offers its students a traditional academic program with emphasis on math and reading mastery at every level of instruction. Two programs are offered: a regular program and a gifted/talented program for students capable of learning at an accelerated pace. A special education program, which is available for students with special needs, allows students to be mainstreamed in a regular classroom using the inclusion model as well as in a resource classroom environment. A bilingual/ESL program is offered for all students whose home language is not english. Monthly field trips in the Houston area are arranged for students, while travel trips outside the Houston area are held for all grade levels. Average classes have 22 students. Tutoring is provided on an as-needed basis.

The After-School Program, which operates from 3:00p.m. - 6:00p.m., Monday - Friday, is available to every student. Assistance is provided for students seeking help with homework assignments or additional academic instruction. In addition, activities in dance, art, martial arts, TAKS tutoring and music are available to every student.



5025 South Willow Dr.

PARENT ACTIVITIES: Parent committees are organized to help develop and plan school events and to assist with fundraising activities. Parents also serve as teacher aides in the classroom, plan and chaperone class field trips and serve as tutors when needed. Parents also serve on disciplinary, school improvement and advisory committees.

Each fall, new and returning students, their families and faculty are welcomed at a festive gathering. Other scheduled events include an open house, field trips, book and science fairs, and educational travel trips for all grade levels.

STUDENT ACTIVITIES: The goal of the physical education program is to enhance the student's physical, mental, emotional and social development through a variety of extracurricular activities. Boys and girls may participate in soccer, basketball, cross-country and track, as well as volleyball. Students who are not interested in team activities may participate in dance, martial arts and choir.

BREAKFAST AND LUNCH PROGRAM:

The Varnett Charter School participates in the National Breakfast and Lunch Program, offering service to students eligible for free/reduced breakfast and lunch. Students who are not eligible for free/reduced participation may purchase breakfast and/or lunch at a nominal fee.

SCHOOL BUS TRANSPORTATION: Varnett Charter School provides bus transportation to students who live within the geographic boundary of the school. Before bus transportation is scheduled, each student must complete a Transportation Plan.

Call The Varnett Charter School as soon as possible to schedule an appointment for a visit. We welcome the opportunity to acquaint you with us and to answer any questions you may have.

For enrollment information call:
Student Information Services

The Varnett Charter School

5025 South Willow Drive • Houston, Texas 77035

Office Hours

8 a.m. - 5 p.m. Monday - Friday

(713)723.4699

"Every Child Can Succeed!"

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A T e x a s P u b l i c C h a r t e r S c h o o l

ADMISSION: The Varnett Charter School is an open enrollment charter public school. The school seeks students based on an enrollment lottery system. Drawings for enrollment are based on space accommodations and are open to all students regardless of race, color, religion, artistic ability, national origin, ancestry, sex, or disability.

The Varnett Charter School, 5025 South Willow Drive, Houston, Texas 77035 (Telephone 713.723.4499 or 713.723.4495; Fax 713.723.5853) is a Texas public charter school for students in Preschool through Grade Five. Situated in the fourth largest city in the United States, the school received its open-enrollment charter in March 1998 from the Texas Education Agency.

Varnett was founded in 1984 as a private school by M. Annette and Alsie Cluff, Jr., and became a charter school in 1998. As demand increased, the school grew from 10 students to over 125 students during its first two years of operation and became one of Houston's premier private schools. Varnett acquired accreditation from the Texas

Education Agency during its first year of operation, and has since maintained its accreditation with the Southern Association of Colleges and Schools (SACS).

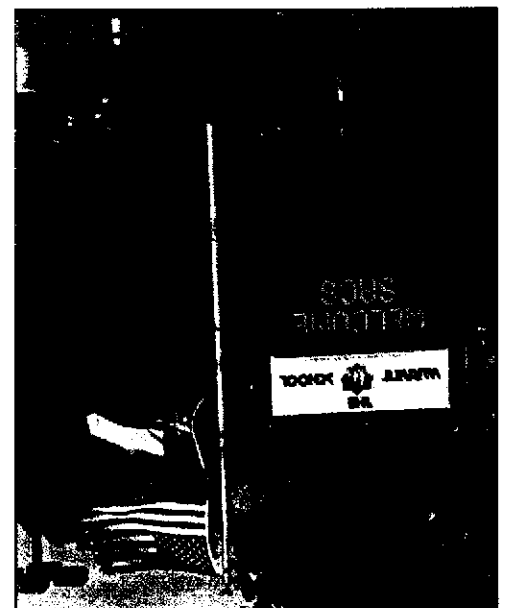
In addition to providing a strong basis in traditional academic subjects, The Varnett Charter School strives to instill in its students an awareness of and appreciation for the diversity among people living in Houston. Learning to understand and respect other cultures develops young people and adults who are prepared to lead and participate fully in today's global economy.

A non-profit organization, The Varnett Charter School is governed by a Board of Directors comprised of community representatives. In addition to its accreditation by SACS and the Texas Education Agency, it holds memberships in several professional organizations. As part of its curriculum, Varnett requires that students support community programs through community service project assignments.

At The Varnett Charter School Your "I Will" Is More Important Than Your "IQ!"

NOTE: The Varnett Charter School seeks enrollment applications from every race, color, religion, artistic ability, national origin, ancestry, sex, age or disability.

The Varnett Charter School
5025 South Willow Dr.
Houston, TX 77035



THE VARNETT CHARTER SCHOOL
STUDENT REGISTRATION FORM

Lottery Date _____ **Lottery No.** _____

Application Date: _____

Applying for Grade: PK-3 PK-4 K 1 2 3 4 5
Applying for: ___ Regular Progrm (PK-5th)
 ___ Gifted & Talented Program (KG-5th)

Last Name First Name MI Gender Birth Date Soc. Sec. No.

Home Address Apt. No. City Zip Code Home Phone Cellular/Pager

Ethnicity: (circle one) 1. Am. Indian 2. Asian or Pacific Islander 3. Black 4. Hispanic 5. White

Parent/Guardian Information

Father's Name Place of Employment Work Phone Extension

Address Apt. No. City Zip Code Home Phone Cellular/Pager

Mother's Name Place of Employment Work Phone Extension

Address Apt. No. City Zip Code Home Phone Cellular/Pager

School Information

Campus ID (The neighborhood school you would attend if going to zoned school.) City

Name of Current School Attending

Address City Office Phone Extension

NOTE: The Varnett Charter School would like to inform you that your child's Registration Form will be placed in a Lottery. If your child's lottery number is pulled, you will be notified either by telephone or mail using the information given above. If we do not hear from you within five (5) days from the date on the letter or from the date you were telephoned, we will assume that you are no longer interested in your child attending The Varnett Charter School.

REGISTRATION PROCEDURES

The Varnett Charter School does not discriminate on the basis of race, color, sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend. The school admits students of any race, color, sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend in accordance with TEC 12.111(6) to all the rights, privileges, programs and activities generally accorded or made available to students at the school.

Students seeking admission to The Varnett Charter School must complete this Registration Form. The eligibility criteria for admission of students to the campus as granted under TEC 12.065 (a) will give priority on the basis of geographic considerations. Secondary consideration will be given to the grade level as necessary. The Varnett Charter School may exclude a student who has a documented history of criminal offense or juvenile court adjudication. In addition, a student may be excluded who (a) has been removed from class and placed into an alternative education program as described in TEC Chapter 37.002; (b) has a documented history of conduct that under TEC Chapter 37.006 warrants removal from class and placement in an alternative education program; or (c) has a documented history of conduct requiring and permitting expulsion under TEC Chapter 37.007.

The Varnett Charter School seeks to maintain eligibility for federal funds. No early "waiting lists" are allowed for the upcoming school year. Any student registering for prekindergarten or kindergarten must be three, four, or five years of age by September 1st of the current year.

Geographic Boundaries for The Varnett Charter School: Houston, Fort Bend, Alief, Pearland, Galena Park, Pasadena, North Forest, Dickerson, Aldine and Needville Independent School Districts.

Bus transportation will be provided to students living in designated Houston ISD geographic areas. Parents or guardians must provide transportation for students living in other geographic boundaries, including Houston ISD.

Registration Procedures for Students Living in the Geographic Boundaries: Each parent interested in their child attending The Varnett Charter School must complete this Registration Form and return it to the school's main office. Registrations of the upcoming school year are accepted throughout the school year until May 1st. On May 15th, a lottery draw will be conducted for each grade level among all such registrations from students within the school's geographical boundaries. The students drawn for the class openings will be offered admission; the remaining students will be placed on a waiting list in the order they were drawn. Behind the last student draw on the waiting list will be placed students who submitted registration forms after May 1st, in the order of receipt of the registration form. The Registration Form, containing the student's name and grade of the student and the assigned Lottery number will be placed in a drawing for the desired grade level.

Registration Procedures for Students Living Outside the Geographic Boundaries: Registrations from students living outside the school's defined geographical boundaries will also be accepted, but those applicants will be admitted only if there are vacancies remaining after the lottery and waiting-list process described above. In that event, a similar but separate lottery process will be used for the applicant from outside the school's geographical boundaries.

NOTE: All students must wear the designated school uniform and adhere to the Code of Conduct. Parents and/or guardian must adhere to and comply with the policies and procedures of The Varnett Charter School.

Attachment 4

Concern: The Varnett Charter School could be at-risk for potential:

- **Due process hearings**
- **FAPE violation**
- **Compliance issues**

Assurances Requested: Will The Varnett Charter School submit documentation of knowledge in the specific contingencies requested...

Information Provided Does Not Support an Active Role of the Parent as a Team Member in the Development of IEPs, Modifications, etc.:

The Varnett Charter School acts responsibly and has policies and procedures to ensure that one or both of a student's parents are present at each Individualized Education Program meeting or are given the opportunity to participate, including:

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

Further, information provided to parents will:

1. Indicate the purpose, time, and location of the meeting and who will be in attendance; and
2. Inform the parents of other individuals may be included on the student's Individualized Education Program team, provided the individuals have knowledge or special expertise regarding the student, via the written notice.

For students with a disability (age 14 or younger) if appropriate, the notice also:

1. Indicates that the purpose of the meeting is to develop a statement of the transition services the student requires; and
2. Indicate what agency, if any, will be invited.

In the event that neither parent can attend, The Varnett Charter School uses other methods to ensure parent participation, including telephone calls (individual and/or conference).

When The Varnett Charter School conducts an Individualized Education Program meeting without the parent(s), in attendance, a record is maintained of the attempts to arrange a mutually agreed on time and place. This documentation includes:

1. Detailed records of telephone calls made or attempted and the results of those phone calls;
2. Copies of correspondence sent to the parents and all responses received; and
3. Detailed records of visits made to the parent's home or place of employment and the results of those visits.

The Varnett Charter School takes whatever actions necessary to ensure that the parent(s) understand the proceedings at the Individualized Education Program meeting. This includes:

1. Arranging for an interpreter for parents with deafness; or
2. Arranging for an interpreter for parents whose native language is other than English; and
3. When an interpreter is used, providing the parent(s) a audio copy of the Individualized Education Program meeting, at no cost to the parent; and
4. Providing parent(s) a (printed) copy of the student's Individualized Education Program, at no cost to the parent.

The Varnett Charter School recognizes the parent(s) of students with disabilities as an equal participant in developing, reviewing, and revising the Individualized Education Program, for their student. In this role, The Varnett Charter School sees the parent(s) role as an active role, whereby they:

1. Provide critical information regarding the strengths of their student and express their concerns for enhancing the student's education;
2. Participate in the discussions about the student's need for special education and related services and supplementary aids and services; and

3. Join with the other participants in decisions:
- Related to the student's involvement and progress in the regular education curriculum;
 - Participation in both state-wide assessments;
 - Participation in district-wide assessments;
 - Services to be provided to the student; and
 - Setting services are to be provided in.

Specifically, parents are afforded the opportunity to:

1. Participate in meetings related to the identification, evaluation, and educational placement of their student, and the provision of free and appropriate public education...including Individualized Education Program meetings.
 2. Be part of the group/team that determines what additional data is needed and part of the student's evaluation, eligibility, and educational placement;
 3. Have their concerns and the information they provided, about the student, considered in developing and reviewing the students IEPs; and
 4. Be regularly informed (e.g., progress reports, report cards, etc..) of their student's progress toward the, annual goals in the Individual Education Program, and the extent to which the progress is sufficient to enable the student to make sufficient progress to enable the student to achieve his/her annual goals by the end of the year.
- Parent participation is also discussed in the "development and implementation of the IEP; ESY clarification" section of this document.

Charter's Knowledge of Indirect and Direct Costs of this Fund Source:

Administrative duties in the special education program are not allowable expenditures for state special education funds. Prior submission, page 23, has been corrected. Please see discussion related to "allowable expenditures of state special education funds clarification" section. The items associated with direct cost are specifically outlined. Further, the discussion reflects a brief synopsis of The Varnett Charter School's understanding of allowable expenditures.

Concern: Brochure states two program but addresses three programs.

Brochure, Attachment 4:

"Two programs are offered: a regular program and a gifted/talented program for students capable of learning at an accelerated pace."

Assurances Requested: Will The Varnett Charter School provide responses to the adjacent concerns regarding students with disabilities and specific brochure statements?

Brochure Statements:

The Varnett Charter School has discarded the aforementioned brochure and is currently in the process of creating one which will reflect the continuum of educational programs opportunities offered.

Concern: Charter's knowledge of instructional arrangement/setting codes and individual student needs.

"A special education program, which is available for students with special needs allows student to be mainstreamed in a regular classroom using the inclusion model."

Assurances Requested: Will the charter school provide a statement of knowledge regarding the individual decisions made for special education placement? "Inclusion Model" represents a blanket charter school policy which is a violation of IDEA.

Individual Decisions Made for Special Education Placement:

See the discussion in the "Clarification: Least Restrictive Environment (LRE) Placement section." The Varnett Charter School is aware and understands that decisions for each student is made on an individual basis and ensures that a continuum of placement options is available to meet the needs of students with disabilities for special education and related services.

The continuum includes instruction in regular classes (with special education and related services, and/or supplementary aids and services as identified on the IEP), special classes, special schools, home instruction, and instruction in hospitals and institutions.

Concern: Parent training on confidentiality when reviewing disciplinary information.

"Parents also serve on disciplinary, school improvement and advisory committees."

Assurances Requested: None

The Varnett Charter School has discarded the aforementioned brochure and is currently in the process of creating one which will reflect the policy regarding confidentiality. The Varnett Charter School obtains written consent from the parent before permitting personally identifiable information to be disclosed to anyone other than officials of participating agencies collecting or using information for the purposes where the disclosure is consistent with all applicable federal statutes. The Varnett Charter School obtains written consent from the parent or eligible student before permitting personally identifiable information to be used for any purpose other than meeting a requirement outlined in The Varnett Charter School's Special Education Operating Guidelines. The written consent:

1. Specifies the records that may be disclosed;
2. States the purpose for the disclosure; and
3. Identifies the party or class of parties to whom the disclosure is made.

When such a disclosure is made The Varnett Charter School provides a parent a copy of the disclosed record upon request. The Varnett Charter School does not release information from educational records without parent consent unless permitted via an authorized exception. **See further discussion in "Clarification: Confidentiality" section.**

Further, consideration of disciplinary action for student's with disabilities adhere to the federal and state guidelines. Thus, the definitions of disciplinary action(s) are:

1. "Behavioral Intervention Plan" meaning an individualized plan, including positive interventions, designed to assist a student to decrease inappropriate behavior and increase or teach an alternative appropriate behavior.
2. "Current educational placement" meaning the type of educational placement of the student as described in the student's annual determination of placement document at the time of the disciplinary removal. It does not mean the specific location or school but the types of placement on the continuum of placement options.
3. "Disciplinary removal" meaning suspension, expulsion, or other removal from school for disciplinary reasons. It does not include:
 - Removals by other agencies;
 - Removals for public health reasons;
 - In-school suspensions if the student continues to have access to the regular curriculum and to special education and related services as described in the student's IEP, and continues to participate with non-disabled students to the extent they would in their current placement; or
 - Bus suspensions, unless the student's IEP includes transportation as a related service and The Varnett Charter School makes no alternative transportation arrangements for the student.
4. "Functional behavior assessment" meaning an individualized assessment of the student that results in a team hypothesis about the function of a student's behavior and, as appropriate, recommendations for a behavior intervention plan.
5. "Suspension" meaning any disciplinary removal other than expulsion.

Concern: Charter options for students are not able to participate in these activities due to a physical disability.

"STUDENT ACTIVITIES:...Students who are not interested in team activities may participate in dance, martial arts and choir."

Assurances Requested: None

Student Activities:

The Varnett Charter School has discarded the aforementioned brochure and is currently in the process of creating one which will reflect the policy regarding student activities. **See discussion in "least restrictive environment (LRE) placement" section.**

The Varnett Charter School provides non-academic and extracurricular services and activities in the manner necessary to afford students with disabilities an equal opportunity for participation in those services and activities. Non-academic and extracurricular services and activities include all those available to non-disabled students and may include:

1. counseling services,
2. athletics,
3. transportation,
4. health services,
5. recreational activities,
6. special interest groups or clubs, and
7. referrals to agencies that provide assistance to individuals with disabilities.

Concern: Charter's knowledge of transportation as a related service.

"SCHOOL BUS TRANSPORTATION"

Assurances Requested: None

School Bus Transportation:

The Varnett Charter School provides related services to as are required to assist students with disabilities to benefit from educational opportunities. Related services includes, but is not limited to, transportation. Transportation includes:

1. Travel to and from school and between schools;
2. Travel in and around school buildings; and
3. Specialized equipment (e.g., special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.

**Pre-Selection Data & Enrollment Card,
Attachment 4**

Concern: Possible Office of Civil Rights (OCR) violations in the enrollment process.

Although a non-discriminatory policy statement is provided in the paperwork, this information should not be required prior to selection for enrollment.

Assurances Requested: Will the charter school amend the pre-admission policy and paperwork requirement to reflect the non-discriminatory policy statement.

Non-Discriminatory Policy Statement:

The Varnett Charter School has discarded the aforementioned documents (enrollment card) and is currently creating a new document which reflects the non-discriminatory policy statement.

**Special Needs/Program Information,
Attachment 4**

"Mainstream: (General Education Setting with paraprofessional/student support)...This support is teachers and students."

Concern: Support in the general education classroom must be provided by special education personnel (Teachers, special education certified and paraprofessionals, SBEC certified). No other student should have access to student IEPs or be responsible for the implementation of modifications or IEPs.

Assurances Requested: Will the charter school provide information to demonstrate knowledge of personnel and instructional arrangements/settings codes for special education?

Special Program Information:

The Varnett Charter School utilizes the guiding principle for determining the appropriate instructional setting... the needs of each individual student together with the appropriate support services. If the support services prescribed for the student are over and above what is provided to all students and the ARD committee has determined that these special support services are necessary for the student to succeed in his/her educational program, these services are special education services and the instructional setting should be classified accordingly. If these support services are provided in the regular education classroom, the instructional setting would be *mainstream*. However, if these special education support services are provided outside the regular classroom, the instructional setting would be based on the amount of time or the place where these services are provided.

Further, current federal regulations indicates that a child does not have a disability under IDEA unless he/she needs special education.

Based on the population (age/grade level The Varnett Charter School serves...Special Education Codes are listed below:

- **No Instructional Setting - Code 00** This code indicates that although the student receives some special education service (such as **speech therapy**), an instructional setting is not appropriate.
- **Homebound - Code 01** This instructional setting is for providing special education instruction to eligible students with disabilities who are served **at home or hospital bedside**. Students served on a homebound or hospital bedside basis are expected to be confined for a minimum of four consecutive weeks as documented by a physician licensed to practice in the United States. Homebound instruction may also be used for infants and toddlers with visual and/or auditory impairments whose developmental levels are such that they are not capable of participating in special education classes or by students ages three through five for whom the ARD committee has determined that homebound is the appropriate instructional placement. Students served in the homebound instructional setting must be served two to four hours each week. Homebound or hospital bedside instruction may also be provided to **chronically ill students** who are expected to be confined for any period of time totaling at least four weeks throughout the school year, as documented by a physician licensed to practice in the United States. Homebound or hospital bedside instruction may, as provided by The Varnett Charter School, also be provided to **chronically ill students** who are expected to be confined for any period of time totaling at least four weeks throughout the school year, as documented by a physician licensed to practice in the United States. If a student who has previously been served in the homebound instructional setting is transitioning back to a school-based placement, the student may continue to be coded homebound during the transition period subject to the two-four hour per week requirement for homebound services. The length of the transition period must be determined by the ARD committee based on current medical information.
- **Hospital Class - Code 02** This instructional setting is for providing special education instruction to students in a classroom **in a hospital facility or an approved residential care and treatment facility** not operated by The Varnett Charter School. Disabled students served, but not residing, in the facility are considered to be in an **off home campus** instructional setting. If the students residing in the facility are provided special education services on The Varnett Charter School campus, they are not considered to be in a hospital class.
- **Resource Room - Code 03** This instructional setting is for providing special education instruction and related services in a setting other than regular education for **less than 50 percent of the student's school day**. A student receiving special education service in the regular education class should not be coded as resource room. ***(If the student is pulled out of the regular education class to receive special education services, he/she is coded as resource room. If the student is pulled out of regular education classes to receive special education services and speech therapy, he/she is coded as resource room and speech therapy.)*** A student receiving related services in the special

education class has an instructional setting code of resource room provided the student is *pulled out* of the regular education class to receive the related services. Related services include but are not limited to physical therapy, occupational therapy, and counseling by a certified or licensed counselor on a regularly scheduled basis. These related services must be documented in the IEP and they must be required to assist a child with a disability to benefit from special education.

- **Self-Contained, Mild/Moderate, Regular Campus - Code 04** This instructional setting is for providing special education instruction and related services to students with disabilities who are in a special education program for **50 percent or more of the student's school day** on a regular school campus and who take **more than two regular education classes**.
- **Self-Contained, Severe, Regular Campus - Code 05** This instructional setting is for providing special education instruction and related services to students with disabilities who are in a special education program for **most of the student's school day** on a regular school campus. Students in this instructional setting may attend **no more than two regular education classes** (such as, but not limited to, music, physical education, art, or career and technology education classes).
- **Off Home Campus - Code 20** This instructional setting is for providing special education instruction and related services to students from more than one school district served in a single location when special education instruction and related services are not otherwise available in the respective sending district (at The Varnett Charter School), to students whose instruction is provided in a facility not operated by The Varnett Charter School or to students in a self-contained program at a separate campus operated by The Varnett Charter School that provides only special education instruction.
- **State School for Persons with Mental Retardation - Code 30** This instructional setting is for providing special education instruction to students who **currently reside at a state school** when the services are provided at a state school location. If services are provided on a regular district campus, the students may be coded 35, residential care and treatment facility. Students coded in this setting may also generate special education contact hours in speech therapy.
- **Residential Care and Treatment Facility - Code 35 (Not The Varnett Charter School resident)** This instructional setting is for providing special education instruction to eligible students with disabilities who **reside in approved care and treatment facilities** (including licensed foster homes) and whose parents do not reside within the boundaries of the school district providing educational services to the students. **In order to be considered in this setting, the services must be provided on a Varnett Charter School campus. If the instruction is provided at the facility rather than on a Varnett Charter School campus, the instructional setting is considered to be *hospital class*.** Placement/Residence of a student at the facility for care/treatment does not automatically qualify the student for special education. Students must meet special education eligibility requirements to qualify for special education services. Students residing in an approved facility who receive only speech therapy services placement is **not** considered to be residential Care and Treatment Facility.
- **Special Education Mainstream - Code 40** This instructional setting is for providing special education instruction and related services according to IEPs to eligible students with disabilities whose **instruction and related services are provided in the regular education classroom with special education support**. This support is necessary to enrich regular education in order to enable success of all students. ***This support shall include direct instruction, helping teacher, team teaching, co-teaching, interpreter, special education aides, curricular or instructional modifications, special materials or equipment, consultation, staff development, reduction of ratio of students to instructional staff, and monitoring a student's progress in regular education classes.*** This setting also includes other direct or indirect services needed to implement the IEP of students receiving

special education services. Students with disabilities who receive special education service in the regular education class placement is considered mainstream. Mainstream students can receive speech therapy. If a student receives special education services in the regular education class and the student also receives speech therapy, his/her placement is mainstream and speech therapy. If a student's only special education service is speech therapy and the student receives speech therapy services in the regular education classroom, his/her placement is speech therapy. A student receiving related services in the regular education has an instructional setting of mainstream. Related services include but are not limited to physical therapy, occupational therapy, and counseling by a certified or licensed counselor on a regularly scheduled basis. These related services must be documented in the IEP and they must be required to assist a child with a disability to benefit from special education. Special education students who also meet eligibility requirements for pre-kindergarten and are receiving special education services in the Pre-K classroom placement is mainstream. Special education students who are receiving their special education services in a licensed childcare facility working in a collaborative partnership with The Varnett Charter School placement is also mainstream.

- The Varnett Charter School serves students Pre-K through 5th grade; therefore, no students are eligible to work and/or participate in a Vocational Adjustment Class (code 08)

"Resource, Self-Contained, Mild, Moderate-Regular Campus, and Self-Contained, Severe-Regular Campus"

"Concern: Charter School has provided out of date information. The 2001-2002 and current Student Attendance Handbook has four codes for out of date terminology provided.

Assurances Requested: Will the charter school provide information on the current instructional arrangements/settings codes for special education?

Instructional Arrangement/Setting Codes:

The Varnett Charter School provides a full continuum of services to meet the needs of its students with disabilities. Each student's placement is determined on an individual basis as required via federal guidelines. Thus, currently The Varnett Charter School continuum of service includes the following instructional arrangements/settings:

- No Instructional Setting - Code 00;
- Resource Room - Code 03;
- Self-Contained, Mild/Moderate, Regular Campus - Code 04;
- Self-Contained, Severe, Regular Campus - Code 05; and
- Special Education Mainstream - Code 40.

Further, The Varnett Charter School provides Extended Year Services (EYS) for students who exhibit they would have significant regression over the summer months, if they did not participate in EYS.

All documents are currently being updated to reflect The Varnett Charter School is knowledgeable of instructional arrangements/settings codes for special education.

Attachment 5.


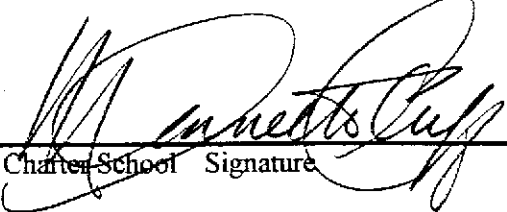
**ELECTRIC APPLICATION
CERTIFICATION**

Part 3. Electronic Copy Certification and Written Resolution (Attachment 5)

Section XI. Electronic Copy of Application

Please submit an electronic copy of the renewal application in addition to the five hard copies requested. The electronic copy should be on a 3.5 inch diskette and should be mailed along with the hard copies. The electronic copy must be identical to the hard copies. The signatures below are required to certify that the electronic and hard copies are identical.

By signing below, I hereby certify that the enclosed electronic and hard copies are identical.

M. Annette Cluff		6-12-02
Printed Name of Chairperson of Charter Holder Board	Signature	Date
M. Annette Cluff		6-12-02
Printed Name of Chief Executive Officer of the Charter School	Signature	Date

Section XII. Written Resolution

Applications must be accompanied by a written resolution adopted by the governing body of the charter holder and signed by the members voting in favor. The resolution must authorize the commissioner to renew the open-enrollment charter as set forth in the renewal application, as finally negotiated between the charter holder and the commissioner, including any conditions. (Attachment 6, Written Resolution)

Attachment 6.

**WRITTEN RESOLUTION ADOPTED BY
GOVERNING BODY OF
CHARTER HOLDER**

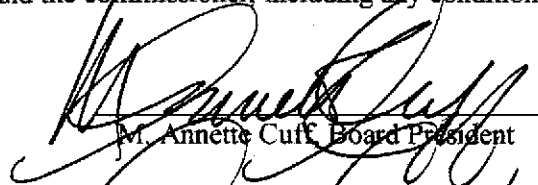
**THE VARNETT SCHOOLS, INC.
Board Resolution**

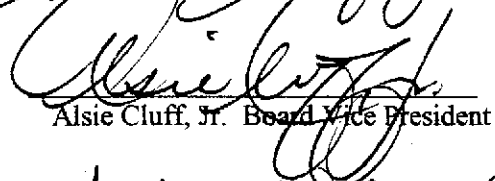
May 16, 2002

Whereas the Board of Directors of The Varnett Schools, Inc. has approved and authorizes the Commissioner of Education at the Texas Education Agency to renew the open-enrollment charter as set forth in the renewal application, as finally negotiated between the charter holder and the commissioner, including any conditions.

Therefore, be it resolved by the Board of Directors of The Varnett Schools, Inc. to approve and authorizes the Commissioner of Education at the Texas Education Agency to renew the open-enrollment charter as set forth in the renewal application, as finally negotiated between the charter holder and the commissioner, including any conditions.

May 16, 2002
Date


M. Annette Cluff, Board President


Alsie Cluff, Jr. Board Vice President


Gertrude M. Waddell, Board Member


THE VARNETT CHARTER SCHOOL
Board Resolution

May 17, 2002

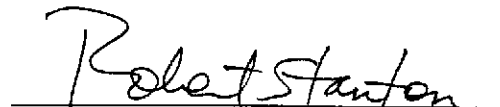
Whereas the Board of Directors of The Varnett Charter School has approved and authorizes the Commissioner of Education at the Texas Education Agency to renew the open-enrollment charter as set forth in the renewal application, as finally negotiated between the charter holder and the commissioner, including any conditions.

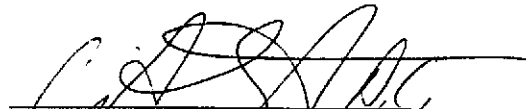
Therefore, be it resolved by the Board of Directors to approve and authorize the Commissioner of Education at the Texas Education Agency to renew the open-enrollment charter as set forth in the renewal application, as finally negotiated between the charter holder and the commissioner, including any conditions.

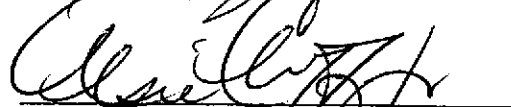
Date: 5-17-02


James Rhone, President


David McCormick, Vice-President


Robert Stanton, Secretary


Craig Steingraber, Member


Alsie Cluff Jr., Member

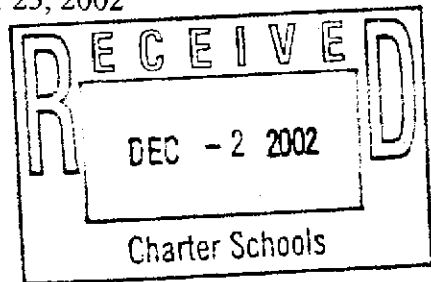
THE VARNETT SCHOOL



A Texas Charter School District

November 25, 2002

Ms. Ertha Patrick
Charter Schools Division
Texas Education Agency
1701 North Congress
Austin, Texas 78701



RE: Charter Renewal Application

Dear Ms. Patrick,

Enclosed please find the Biographical Affidavits and revised Organizational Chart needed to complete our Renewal Application. These documents were requested by Ms. Maggie Baker.

I will forward other revised documents to you regarding the Admission Policy and Special Education. Should you need additional information, you may e-mail me at [REDACTED] or call me at (713) 748-0714. I am recuperating from surgery and will not return to the office for several months.

Thank you for your support and I look forward to hearing from you.

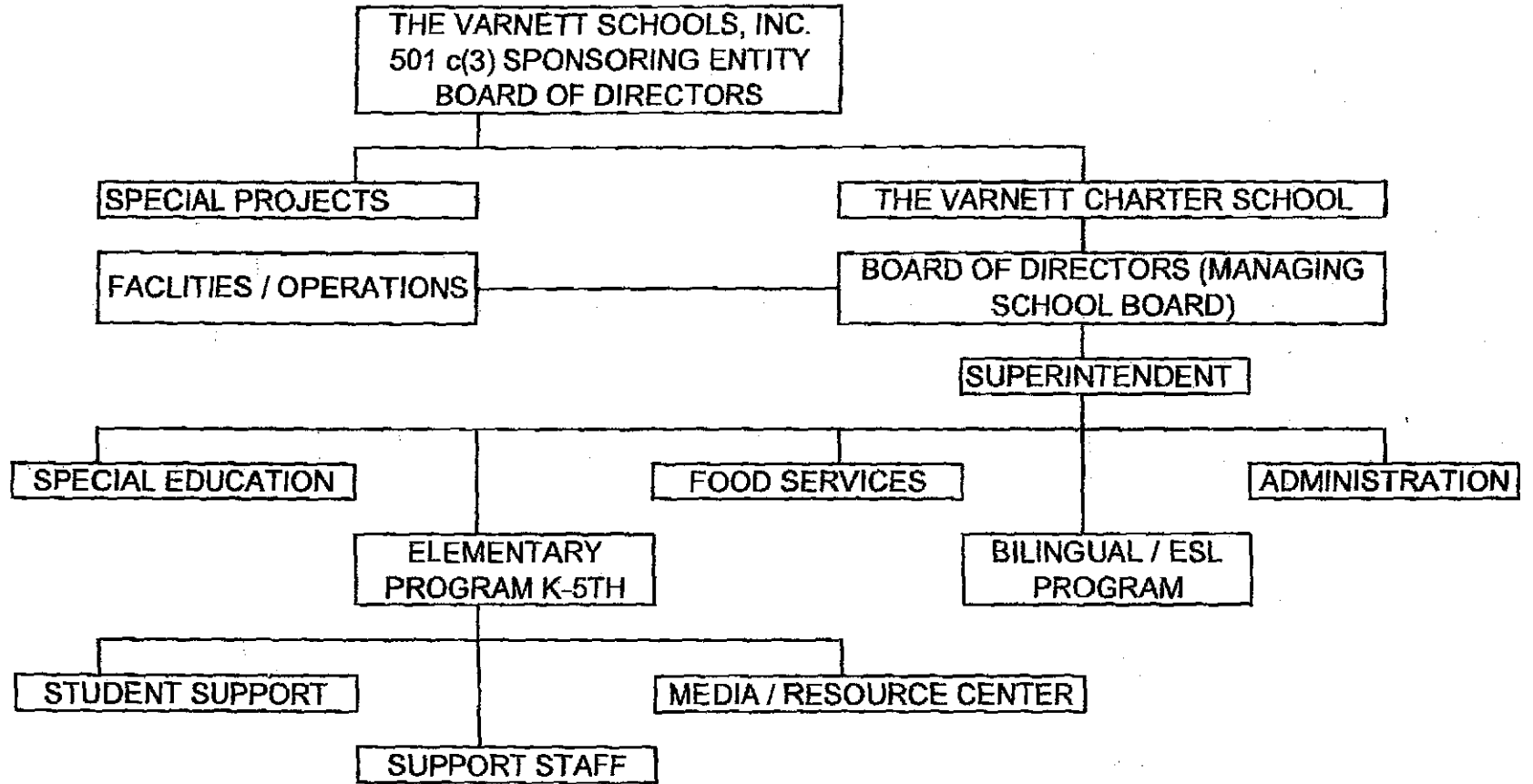
Sincerely,

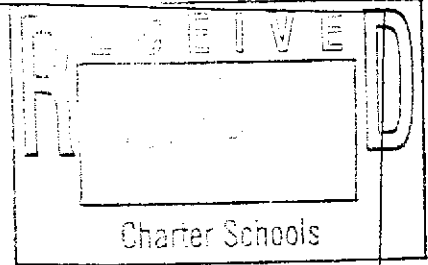

M. Annette Cluff
Superintendent

115

Attachment 1.

ORGANIZATIONAL CHART





Second Generation
Open Enrollment Charter
Renewal Application

Fast-Track/Abbreviated Renewal

THE VARNETT CHARTER SCHOOL
101-814
M. Annette Cluff, Superintendent

June 14, 2002

Submitted to

Charter Schools Division
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1494

Second Generation
Open Enrollment Charter
Renewal Application

Fast-Track/Abbreviated Renewal

Schools Eligible for Fast-Track Renewal

Alief Montessori
Burnham Wood
Encino
Kipp, Inc.
Mainland Preparatory Academy
NYOS
Rapoport
Treetops School International
Varnett

April 18, 2002

Texas Education Agency
William B. Travis Building
1701 North Congress Avenue
Austin, Texas 78701-1494

Dated Material--Open Immediately

Return on or before--5:00 p.m., Central Time
Friday, June 14, 2002
Charter Schools Division
Room 5-107

Application Instructions

The Renewal Application is due to TEA/Charter Schools Division by 5:00 pm, **June 14, 2002**. Applications will be date stamped as they are received and the date received will be documented. Timely submission of a **complete** renewal application may be used as part of the basis for renewal determination.

The application form has been designed to be downloaded and responses can be entered directly onto the electronic application form on your computer. The spaces provided for answering questions are expandable. Use as much space as needed for responses.

Attachments should be labeled as indicated in the application and submitted in prescribed order. The forms for Attachment 3, Board Member Biographical Affidavit and Attachment 5, Electronic Application Certification are included with the application.

Seven complete paper copies of the entire document must be submitted in prescribed order with only original signatures in blue ink. One copy (less attachments) must also be submitted on a 3.5 inch floppy diskette. (The agency uses a PC compatible text file.)

Format of Application

Number of paper copies:	7
Font:	12 pt.; Times New Roman
Paper:	8.5"x11.0", white, one side only
Binding:	NONE! DO NOT BIND May be rubber-banded or clipped

List of Attachments

- Attachment 1, Organizational Chart
- Attachment 2, Criminal History Records for Board Members
- Attachment 3, Board Member Biographical Affidavits
- Attachment 4, Special Needs/Programs Information Request
- Attachment 5, Electronic Application Certification
- Attachment 6, Written Resolution Adopted by Governing Body of Charter Holder

Definitions

Please review TEC §12.1012 and 19 TAC, Chapter 100 §100.1011 for definitions of terms. Listed below are some selected terms and definitions:

1. *Charter holder* – the entity to which a charter is granted under TEC, Chapter 12
2. *Charter school* – a Texas public school operated by a charter holder under an open-enrollment charter granted by the State Board of Education pursuant to TEC, §12.101
3. *Governing body of a charter holder* – the board of directors, board of trustees, or other governing body of a charter holder
4. *Governing body of an open-enrollment charter school* – the board of directors, or other governing body of an open-enrollment charter school. The term includes the governing body of a charter holder if that body acts as the governing body of the open-enrollment charter school
5. *Management company* – a person, other than a charter holder, who provides management services for an open-enrollment charter school
6. *Officer of an open-enrollment charter school* – the principal, director, or other chief operating officer of an open-enrollment charter school; an assistant principal or assistant director of an open-enrollment charter school; or a person charged with managing the finances of an open-enrollment charter school

General Scope of Agency Review

As authorized in Texas Education Code § 12.115, the commissioner may modify, place on probation, revoke or deny renewal of the charter of an open-enrollment charter school if the commissioner determines that the charter holder:

- 1) committed a material violation of the charter; including failure to satisfy accountability provisions prescribed by the charter;
- 2) failed to satisfy generally accepted accounting standards of fiscal management;
- 3) failed to protect the health, safety, or welfare of the students enrolled at the school; or
- 4) failed to comply with this subchapter or another applicable law or rule.

The Commissioner's Rules Concerning Open-Enrollment Charter Schools, 19 TAC, Chapter 100, provides more specific information about commissioner action and intervention and other issues concerning open-enrollment charter schools.

Internal reviews for all renewal applications will be conducted by TEA staff in areas such as student performance, business operations and fiscal management, and compliance. Components for determining adequate *student performance* generally include accountability ratings, AEIS indicators, and other relevant student performance information, as reported by the charter school on this application and as supported by required evidence and documentation.

Components for evaluating *business and fiscal management* generally consist of a review by the Financial Audits Division of annual financial audits and other relevant documents.

Agency compliance requirements that may be generally considered include, but are not limited to, timely and accurate submission of grant expenditures and evaluations, PEIMS reports, accountability/accreditation information (including data requested prior to on-site visits, and follow-up information such as corrective action plans for bilingual and special education programs and PAS/DAS risk levels), assessment requests (including requests for and submission of testing materials), other special education information, governance data, student transfer data required by Civil Action 5281, and the renewal application.

Complaints made against the charter school through the Agency complaints process may also be considered, as well as any issues concerning the health, safety, and welfare of students.

**Open-Enrollment Charter School Renewal Application
Generation Two – Fast-Track/Abbreviated**

Part 1. Charter Update

Charter Holder Name: The Varnett Schools, Inc.
(i.e., nonprofit organization, institution of higher learning, or governmental entity)

Charter School Name: The Varnett Charter School

Charter School County/District #: 101-814

Campus Name(s)	County/District/Campus #
The Varnett School	101-814-101

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

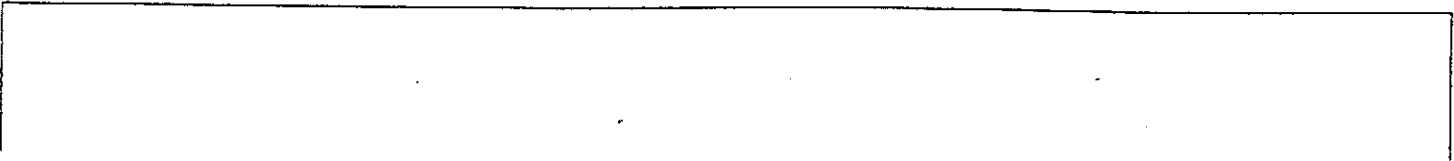
In the spaces below, please list the maximum enrollment, the grades the charter school serves (indicating if there is an approved GED program), and the geographic boundaries.

A. Maximum Enrollment: 1000

B. Grades Served: PK-5th

Approved GED Program: YES NO

C. Geographic Boundaries (School Districts): Houston, Fort Bend, Aleif, Pearland, Pasadena, Dickerson, Galena Park, Aldine and Needville Independent School Districts.



Section II. Governance Structure and Procedures

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

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

A. Governing Body of Charter Holder

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

Board Member Name	Office Held	Relative(s) Within the Third Degree of Consanguinity or Affinity Who are Also Serving on the Board	Board Member Compensation or Remuneration Per Year
M. Annette Cluff	President	Alsie Cluff Jr.	None
Alsie Cluff Jr	Vice President	M. Annette Cluff	None
Gertrude Waddell	Member	None	None

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

M. Annette Cluff serves as the Superintendent of the charter school.

Alsie Cluff Jr. serves as the Facilities/Operations Manager and a member of the Board of Directors for the charter school.

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

M. Annette Cluff serves as the Superintendent of the charter school.

Alsie Cluff Jr. serves as the Facilities/Operations Manager and a member of the Board of Directors for the charter school.

4. Will any person who is a relative within the third degree of consanguinity or affinity (see definition on page 3) of a charter school officer (i.e., a person charged with the duties of, or acting as, a chief executive officer, a central administrator, a campus administration officer, or a business manager) be employed by or receive any compensation or remuneration from the charter holder or charter school? If yes, provide details in the space provided below.

YES NO

M. Annete Cluff serves as the Superintendent of the charter school.

Alsie Cluff Jr. serves as the FACILITIES/Operations Manager and a member of the Board of Directors for the charter school.

B. Governing Body of Charter School

1. If the governance structure includes more than one board (i.e., a governing body that is separate from the governing body of the charter holder), in the spaces below please list the names of the members of the governing body of the charter school, the offices held, any relative of a board member within the third degree of consanguinity or affinity (see definition on page 3), and any compensation or remuneration from the charter holder or charter school received by the board members.

Board Member Name	Office Held	Relative(s) Within the Third Degree of Consanguinity or Affinity Who are Also Serving on the Board	Board Member Compensation or Remuneration Per Year
James Rhone	President	None	Travel Expense Only
David McCormick Jr.	Vice President	None	Travel Expense Only
Robert Stanton	Secretary	None	Travel Expense Only
Craig Steingraber	Member	None	Travel Expense Only
Alsie Cluff Jr.	Member	M. Annette Cluff	\$85,000/year

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

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

M. Annette Cluff serves as the Superintendent of the charter school.

C. Roles and Responsibilities of Governing Bodies

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

The governing structure of The Varnett Charter School is comprised of two boards. The Board of Directors for the school ("school board") was appointed by majority vote of the Board of The Varnett Schools, Inc., the sponsoring 501c(3) entity. The Board of Directos of The Varnett Schools, Inc. (the board of the 501c(3) has the ultimate responsibility for the charter school and the President of The Varnett Schools, Inc. oversees the daily operations of the charter school by serving as the Superintendent.

The school board is reflective of the communities served by the school. The school board consist of five (5) voting members and the Superintendent as the sixth non-voting member. Officer positions designated for the school board are President, Vice President and Secretary. Officers are selected by majority vote of the school board and may be removed from office, but not from the board, by either a majority vote of the board or a majority vote of the 501c(3) board. Initial members of the school board will be selected by majority vote of the board of the 501(c)(3) ; thereafter, members will be replaced by a unanimous vote of remaining school board members as absences occure. Members of the school board are removed from the board by majority vote of the board of the 501c(3).

During the sixth year of operation of the charter school, the Directors term shall be determined by lot, with two drawing to serve one year, two for two years, and three will serve for three years. Either two or three members will be appointed by The Varnett Schools, Inc. each year on the first Friday in June, the number depending upon that needed to bring the board to five members.

There shall be two advisory committees that provide information to the Superintendent about the needs of the school and student body. The TEACHER ADVISORY committee, consisting of coordinators and lead teachers address issues of student code of conduct, dress, extra-curricular learning needs, and monitor the evaluation of student performance and curriculum. The committee also make recommendations to the Superintendent about new teacher contracts and teacher contract renewals with school.

The PARENT ADVISORY committee contributes to the program in varying ways. They make recommendations about school bus transportation, personnel, school uniforms, curriculum and staffing needs. They will also recruit volunteers to serve as sponsors for school fundraising projects and events.

Quality Circles is the shared decision-making model for The Varnett Charter School. Proponents of this problem-solving tool emphasize that this tool builds trust among circle members and all others, including management. For this reason, the teacher and parent advisory committees work as a team making decisions that affect the total school program.

The organizational structure of the Shared Decision-Making Committee is designed to conform to the Quality Circle Concept. Teachers, administrators, and parents have the opportunity to be involved in all phases of planning, decision-making and realization of mutually established goals of the school.

This governance structure does not represent a change from the charter application on file with the Agency or approved amendments.

D. Organizational Chart, Criminal History Records, Biographical Affidavit

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

Section III. Teacher Qualifications

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

Administrators, teachers and staff members are not required to meet professional standards set by Texas certification and licensing. However, staff members directly responsible for the Special Education and the Bilingual/ESL programs meet professional standards set by Texas certification and licensing requirements.

The Varnett Charter School hires staff who bring skills that can best meet the needs of our student population. We seek to employ people who are sensitive to the needs and understand the life-style of urban economically disadvantaged students. Varnett expects its staff to work as an effective team member that will impact the school's community of learners. Every teacher is expected to excel in classroom management, participate in site-based management, mentor students, and participate in the management of community service project activities.

These teacher qualifications do not represent a change from the charter application on file with the Agency or approved amendments.

Section IV. Code of Conduct

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

Upon enrollment and/or at the beginning of each school year, parents are given a PARENT HANDBOOK containing the rules and guidelines governing student behavior. The handbook contains the following:

CODE OF CONDUCT

Students, parents and staff must share the responsibility for creating the best possible school setting. The school must provide a quality staff and programs to help children learn to take responsibility for their actions. Students must respect themselves, the school, staff members and their classmates.

The ultimate goal of the discipline program is to encourage cooperation and ensure that students:

- make good choices;
- be positive and productive;
- take responsibility for their own behavior;
- help others be successful;
- work towards continuous improvement at home, at school and in the community.

ACTIONS AND RESPONSIBILITIES

Disciplinary actions are taken with the aim of correcting behavior patterns and teaching responsibility. Most behavior problems are handled routinely with properly organized school and classroom programs. Nearly all students respond satisfactorily to friendly encouragement, firm direction and understanding guidance. For those students who do not, and to protect the rights of all of our children, it is important that parents and students understand the consequences of misbehavior. There are certain responsibilities we share in helping students overcome behavior problems. If a student's misbehavior is directly related to an identified handicap, the school staff will take such conditions into account. A student who becomes involved in areas of problem behavior will be subjected to certain disciplinary actions and a behavior file is maintained. Depending upon the seriousness of the behavior problem, one or more of the following actions will be taken by the staff. In the case of severe violations of rules, the disciplinary action taken may extend beyond these guidelines.

INFORMAL TALK - A member of the staff will talk to the student to reach agreement regarding the student's behavior.

LOSS OF PRIVILEGES - The school administrator may notify the parent of privilege suspension. These privileges may include removing the student from the playground, cafeteria, media center and/or class participation.

CONFERENCE - A conference may be held with the student, the teacher, the administrator and appropriate staff members to develop a plan for improving behavior. The parent may be contacted.

DETENTION - The student will be required to stay inside during P.E. or may forfeit the privilege to participate in school-sponsored or school related activities as determined by a school administrator. The parent will be informed of the problem area. A conference with the student, the parent, and appropriate staff members may be scheduled. If a plan is developed to help improve the student's behavior, copies will be given to the student and parent.

IN-SCHOOL SUSPENSION - The student will be excluded from contact with other students during a portion of the school day or the entire school day. In-school suspension will occur in a designated area or classroom. All class work for the day will be done during in-school suspension. In-school suspension may be for one or more days. Parents will be contacted.

SHORT SUSPENSION - The student may be excluded from school and related activities for a period of up to 3 school days. In these cases, parents will be notified and a conference between the administrator, student, parents and other school staff will be conducted.

LONG SUSPENSION - The student is excluded from school and related school activities for a period of 4 to 7 days. Parents will be notified and a conference between the administrator, student, parents, and other appropriate school staff will be conducted and recorded in the student's behavior file.

EXPLUSION - The Superintendent is the only person authorized to expel a student from school. Through this action, the student is excluded from school and all school activities for the remainder of the current semester or school year. Under special cases, exceptions in the length of the expulsion may be recommended by the Superintendent. The student and parents are notified of charges by telephone or parent conference. The procedure for expulsion falls in accord with the rights of student within due process, and recorded in the administrative behavior file. However, the parent may request a hearing with the Board of Directors of the charter school if they disagree with the expulsion decision made by the Superintendent.

HARASSMENT - It is a violation of school rules, and often the law, for any student to harass or intimidate another student or staff member.

If a student is the victim of any sexual misconduct or communication, or of derogatory communications or conduct concerning his/her gender, religion, race, ethnic group or disability, the student should report such behavior school office.

All reports are kept confidential and are investigated as soon as they are reported.

Section V. Complaints

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

If a student, parent/guardian or employee feel they have a complaint, suggestion or grievance at The Varnett Charter School, they can:

1. Approach the teacher and/or principal of the school and set forth orally or in writing their complaint or grievance;
2. If still dissatisfied, they can schedule an appointment with the administrative team;
3. If still dissatisfied, they can schedule an appointment with the Superintendent;
4. If still dissatisfied, they can inform the Superintendent that they intend to take their grievance or complaint directly to the Board of Directors of the charter school and/or the sponsoring 501c(3) entity.

Parents, students, and employees are informed about these procedures via the PARENT HANDBOOK and STAFF HANDBOOK, respectively.

Section VI. Admissions Policy

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

The Varnett Charter School admits students of any race, color, sex, disability, age and national origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. The school does not discriminate on the basis of race, color, sex, disability, age or national origin.

Students seeking admission to the school complete an application; however, the application provides for the exclusion of an applicant who has a documented history of criminal offenses, juvenile court adjudication or discipline problems under the TEC Chapter 37.

The Varnett Charter School is committed to equity and diversity. The school conducts an extensive campaign to recruit a diverse student population from within the identified geographic areas. "Word of mouth" endorsement is an integral component of the marketing approach to attract a culturally diverse student population.

Student enrollment is filled on a "first come, first served" basis. However, when Varnett is oversubscribed, we use a lottery for student enrollment. The Varnett Charter School seeks to maintain eligibility for federal funds. No early "waiting lists" are allowed except the designated mid-January pre-registration for the upcoming school year. Any student registering for prekindergarten or kindergarten must be three, four or five years of age by September 1st of the current year.

To ensure an available space for students seeking readmission to The Varnett Charter School, a RE-ENROLLMENT FORM is distributed to parents each year during late February or early March. This form must be completed and returned to the school as requested. If this form is not returned to the school as requested, a student may have to be placed on a "waiting list".

Section VII. Student Performance Goals

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

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

A. AEIS Base Indicators

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

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

The AEIS base indicators for The Varnett Charter School on the Spring 2002 TAAS test showed considerable growth in the areas of Math and Reading as compared to last year's scores. The number of students tested in 3rd grade were 78. Of that number, 92% met the minimum expectations and 36% mastered all objectives. The average TLI was 86.7.

There were 45 students tested in 4th grade. 87% met the minimum expectation in Reading with a TLI of 86.3. In Math, 87% met minimum expectation and the TLI was 82.1. In writing, 82% met minimum expectation with an average scale score of 1636.

Of the 38 students tested in 5th grade, 100% met the minimum expectations in Reading and Math. The average TLI in Reading was 91.9 and in Math the average TLI was 87.4

Our student population is majority African American who live in an at-risk environment. The attendance rate was 97.871 and the accountability rating for this year is "recognized". Last year's rating was acceptable, due to the low performance of students in the 3rd grade.

The student performance goals were reviewed and modified for the 2001-2002 school year. The following goals were implemented:

1. Maintain at least 95% or above daily attendance rating in all classrooms;
2. Integrate weekly benchmark assessments aligned with the TEKS throughout the curriculum;
3. Implement a after-school program designed to provide individualized tutoring in Reading and Math;
4. Develop more opportunities for parental involvement in the after-school and Saturday tutorial programs.

B. AEIS Additional Indicators

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

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

The student performance goals in terms of AEIS additional indicators were as follows:

1. Analyzed Spring 2001 TAAS test results along with TLI indicators for all students who failed the test.
2. Provided weekly assessment benchmark tests that were used to monitor student performance;
3. Implemented teaching strategies to target learning deficits in Reading and Math.

C. Other Relevant Performance Goals

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

Students in Kindergarten -5th grade were identified to participate in an after-school tutorial program based in assessments in Reading and Math. The after-school program provided 90 minutes of individualized tutoring and focused on improving academic skills in Reading and/or Math. Weekly assessments provided feedback to classroom teachers. After 14 weeks of tutoring, notable changes in students performance demonstrated that the tutorial program had been a success.

An additional performance goal was implement during the school. We re-structured team teacher assignments across grade levels. Strong teachers were assigned to teach Reading or Math instruction to low-performing students.

Evidence of student success from implementing these strategies is demonstrated in the increased performance of all students on the Spring 2002 TAAS tests.

Section VIII. Monitoring Follow-Up

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

Two improvements were made and actions taken to address findings and recommendations by TEA resulting from our initial on-site visit. They are as follows:

- 1. The Bilingual and Special Education programs are now managed by staff holding TEA certification and licensing credentials.**
- 2. PAS/DAS risk levels have been reduced to 1.64% during the 2001-02 school year.**

Part 2. Special Needs Students/Programs

NOTE: The approval of this charter school renewal application and/or removal of any contingencies is based on the information provided by the charter school as it reflects the charter school's knowledge of special education. Approval of the charter school renewal application and/or removal of any contingencies should not be construed to reflect a determination of special education compliance or to cover any other issues outside the scope of this renewal application process or actions that may have occurred since this renewal application process.

Section IX. IDEA Key Components

Describe ***IN DETAIL*** (in the order requested and in the space provided below) how the charter school accommodates students with disabilities in the SPECIAL EDUCATION program according to the Individuals with Disabilities Education Act (IDEA), the Texas Education Code, the State Board of Education rules, and the Commissioner's rules (SEE, Key Components).

Please **DO NOT SEND** a copy of the charter school's special education policies and procedures. This will only delay the review by a second request to submit the information as requested.

The Texas Side-by-Side is available online to assist the application process:
<http://www.tea.state.tx.us/special.ed/rules/sbs.html>.

IDEA Key Components

A. Child Find (34 CFR 300.125)

The Varnett Charter School maintains an affirmative obligation to:

- identify,
- locate, and
- evaluate

virtually all students (residing within the school district) from birth through age 12 who (1) have disabilities and need special education and related services as a result or (2) are suspected of having disabilities and being in need of special education and related services. Annually letters are sent to local doctors and private schools. The letters include the names of contact persons in the school and information about The Varnett Charter School services.

Further, The Varnett Charter School utilizes services via the Region IV Educational Service Center related to Child Find. In addition, The Varnett Charter School utilizes an in-house referral committee. This committee is responsible for implementing the school's procedures related to referrals to the Special Education department. Referrals are also received from parents and/or other stakeholders. The Varnett Charter School maximizes its efforts to serve migrant and homeless students and information related to the school's services is posted within the community (retailers, laundromats, apartment complexes, post office, etc.). As migrant/homeless students are identified they are afforded all services available to students with established residence currently enrolled

B. Confidentiality (34 CFR 300.127; 34 CFR 300.560-300.577; 34 CFR Part 99; TEC 26.004)

The Varnett Charter School has policies that assure special education students and their families that no public access to information regarding them is released without prior written consent. All special education records must be requested and released from the district's Confidentiality Officer. The Confidentiality Officer maintains, for the district, that all special education student records are housed in fire proof locking file cabinets. The office housing the file cabinets and the file cabinets themselves, is secure and has a posting which reflects a list of persons who may access the records stored within. Another requirement related to Confidentiality is that entry into a student's special education file must be documented on a Student File Access Log indicating who, when, and why. Personnel not listed on the Student Folder Access Log must see the Confidentiality Officer. Further, The Varnett Charter School considers anything containing personally identifiable information highly confidential. Thus, students are not listed by first and last names on class lists, bulletin boards, newsletters, and/or photographed without prior written consent, etc.

In its effort to maintain student confidentiality, The Varnett Charter School admonishes its staff to carefully consider when, where, how, and with whom it is appropriate to discuss a student. The staff is prohibited from discussing students in public areas such as school hallways, lounges, or any community location.

C. Procedural Safeguards (34 CFR 300.504)

The Varnett Charter School adheres to the formality requirement of the IDEA that are designed to afford parents/guardians of handicapped children meaningful involvement in the educational placement of their children.

Specifically, The Varnett Charter School provides parents/guardians with a copy of the procedural safeguards upon initial referral/evaluation and document the parent's receipt. The document will be given to the parent/guardian each time permission for testing or placement is required and with every Admission, Review, and Dismissal/Individual Education Plan notice and meeting. The signed copy acknowledging receipt of this document the first time is placed in the student's folder. Subsequent deliveries of the document will be recorded on Receipt for an Explanation of Procedural Safeguards form.

At a minimum, The Varnett Charter School provides a copy of the procedural safeguards to the parent/guardian of a child with a disability:

- upon initial referral for evaluation;
- with each notification for an Admission, Review, and Dismissal meeting;
- upon re-evaluation of the student;
- upon any of a request for due process under Section 300.507; and
- upon a manifestation determination review, or if a removal is contemplated that constitutes a change of placement.

The Varnett Charter School's policy also assures that:

- the parent/guardian's signature reflects their understanding of the activity for which they have provided consent;
- opportunities for oral explanation and/or clarification is provided;
- information provided in the parent/guardian's native language; provision are provided for a native language translation to parent/guardian;
- interpreters are provided for deaf parent/guardian;
- Braille or audio taped versions are provided for parent/guardian with a visual disability or reading problem; and
- any updated information regarding parent/student rights are provided to the parent/guardian and documented in the eligibility file.

D. Notice of admission, review & dismissal (ARD) committee meetings
(34 CFR 300.503; 34 CFR 300.345; TEC 26.0081; 19 TAC 89.1015; 19 TAC 89.1045)

The Varnett Charter School provides written notice to the parent/guardian at least five school days prior to the Admission, Review, and Dismissal meeting, unless a waiver is signed via the parent/guardian. Also, the school gives the Notice of ARD in the native language or other mode of communication to the parent/guardian. Further, the Notice of ARD includes:

- date of meeting;
- time of meeting;
- location/place of meeting;
- participants (name/positions of those who will be in attendance);
- description of the proposed action/purpose of the meeting;
- explanation of why the school proposes to take the action or the reason for proposing the action;
- any options considered via the school;
- description of each evaluation procedure, test, record, or report the school uses as a basis for the proposed action;
- statement that the parent/guardian has available a current copy of the procedural safeguards;
- sources (more than one) to contact for assistance in understanding the notice of ARD committee provisions;
- opportunity for parent/guardian to reschedule the meeting;
- statement that the committee will discuss (at parent/guardian request) the provision of any educational or related service not proposed for discussion via the school; other factors of importance; and the signature of an interpreter (if used).

E. Evaluation of children to determine eligibility
(34 CFR 300.530-300.543; TEC 29.004; 19 TAC 89.1011; 19 TAC 89.1015; 19 TAC 89.1040)

The Varnett Charter School adheres to the mandated regulations, as cited above, related to evaluation of children to determine eligibility.

The Varnett Charter School conducts a full individual evaluation including a written report not later than the 60th calendar day following the date of referral for special education evaluation. Students are referred by:

- school personnel
- student's parent/guardian
- another appropriate person

The Varnett Charter School conducts re-evaluations every three years. Re-evaluations are performed sooner if conditions warrant or the student's parent/guardian or teacher makes a request.

The Varnett Charter School requires informed parental consent prior to conducting any evaluation. Parental consent for an initial evaluation is not construed as consent for placement or for receipt of special education and related services. The Varnett Charter School does address refusal of parental consent for initial evaluations via mediation and due process procedures.

As a part of the initial evaluation and as part of any re-evaluation the school's ARD committee reviews existing evaluation data on the child including the information collected from the student referral and the request for psychological (if the student is being referred for psychological evaluation). Using both the review and input (from the parent/guardian) the school:

- identifies additional data;
- determines whether the student has a particular category of disability or continues to have disability;
- determines the present levels of performance and educational needs of the student;
- determines if the student needs special education or related services/continues to need special education or related services;
- determines whether any conditions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP and to participate (as appropriate) in the general education setting; and
- provide a copy of the written evaluation report to the parent/guardian at no charge.

Before conducting any re-evaluation the school obtains informed parental consent; except when it cannot be obtained and the school demonstrates that reasonable measures have been taken to obtain consent.

The school's purpose for administering a full individual evaluation is to determine the presence/absence of:

- physical, mental, or emotional disability which may be contributing to a student's educational needs, including any disability that was not initially suspected;
- determine the presence/absence of the significant educational deficit requiring special education instructional service;
- identify specific learning competencies and present levels of performance in instructional and related service areas;
- make recommendations for determining the grading criteria and procedures for participation in extracurricular activities and state wide or district wide evaluation programs;
- provide information relative to the appropriate mastery level or levels at which the student should be expected to achieve to passing grades in all content areas of instruction; and
- address the assistive technology needs of the student.

The Varnett School considers the following in the evaluation process:

- evaluation of physical, mental and emotional conditions (i.e., language dominance, language proficiency, physical factors/ psychomotor abilities, emotional/behavioral, sociological, intellectual, academic);
- evaluation of learning competencies (i.e., criterion-referenced/curriculum-referenced evaluations designed to aid in IEP development, information related to student's strengths/weakness, specific adaptations of instructional content/methods/materials required to maintain satisfactory success, in any instructional arrangement, evaluation of student's need for assistive technology; and
- determining scope and/or nature of evaluation.

The Varnett Charter School has established evaluation requirements and criteria for determining the existence of a severe discrepancy as related to learning disabilities. Students who have/are suspected of having a learning disability are assessed in accordance with federal and state guidelines by a multidisciplinary evaluation team (i.e., regular education teacher and person qualified to conduct individual diagnostic examinations). The team determines a student has a specific learning disability if:

- student does not achieve commensurate with his/her age ability levels in one or more of the areas specified (i.e., oral expression, listening comprehension, written expression, reading comprehension, basic reading skill, mathematics calculation, or mathematics reasoning)
- student has a severe discrepancy between achievement and intellectual ability in one or more of the areas specified (i.e., oral expression, listening comprehension, written expression, reading comprehension, basic reading skill, mathematics calculation, or mathematics reasoning).

The Varnett School team does not determine the existence of a learning disability if the severe discrepancy between ability and achievement is primarily the result of:

- visual, hearing or motor impairment;
- mental retardation;
- emotional disturbance;
- environmental, cultural, or economic disadvantage; and
- lack of educational opportunity.

The school follows operating guidelines to determine the existence of severe discrepancy and prepares a written report of the results of the evaluation. This report includes a statement of:

- whether a student has a specific learning disability;
- the basis for making the determination;
- relevant behavior noted during the observation of the student;
- the relationship of that behavior to the student's academic functioning;
- the educationally relevant medical findings;
- whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services; and
- the determination of the team concerning the effects of environmental, cultural, or economic disadvantage. Each team member must certify in writing that the report does/does not reflect his/her conclusion. Dissenting members must submit a separate statement reflecting his/her conclusions.

The Varnett School policies and procedures reflect that evaluations are non-discriminatory via specified evaluation practices outlined in the Special Education Operating Guidelines.

Parent/guardians of students at The Varnett Charter School may seek an Independent Educational Evaluation (IEE) if they disagree with an evaluation obtained via the school. The school must provide the IEE at no cost to the parent or initiate a hearing to show that the school evaluation was appropriate. Specific procedures are spelled out in the school's Special Education Operating Guidelines.

F. Development and implementation of the individualized educational program (IEP); Extended school year (ESY) services (34 CFR 300.342-300.350; 34 CFR 300.309; TEC 37.0021; 19 TAC 89.1050; 19 TAC 89.1053; 19 TAC 89.1055; 19 TAC 89.1065)

Individualized Education Plans (IEPs) the Admission, Review, and dismissal (ARD) committee develops, at The Varnett Charter School, must:

- be in effect before special education and related services are provided;
- be implemented as soon as possible following the ARD committee meeting; and
- be in effect at the beginning of each school year.

The IEPs include and document the following:

- statement of student's present competencies from the assessment data;
- measurable annual goals;
- short term instructional objectives;
- statement of transition service needs that relate directly to the student's goal beyond secondary education (at age 12 or older);
- specification of the related services necessary to ensure effective implementation of the instructional objectives in the IEP which relate to transition;
- students with visual impairments, the ARD/IEP also includes the ARD/IEP supplement for students with visual impairments;
- students with auditory impairments, the ARD/IEP also includes the supplement for students auditory impairment;
- students with autism, the IEP also addresses extended educational programming, daily schedules reflecting minimal unstructured time, in-home training or viable alternatives, prioritized behavioral objectives; prevocational/vocational needs of students 12 or older; parent training; suitable staff-to-teacher ratio;
- when Extended Services Year (ESY) is included in the IEP, goals and objectives are specified from the current IEP.

At The Varnett Charter School, all teachers, general and special, who have instructional contact with a specific student sh have access to the IEPs and modifications and have an opportunity to provide input for their implementation. Teachers may review or discuss the goals, objectives, modifications, and adaptations with the diagnostician and related providers. The Varnett Charter School maintains documentation to indicate the extent of parent participation in the IEP development and parent agreement/disagreement with the ARD committee. The parent is given a copy of the evaluation report and the determination of eligibility. Parents are given written notice before the district proposes to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE to the student. The school obtains parental consent before conducting pre-placement evaluation and before initial placement of a student with a disability in a program providing special education and related services. Parents may request an ARD meeting at any mutually agreeable time to address specific concerns about his/her child's special education services, at The Varnett Charter School. Specific procedures are outlined in the district's Special Education Operating Guidelines.

The school's IEP team is comprised of the following individuals:

- parent of the child;
- at least one regular education teacher of the child;
- at least one special education teacher of the child;
- a district administrator
- an individual who can interpret the instructional implications of evaluation results; and/or
- other individuals who have knowledge or special expertise regarding the child (at the descretion of the school and/or parent.

The Varnett Charter School provides individualized instructional programs beyond the regular school year for students who are enrolled in the special education programs. The need for Extended Service Year (ESY) is determined on an individual basis by the ARD committee. The need for ESY is documented from formal and/or informal evaluations provided by the school and parents. ESY is discussed at least once a year at the student's annual ARD. Specific procedures are outlined in the school's Special Education Operating Guidelines.

G. Least restrictive environment (LRE) placement (34 CFR 300.550-300.553; 19 TAC 89.63(a-c))

The Varnett Charter School has a full continuum of services available to meet the needs of its students with disabilities for special education and related services. At least annually the ARD committee addresses the student's placement, beginning with a discussion of placement in the regular classroom for the entire school day. This also applies to preschool students with disabilities who are entitled to receive FAPE. The ARD/IEP report provides statements for justification for the student's educational placement (i.e., students receiving special education services outside the regular classroom rationale, students served on a separate campus rationale, and students served in public or private institutions or other care facilities rationale). Students eligible for special education services are included academically/non-academically with their non-disabled peers to the maximum extent appropriate for each student individually.

Therefore, students are educated at the campus he/she would attend if he/she were not disabled. In selecting the least restrictive environment (LRE). The Varnett Charter School gives consideration to any potential harmful effect on the student or on the quality of the services that the student needs. The Varnett Charter School does not remove students from age-appropriate classrooms solely because of needed modifications in the general education curriculum.

Thus, instructional arrangements/settings are based on the individual needs and individualized education programs of eligible students receiving special education services and include (but is not limited to) the following:

- mainstream
- speech therapy
- resource room
- self-contained

The educational placement of a student with a disability is made by a group of individuals, including the parents and other individuals knowledgeable about the child, the meaning of the evaluation data and the placement options. Student placement is determined at least annually; based on the student's IEP, and is as close as possible to the student's home campus.

H. Transition planning (34 CFR 300.29; TEC 29.011; 19 TAC 89.1110)

The Varnett Charter School serves students Pre-K through fifth grade. Thus, the oldest student would be between the age of 12 and 13 years old. However, the district understands:

- the need to bridge the gap between a student with a disability graduating from high school and entering the "real world;" and
- transition services emphasize the acquisition of functional skills and hands-on knowledge, enabling students to enter the work force or continue education/training to do so and students who can do neither to live as autonomously as possible, given the extent of his/her disabilities.

Therefore, The Varnett Charter School's ARD document includes a statement of transition service needs for students younger than age 16 when it is determined appropriate, on a case-by-case basis, at least annually. The focus of this statement is to focus on the student's courses of study in connection with post-secondary school activity, such as college, vocational training, or independent living in the community. Further, for students age 14 (or earlier if requested via parent) the school provides (on an annual basis) information about transition planning to each student receiving education services and his/her family, until the student's first individualized transition plan is developed. The transition from School to Work is used for this purpose. Specific procedures are outlined in the school's Special Education Operating Guidelines.

I. Certified personnel for the provision of services to children with special needs

(34 CFR 300.26; 34 CFR 300.136; 19 TAC 89.1131; SBEC requirements)

The Varnett Charter School has qualifications for all special education personnel. All special education personnel is certified, endorsed, or licensed in the area of assignment. If staff member does not have the skills and knowledge needed for the assignment. The Varnett Charter School makes provisions for the person to acquire the necessary skills and knowledge. Teachers holding a special education certificate, an academic teaching field, specialization, or endorsement may be assigned to any level of basic special education instructional program serving students between ages 3 and 12, except for the following:

- persons assigned to provide speech therapy instructional services must hold a valid Texas Education Agency certificate in speech and hearing therapy, or a valid state license as a speech language pathologist, or hold an American Speech and Hearing Association (ASHA) Certificate of Clinical Competence (CCC). Persons holding a Texas Education Agency Certificate may be employed to render such services only if an acceptable applicant who holds a valid state license or ASHA certification is not available;
- teachers holding only a special education endorsement for early childhood education for children with disabilities are assigned only to programs serving infants through grade five (5);
- teachers assigned full time to teaching students who are orthopedically impaired or other health impaired with the teaching station in the home or hospital are not required to hold special education certification or endorsement; but, must have in their personnel file an official transcript indicating that he/she has completed a three-semester hour survey course in the education of students with disabilities and three semester hours directly related to teaching students with physical impairments or other health impairments;
- teachers certified in the education of students with visual impairments are available to students who are visually impaired;
- teachers certified in deaf or hard of hearing are available to students who are deaf or hard of hearing;
- teachers assigned full/part time to instruction of student from birth through age two with visual impairments shall be certified in either early childhood education for children with disabilities or education for students who are deaf and severely hard of hearing. Other certification for serving these students requires approval from the Texas Education Agency.

See district Special Education Operating Guidelines for specifics regarding physical education teachers.

The Varnett Charter School provides special education professional support personnel (non-instructional personnel) who perform one of the following functions:

- render services to the special education program in support of the instructional program, related services program, and student evaluation services;
- provide related services or student evaluation services to eligible students; or
- direct or supervise the total program.

At The Varnett Charter School each special education teacher has available the services of special education supervisor and an educational diagnostician, or Licensed Specialist in School Psychology (LLSP). The special education director will serve as the special education supervisor and is appropriately certified. The special education director performs administrative and managerial duties as needed to implement a comprehensive special program.

Related service personnel primary function is to implement services as identified in the student's IEP. They may also perform evaluations in the areas for which they have appropriate training; provide assistance to ARD committee; contribute to the development of the IEP; and provide consultation to teachers, aides, and parents related to IEP implementation, maintenance, and evaluation. For specifics related to certification of related service personnel please refer to the school's Special Education Operating Guidelines. Paraprofessionals are assigned to work with eligible students, special education teachers, and related service personnel. Paraprofessionals are certified by the Texas Education Agency on Level I, II, and III. Assignment of special education paraprofessionals is made according to the needs and requirements of individual students and classes. For specifics related to paraprofessionals see the school's Special Education Operating Guidelines.

J. Services to expelled students (34 CFR 300.121(d); 34 CFR 300.522; TEC Chapter 37 – 10 day rule)

The Varnett Charter School adheres to the regulations regarding expulsion of students with disabilities. An ARD committee must determine that the behavior is not a manifestation of the student's disability or inappropriate placement before an identified student with a disability can be expelled. The ARD committee bases their decision upon current evaluation. If further assessment is needed, the student will be returned to his/her prior placement within ten (10) days unless parents agree otherwise. ARD committee determines the educational services to be provided during the expulsion period, and these services are designed to assist in returning the student to school and to prevent significant regression. If the ARD committee determines that the behavior is a manifestation of the disability or due to an inappropriate placement, the student will not be expelled. Instead a review of the student's placement is made by the ARD committee and alternatives will be recommended and the IEP will be re-written to address behavioral and educational needs.

Further, the school has specific procedures related to change of placement constituted by:

- a series of removals from student's current educational placement in a school year, each of which is fewer than ten (10) school days, but which cummulate to more than ten (10) school days in a school year, may constitute a change of placement;
- any days of removal of a student in excess of ten (10) school days in a school year, the school provides the student with necessary services to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP.

When removals constitute a change of placement the school:

- not later than the date on which the decision that resulted in the change of placement with notice of their procedural safeguards;
- no later than ten (10) school days after the date on which the decision resulted in a change of placement was made, the school will convene a meeting of the student's ARD committee;
- the ARD committee conducts or plans a Functional Behavior Assessment (FBA) and as soon as practicable after completing the FBA, develops an appropriate Behavior Intervention Plan (BIP) to address the behavior, if the FBA and BIP are not already in place;
- if student already has a BIP, the ARD committee meets to review the BIP and it's implementation, and modifies the BIP as necessary to address the behavior.

The school's Special Education Operating Guidelines has specific procedures related to discipline procedures and positive behavioral supports.

K. Allowable expenditures of state special education funds (19 TAC 89.1125)

The Varnett Charter School utilizes special education funds to pay person assigned the special education department. Specifically to:

- instructional duties in the special education program;
- administrative duties in the special education program;
- support facilitation to special need students in the general education setting;
- consultants providing program planning and evaluation;
- consultants administering assessments to special needs students;
- materials directly related to the implementation of individualized education programs not regularly purchased for the regular classroom;
- equipment directly related to the implementation of individualized education programs not regularly purchased for the regular classroom;
- supplies directly related to the implementation of individualized education programs not regularly purchased for the regular classroom; and
- attend staff development, special education seminars and conferences.

Section X. Information Request

Place the following information requests in **Attachment 4, Special Needs Students/Programs Information Request.**

Information Requests

- A. Current copy of the charter school's informational brochure/pamphlet
- B. Current blank copy of the initial pre-selection data sheet for potential students – the form or student information requested for the charter school's admission method (i.e., lottery, etc.)
- C. Current blank copy of the student enrollment card once the student is selected for enrollment in the charter school
- D. As part of Attachment 4, provide a brief description of the charter school's instructional arrangements/settings (mainstream*, resource room/services, self-contained, etc.) implemented for the provision of special education and related services**. This description is not limited to, but must include information on the location of services (in relation to the general education setting) and the staffing of personnel.
- * If the charter school has students with disabilities receiving special education and related services in the instructional arrangement/setting of mainstream, then provide information on the provision of support services by qualified special education personnel.
- ** Currently, if the charter school has no students with disabilities receiving special education and related services, then provide information based on previous school years. If the charter school has never had students with disabilities receiving special education and related services, then provide information based on the possibility of the enrollment of a student with a disability that would receive special education and related services in the various special education instructional arrangements/settings.
- E. As part of Attachment 4, provide a brief description of the charter school's system for placement decisions* with transfer students that previously received special education and related services from another district/charter school in any instructional arrangement/setting EXCEPT mainstream.
- *If the initial placement prior to the 30-day transfer ARD is a mainstream instructional arrangement/setting, provide a detailed explanation for this decision.

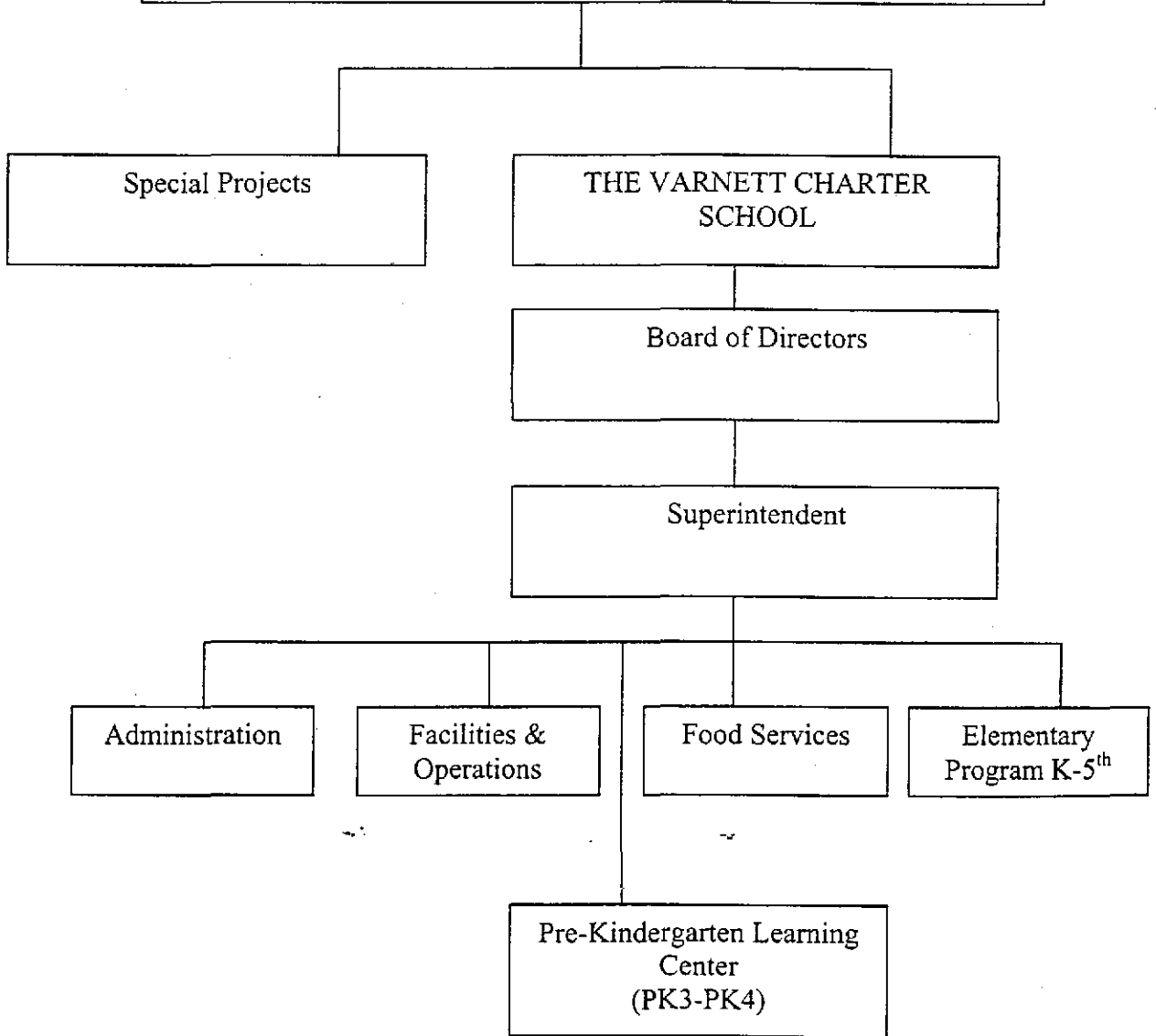
For further **CLARIFICATION** on Section X. Information Requests, please contact Carolyn Dietrich in the Division of Special Education (512-463-9362).

Attachment 1.

ORGANIZATIONAL CHART

THE VARNETT SCHOOLS, INC.

501 ©(3) Sponsoring Entity



Attachment 2.

**CRIMINAL HISTORY RECORDS
FOR
BOARD MEMBERS**

Criminal History Records/Background

PAGES 146 - 152 = 7 PAGES

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

Attachment 3.

**BOARD MEMBER BIOGRAPHICAL
AFFIDAVITS**

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

Check all that apply:

Member of the governing board of the sponsoring entity

Member of the managing board for the charter school

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

School officer _____

State Position as defined in TEC 12.1012

Full Name of Sponsoring Entity: The Varnett Schools, Inc.

Full Name of Proposed Charter School: The Varnett 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. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

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

1. Full Name: Craig Steingraber

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

If yes, give reason for the change: _____

b. Maiden Name (if female) _____

c. Other names used at any time _____

3. Social Security Number: [REDACTED]

4. Date and Place of Birth: August 23, 1963 Milwaukee, Wisconsin

5. Business Address: 8191 Southwest Freeway, Suite 101 Houston, Texas 77074

Business Telephone: 713 271-3266

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>1998 - Present</u>	<u>403 Derbyshire Drive</u>	<u>Houston, Texas</u>	<u>77034</u>
<u>1992 - 98</u>	<u>715 FM 1959 #204</u>	<u>Houston, Texas</u>	<u>77034</u>

7. Education: Dates, Names, Locations and Degrees

College: 1983 Mount Saint Clare College A.A.

1991 Texas Chiropractic College B.S.

Graduate Studies: 1991 Texas Chiropractic College Doctor of Chiropractic

Others: 1994 Certified Chiropractic Sports Practitioner ACA Sports Council

8. List Membership in Professional Societies and Associations: U.S. Sports Chiropractic Federation, American Chiropractic Board of Sports Physicians, American Chiropractic Associations's Sports Council, Foundation for Chiropractic Education and Research, American Chiropractic Association, Texas Chiropractic Association, Memorial Hermann/HBU Wellness Center, and Medical Advisory Board Memorial Hermann/HBU Wellness Center.
9. List complete employment record (up to and including present jobs, positions, directorates or officerships) for the past twenty (20) years:

DATES	EMPLOYER	ADDRESS	TITLE
6/92 – Present	Self-Employed		
1983 – 4/91	Student		

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

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

DATES	EMPLOYER	TITLE
5/02 – Present	The Varnett Charter School	Member, Board of Directors

List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE
<u>NONE</u>			

11. a) Have you ever been in a position which required a fidelity bond? No
- b) Have you ever been denied an individual or position schedule fidelity bond, or had a bond cancelled or revoked? No
12. 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): None
13. 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
14. Explain any compensation that you expect to receive from your association with the sponsoring entity, the charter school, or a management company of the school:

POSITION	COMPENSATION
<u>Member, Board of Directors</u>	<u>Travel Expense Only</u>

15. Will you or any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by

or receive any compensation or remuneration from the sponsoring entity or the proposed charter school? No

16. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity or the proposed charter school? No
17. Have you ever been adjudged bankrupt? No
18. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging a misdemeanor involving moral turpitude or any felony or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? No
19. 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
20. Are you now, or have you been, within the past five years, a plaintiff or defendant in any lawsuit? No

Dated and signed this 10th day of June, 2002

at office of Craig Steingraber, D.C., P.A., Houston TX 77074

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.

Craig A. Steingraber, D.C.
(Signature of Affiant)

State of Texas

County of Harris

Personally appeared before me the above named Craig A. Steingraber, D.C. 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 10th day of June, 2002.



(SEAL)

Janice R. Taylor
(Notary Public)

My commission expires 3-5-03

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

Check all that apply:

Member of the governing board of the sponsoring entity

Member of the managing board for the charter school

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

School officer _____

State Position as defined in TEC 12.1012

Full Name of Sponsoring Entity: The Varnett Schools, Inc.

Full Name of Proposed Charter School: The Varnett 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. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

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


1. Full Name: David R. McCormick, Jr.

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

If yes, give reason for the change: _____

b. Maiden Name (if female) _____

c. Other names used at any time _____

3. Social Security Number: 

4. Date and Place of Birth: December 25, 1968 Austin, Texas

5. Business Address: Duration Software, Inc. Houston, Texas

Business Telephone: 713 983-7676

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>
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<u>1996 - Present</u>	<u>16121 Jersey Drive</u>	<u>Houston, Texas</u>	<u>77040</u>
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<u>1994-96</u>	<u>Woodway & Voss</u>	<u>Houston, Texas</u>	
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<u>1992-94</u>	<u>605 Spurlock</u>	<u>Austin, Texas</u>	
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7. Education: Dates, Names, Locations and Degrees

College: 1990 University of Texas, Austin, Texas B.A.

Graduate Studies: 1999 Univeristy of Houston, Houston, Texas M.B.A.

Others: None

8. List Membership in Professional Societies and Associations: None
9. List complete employment record (up to and including present jobs, positions, directorates or officerships) for the past twenty (20) years:

DATES	EMPLOYER	ADDRESS	TITLE
<u>6/97-Present</u>	<u>Duration Software, Inc.</u>	<u>Houston, Tx.</u>	<u>Principal, Director Houston Office</u>
<u>9/94 - 6/97</u>	<u>Butrum & Associates</u>	<u>Houston, Tx.</u>	<u>Senior Associate</u>
<u>9/94-6/97</u>	<u>CEO Foundation</u>	<u>Houston, Tx.</u>	<u>Program Administrator</u>
<u>11/92-8/94</u>	<u>Camp Balcones Springs</u>	<u>Marble Falls, Tx.</u>	<u>General Manager</u>

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

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

DATES	EMPLOYER	TITLE
<u>3/98 - Present</u>	<u>The Varnett Charter School</u>	<u>Vice President, Board of Directors</u>

List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE
<u>NONE</u>			

11. a) Have you ever been in a position which required a fidelity bond? No
- b) Have you ever been denied an individual or position schedule fidelity bond, or had a bond cancelled or revoked? No
12. 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): None
13. 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
14. Explain any compensation that you expect to receive from your association with the sponsoring entity, the charter school, or a management company of the school:

POSITION	COMPENSATION
<u>Vice President, Board of Directors</u>	<u>Travel Expense Only</u>

15. Will you or any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by

or receive any compensation or remuneration from the sponsoring entity or the proposed charter school? No

16. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity or the proposed charter school? No
17. Have you ever been adjudged bankrupt? No
18. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging a misdemeanor involving moral turpitude or any felony or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? No
19. 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
20. Are you now, or have you been, within the past five years, a plaintiff or defendant in any lawsuit? No

Dated and signed this 11TH day of JUNE, 2002

at 8191 SOUTHWEST FREEWAY # 101

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


(Signature of Affiant)

State of Texas

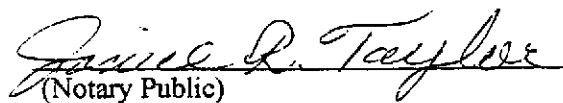
County of Harris

Personally appeared before me the above named David McCormick 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 11th day of June, 2002.



(SEAL)


(Notary Public)

My commission expires 3-5-03

**TEXAS EDUCATION AGENCY
BIOGRAPHICAL AFFIDAVIT**

Check all that apply:

Member of the governing board of the sponsoring entity

Member of the managing board for the charter school

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

School officer _____

State Position as defined in TEC 12.1012

Full Name of Sponsoring Entity: The Varnett Schools, Inc.

Full Name of Proposed Charter School: The Varnett 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. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

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

1. Full Name: Robert T. Stanton

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

If yes, give reason for the change: _____

b. Maiden Name (if female) _____

c. Other names used at any time _____

3. Social Security Number: [REDACTED]

4. Date and Place of Birth: October 28, 1956 Galveston, Texas

5. Business Address: Houston Chronicle Houston, Texas

Business Telephone: 713 220-3568

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>1985- Present</u>	<u>4645 Wild Indigo</u>	<u>Houston, Texas</u>	<u>77027</u>

7. Education: Dates, Names, Locations and Degrees

College: 1981 University of Texas, Austin, Texas Bachelor's Degree in Journalism

Graduate Studies: None

Others: None

8. List Membership in Professional Societies and Associations: Press Club of Houston, National Association of Black Journalists, Houston Association of Black Journalist, and Society of Professional Journalists

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

DATES	EMPLOYER	ADDRESS	TITLE
<u>/01-Present</u>	<u>Houston Chronicle</u>	<u>Houston, Tx.</u>	<u>Assignment Editor</u>
<u>2/97 - /01</u>	<u>Write It Right!</u>	<u>Houston, Tx.</u>	<u>Freelance Writer</u>
<u>4/96-2/97</u>	<u>KHOU-11 News</u>	<u>Houston, Tx.</u>	<u>Assist. Assignment Editor</u>
<u>7/95-4/96</u>	<u>The Houston Defender</u>	<u>Houston, Tx.</u>	<u>News Editor</u>
<u>10/87-4/95</u>	<u>The Houston Post</u>	<u>Houston, Tx.</u>	<u>Urban Affairs Reporter</u>

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

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

DATES	EMPLOYER	TITLE
<u>3/98 - Present</u>	<u>The Varnett Charter School</u>	<u>Secretary, Board of Directors</u>

List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE
<u>NONE</u>			

11. a) Have you ever been in a position which required a fidelity bond? No
- b) Have you ever been denied an individual or position schedule fidelity bond, or had a bond cancelled or revoked? No
12. 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): None
13. 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
14. Explain any compensation that you expect to receive from your association with the sponsoring entity, the charter school, or a management company of the school:

POSITION	COMPENSATION
<u>Secretary, Board of Directors</u>	<u>Travel Expense Only</u>

15. Will you or any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity or the proposed charter school? No
16. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity or the proposed charter school? No
17. Have you ever been adjudged bankrupt? No
18. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging a misdemeanor involving moral turpitude or any felony or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? No
19. 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
20. Are you now, or have you been, within the past five years, a plaintiff or defendant in any lawsuit? No

Dated and signed this 12 day of June, 2002

at Shell Employees Federal Credit Union

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.

Robert Stanton
(Signature of Affiant)

State of Texas

County of Harris

Personally appeared before me the above named Robert Stanton 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 12th day of June, 2002.



(SEAL)

[Signature]
(Notary Public)

My commission expires 03/19/2005

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

Check all that apply:

- Member of the governing board of the sponsoring entity
 Member of the managing board for the charter school

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

- School officer _____

State Position as defined in TEC 12.1012

Full Name of Sponsoring Entity: The Varnett Schools, Inc.

Full Name of Proposed Charter School: The Varnett 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. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

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

1. Full Name: James Rhone

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

If yes, give reason for the change: _____

b. Maiden Name (if female) _____

c. Other names used at any time _____

3. Social Security Number: [REDACTED]

4. Date and Place of Birth: April 23, 1931 Long Leaf, LA

5. Business Address: None

Business Telephone: None

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>5/81 - Present</u>	<u>711 Booker Street</u>	<u>Diboll, Texas</u>	<u>75941</u>

7. Education: Dates, Names, Locations and Degrees

College: None

Graduate Studies: None

Others: None

8. List Membership in Professional Societies and Associations: Board Member, Diboll ISD; Chairman of City of Diboll Housing Authority; Member TL Temple Library Board; and Chairman Deacon Board, Pine Hill Baptist Church; Member of Boys & Girls Club, Diboll; and Vice President of H.G. Temple Alumni Association.
9. List complete employment record (up to and including present jobs, positions, directorates or officerships) for the past twenty (20) years:

DATES	EMPLOYER	ADDRESS	TITLE
<u>4/93 - Present Retired</u>			
<u>10/48-4/93</u>	<u>Temple Inland</u>	<u>Diboll, Texas</u>	<u>Maintenance Supervisor</u>

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

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

DATES	EMPLOYER	TITLE
<u>3/98 - Present</u>	<u>The Varnett Charter School</u>	<u>President, Board of Directors</u>

List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE
<u>NONE</u>			

11. a) Have you ever been in a position which required a fidelity bond? No
- b) Have you ever been denied an individual or position schedule fidelity bond, or had a bond cancelled or revoked? No
12. 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): None
13. 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
14. Explain any compensation that you expect to receive from your association with the sponsoring entity, the charter school, or a management company of the school:

POSITION	COMPENSATION
<u>President, Board of Directors</u>	<u>Travel Expense Only</u>

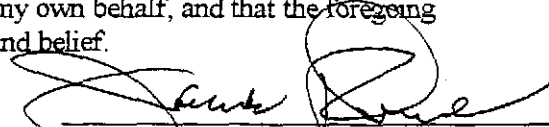
15. Will you or any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity or the proposed charter school? No

16. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity or the proposed charter school? No
17. Have you ever been adjudged bankrupt? No
18. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging a misdemeanor involving moral turpitude or any felony or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? No
19. 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
20. Are you now, or have you been, within the past five years, a plaintiff or defendant in any lawsuit? No

Dated and signed this 10th day of June, 2002

at Diobll, Texas

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

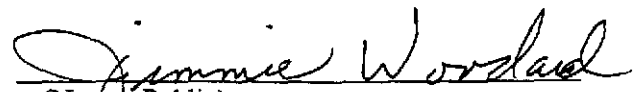

(Signature of Affiant)

State of Texas

County of Angelina

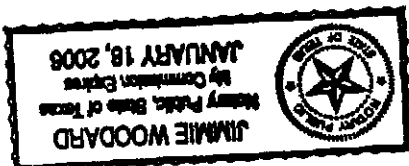
Personally appeared before me the above named James Rhone personally known to me, who, being duly sworn, deposes and says that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 10th day of June, 2002.


(Notary Public)

My commission expires 1-18-06

(SEAL)



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

Check all that apply:

- Member of the governing board of the sponsoring entity
 Member of the managing board for the charter school

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

- School officer Facilities/Operations Manager

State Position as defined in TEC 12.1012

Full Name of Sponsoring Entity: The Varnett Schools, Inc.

Full Name of Proposed Charter School: The Varnett 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. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

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

1. Full Name: Alsie Cluff, Jr.
2. Have you ever had your name changed or used another name? NO

If yes, give reason for the change: _____

b. Maiden Name (if female) _____

c. Other names used at any time _____

3. Social Security Number: [REDACTED]
4. Date and Place of Birth: July 2, 1948 Camden, Texas
5. Business Address: 5025 South Willow Drive, Houston, Texas 77035

Business Telephone: 713 723-2189

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>8/12/91 - Present</u>	<u>3328 S. MacGregor Way</u>	<u>Houston, Texas</u>	<u>77021-1107</u>

7. Education: Dates, Names, Locations and Degrees
College: 9/66-1/71 Prairie View A & M University, Prairie View, Texas B.A. Degree
Graduate Studies: None
Others: None

8. List Membership in Professional Societies and Associations: NABSE

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

DATES	EMPLOYER	ADDRESS	TITLE
<u>9/98-Present</u>	<u>The Varnett Charter School</u>	<u>Houston, Tx.</u>	<u>Facilities/Operations Manager</u>
<u>9/71-9/98</u>	<u>Union Pacific Transportation</u>	<u>Houston, Tx.</u>	<u>Yardmaster</u>

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

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

DATES	EMPLOYER	TITLE
<u>3/98 - Present</u>	<u>The Varnett Charter School</u>	<u>Member, Board of Directors</u>

List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE
<u>NONE</u>			

11. a) Have you ever been in a position which required a fidelity bond? No
 b) Have you ever been denied an individual or position schedule fidelity bond, or had a bond cancelled or revoked? No
12. 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): None
13. 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
14. Explain any compensation that you expect to receive from your association with the sponsoring entity, the charter school, or a management company of the school:

POSITION	COMPENSATION
<u>Facilities/Operations Manager</u>	<u>\$85,000/year</u>

15. Will you or any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity or the proposed charter school? No
16. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity or the proposed charter school? Yes, M. Annette Cluff is the Superintendent of The Varnett Charter School and the President of The Varnett Schools, Inc.

17. Have you ever been adjudged bankrupt? No
18. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging a misdemeanor involving moral turpitude or any felony or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? No
19. 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
20. Are you now, or have you been, within the past five years, a plaintiff or defendant in any lawsuit? No

Dated and signed this 10th day of June, 2002
 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.

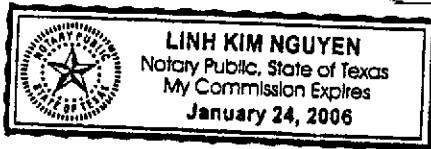
Alsie Cluff Jr.
 (Signature of Affiant)

State of Texas

County of Harris

Personally appeared before me the above named Alsie Cluff Jr.
 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 10 day of June, 2002.



(SEAL)

Linh Nguyen
 (Notary Public)

My commission expires 01/24/06

Attachment 4.

**SPECIAL NEEDS/PROGRAMS
INFORMATION REQUEST**

• A Texas Public School District •

Every Child Can Succeed! At The Varnett

Charter School



M. Annette Cluff
ADMINISTRATOR

Location:

5025 S. Willow
Houston, Texas 77035

For more information call us at:

713.723-4699

Your child's academic success should begin in a loving nurturing environment.

- Accredited School
- Preschool through Elementary School
- An open-enrollment/no -tuition State Charter School
- Exceptionally high performance on 1998 Spring TAAS Test scores
- Addresses total growth of children (emotional, social, and academic)
- Curriculum includes language skills, math, art and sciences
- Music and computer classes for every student
- Small classes 18-1 student/teacher ratio
- Testing (individualized pacing and instruction)
- Staff with experienced and dedicated teachers
- Breakfast/Lunch Programs available for students
- National Award winner for outstanding Academic program
- "Every Child Succeeds"

NOTE: The Varnett Charter School District seeks enrollment applications from every race, color, religion, national origin, ancestry, sex, age or disability.

The Varnett Charter School

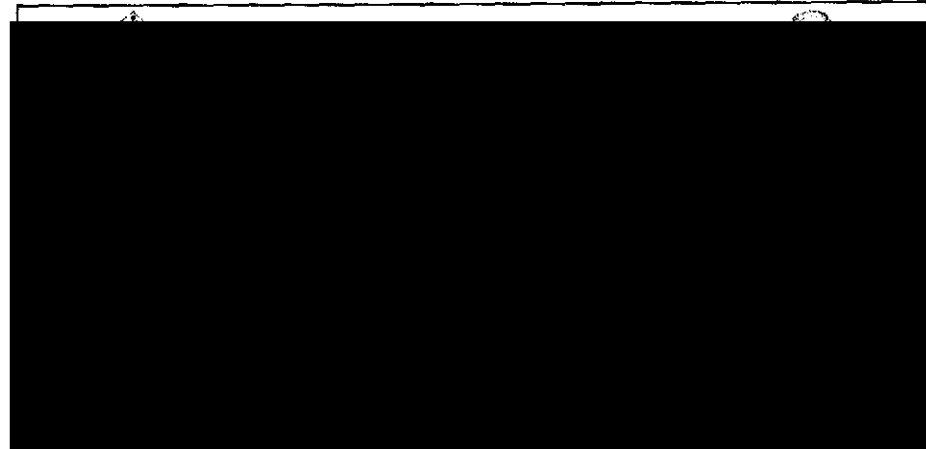
A Texas Public Charter School District

THE CAMPUS: The Varnett Charter School District's sprawling urban campus occupies 10 acres. The district's ten-year plan, adopted in 1994, has added a new cafeteria, two additional classrooms and a second playground. Additional classrooms and a new administrative wing are in the planning stages. There are 35 computers on campus for student use.

STUDENT BODY: The Varnett Charter School District is chartered for 750 students, Pre-K through fifth grade. The student body is comprised of young people residing in the Houston Independent School District and surrounding school districts. Approximately 87 percent of the students are African-American, 10 percent Hispanic, 2 percent white, and 1 percent Asian. All students are required to wear a school uniform.

ACADEMIC PROGRAM: In an effort to accommodate diverse cultures and academic levels, The Varnett Charter School District offers its students a traditional academic program with emphasis on math and reading mastery at every level of instruction. Two programs are offered: a regular program and a gifted /talented program for students capable of learning at an accelerated pace. A special education program, which is available for students with special needs, allows students to be mainstreamed in a regular classroom using the inclusion model. Monthly field trips in the Houston area are arranged for students in Pre-K through five, while travel trips outside the Houston area are held for first- through fifth-grade students. Average classes have 12 to 18 students. Tutoring is provided on an as-needed basis.

The Varnett Plus After-School Program, which operates



from 2:30-4 p.m. Monday-Thursday, is provided for every student. Assistance is provided for students seeking help with homework assignments or additional academic instruction. In addition, activities in dance, art, martial arts, TAAS tutoring and music are available to every student. Applications are accepted at the beginning of each school year.

PARENT ACTIVITIES: Parent committees are organized to help develop and plan school events and to assist with fund-

raising activities. Parents also serve as teacher aides in the classroom, plan and chaperone class field trips and serve as tutors when needed. Parents also serve on disciplinary, school improvement and advisory committees.

Each fall, new and returning students, their families and faculty are welcomed at a festive gathering. Other scheduled events include an open house, field trips, book and science fairs, and educational travel trips from the first grade and up.

STUDENT ACTIVITIES: The goal of the physical education program is to enhance the student's physical, mental, emotional, and social development through a variety of extracurricular activities. There are boys' and girls' teams in soccer, basketball, cross-country and track, as well as girls' volleyball. Students who are not interested in team activities may participate in dance, martial arts and choir.

BREAKFAST AND LUNCH PROGRAM: The Varnett Charter School District participates in the National Breakfast and Lunch Program, offering service to students eligible for free/reduced breakfast and lunch. Students who are not eligible for free/reduced participation may purchase breakfast and/or lunch at a nominal fee.

SCHOOL BUS TRANSPORTATION: Varnett Charter School District provides bus transportation to students who live within the school district. Before bus transportation is scheduled, each student must complete a Transportation Plan.

ADMISSION: The Varnett Charter School District is an open-enrollment charter public school district.

A Texas Public Charter School District

The Varnett Charter School

A Texas Public Charter School District



The Varnett Charter School District, 5025 South Willow Drive, Houston, Texas 77035 (Telephone 713-723-4499 or 713-723-4495; Fax 713-723-5853) is a Texas public charter school district for students in Preschool through

Grade Five. Situated in the fourth largest city in the United States, the district received its open-enrollment charter in March 1998 from the Texas Education Agency.

Varnett was founded in 1984 as a private school by M. Annette and Alsie Cluff, Jr., and became a charter school district in 1998. As demand increased, the school grew from 10 students to over 125 students during its first two years of operation and became one of Houston's premier private schools. Varnett acquired accreditation from the Texas Education Agency during its first year of operation, and has since maintained its accreditation with the Southern Association of Colleges and Schools (SACS).

In addition to providing a strong basis in traditional academic subjects, The Varnett Charter School District strives to instill in its students an awareness of and appreciation for the diversity among people living in Houston. Learning to understand and respect other cultures develops young people and adults who are prepared to lead and participate fully in today's global economy.

A non-profit organization, The Varnett Charter School District is governed by a Board of Directors comprised of community representatives. In addition to its accreditation by SACS and the Texas Education Agency, it holds memberships in several professional organizations. As part of its curriculum, Varnett requires that students support community programs through community service project assignments.

Call The Varnett Charter School District as soon as possible to schedule an appointment for a visit. We welcome the opportunity to acquaint you with us and to answer any questions you may have.

For more information call:

Ms. Bernadine Mensah
Admissions Office
The Varnett Charter School District
5025 South Willow Drive
Houston, Texas 77035

Office Hours
9 a.m. - 5 p.m.
Monday-Friday
(713) 723-4495 or (713) 723-4699

Thank you for your interest in our school district.



NOTE: The Varnett Charter School District seeks enrollment applications from every race, color, religion, national origin, ancestry, sex, age or disability.

5025 South Willow Drive

THE VARNETT CHARTER SCHOOL DISTRICT

STUDENT ENROLLMENT APPLICATION FORM

Application Date: _____

Applying for Grade: PK-3 PK-4 K 1 2 3 4 5
 Applying for: _____ Regular Program (PK-5th)
 _____ Gifted & Talented Program (KG-5th)

Last Name	First Name	MI	Gender	Birth Date	Soc. Sec. No.
Home Address	Apt. No.	City	Zip Code	Home Phone	Cellular/Pager

Ethnicity: (circle one) 1. Am. Indian 2. Asian or Pacific Islander 3. Black 4. Hispanic 5. White

Parent/Guardian Information

Father's Name	Place of Employment	Work Phone	Extension
Address	Apt. No.	City	Zip Code
Home Phone	Cellular/Pager		
Mother's Name	Place of Employment	Work Phone	Extension
Address	Apt. No.	City	Zip Code
Home Phone	Cellular/Pager		

School Information

Campus ID (The neighborhood school you would attend if going to zoned school.) _____ City _____

Name of Current School Attending _____

Address	City	Office Phone	Extension
---------	------	--------------	-----------

N/Y Have you ever repeated a grade(s)? If so, which one(s) _____

N/Y Have you ever been suspended from school or assigned to a reassignment school? _____

N/Y Have you ever been in special education/resource classes? Where? _____ When? _____

N/Y Have you ever been in gifted and talented classes? Where? _____ When? _____

Emergency Information

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

Doctor	Office Address	City	Office Phone	Extension
--------	----------------	------	--------------	-----------

In case this child becomes seriously ill or is injured and neither parent can be reached by phone, notify one of the following people.

Name	Work Address	City	Work Phone	Extension
Name	Work Address	City	Work Phone	Extension

The Houston Fire Department provides emergency ambulance service. There is a fee charged only if the paramedics transport the child in the ambulance. I shall assume responsibility for such services.

Parent/Guardian Signature: _____ Today's Date: _____

For Office Use Only: Start Date: _____ Grade: _____ Campus ID: _____ School Program: _____ Regular _____ G/T Teacher: _____

ELEMENTARY SCHOOL PARENT-CHILD COMPACT

SCHOOL

The Varnett Charter School District's mission is to provide all students with skills necessary to be academically and socially successful at every level. Therefore, all students will become productive members of society. Our mission shall be accomplished by providing high-quality curriculum and instruction in a supportive and effective learning environment that enables all children to meet the States student performance standards.

Principal's Signature: Annette Cluff

TEACHER

I shall be responsible for sending frequent reports to parents concerning their child's progress, and offering reasonable opportunities for parents to volunteer, observe classroom activities and participate in conferences.

Teacher's Signature: _____

PARENT

I shall be responsible for monitoring my child's attendance, homework assignments, and television watching. I shall attend teacher/parent conferences, parent meetings and be supportive and involved in my child's education.

Parent's Signature: _____

STUDENT

I shall be responsible for doing my best work, completing homework assignments and attending school regularly. I shall ask my parents and teachers for help when needed.

Student Signature: _____

Check off List for Enrollment: (given to all parents)

- ☞ Birth Date (PK and KG) Must turn 4 or 5 on or before September 1 (details on application).
- ☞ Birth Certificate or Birth Fact (copy)
- ☞ Social Security Card (copy)
- ☞ Shot Record (copy)

Example of Required Shots:

At Birth Al Nacer	2 Months 2 Meses	4 Months 4 Meses	6 Months 6 Meses	12-15 Months 12-15 Meses	4-6 Years 4-6 Años	Every 10 years Cada 10 años
Hepatitis B	Hepatitis B DTP/Hib Polio	DTP/Hib Polio	Hepatitis B DTP/Hib Polio	DTP/Hib MMR Varicella (Chickenpox)	DTaP Polio MMR	Td

DTP/Hib = diphtheria, tetanus, pertussis, and *Haemophilus influenzae* type b

DTaP = diphtheria, tetanus, and acellular pertussis

Td = tetanus and diphtheria

MMR = measles, mumps, and rubella

Varicella = chickenpox

DTP/Hib = difteria, tétanos, tos férrea e *influenza Haemophilus* tipo b

DTaP = difteria, tétanos y tos ferina acelular

Td = tétanos y difteria

MMR = sarampión, paperas, y rubéola

Varicella = varicela o virusia loca

Texas Department of Health C-102 (4/95)

- ☞ Withdrawal papers and report card - KG (if applicable) through 5th grade
- ☞ **ALL SHEETS REQUIRING SIGNATURES SIGNED**
- ☞ Proof of income (Pre-k 3 and Pre-k 4)
- ☞ Student Emergency form NOTARIZED
- ☞ Proof of resident (Utility Bill, Lease Agreement or signed letter stating that you reside at the address given to the school.)

FAMILY INFORMATION

Student's Full Name _____ Age ____ Date of Birth _____

Home Address _____ City _____ Zip _____

Home Phone () _____

Father's Name _____ SSN ____ / ____ / ____

Employer _____ Occupation _____

Business Address _____ Phone _____

Mother's Name _____ SSN ____ / ____ / ____

Employer _____ Occupation _____

Business Address _____ Phone _____

MEDICAL INFORMATION

1. List medical problems that an attending physician and/or medical personnel should know about such as birth difficulties, allergies to medication, contagious or infectious disease, chronic illness, etc.
2. Does your child have any chronic medical condition necessitating dietary supplements or restrictions, medications, or avoidance of allergies? Yes ____ No ____

If yes, please specify: _____

Physician _____ Phone _____

Address _____ City _____ Zip _____

Dentist _____ Phone _____

Address _____ City _____ Zip _____

STUDENT BEHAVIOR CONTRACT

I, _____, enter this behavior contract with The Varnett Charter School, its teachers and administration. I understand and accept all of the school rules as outlined below:

1. I will not be disrespectful to any adult person.
2. I will not damage school property nor knowingly allow anyone else to damage school property.
3. I will follow the school schedule as outlined by my teacher and the staff.
4. I will not be dishonest in any form.
5. I will not use profanity and obscenity in any form.
6. I will not commit any act which detains, distracts, or infringes upon the rights of others as individuals.
7. I will not threaten the physical or moral well-being of any student, the faculty and/or staff.
8. I will not fail to complete homework or designated work by a teacher or the school administration.
9. I will not fail to comply with reasonable requests and/or directions of teachers, staff, the director, or other authorized personnel when made or given in the course of performing my responsibilities in the school or on school sponsored field trips.
10. I will not steal anyone's personal property or school property.

If I violate any of the above school rules, I know that I will be dismissed from school and driven to my mother's or father's work place for the remainder of the school day. I further understand that I will be suspended from school for five (5) days with no make-up provided for the schoolwork I will have missed.

I fully understand this agreement as outlined.

Student Signature

Date

Parent(s) Signature

Date

MIGRANT SURVEY

Name of Child: _____

Address: _____

Telephone: _____

School/District: _____ Date: _____

Your child may qualify for supplemental services in your school district if they meet certain qualifications. To help us, please answer the following questions.

1. Have you or your family moved within the last 3 years to find seasonal or temporary agricultural work? Yes ___ No ___

For example:

- | | |
|--|----------------|
| A. Picking onions, pecans, cotton, etc.; cutting trees | Yes ___ No ___ |
| B. Packing fresh vegetables, fruits, poultry, or mushrooms | Yes ___ No ___ |
| C. Catching or processing fish | Yes ___ No ___ |

2. Did the family cross a school district boundary looking for temporary or seasonal work in agricultural or fishing activities? Yes ___ No ___

Thank you for your cooperation. Please return this form to your child's teacher.

ENCUESTA PARA MIGRANTES

Nombre de Estudiante: _____

Dirección: _____

Teléfono: _____

Escuela y Distrito: _____ Fecha: _____

Sus niños pueden ser elegibles para servicios educacionales suplementarios en su distrito escolar si tienen ciertos requisitos. Para ayudarnos, por favor, conteste las siguientes preguntas.

1. ¿Se han cambiado usted o su familia de domicilio en busca de trabajo temporal en la agricultura en los últimos 3 años? Sí ___ No ___

Por ejemplo:

- | | |
|--|---------------|
| A. en la cosecha de cebolla, algodón, nuez, etcetera; cortando árboles | Sí ___ No ___ |
| B. empacando verduras, frutas, pollo o hongos | Sí ___ No ___ |
| C. pescando o procesando pescado | Sí ___ No ___ |

2. ¿Se han cambiado de un estado, ciudad, o distrito escolar en busca de trabajo temporal en agricultura o pesca? Yes ___ No ___

Muchísimas gracias! Favor de regresar esta forma al maestro/a de su niño/a.

THE VARNETT CHARTER SCHOOL
5025 South Willow Drive
Houston, TX 77035



Phone: (713) 723-4699 or Fax: (713) 723-5853

M. Annette Cluff
Principal/Superintendent

Bernadine Mensah
Mgr. Student Inform.

RECORDS REQUEST

Name and Address of Last School Attended:

It is requested that an official copy of the school records of the following student(s) be awarded to **THE VARNETT CHARTER SCHOOL**.

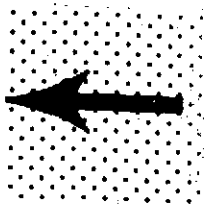
Student's Name	Birth Date	Grade
_____	_____	_____
_____	_____	_____
_____	_____	_____

You are hereby authorized to release from your records the following data regarding the above student(s):

1. Identifying data
2. Health data
3. Academic work completed
4. Level of achievement, including grades and standardized test scores
5. Complete copy of ESL and Special Education File, and any Psychological evaluation
6. Teacher or counselor ratings and observations
7. Family background information

Signature of Parent or Guardian

Date



DISCIPLINE AND GUIDANCE

Student Name _____ Age _____ Grade _____

Our policy for discipline and guidance will be consistent based on an understanding of the individual's needs and development, and it will promote self-discipline and acceptable behavior.

- There will be no cruel, harsh or unusual punishment. Persons showing an attitude of understanding and firmness will supervise all children.
- No child of any age will ever be physically abused, and no child will ever be spanked. Children will be held firmly if their behavior is such as to harm themselves or others.
- Brief, supervised separation from the group may be used if necessary, but no child will be placed in an isolated room.
- Children will not be humiliated or subjected to abusive or profane language. Punishment will not be associated with food. Children will be helped to understand why their conduct is unacceptable and what is acceptable in a given situation.

In order to protect the rights of individuals, to permit them to work together constructively, and to enable the school's purposes to be fulfilled. The Varnett Charger School has basic rules of conduct, which are part of our common life and must be adhered to by every student. Failure to do so will result in disciplinary action. The following actions are regarded as serious breaches of school rules:

- **Disregard for the rights of others.**
- **Disrespect to a faculty or staff member or any other adult.**
- **Dishonesty in any form such as stealing, lying, or cheating.**
- **Unauthorized absence from class or school.**
- **Vandalism or unauthorized possession of school property.**
- **Other examples of behavior which are contrary to school practice and are subject to corrective discipline by the school staff or Principal are: tardiness, objectionable language, gum chewing, possession of food or drink in areas not defined for their use, inappropriate dress (not wearing the assigned uniform on the appropriate day...see School Uniforms by Lilly's package).**

THIS POLICY APPLIES TO ALL PARENTS

When a problem or misunderstanding arises, there is a clear method of procedure, which is as follows:

1. The teacher will present and discuss the problem with the Principal. Parents will be notified in writing each time this action is required. On the **third offense**, a parent will be called at work to pick up the child from school and the child will be suspended from school. **This information will be provided to you in your Parent Handbook, which will be given out during our regularly scheduled open house.**
2. If the same offense is repeated, the parents will be called for a **SPECIAL CONFERENCE** with the teacher and the Principal. The conference will serve the purpose of exchanging ideas to help the child improve his/her behavior. If there is a serious question as to whether the child can function, the child may be dismissed from the school permanently.

At the end of such period, if such period is allowed by the Principal, the parents, teacher and the Principal will hold a personal conference to make decisions as to what further action should be taken to best meet the needs of the child.

This agreement is made between The Varnett Charter School, heretofore referred to and known as "the school", and _____, heretofore referred to and known as "the parent(s)".

Signed and agreed to this _____ day of _____, 19____.

Parent Signature

Date

Parent Signature

Date

Accepted by:

Principal

Date

[c:\record request\bm 02/01]

TRANSPORTATION PLAN

Parents, please complete, sign and return this form to your child's teacher. This form will be placed in your child's folder to be used in case of an emergency. Please submit any changes during the school year to the registrar's office.

Student Name: _____	
Grade: _____	Teacher's Name: _____

This is notification to the school that my child *(Please include any other person(s) authorized to pick-up your child.)*

_____	Will be picked up by _____	_____
	Name of Person	Phone Number
_____	Will be picked up by _____	_____
	Name of Person	Phone Number
_____	Will be picked up by _____	_____
	Name of Person	Phone Number
_____	Will walk home	
_____	Will ride private bus home _____	_____
	Name of Day Care/Bus Service	Phone Number
_____	Will ride school bus home _____	_____
	Route Number	Stop and Location (<i>STREET</i>)
_____	Other _____	

Mother's Name: _____	Day Time Phone: _____
Pager: _____	Cellular Phone: _____
Employer: _____	Work Phone: _____
Employer's Address: _____	

Father's Name: _____	Day Time Phone: _____
Pager: _____	Cellular Phone: _____
Employer: _____	Work Phone: _____
Employer's Address: _____	

_____ Signature of Parent/Guardian
_____ Date

STUDENT EMERGENCY FORM

In the event I cannot be reached to make arrangements, and IMMEDIATE emergency medical care is needed at the time of illness or accident, I hereby authorize an employee of The Varnett Charter School to take my child _____, to the nearest licensed physician or medical facility.

Other persons to contact in the event of illness or accident:

Name:		
Address:		
Telephone:	Work:	Pgr:

Name:		
Address:		
Telephone:	Work:	Pgr:

 Signature of Parent/Guardian

 Date

A licensed Notary Public must notarize this form. The school has a Notary Public person on campus or you may take it to another Notary Public person.

THE STATE OF TEXAS
 COUNTY OF _____

Before me, a Notary Public, on this day personally appeared _____, known to me (or proved to me on the oath of _____) to be the person whose name is subscribed to the foregoing instrument and acknowledged to me that he/she executed the same for the purpose and consideration therein expressed.

Given under my hand and seal of office this ____ day of _____, A.D. 20__.

(SEAL)

Notary Public in and for _____ Country.
 State of _____

THE VARNETT CHARTER SCHOOL DISTRICT
HOME LANGUAGE SURVEY

The state of Texas requires that the following information be completed for each student that enrolls in a Texas Public school. This survey shall be kept in each student's permanent record folder.

Student Name: _____
Last First Middle Grade Age

1. What language is spoken in your home most of the time? _____
2. What language do you speak most of the time? _____

Signature of Parent or Guardian

Date

DISTRITO ESCOLAR INDEPENDIENTE DE VARNETT CHARTER
ENCUESTA DEL LENGUAJE DEL HOGAR

El estado de Texas Requiere que la siguiente información se complete para cada estudiante que se matricula en una escuela pública de Texas. Esta encuesta se archivará en el expediente del estudiante .

Nombre Del
Estudiante: _____
Apellido Primer nombre Segundo nombre Grado Edad

3. ¿What language is spoken in your home most of the time? _____
4. ¿What language do you speak most of the time? _____

Firma del Padre o Tutor

Fecha

ENROLLMENT INFORMATION

Full name of person or relative with whom pupil lives if not living with one or both parents: _____			
			Relationship: _____
Address: _____		City: _____	Zip Code: _____
Phone (Home) _____	(Work) _____	Number of years pupil has lived with this person: _____	

DISCIPLINE POLICY STATEMENT

The parents/guardians or person designated on this application form assumes full responsibility for the conduct of this child. In situations where the child does not respond to a behavior modification plan that is instructed by the classroom teacher or other school personnel, the parents/guardian will be contacted and must immediately (within 2 hours) respond to the request of the appropriate school official and assume the responsibility for the discipline and conduct of this child. If the parents/guardians are not available to respond to the school's request, this child could be suspended from school until a conference is scheduled with the parents/guardian and the appropriate school officials. In the event the child's behavior continues, the school has your permission to transport this child to their home or to your job (place of employment without prior notification.)

Parent/Guardian's Signature: _____ Date: _____

ENROLLMENT ELIGIBILITY

1. Enrollment in The Varnett Charter School District; is based on first-come first-serve as determined by the enrollment application date and space availability in the desired grade or school program.
2. A student must be 4 years of age on or before September 1st to be eligible to enroll in Pre-Kindergarten and meet income eligibility for the free/reduced National Breakfast/Lunch Program, or 5 years of age on or before September 1st to be eligible to enroll in kindergarten and must be a resident within the Houston Independent School District.
3. The parent or guardian signature must be the same as the name of the person with whom the student resides. If the parent or guardian are not the legal parent or guardian, custodial documents must be submitted along with this application for enrollment in The Varnett Charter School District.

NAMES OF ALL BROTHERS AND SISTERS UNDER 18 YEARS OF AGE

LAST NAME FIRST NAME MI	DATE OF BIRTH	SEX	SCHOOL	GRADE	ADDRESS OF THIS CHILD

NON-DISCRIMINATORY POLICY STATEMENT

*The Varnett Charter School District seeks to accept any students for enrollment regardless of race, color, religion, national origin, ancestry, sex, age or disability.

THE VARNETT CHARTER SCHOOL
5025 South Willow Drive
Houston, Texas 77035

100-100

THE VARNETT CHARTER SCHOOL DISTRICT
ADMISSION'S NOTIFICATION

Dear Parent of _____

We received your application for your child's enrollment in The Varnett School for the _____ school year. Our Admission's Committee has reviewed your application and the following action was approved:

- Your child has not been accepted for enrollment in the ___ grade program because of space availability. However, we are an open enrollment school; therefore, if you would like your child's application to remain on our waiting list please contact the school within the next 10 days. When a space becomes available for the above-mentioned grade, you will be contacted. If we do not hear from you, we will assume that you are no longer interested in your child attending our school.
- Your child has been accepted for enrollment in the ___ grade program. Please contact the school within the next 10 days to acknowledge your acceptance. If we do not hear from you, we will assume that your child will not be attending our school.
- We cannot complete the application process because some required enrollment information is missing. Please forward the following information to the school's office within the next 10 days:
- | | |
|---|--|
| <input type="checkbox"/> Birth Certificate (original) | <input type="checkbox"/> Final Report Card (grades 1 st through 5 th) |
| <input type="checkbox"/> Proof of Income (most recent pay check stub) | <input type="checkbox"/> Shot Record |
| <input type="checkbox"/> Social Security Card (original) | <input type="checkbox"/> Incomplete Application |

If we do not hear from you, we will assume that you are no longer interested in your child attending our school.

Please call the school if you have any questions about our enrollment procedures.

Thank you for your interest in having your child attend The Varnett School. We look forward to working with your family and helping your child reach his/her educational goals.

Sincerely,

Bernadine Mensah
Bernadine Mensah, Manager of Student Information

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(713) 723-4699 or FAX (713) 723-5853

Special Needs/ Program Information

The Varnett Charter School provides a comprehensive special education instructional program for eligible students as mandated by constitutional and statutory laws and regulations and ensures that students with disabilities are educated to maximum extent appropriate with students who are not disabled.

The school provides a variety of instructional arrangements and settings along a continuum from the least restrictive to the most restrictive environment. The Admission, Review, and Dismissal committee, when placing a student in special education, considers all available options in the process of determining the most appropriate instructional settings(s) for the student.

Each student with a disability has a six hour instructional day available and a seven hour school day as provided for all other students. The ARD committee determines the appropriate instructional setting and length of the instructional day as appropriate for each student with a disability. The length of day for three and four year olds is the same as that for pre-kindergarten students and for the five year olds the same as kindergarten students.

As determined via the ARD committee, students may be served in a combination of appropriate instructional arrangements during any given semester.

Arrangements:

Mainstream: (General Education setting with paraprofessional/student support)

This instructional arrangement provides special education and related services, according to the IEP, to students whose instruction and related services are provided in general education with special support. This support is teachers and students.

Resource: (Specialized setting with one teacher. Room is located between general education rooms)

This instructional arrangement provides special education and related services in a setting other than general education for less than 50 percent of the regular day. This includes Content Mastery.

Self-Contained, Mild, Moderate-Regular Campus:

(Specialized setting with one teacher. Room is located between general education rooms and next to Resource.)

This instructional arrangement provides special education and related services to students with mild or moderate disabilities who are in a self-contained program for 50 percent or more of the regular school day on a regular school campus

Self-Contained, Severe-Regular Campus:

(Specialized setting with one teacher. Room is located between general education rooms and next to resource.)

This instructional arrangement provides special education instruction and related services to students with severe disabilities who are in a self-contained program for most of the regular school day on a regular school campus. Students may be capable of attending no more than two general education classes (i.e., music, physical education, art, or career and technology education (CATE) classes).

Homebound:

This instructional arrangement provides special education instruction in the student's home or hospital room. This instructional arrangement is used for eligible students with

disabilities who served at home or hospital bedside or who are considered to be home-based. Students served on a homebound or hospital bedside basis are expected to be confined for a minimum of four consecutive weeks as documented by a physician. Homebound or hospital bedside instruction may also be provided to chronically ill students who are expected to be confined for any period of time totaling at least four weeks throughout the school year as documented by a physician licensed to practice in the united states. Home instruction is used for pre-kindergarten students whose developmental levels or health are such that they are not capable of participating in special education classes for early childhood.

Speech Therapy:

(Specialized setting with one therapist. Room is located between general education rooms.)

This instructional arrangement provides speech therapy services. Students who are provided speech therapy services only are not eligible to be counted for any other instructional arrangement.

- E. As a part of attachment 4, provide a brief description of the charter school's system for placement decisions* with transfer students that previously received special education and related services from another district/charter school in any instructional arrangement/setting EXCEPT mainstream.

The Varnett School acknowledges when students with special needs have previously been identified by another district. When student's come to the school previously identified with a copy of the student's current ARD a committee meeting is held to review student's eligibility, present levels of performance, instructional setting. The committee either accepts the former ARD decisions as written or determines there will be a meeting in 30 school days. During this time the school attempts to obtain special education assessments and ARD documents from the previous district or administer its own assessment. If a student has no documentation to verify his eligibility for special education services the school contacts the previous district to verify eligibility, present levels of performance, instructional arrangement, etc. The individual verifying the information is documented on the ARD document. The student's placement is temporary pending receipt of required documentation or the schools own administration of assessment. At the 30 day ARD the committee develops, reviews, and accepts IEPs based on the assessment administered and/or documentation received from the previous school district.

During the interim (between temporary placement and the 30 day transfer ARD the school is committed to matching the student's previous placement.

In the event the student enrolls and parent has all documents (current ARD, assessment and eligibility reports) the ARD committee will base the recommendations for individual education plans, adaptations, and instructional arrangements on the documents or if the school can match everything in the current ARD accept the ARD document as is with no changes.

Specifics related to the school's procedures on Transfer/30 day ARDs see the Special Education Operating Guidelines.

Attachment 5.

**ELECTRIC APPLICATION
CERTIFICATION**

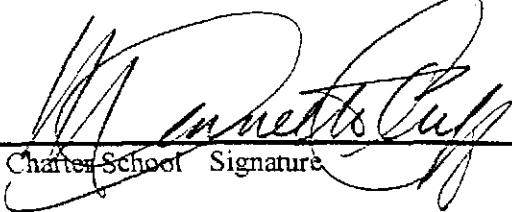
Part 3. Electronic Copy Certification and Written Resolution (Attachment 5)

Section XI. Electronic Copy of Application

Please submit an electronic copy of the renewal application in addition to the five hard copies requested. The electronic copy should be on a 3.5 inch diskette and should be mailed along with the hard copies. The electronic copy must be identical to the hard copies. The signatures below are required to certify that the electronic and hard copies are identical.

By signing below, I hereby certify that the enclosed electronic and hard copies are identical.

M. Annette Cluff		6-12-02
Printed Name of Chairperson of Charter Holder Board	Signature	Date

M. Annette Cluff		6-12-02
Printed Name of Chief Executive Officer of the Charter School	Signature	Date

Section XII. Written Resolution

Applications must be accompanied by a written resolution adopted by the governing body of the charter holder and signed by the members voting in favor. The resolution must authorize the commissioner to renew the open-enrollment charter as set forth in the renewal application, as finally negotiated between the charter holder and the commissioner, including any conditions. (Attachment 6, Written Resolution)

Attachment 6.

**WRITTEN RESOLUTION ADOPTED BY
GOVERNING BODY OF
CHARTER HOLDER**

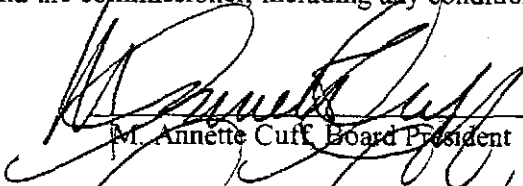
**THE VARNETT SCHOOLS, INC.
Board Resolution**

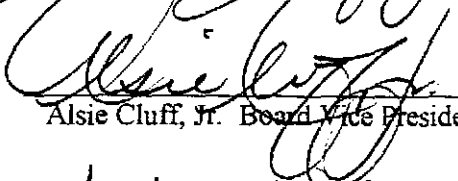
May 16, 2002

Whereas the Board of Directors of The Varnett Schools, Inc. has approved and authorizes the Commissioner of Education at the Texas Education Agency to renew the open-enrollment charter as set forth in the renewal application, as finally negotiated between the charter holder and the commissioner, including any conditions.

Therefore, be it resolved by the Board of Directors of The Varnett Schools, Inc. to approve and authorizes the Commissioner of Education at the Texas Education Agency to renew the open-enrollment charter as set forth in the renewal application, as finally negotiated between the charter holder and the commissioner, including any conditions.

May 16, 2002
Date


M. Annette Cuff, Board President


Alsie Cluff, Jr. Board Vice President


Gertrude M. Waddell, Board Member

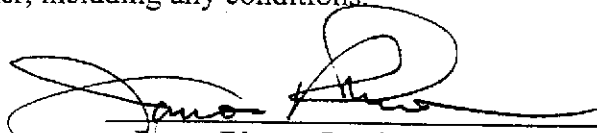
THE VARNETT CHARTER SCHOOL
Board Resolution

May 17, 2002

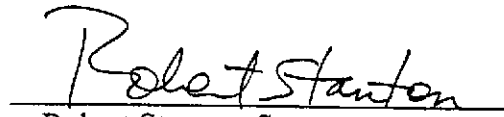
Whereas the Board of Directors of The Varnett Charter School has approved and authorizes the Commissioner of Education at the Texas Education Agency to renew the open-enrollment charter as set forth in the renewal application, as finally negotiated between the charter holder and the commissioner, including any conditions.

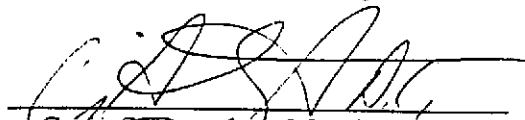
Therefore, be it resolved by the Board of Directors to approve and authorize the Commissioner of Education at the Texas Education Agency to renew the open-enrollment charter as set forth in the renewal application, as finally negotiated between the charter holder and the commissioner, including any conditions.

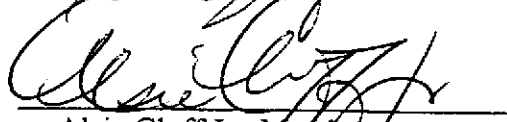
Date: 5-17-02


James Rhone, President


David McCormick, Vice-President


Robert Stanton, Secretary


Craig Steingraber, Member


Alsie Cluff Jr., Member

THE VARNETT CHARTER SCHOOL

May 12, 2003

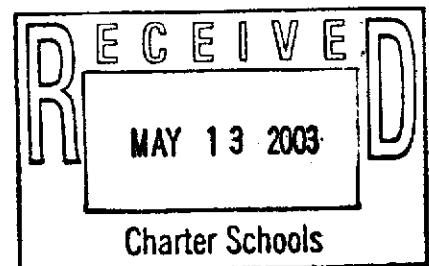
Ertha,

Please do not hesitate to call me, at home at (713) 748-0714,
should you need additional information.

Thank you for your assistance and support!

Sincerely,


M. Annette Cluff





TEXAS EDUCATION AGENCY

1701 North Congress Ave. ★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ <http://www.tea.state.tx.us>

Felipe T. Alanis
Commissioner of Education

April 21, 2003

To: The Charter Holder of Varnett Charter School

Subject: Charter Renewal

I am pleased to inform you that the charter renewal is approved for Varnett Charter School for a term of ten years with a contract ending date of July 31, 2013. After renewal, the contract for charter shall consist of the following:

- all statements, assurances, commitments and representations made by Charter Holder in its application for charter, attachments or related documents, to the extent consistent with the aforementioned;
- the representations and assurances made by the charter holder in the original request for application under the standard application system;
- the original contract for charter, as signed by the charter holder and the State Board of Education;
- any condition, amendment, modification, revision or other change to the charter adopted or ratified by the State Board of Education or the commissioner; and
- the final and complete renewal application, on file with the Division of Charter Schools, including any revisions required by the agency in such areas as Legal, Special Education, Financial Audits and the Division of Charter Schools, including any amendments to the charter made via the renewal application.

Note that a contract term that conflicts with any state or federal law or rule is superseded by the law or rule to the extent that the law or rule conflicts with the contract term. By continuing to operate past the ending date of the original charter, the charter holder indicates its agreement to the contract for charter as described above.

Please know that the efforts of those who have contributed to the school's successes are appreciated. I look forward to hearing of the school's accomplishments in its new term.

Sincerely,

Felipe Alanis
Commissioner of Education