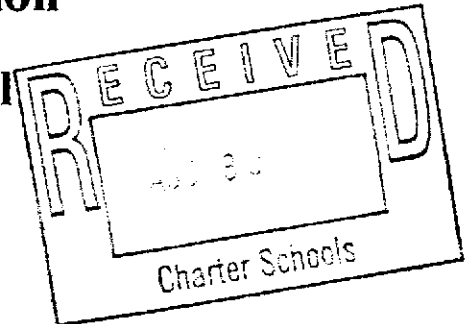


**Second Generation  
Open - Enrollment Charter  
Renewal Application**

**Standard Renewal**



**TECH HIGH**



**STET**

***Technology Education Charter High School  
County-District No. 108-802***

***116 West Fifth Street  
Weslaco, TX 78596  
Tel. 956.969.3092  
Fax. 956.969.8614***

**Open-Enrollment Charter School Renewal Application  
Generation Two – Standard**

**Part 1. Charter Update**

**Charter Holder Name:** South Texas Educational Technologies, Inc.  
(i.e., nonprofit organization, institution of higher learning, or governmental entity)

**Charter School Name:** Technology Education Charter High School

**Charter School County/District #:** 108-802

Campus Name(s)	County/District/Campus #
Technology Education Charter High School	108-802-001

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

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

**A. Maximum Enrollment:** 300

**B. Grades Served:** 9-12

**Approved GED Program:** YES ☒ NO ☐

**C. Geographic Boundaries (School Districts):** McAllen ISD, PSJA ISD, Donna ISD, Weslaco ISD, Mercedes ISD, Progreso ISD, Edcouch Elsa ISD, Santa Rosa ISD, Santa Maria ISD, La Feria ISD and Harlingen ISD.

Revised page

## 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
Alim U. Ansari	CEO/President	none	\$82,500.00
James O. Hayes	Secretary	none	\$15,000.00
Elamin(Amin) E. Ibrahim, Ph.D.	none	none	\$0.00
Shahid Rashid, M.D	none	none	\$0.00
Mohammed Farooqui, Ph.D.	none	none	\$0.00

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 ☐

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## 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.

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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
Alim U. Ansari	CEO/President	none	0.00
James O. Hayes	Secretary	none	0.00

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 ☐

Karen S. Ansari, spouse has been working with the charter since its inception. She is working as PEIMS Administrator/Business Manager.

Zafar I. Ansari, sibling has been working as computer/Cisco Networking administrator/ teacher in the school since last two years.

revised page 7

Karen S. Ansari, spouse has been working with the charter since its inception. She is working as PEIMS Administrator/Business Manager.

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

Karen S. Ansari, spouse has been working with the charter since its inception. She is working as PEIMS Administrator/Business Manager.

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

Karen S. Ansari, spouse has been working with the charter school since its inception. She is working as PEIMS Administrator/Business Manager.

**B. Governing Body of Charter School**

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

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

Karen S. Ansari, spouse has been working with the charter since its inception. She is working as PEIMS Administrator/Business Manager.

4. Will any person who is a relative within the third degree of consanguinity or affinity (see definition on page 2) of a charter school officer (i.e., a person charged with the duties of, or acting as, a chief executive officer, a central administrator, a campus administration officer, or a business manager) be employed by or receive any compensation or remuneration from the charter holder or charter school? If yes, provide details in the space provided below.

YES ☒ NO ☐

Karen S. Ansari, spouse has been working with the charter school since its inception. She is working as PEIMS Administrator/Business Manager.

Zafar I. Ansari, sibling has been working as computer/Cisco Networking administrator/ teacher in the school since last two years.

#### **B. Governing Body of Charter School**

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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
Alim U. Ansari	President	none	\$82,500.00
James O. Hayes, CPA	Chief Financial Officer	none	\$15,000.00
Hassan Ahmad, Ph.D	none	none	\$0.00
Randall L. Summers	none	none	\$0.00
Ali Esmaeili, Ph.D.	none	none	\$0.00

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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
Alim U. Ansari	President	none	\$82,500.00
James O. Hayes, CPA	Chief Financial Officer	none	\$15,000.00
Hassan Ahmad, Ph.D.	none	none	\$0.00
Randall L. Summers	none	none	\$0.00
Ali Esmaeili, Ph.D.	none	none	\$0.00

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 ☐

Karen S. Ansari, spouse has been working with the charter since its inception. She is working as PEIMS Administrator/Business Manager.

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 ☐

Karen S. Ansari, spouse has been working with the charter since its inception. She is working as PEIMS Administrator/Business Manager.

### **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.

replaced by <sup>sections</sup> revised p. 8

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 ☐

Karen S. Ansari, spouse has been working with the charter since its inception. She is working as PEIMS Administrator/Business Manager.

Zafar I. Ansari, sibling other has been working as computer/Cisco Networking administrator/ teacher in the school since the last two years.

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 ☐

Karen S. Ansari, spouse has been working with the charter since its inception. She is working as PEIMS Administrator/Business Manager.

#### **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 role and responsibility of the governing body of the charter holder is to oversee the operations of the corporation and to appoint board members of the charter school.

The role of the board of the charter school is to make decisions that are outside the responsibility of the school's administration and to formally set all the policies of the school, including but not limited to salaries, various student and employee policies, personnel matters, etc. The board's responsibility is also to insure that all of the laws of the State of Texas and the Texas Education Agency are followed by the charter school. The school board is the governing body; so it can take action only by a majority vote at a legally called meeting. The individual's board member's major responsibility is to study issues facing the school, evaluate needs and resources, and, after due consideration, vote in the best interest of all students at such meeting.

#### **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.

There are no degree requirements for classroom teachers or other instructional staff, although all the teachers at Technology Education Charter High School hold a minimum of B.A./B.S. degree in their respective field. The Lab Assistant holds an Associates degree in computer information systems. Technology Education Charter High School has organized two academies, the ECAD Design Academy and the Cisco Networking Academy. The school has two Cisco certified degreed teachers, an architect, two certified mathematics and science teachers on board. The English teacher has been working with the school since its inception and has twenty-two (22) years of college teaching experience. The Social Studies teacher is a third year school teacher and this is the second year with our school. The Physical Education and Spanish teacher is under the ACP plan. The qualification requirement has not changed since the last amendments. The board's mission is to hire the most qualified faculty available.

### Section IV. Code of Conduct

*not part of charter*

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.

Each student's parent is supplied with a school handbook at the time of enrollment. The handbook has all policies included governing the student's behavior, and policies on student expulsion and suspension. The students will seek resolution of their complaints informally, beginning at the first possible level. If all other levels are exhausted, and a complaint has not been resolved to the student's satisfaction, the students may petition the board in writing to hear their complaints. The board will first decide whether or not it will hear the complaint.

This decision will be based on:

1. The students having exhausted all other remedies.
2. The appropriateness of the subject matter of the complaint.

The board may decide for either of the above reasons not to hear the complaint, in which case, lower authority will govern. If the board decides to hear the complaint, the student's case will be presented and the board will render a decision.

The student will have the right at any level of resolution to be accompanied and assigned in the presentation of the complaints by a parent(s) or guardian.

A complaint or concern about the placement of a student with disabilities who is eligible for special education or about the school program and services available to the student should be brought to the Section 504 contact person at the school.

*Revised Version*

## **ADMISSIONS POLICY**

**Technology Education Charter high School admission policy complies with § 100.1207 of the TAC.**

Technology Education Charter High School has an application enrollment period beginning June 1 and a deadline of August 10 of each academic year. In order to be admitted to the Charter school, the charter holder requires that an applicant complete and submit an application no later than August 10 of the academic year. After the application period ends, all of the participants who timely applied will be admitted, unless a class is oversubscribed and a lottery will take place. If a lottery is required, all of the applicants residing in Tech High's geographic area who timely applied will be part of the lottery. Any applicant who does not get in after the lottery is conducted may be assigned to a waiting list. Applicants who apply after the application period has ended may also be added to the waiting list. The waiting list is first comprised of lottery losers in the order in which they were selected during the lottery. Late applications are added on the waiting list, with any lottery losers already on the list, in order in which they apply. However, returning students and their siblings are given priority in admissions.

By August 3<sup>rd</sup> of each academic year, Technology Education Charter High School will publish a notice of the opportunity to apply for admission to the charter school. This notice will state the application deadline and be published in newspaper of general circulation in the community in which the school is located.

Technology Education Charter High School accepts transfer enrollees. However, the total enrollment shall not exceed the maximum number of students approved in the open-enrollment charter. Students who reside outside the geographic boundaries stated in the open-enrollment charter shall not be admitted to the charter school until all eligible applicants who reside within the boundaries and have submitted a timely application have been enrolled. Then, if the open-enrollment charter so provides, the charter holder may admit transfer students to the charter school in accordance with the terms of the open-enrollment charter.

**Technology Education Charter High School has a non-discrimination policy, which complies with § 12.111 (6) of the Texas Education Code.**

Technology Education Charter High School prohibits discrimination in its admission policy on the basis of sex, national origin, ethnicity, religion, disability, artistic ability, academic or athletic ability, or the district the child would otherwise attend accordance with the Texas Education code. However, the charter does reserve the right to exclude a student who has a documented history of a criminal offense(s), a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37 of the Texas Education Code.

### 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.)

Each student's parent is supplied with a school handbook at the time of enrollment. The handbook has all policies included governing the students behavior, and policies on student expulsion and suspension. Twice a year the school board meeting schedules are sent for publication in the local newspaper. The school board meeting notices are posted in the school administration's office and a copy is faxed to the local public library. Employees and student council members are encouraged to attend the school board meetings. Twice a year the parents are invited to attend the school's open house, to meet the faculty, staff, and board members. During employee orientation and weekly meetings the employees are asked to raise their concerns and comments. Employee handbooks also explain in-depth process to file grievances. The school board has an open door policy. Technology Education Charter High School is working with local school districts and have sound relationship with them. Since its inception, no complaints have been filed against the school. Please see the attached letter from the Texas Education Agency.

### 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 charter school does not have a deadline. The students can transfer in at any time during the school year. The charter school has never been over subscribed so students are accepted on a first come, first served basis. If the school becomes oversubscribed, then a deadline of August 10, will be implemented to receive the application. Then those on the subscription list will be chosen by lottery by drawing names with all the names included in draw.~~

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entire section not part of charter

## Part 2. Program Evaluation

### Section VII. Evaluation of Student Performance

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

#### A. AEIS Base Indicators

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

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

See attachment 4

#### B. AEIS Additional Indicators

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

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

School attendance rate for the year 2001-2002 was 87.7 %. School has implemented many new procedure to make sure the students are attending school. The school is providing transportation to all the studnets. The school is filing truancy with the local judge to improve the attendance rate. The school contacts every absent student on daily basis and communicates with their parents.

This is our first four completion year and the school has not compiled data of completion rate. Students attend our technology program and transfer back to their home campus to participate in extra curricular activities.

The school is preparing studnets for SAT and ACT examination. School purchased the vedio tapes and handbooks to prepare students for college admission testing. The school is still in the process of implementing the program. The school only offers the recommended high school program.

The school compiled the results for the last two year for Texas Assessment of Academic Skills and compared the progress of the students. The following data shows the progress as follows:

*entire section not part of charter*

For the academic year 2000-2001, The average TLI(Texas Learning Index) and Pct. Met Min. Exp. for Reading, Mathematics and Writing were as follows:

All First Time Tested Students: Pct. Met Min. Exp. Reading 88% Mathematics 71% Writing 63%

All First Time Tested Students: Average TLI: Reading 76.9% Mathematics 74.7% Writing 1559

For the academic year 2001-2002, The average TLI(Texas Learning index) and Pct. Met Min. Exp. for Reading, Mathematics and writing were as follow:

All First Time Tested Students: Pct. Met Min. Exp. Reading 92% Mathematics 83% Writing 67%

All First Time Tested Students: Average TLI: Reading 82.9% Mathematics 74.6% Writing 1523

Technology Education Charter High School started two advanced level technological academies during the academic year 2001-2002. The academies offer courses in Cisco Networking, an online 12 college hour course recognized by the local community college and university. ECAD design academy offers courses in structure design and drafting. Students are prepared for demand occupation and entry level jobs. 100% of students participated in Cisco Networking program passed the course and were promoted to the third semester, where 100% of ECAD students finish the ECAD design academy. The school is actively participating in placing the students in their respective area of study. 2001-2002 was the first year to implement these program and school is expecting sizeable growth in these program.

School participated in Alternative Accountability and has been rated acceptable for the 2000-2001 and 2001-2002 school years.

#### **C. Other Information Relevant to Student Performance**

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

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

Technology Education Charter High School offers courses in Cisco Networking Academy and ECAD Technology. Our technology department is preparing students for A+ Certification and MOUS Certification. Cisco Networking and ECAD Academies started last (2001-2002) academic school year. Cisco Networking program is a four semester, on-line program with Cisco System Inc. Students participate in classroom and lab activities in the school and are tested by Cisco System Inc. After two years of studies, the students are eligible for certification, as Cisco Certified Networking Associate (CCNA). This program earns the students four high school credits and twelve (12) college credit hours. The first year only four students participated in this program, and all of the four students were promoted to the third semester of Cisco. This year twelve (12) students are already enrolled in this program and the school is expecting good growth in this program. After certification, the students will be ready for employment in a professional field of networking

The ECAD program at the school is liked by many students. The first year enrollment reached to nineteen (19) students. 94% of the students passed the course. A+ Certification and MOUS Certification are in place and the students are encouraged to participate in the certification program. All of the above programs are tailored to prepare the students for demand occupations. The school applied to be a certification center for all the above certification programs and hopes to receive the status of the certification center very soon. The school is actively participating to place the graduating students in the drafting field. The students can earn twenty one (21) college hours with their high school diploma and a strong possibility of professional job in the field of computers.

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entire section not part of chart

## Section VIII. Student Performance Goals

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

Some accountability standards and criteria for 2004 and 2005 are available in the 2002 Accountability Manual, which is available at [www.tea.state.tx.us/perfreport/account/2002/manual](http://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.*

Technology Education Charter High School is working towards high goals. School performance is constantly increasing every year. During the year 1999-2000, the school started accepting students from four different school districts. According to the school's initial assessment by TABE Testing, the students were three to four years behind their grade level. Our school's first year's testing results were 25% in reading, 16.7% in writing and 28.6% in mathematics. The school's scores started improving during 2000-2001. The test scores were 80% in reading, 40% in mathematics, and 33.33% in writing. During the school year 2001-2002, the results were 90% in reading, 81.8% in mathematics, and 81.8% in writing.

The school's dropout rate during the 1998-1999 school year was 17.6% and is continuously dropping. During the year 1999-2000, the school dropout rate was 6.6%, and during 2001-2002 the dropout rate was 4.8%. Technology Education Charter High School's goal is to have zero percent dropout rate. The objective is to decrease the dropout rate by a percentage every year. The school is working towards the goal of 94.6% attendance rate, and 90% scores in all state conducted tests (TAKS).

Technology Education Charter High School's attendance rate and TLI score is improving continuously from the last three years. During the year 1999-2000, the attendance rate was 67%. For the year 2000-2001, the attendance rate was 74.6%, and for the year 2001-2002, the attendance rate was 87.7%. The school is providing transportation, and inclusion of technology programs is helping the attendance rate.

Technology Education Charter High School's average TLI scores for the year 2001-2002 were 82.9% in reading, 74.2% in mathematics, and 1523 in writing. The school implemented computer based simulation programs for mathematics, and a rigorous program in reading and writing to help the student achieve high standards. Technology Education Charter High School's PEIMS data indicates that 79.42% of the students are considered economically disadvantaged. The school's goal is to maintain 90% or better results in reading, 90% or better in mathematics and writing. The school is working hard to lower the drop out rate and the goal of the school is to maintain less than 5% drop out rate.

**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.*

Technology Education Charter High School's attendance rate improved from 68% to 87.7% in the last three years. Mobility of students between the districts is making it very difficult to maintain a four year completion rate. The students are attending Technology Education Charter High School because of its strong technology program. The students transfer back to their home districts after completing our technology program. Since the school has only 9-12 grade and does not feed the high school, this data is not available at this time. Technology Education Charter High School offers only high school recommended program. The Texas learning index (TLI) is constantly going up since its inception. These scores for the year 2001-2002 are as follows: Average TLI score for Reading is 82.9%, for Mathematics, it is 74.2%, and for Writing it is 1523. The school has an acceptable rating for both academic school years 2000-2001 and 2001-2002. This year school history End-of-Course exam result was 96%, which were better than all the school district in this area or the state average result.

The school is preparing the students for SAT and ACT examinations, and will compile a data in the future. The school will conduct classes to prepare students who will be taking the TASP tests.

**C. Other Relevant Performance Goals**

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

Technology Education Charter High School realized that most of the students have difficulty in mathematics. The school offers Summer Math Academy to students entering the ninth grade. During the summer of 2001-2002, six local school districts sent their students to our math academy. There is pre-registration for the next year's summer math academy. The Technology Education Charter High School's goal is to prepare the students for demand occupations. All of the certification programs in the school will prepare the students for high tech jobs. The school is working with Tech Prep, local community college and state technical college for concurrent enrollment programs. This will help our students to transfer their high school credits to their college degree plans.

*entire section not part of chart*

## **Section IX. Plans and Initiatives to Improve Student Performance**

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

Technology Education Charter High School has five goals to accomplish in the next five years. First and the foremost goal is the students' attendance to the school. The second goal is to improve the TAKS score in reading, writing, and mathematics. The third goal is to decrease the dropout rate. The fourth goal is the passing rate of the students participating in the SAT and ACT examinations. The fifth goal is to increase the students' participation in the certification programs.

Technology Education Charter High School's attendance rate has improved every year since its inception. During the last three years, the attendance rate was 67%, 74% and 87.7% respectively. The school designated an employee for calling the parents everyday when a student misses school. This social service coordinator visits the student's home. The school is filing truancy papers on those students who are not attending school. Most effective of all is the technology program at the school which motivates the students to come to school on a regular basis. The school's five year goal is to have 90% or better attendance rate.

Technology Education Charter High School has aligned their curriculum with TEKS and implemented CBT curriculum in mathematics to improve the conceptual concepts. The students will have more time to practice math exercises and understand all of the objectives. The school's five year goal is that 90% of the students will be able to master all of the objectives.

Technology Education Charter High School is working to decrease the dropout rate and has been successful in the past. Our technology program is the most important factor in decreasing the dropout rate. The school is also encouraging more parental meetings with the faculty as well as with the school staff to have effective communication between students, parents and school. The school objective is to have less than 3% dropout rate over the next five years.

Technology Education Charter High School is encouraging the students to participate in SAT and ACT examinations. The school will be conducting special classes to prepare them for these examinations. Since the school is in the process of signing an articulation agreement with the local community and state colleges for concurrent enrollment. The students' participation will increase to take these examinations.

Technology Education Charter High School offers four certification programs to their students. Every student at Technology Education Charter High School is encouraged to take six technology courses. These courses are to prepare the students for different professional certifications. The certification courses are as follows:

1. MOUS (Microsoft Office User Specialist)
2. A+ Certification Computer Maintenance
3. ECAD Certification
4. CCNA (Cisco Certified Networking Associate)

Technology Education Charter High School has already applied to become an independent certification center for technology certification programs and there is a good prospect to be recognized as a testing center for this demographic area. The certification will increase the employment opportunities for our students, which will help the school in students' participation.



#### **Section X. Monitoring Follow-Up**

*not part of charter*

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

**During the 2000-2001 compliance monitoring visit the following indicators were cited:**

**B 1. All students have a home language survey in their permanent record folders signed by their parents (for students in Grades PK-8) or by the student (Grades 9-12).**

**Texas Education Code (TEC) 29.056(a)(1); Title 19 (TAC) 89.1215(a)**

**Description of Discrepancy: There was insufficient documentation to support a determination of compliance for the following item in this indicator:**

**Evidence that all the students have a home language survey in their permanent record folder signed by their parents (for students in Grades PK-8) or by the student (Grades 9-12).**

**Corrective Action:**

**School inspected all the master files for home language surveys, and found that every file contains a home language survey. On the recommendations we redesigned the form with signature of student. We had all the students fill out and sign the newly formatted form. Every file in school has a home language survey.**

**B 17. The language proficiency assessment committee (LPAC) uses the required criteria for identification and placement of LEP students. TEC 29.056, 29.063, 19 TAC 89.1220(g), 89.1225(d) and (f)**

**Description of Discrepancy: There was insufficient documentation to support a determination of compliance that the LPAC uses the required criteria for identification and placement of LEP students.**

**Corrective Action:**

**After the CAR visit, the school administrator contacted Ms. Concepcion D. Guerra at Region One Education Service Center for LPAC training. On March 5, 2002 Mr. Raul Alejandro from Region One conducted the LPAC training. Five faculty and staff members participated in LPAC training and received certificates of completion.**

**S 15** Is an admission, review, and dismissal (ARD) committee meeting held by the appropriate district/campus personnel and other required members to decide within federal timelines the student's educational program and to document placement and service decisions agreed upon 34 CFR 30.6,300.7,300.308,300.340-300.350,300.501,300.530-536; part 300 Appendix A; TEC 29.005,30.004;10 TAC89.1050,89.1055,89.1060,89.62;  
Student Attendance Accounting Handbook

**S 15.1 ARD/IEP: General**

If a district convenes a transfer ARD committee meeting to begin temporary services for a student who transfers into the charter school, a second ARD/individualized education program (IEP) committee meeting is held within 30 school days of the first (transfer ARD) meeting.

Specifically, item (c) applies to the student coded JG1.

**Corrective Action:**

Technology Education Charter High School is following the timelines for transfer ARDS. Since Technology Education is receiving students from five school districts and 40% of students are migrants, it has been difficult to receive student's transcripts and previous ARDS on time. Transfer ARDS are conducted on time but complete ARDS are subject to receiving all information from the home district. According to TEA regulation, home districts have 30 days to provide the information to the receiving district. In the past we have always had problems receiving information on time. Technology Education Charter High School has adopted the following measures to correct the problem.

- 1) More detailed interviewing process.
- 2) Required student transcripts upon admission.
- 3) A copy of the last complete ARD from the home district.
- 4) Change of enrollment form.

These new procedures will remove any systemic occurrences from our school.

**S 15.5 ARD/IEP: Transition**

The ARD/IEP report contains a statement of needed transition services for a student age 16 (or younger, if determined appropriate by the ARD committee) based on individual student needs, taking into account the student's preferences, that includes:

- (d) instruction
- (e) needed related services
- (f) community experience opportunities
- (g) development of postsecondary employment objectives
- (h) development of other postsecondary adult living objectives
- (i) when appropriate, acquisition of daily living skills and functional vocational evaluation.

Specifically, items (d)-(i) apply to the student coded JG1.

**Corrective Action:**

After reviewing JG1's ITP (Individual Transition Plan), it was discovered that his ITP had been reviewed on May 16, 2001. It was up for review after JG1 had attended college orientations and job opportunities seminars. JG1 was provided with the opportunities to attend all the orientations and seminars. JG1 was provided with financial aid information to attend a two year college. JG1 was provided with job market information for this area. JG1 folder was reviewed on May 13, 2002.

019

*entire section not part of charter*

### Part 3. 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 XI. 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)

Technology Education Charter High School is responsible for providing a free appropriate public education to all individuals with disabilities, ages 3-21, who qualify for special education services. With the assistance of the Texas Education Agency, ESCs, and the Early Childhood Intervention program, the school is responsible for making available early intervention services for those children ages 0-3 with an identified need. To carry out these responsibilities, the school implements:

- . a comprehensive system of "Child Find" in which the ESC and school personnel actively searches for all individuals with disabilities or developmental delays who are 0-21 years of age. The school is responsible for identifying, locating, and evaluating all individuals 0-21 years of age, regardless of the nature or severity of the disability. Once the school or an ECI program determines eligibility, all individuals 0-21 years of age, regardless of the severity of the disability or developmental delay, are served by either the district (3-21 years of age) in accordance with Texas Education Code 25.001 or ECI program (0-3 years of age) (34CFR 300.128, 300.220, 300.300 Note 3, 34 CFR 303.16, 303.321; and 19 TAC 89.1035).

- . written procedures for a comprehensive system of "Child Find". With these procedures, the school develops the "Child Find" activities to be carried out during the year (September through August) including timelines, resources to be used, and expected outcomes. Required timelines under Part H of IDEA regarding referral, intake, and assessment of children ages 0-3 must be adhered to by the responsible agency.

The school uses 34 CFR 300.128, 300.220, 19 TAC 89.1141 c, and TEC 29.009 as a basis for maintaining this system for identifying, locating and evaluating all individuals with disabilities who are 0-21 years of age and who fall within the school's jurisdiction.

020

## Responsibilities

### Technology Education Charter High School:

- . identifies, locates, and evaluates individuals with disabilities who are 0-21 years of age and who fall within the school's jurisdiction;
- . identifies and refers individuals who may or may not be in school and who may need special education services; refers individuals ages 0-3 to an ECI program for evaluation;
- . provides public awareness to inform citizens of educational opportunities available to individuals with disabilities;
- . maintains a list of its dissemination network including community agencies and facilities, individuals and locations that receive "Child Find" information; and evidence of ongoing communication;
- . disseminates information regarding availability of services;
- . includes in its "Child Find" system:
  - . referral processing;
  - . tracking individuals with disabilities who fall within the 0-21 age range and who have been referred through the school's referral system and may or may not be currently enrolled in an infant, early childhood, public, or private educational setting, to ensure the delivery of services;
  - . determining which individuals are currently receiving needed special education and related services and which individuals are not currently receiving needed special education and related services; and
  - . maintaining a data bank of resources available to serve individuals with disabilities such as services and options available from all agencies throughout the community;
  - . maintains confidentiality of the personally identifiable information used and collected in the "Child Find" system in accordance with 34 CFR 99, 300.560-576, 303.460(b);
  - . promotes collaboration and cooperation among state agencies and regional agencies as well as other entities in the community where children ages 0-21 may be found within its "Child Find" system, especially with all ECI programs within its jurisdiction;
  - . maintains written role definitions and responsibilities of individuals who are specifically assigned to and involved in its "Child Find" process;
  - . reviews the child identification process on a yearly basis and is able to readily discuss recent, ongoing "Child Find" activities implemented in its community;
  - . includes "Child Find" referrals for possible special education or early intervention services as part of its overall referral or screening system as referenced in 19 TAC 89.1011;
  - . maintains that within 60 calendar day time frame set forth in TEC 29.004, all "Child Find" referrals and their comprehensive individual assessments, including written reports, are completed for individuals ages 3-21;
  - . maintains that within 2 working days from the date that a "Child Find" referral is received, the referral is forwarded to assessment is completed for children ages 0-3;
  - . maintains that a multidisciplinary team or group of trained persons, including at least one teacher or other specialist with knowledge in the area of the suspected disability, administer the tests and other evaluations to conform with the instructions provided by the producers of these materials;
  - . maintains documentation outlining the comprehensive individual assessment process and the qualifications/responsibilities of the personnel conducting the assessment (34 CFR 300.15, 300.532, and 19 TAC 89.1030);
  - . makes placement decision based on current, accurate evaluation data;
  - . selects and administers tests for individuals with impaired sensory, manual, or speaking skills that accurately reflect individuals' aptitudes, achievements, developments, and/or other factors the test purports to measure;
  - . uses tests and other evaluation materials for evaluation and placement of individuals with disabilities that are not racially or culturally discriminatory, that are validated for the specific purpose used, that are administered in native languages or modes of communication unless not clearly feasible to do so; and that are designed to access specific areas of educational need (and not designed to provide a single general intelligence quotient);
  - . instructs its assessment team to determine dominant languages before tests are administered, as per 19 TAC 89.1030;
  - . administers all assessment instruments and procedures in individuals' dominant languages; and
  - . uses an adequately trained interpreter, where no bilingual examiner is available.

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

**Confidentiality of Personally Identifiable Information**

Definitions as used in 34 CFR 300.560-300.576:

Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

Education records means the type of records covered under the definition of education records in part 99 of this title (the Participating agency means any agency or institution that collects, maintains, or uses personally identifiable information, of from which information is obtained, under this part.

**Access Right**

Technology Education Charter High School:

- . permits the parent/legal guardian to inspect and review any education records relating to his or her child that are collected, maintained, or used by the school (34CFR 300.562(a));
- . complies with a request without unnecessary delay and before any meeting regarding an individual educational plan (IEP) or any hearing relating to the identification, evaluation, or educational placement of the individual, or the provision of free appropriate public education (FAPE) to the individual, and in no case more than 45 days after the request has been made (34 CFR 300.562.(a));
- . maintains that the right to inspect and review education records includes the right to:
  - . a response from the school to reasonable requests for explanations and interpretations of the records;
  - . request that the school provides copies of the records containing the information if failure to provide those copies would effectively prevent the parent/legal guardian from exercising the right to inspect and review the records; and
  - . presumes that the parent/legal guardian has authority to inspect and review records (34 CFR 300.562(b) (1-3)); and the school has been advised that the parent/legal guardian does not have the authority under applicable state law governing such matters as guardianship, separation, and divorce (34 CFR 300.562(C)).

**Record of Access**

The school:

- . keeps a record of parties who obtain access to education records collected, maintained, or used under this part except access by the parent/legal guardian and authorized employees of the school), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records (34 CFR 300.563).

**Records on More than One Child**

The district:

- . allows the parent/legal guardian of a child the right to inspect and review only the information relating to his or her child or to be informed of that specific information, when any education record includes information on more than one individual (34 CFR 300.565).

**List of Types of Locations of Information**

The school:

- . provides the parent/legal guardian on request a list of the types and locations of education records collected, maintained, or used by the school (34 CFR 300.565).

**Fees**

The school:

- . maintains that it may charge a fee for copies of records that are made for the parent/legal guardian if the fee does not effectively prevent him or her from exercising his or her right to inspect and review those records; and
- . may not charge a fee to search for or to retrieve information (34 CFR 300.566).

#### Amendment of Records at Parent Request

The school:

- may be requested to amend information in the records it maintains if a parent/legal guardian who believes that information in the education records collected, maintained, or used is inaccurate or misleading or violates the privacy or other rights of his or her child;
- shall decide whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request; and
- shall inform the parent/legal guardian of the refusal, and advise the parent/legal guardian of the right to a hearing under 34 CFR 300.568 (34 CFR 300.567), upon deciding to refuse to amend the information in accordance with the request.

#### Opportunity for a Hearing

The school:

- provides on request an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the individual (34 CFR 300.568).

#### Result of Hearing

The school:

- maintains that if, as a result of a hearing, it decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the individual, it shall amend the information accordingly and so inform the parent/legal guardian in writing (34 CFR 300.569 (a));
- informs the parent/legal guardian of the right to place in the records it maintains on the individual a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the school when it has decided that the information concerning a hearing is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the individual (34 CFR 300.569(b));
- maintains the parent/legal guardian's explanation, as referenced in the preceeding paragraph, as part of the individual's records under 34 CFR 300.569 as long as the record or contested portion is maintained (34 CFR 300.569(l)); and
- discloses the contested portions of the individual's records and the parent/legal guardian's explanation of the contested portion of the record when disclosing the individual's records to another party (34 CFR 300.569(c)(2)).

#### Hearing Procedures

The school is responsible for conducting:

- hearings under 34 CFR 300.568 in accordance with the procedures outlined in 34 CFR 99.22 (34 CFR 300.570).

The school:

- holds a hearing within a reasonable time after it has received the request for a hearing from the parent/legal guardian or eligible student (34 CFR 99.22(a));
- gives the parent/legal guardian or eligible student notice of the date, time, and place, reasonably in advance of the hearing (34 CFR 99.22(b));
- is responsible for the hearing being conducted by someone who does not have a direct interest in the outcome of the hearing (34 CFR 99.22(c));
- gives the parent/legal guardian or eligible student a full and fair opportunity to present evidence relevant to the issues raised under 34 CFR 99.21 (34 CFR 99.22(d));
- informs the parent/legal guardian or eligible student that he or she may, at his or her own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney (34 CFR 99.22 (d));
- makes a decision in writing within a reasonable period of time after the hearing (34 CFR 99.22(e)); and
- is responsible for the decision being based solely on the evidence presented at the hearing by including a summary of the evidence and reasons for the decision (34 CFR 99.22(f)).

## Consent

### The school:

- obtains required parent/legal guardian consent before personally identifiable information is used for any purpose other than meeting the requirements of IDEA-Part B (34 CFR 300.571 (a)(1) (2));
- does not release personally identifiable information from education records without parent/legal guardian consent unless authorized to do so under 34 CFR 99.31 (34 CFR 300.571 (b)); and
- discloses personally identifiable information from an education record to appropriate parties, when there is no parent/legal guardian consent given, only in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals (34 CFR 99.36).
- protects the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages (34 CFR 300.572(a));
- provides one official who assumes responsibility for ensuring the confidentiality of personally identifiable information (34 CFR 300.572(b));
- provides training and/or instruction regarding the applicant agency's policies and procedures under 34 CFR 300.129 and part 99 (34 CFR 300.572 (c )); and
- maintains for public inspection a current list of the names and positions of those employees within the district who may have access to personally identifiable information (34 CFR 300.572 (c )).

## Destruction of Information

### The school:

- informs the parent/legal guardian when personally identifiable information, collected and maintained, is no longer needed to provide educational services to the individual (34 CFR 300.573 (a)); and
- destroys the individual's personally identifiable information when no longer needed in accordance with state and federal requirements (34 CFR 300.573 (b)).

## Children's Rights

### The school:

- shall transfer the rights of privacy similar to those afforded to the parent/legal guardian regarding education records to the student at age 18 (34 CFR 300.574), after taking into consideration the age of the student and type or severity of disability.

## C. Procedural Safeguards (34 CFR 300.504)

A copy of the procedural safeguards will be provided by the school to the parents of a child with a disability.

### (a) Given at a minimum:

- (1) Upon initial referral for evaluation;
- (2) Upon each notification of an IEP meeting;
- (3) Upon reevaluation of the child; and
- (4) Upon receipt of a request for due process under (300.507).

### (b) Contents:

The procedural safeguards notice must include a full explanation of all of the procedural safeguards available under 300.403, 300.500-300.529, and 300.560-300.577, and the State complaint procedures available under 300.660- 300.662 relating to:

- (1) Independent educational evaluation;
- (2) Prior written notice;
- (3) Parental consent;
- (4) Access to educational records
- (5) Opportunity to present complaints to initiate due process hearings;
- (6) The child's placement during pendency of due process proceedings;



- (7) Procedures for students who are subject to placement in an interim alternative educational setting;
  - (8) Requirements for unilateral placement by parents of children in private schools at public expense;
  - (9) Mediation;
  - (10) Due process hearings, including requirements for disclosure of evaluation results and recommendations;
  - (11) State-level appeals (if applicable in that State);
  - (12) Civil actions;
  - (13) Attorneys' fees; and
  - (14) The State complaint procedures under 300.660-300.662, including a description of how to file a complaint and the timelines under those procedures.
- (c) Notice in understandable language. The notice required under paragraph (a) of this section must meet the requirements of 300.503 (c).

**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)

**South Texas Educational Technologies, Inc. :**

- establishes at least one ARD committee which makes decisions concerning eligibility determinations, development of the individual educational plan (IEP), consideration of assistive technology, development of the behavior intervention plans, placement of an individual referred for consideration for special education services and other areas as needed such as TAAS, SDDA and Extended Year Services. For a child from birth through two years of age with visual and/or auditory impairments, and individualized family services plan (IFSP) meeting must be held in place of an ARD committee meeting in accordance with federal law and the Memorandum of Understanding with TEA and Texas Interagency Council on Early Childhood Intervention.
- requires that an ARD committee conduct a review of the IEP to address any lack of expected progress toward the annual goals and in the general curriculum, if appropriate, the results of any reevaluation conducted, and other matters as appropriate.
- requires that the ARD committee makes its decisions regarding individuals referred for the first time within 30 calendar days from the date of the completion of the written assessment report. If the 30th day falls during the summer and school is not in session, the ARD committee has until the first day of classes in the fall to finalize decisions concerning placement and the IEP, unless the assessment indicates the individual needs extended year services during that summer.
- requires that the written report of the ARD committee documents the meeting. The report will document any evaluations reviewed by the ARD committee including comprehensive assessments, related service reports, LPAC reports and Independent Educational Evaluations. The report includes the date, names, positions, and signatures of the members participating in each meeting. The report also indicates each member's agreement or disagreement with the committee's decisions. South Texas Educational Technologies, Inc. obtains written consent before initial placement.
- requires that the ARD committee meet when a new student registers who previously received special education services.

The ARD committee must have the previous school district verify in writing or by telephone that this student received special education services. Special education services are temporary, contingent upon either receipt of valid assessment data from the previous school district or the collection of new assessment data. A second ARD committee meeting is held within 30 school days from the first ARD committee meeting to finalize or develop a new IEP based on the assessment data.

- requires that all disciplinary actions taken against students with disabilities are done in accordance with federal requirements and the Texas Education Code, Chapter 37, Subchapter A (relating to Alternative Setting for Behavior Management). The ARD determines the instructional and related services to be provided during the time of expulsion. The student's IEP includes goals and objectives designed to assist in returning the student to the home school and complying with FAPE.

The ARD Committee shall perform the following functions for each student considered for special education:

- review all data from the comprehensive assessment including information from parents, school personnel or other resources.
- ensure that students are not assigned to special education on the basis of criteria which were developed solely based on command of the English language;
- ensure that students are not placed in special education if the only deficiencies identified are directly attributable to a different cultural lifestyle, or to not having had educational opportunities;
- ensure that alternatives, including services in regular and compensatory education programs for which the student is eligible, are reviewed and additional services are discussed;
- make a determination that the student meets the eligibility criteria for a disabling condition based on all available assessment data;
- develop the individual education plan, and behavioral intervention plan if appropriate.
- determine the extent to which the student will participate in the state assessment program, provide justification for exemption, and designate alternate assessment.
- provide for educational placement in the least restrictive environment appropriate component of the ITP into the IEP;
- review the Individual Transition Plan (ITP) and incorporate appropriate component of the ITP into the IEP
- review the IEP at least annually to determine the need for continuation, change, reappraisal, or dismissal;
- review the IEP if the student is not likely to achieve the IEP goals by the end of the school year;
- provide for a student with a visual impairment instruction in Braille and the use of Braille, unless the ARD committee determines after an evaluation of the student's reading and writing skills, needs, and learning media, that instruction in Braille or the use of Braille is not appropriate for the student;
- consider the communication needs of a student with an auditory impairment including language, direct modes of communication and academic level;
- at least one year before a student reaches the age of majority (18 years old), a student's IEP must include a statement that the student has been informed of his or her rights under IDEA Part B, if any, that will transfer to the student on reaching the age.

Technology Education Charter High School shall maintain documentation to indicate the extent of parent participation in the IEP development and parent agreement or disagreement with ARD committee action. This documentation will be provided in the ARD committee report.

- Parents shall be provided with written notice five school days prior to the scheduled ARD committee meeting, along with procedural safeguards in the native language. The content of the notice shall include the purpose, time, location, participants, and other information required by federal law.
- If the parent indicated that he/she cannot attend the scheduled time, reasonable efforts will be made to reschedule the meeting at a mutually agreeable time and place.
- A meeting may be conducted without a parent in attendance if the school is unable to secure parental attendance. In this case the district will retain in the eligibility folder the signed copy of the notices of ARD committee meeting indicating the parent does not wish to attend the meeting or, if this form is not returned, a record of phone or personal contacts verifying attempts made to arrange a mutually agreeable time and place. If a parent is unavailable or refuses to participate in an ARD committee meeting after the school has sent a minimum of 2 written notices, the school may proceed with its responsibilities for planning and educating a student with disabilities. Parents who are unable to attend ARD meetings will be provided with a copy of the written report of the meeting.
- If recommendations involve a change in educational placement or an initial placement, a parent conference will be arranged to discuss the changes and secure parent permission for initial placement. The conference may be held at school or through a home visit. Campuses are encouraged to arrange telephone conferences when possible. A copy of the ARD report will be given or sent to the parent.
- If a parent refuses or otherwise does not give consent prior to the initiation of formal evaluation procedures or for initial special education program placement, the school shall first ensure with all reasonable effort that the parent understands the proceedings and understands his/her rights. The school district shall attempt to come to agreement with parents. If these attempts fail, the district may pursue mediation, or may pursue legal actions as authorized by Texas Education Code, the Texas Family Code, or applicable federal statutes and regulations.
- A parent may request an ARD committee meeting at any mutually agreeable time to address specific concerns about his/her child's special education program. The school district must respond to the parent's request either by holding the

requested meeting or by requesting assistance through the Texas Education Agency's mediation process. The campus should inform the parents of the function of the ARD committee and the circumstances or types of problems for which requesting an ARD committee meeting would be appropriate.

Students who are 18 or older are self-advocates throughout the special education process unless their parents or guardians have gone through the proper legal channels to maintain their guardianship. Therefore, these adult students should be fully involved and sign all papers related to ARD decisions.

#### Required ARD committee membership:

Persons other than those listed in the following section may be present at, and participate in, ARD committee meetings at the discretion of the school, the parent, or the students; however, the committee shall include, under the circumstances described in this section, the following members in determining its actions:

- (1) The student's parent or designated representative. (If no parent can be located or identified, or if the child is a ward of the state, contact a surrogate parent following procedures. (Refer to role of a surrogate parent).
- (2) Representatives from the local school district administration or a qualified and authorized designee as approved by the superintendent shall always be included. Principal needing approval for other designees should contact the superintendent.
- (3) A representative from instruction shall always be included.
  - (a) These representatives shall be the student's current special education teacher
  - (b) An appropriate regular classroom teacher.
- (4) The student when appropriate. If the student is 18 years of age or older, he must be present.
- (5) A representative from the special education assessment team shall be included for initial and three-year re-evaluation ARD committee meetings, and as needed for ARD committee annual or special reviews when there is reason to suspect that assessment issues will be included in the ARD committee's deliberations. For students considered as only speech impaired, the speech therapist is considered to be the assessment representative.
- (6) Each ARD committee must include at least one member from special education.
- (7) For consideration of the following disabilities or program placements, other consensus members are required:
  - (a) visual impairment- a professional certified in the education of the visually impaired;
  - (b) auditory impairment- a professional certified in education of the deaf;
  - (c) vocational education- a vocational administrator or a vocational teacher
  - (d) private school- a representative from the private school
- (8) A professional representing the Language Proficiency Assessment Committee for students of Limited English Proficiency. (The administrator may serve this function if he is a LPAC member)

#### Scheduling the ARD

1. The contact teacher or service provider for the student is responsible for scheduling ARD meetings. Confirmation notices should be distributed to all special and general education instructional and support staff involved in the meetings. ARD scheduling should be coordinated to ensure participation.
2. ARD committee meetings should be scheduled to be held no more than a year from the previous annual ARD meetings.
3. If an ARD meeting is necessary for reasons other than the annual ARD, (discipline, failure, parent request, addition of related services, etc.) and it is within a month or two of the annual ARD, consider moving the annual date up and discussing all foreseeable decisions/needs in one meeting.

#### ARD Decisions

##### A. Placement Procedures

The school, in interpreting evaluation data and in making placement decisions; draws upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior.

requires that information obtained from all of these sources is documented and carefully considered.

requires that the placement decision is made by a group of persons, including persons knowledgeable about the individual, the meaning of the evaluation data, and the placement options.

develops an IEP if a determination is made that an individual has a disability and needs special education and related services.

unless the IEP of the student requires some other arrangement, the student is educated in the school that he or she

would attend if nondisabled; and  
requires that the placement decision is made in conformity with the least restrictive environment rule.

#### TAKS Participation

The decision to test or exempt students with disabilities from state or school wide assessments should be made by the ARD committee. The decision should be based upon whether or not the student has received instruction in content areas covered in the test. The decision should not be based on the fact that the student may score lower than other students in the class. The eligibility of each student with disability to take all or a portion of the basic skills assessment instrument and/or exit level assessment shall be addressed and documented in the student's IEP.

1. Take TAKS without modifications:

If special education students have received instruction in content areas covered in the test and records indicate the student has the ability to master the test competencies, the ARD committee should recommend the student take TAKS.

2. Take TAKS with modifications:

Special education students who have received instruction in content areas covered in the test, and whose school records indicate the student's ability to master competencies covered in the test but who have consistently required modifications of regular classroom procedures, may receive modifications on the test. Decisions to use a particular modification will be made on an individual basis by the ARD committee and will take into consideration the needs of the student and whether the student routinely received the modification in classroom instruction. The TAKS modifications required will be listed in the ARD/IEP report.

Allowable modifications are found in the TAKS coordinator's manual provided by TEA. Modifications which are not allowable are also listed in the manual.

3. State Developed Alternative Assessment:

The ARD committee shall specify why TAKS is not appropriate for the student and must identify the state alternative developed alternative assessment grade level to be used for the student who is exempted from TAKS. The results of the state developed alternative assessment will be reviewed by the ARD committee.

4. Exempt:

If the student records indicate the student does not have the ability to master the test and has not received instruction in areas covered in the test, the ARD committee must document why the student will be exempted and the alternative assessment chosen. Technology Education Charter High School ensures that students with disabilities who are eligible to take the exit level state assessment but have not performed successfully receive an intensive program of instruction to enable the students to perform at grade level. Special education students are included in intensive remediation programs upon recommendation by the ARD committee.

#### 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 school uses 34 CFR 300.530-300.534 and 19 TAC 89.1030 to:

- establish and implement procedures that meet the requirements of 34 CFR 300.530-300.532 and 300.534 (34 CFR 300.530 (a)); and
- select and administer testing and evaluation materials and procedures used for the purposes of evaluation and placement of an individual with a disability so as not to be racially or culturally discriminatory (34 CFR 300.530 (b)). The procedures are listed below.

#### Preplacement Evaluation

The school requires that:

- before any action is taken with respect to the initial placement of an individual with a disability in a program providing special education and related services, a full and individual evaluation of the educational needs of the individual with a disability is conducted in accordance with the requirements of 34 CFR 300.532 (34 CFR 300.531).

#### Evaluation Procedures

The school requires that, at a minimum:

- tests and other evaluation materials:
- are provided and administered in the individual's native language or other mode of communication, unless it is

clearly not feasible to do so;

- . have been validated for the specific purpose for which they are used; and
- . are administered by trained personnel in conformance with the instructions provided by the producer (34 CFR 300.532(a) (1-3)).

.tests and other evaluation materials include those tailored to access specific areas of educational need and not those that are designed merely to provide a single, general intelligence quotient (34 CFR 300.532 (b)).

.tests are selected and administered to ensure that when a test is administered to an individual with impaired sensory, manual, or speaking skills, the test results accurately reflect aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting impaired sensory, manual, or speaking skills (34 CFR 300.532(c)).

.no single procedure is used as a sole criterion to determine an appropriate education program for an individual with disabilities (34 CFR 300.532 (d)).

.the evaluation is conducted by a multidisciplinary team or group of persons, which includes at least one teacher or other specialist with knowledge in the area of suspected disability (34 CFR 300.532 (e)).

.the individual is assessed in all areas related to the suspected disability, including if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities (34 CFR 300.532(f)).

#### Reevaluation

The school:

- .reviews the IEP of each individual with a disability in accordance with 34 CFR 300.340-300.350 (34 CFR 300.534 (a));
- .conducts an evaluation based on procedures that meet the requirements of 34 CFR 300.532, every three years, or more frequently if conditions warrant, or if the parent/legal guardian of an individual with a disability or teacher requests an evaluation (34 CFR 300.534 (b)).

#### Additional Procedures for Evaluating Children with Specific Learning Disabilities (34 CFR 300.540-300.543)

The school:

.in evaluating a student suspected of having a specific learning disability, in addition to the requirements of 34 CFR 300.532, includes on the multidisciplinary evaluation team:

.the individual's regular teacher; or

.if the individual does not have a regular teacher, a regular classroom teacher qualified to teach individuals of his or her age; or

.for an individual of less than school age, a qualified person to teach an individual of his or her age (34 CFR 300.540 (a)(1-3)); and

.at least one person qualified to conduct individual diagnostic examinations, such as a school psychologist, speech language pathologist, or remedial reading teacher (34 CFR 300.540 (b)).

#### Criteria for Determining the Existence of a Specific Learning Disability

A school team:

.may determine that an individual has a specific learning disability if:

.the individual does not achieve commensurate with his or her age and ability levels in one or more of the areas listed below when provided with learning experiences appropriate for the individual's age and ability levels; and the team finds that an individual 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 skill;

.reading comprehension;

.mathematics calculation; or

.mathematics reasoning.

A school team:

.may not identify an individual 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; or
- .environmental, cultural, or economic disadvantage.

#### Observation

The school requires that:

- .at least one team member other than the individual's regular teacher observes the individual's academic performance in the regular classroom setting (34 CFR 300.542 (a)); and
- .in the case of an individual of less than school age or out of school, a team member observes the individual in an environment appropriate for an individual of that age (34 CFR 300.542 (b)).

#### Written Report

The school:

- .requires that the team prepare a written report of the results of the evaluation which includes a statement of:
  - .whether the individual has a specific learning disability;
  - .the basis for making the determination;
  - .the relevant behavior noted during the observation;
  - .the relationship of that behavior to academic functioning;
  - .the educationally relevant medical findings, if any;
  - .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 (34 CFR 300.543(a) (b)(1-7)).

The school:

- .requires that each team member certifies in writing whether the report reflects his or her conclusions. If it does not reflect his or her conclusions, the team member submits a separate statement presenting his or her conclusions (34 CFR 300.543(c)).

### **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 37.002; 19 TAC 89.1050; 19 TAC 89.1053; 19 TAC 89.1055; 19 TAC 89.1065)**

The school uses 34 CFR §§300.341-300.350, 34 CFR Part 300 Appendix C, TEC §29.005, 19 TAC §§89.1020, 89.1025, 89.1045, 89.1050, 89.1055, 89.1065, 89.61, 89.62, 89.63, 89.1095 and 89.101110 as the basis for addressing the admission, review, and dismissal (ARD) committee's composition and function. The composition and functions are listed below.

#### Admission, Review, and Dismissal (ARD) Committee

The school:

- ☐ establishes at least one ARD committee which makes decisions concerning eligibility determinations, development of the individual educational plan (IEP), consideration of assistive technology, development of the behavior management plans, and placement of an individual referred for consideration for special education services. For a child from birth through two years of age with visual and/or auditory impairments, an individualized family services plan (IFSP) meeting must be held in place of an ARD committee meeting in accordance with 34 CFR §§303.340-303.346 and the agreement memorandum between the Texas Education Agency and Texas Interagency Council on early Childhood Intervention (19

TAC §89.1050 (b)).

- ☐ requires that the ARD committee makes its decisions regarding individuals referred for the first time within 30 calendar days from the date of the completion of the written assessment report, but no more than 90 days from the date of the initial initiation of the referral. If the 30th day falls during the summer and school

is not in session, the ARD committee has until the first day of classes in the fall to finalize decisions concerning placement and the IEP, unless the assessment indicates the individual needs extended year services during that summer (19 TAC §89.1050(a)).

□ requires that the written report of the ARD committee documents the findings required by 19 TAC §9.1050(b). The report includes the dates, names, positions, and signatures of the members participating in each meeting in accordance with 34 CFR §§300.344-300.345, and 300.348-300.349. The report also indicates each member's agreement or disagreement with the committee's decisions. The school obtains written consent in accordance with the requirements of 34 CFR §300.500 and §300.504(b), before initial placement occurs (19 TAC §89.1050(d)).

□ requires that the ARD committee meet when a new student registers who previously received special education services. The ARD committee must have the previous school district verify in writing or by telephone that this student received special education services. Special education services are temporary, contingent upon either receipt of valid assessment data from the previous school or the collection of new assessment data. A second ARD committee meeting is held within 30 school days from the first ARD committee meeting to finalize or develop a new IEP based on the assessment data (19 TAC §89.1050(e)).

□ requires that all disciplinary actions taken against students with disabilities are done in accordance with federal requirements and the Texas Education Code, Chapter 37, Subchapter A (relating to Alternative Settings for Behavior Management). The ARD committee determines the instructional and related services to be provided during the time of expulsion. The student's IEP includes goals and objectives designed to assist in returning the student to school and preventing significant regression (19 TAC §89.1050(f)).

#### Extended Year Services

Extended year services (EYS) are individualized instructional programs extended beyond the regular school year for disabled students who have been determined by the admission, review and dismissal (ARD) committee to be subject to severe or substantial regression and extensive recoupment problems if not provided those services. Extended year services are not to be confused with summer programs provided on an optional basis for enrichment or recreational purposes. Extensive recoupment time shall mean that, without the EYS, the student will suffer severe or substantial regression of critical developmental skills to the point that the recoupment of these skills lost during the break in services will prevent the student from receiving an appropriate education.

**Regression:** Loss of a priority skill or skills over summer or intercession vacation as established on the IEP and determined through review of IEP objectives.

**Recoupment Time:** Length of time required to relearn priority skills following an extended interruption of school.

**Priority Skills:** Skill objectives selected from the student's IEP upon recommendation by the special education teacher and other service providers that reflect areas which, if lost and not regained, would impede the progress of the student's ongoing educational program through one or more of the following occurrences:

.placement in more restrictive setting,

- .the student becoming significantly less-sufficient in daily living skills as evidenced by an increase in the number of direct service staff and/or amount of time required to provide special education services,
- .the loss of access to an independent living environment provided by other sources, and/or
- .the loss of access to on-the-job training, sheltered work, and/or productive employment.

**Regression-Recoupment Problem:** Loss of priority skills over the intercession/summer months and failure to relearn these skills within a reasonable time, thus interfering with the ongoing educational progress of the student.

**Professional Judgment Decisions:** Decisions made by licensed, redentialed and/or certified persons based on direct observation, student performance data, pre-and post-test results, instructional intervention progress, educational benefit, least restrictive environment, health related factors, and other data relevant to the student's educational programs.

The following criteria will be observed in making decisions:

1. The need for extended year services will be determined on an individual basis.
2. Services may not be provided simply because the student would acquire some benefit from them or gain new skills.
3. Extended year services must be specifically requested and/or recommended at the annual individual educational plan (IEP) review or when deemed appropriate based on available data. The request and/or recommendation must be made by the parent/guardian or the parents' designated representative, or school personnel directly involved in the

student's educational program.

4. The ARD committee must determine, based on evidence provided, the assessment data, and the professional judgment of the committee, that without EYS the student would suffer severe regression that would require extensive recoupment time in excess of the first eight weeks of the following school year.
5. The ARD committee must determine that the evidence demonstrates that the student would exhibit severe or substantial regression and extensive recoupment problems in one or more critical areas addressed in the current IEP objectives. IEP objectives to be considered as critical are those for which the ARD committee determines that the provision of EYS is specifically needed to enable the student to maintain existing skills in order to prevent one or more of the following occurrences from prevailing at the end of the first eight weeks of the next school year:
  - a. placement in a more restrictive environment;
  - b. the student becoming significantly less self-sufficient in daily living skill areas as evidenced by an increase in the number of direct service staff and/or amount of time required to provide special education or related services;
  - c. the loss of access to an independent living environment provided by other sources; or
  - d. the loss of access to on-the-job training, sheltered work, and/or productive employment.
6. Based on each student's IEP, the need for EYS must be demonstrated from evidence such as, but not limited to, informal and formal evaluation results including recorded observations by parents and school personnel, and progress reports.
7. Extended year services are not automatic year after year.
8. Students who have severe medical problems which are degenerative in nature must still be afforded individual consideration for EYS on the basis of the stated criteria.

Once the ARD committee decides that a student requires EYS, priority objectives must be selected from the student's current IEP. They may be copied onto another IEP page or they may be indicated on the current IEP as EYS objectives by placing a star by them. The amount of time for EYS should be indicated on the schedule of services. Dates are not required, just the number of days and the number of hours, for example, 10 days, 90 minutes daily. Services are not to be provided because a student might acquire some benefit or gain new skills. Extended Year Services are to MAINTAIN current skills.

#### **G. Least restrictive environment (LRE) placement (34 CFR 300.550-300.553; 19 TAC 89.63(a-c))**

##### **Participation in the Regular Education Program (34 CFR §300.227)**

To the maximum extent practical, and consistent with 34 CFR §§300.550-300.553, TEC §1.002, §29.001(7), and §42.151 (i) the School:

- ☐ educates an individual with a disability, including individuals in public or private institutions or other care facilities, with individuals who are not disabled (34 CFR §300.500(b)(1));
- ☐ considers special classes, separate schooling or other removal of an individual with a disability from the regular educational environment only when the nature of severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (34 CFR §300.550 (b)(2));
- ☐ makes available a continuum of alternative placements to meet the needs of an individual with a disability for special education and related services and sees that this continuum includes the alternative placements listed in the definition of special education under 34 CFR §300.17 (i.e., instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions) (34 CFR §300.551(a),(b)(1));
- ☐ provides supplementary services (such as resource room or itinerant instruction) in conjunction with regular class placement (34 CFR §300.551 (b)(2));



- ☐ makes the educational placement decisions for each individual with a disability on an annual basis, based on an individual educational plan (IEP), and as close as possible to an individual's home (34 CFR §300.552 (a)(1),(2),(3);
- ☐ makes available the various alternative placements included in 34 CFR §300.551 to the extent necessary to implement the IEP for each individual with a disability (34 CFR §300.552(b));
- ☐ educates an individual with a disability in the school that he or she would have attended if not disabled unless the IEP of an individual with a disability requires some other arrangement (34 CFR §300.552(c));
- ☐ considers any potential harmful effect on the individual or on the quality of services that he or she needs (34 CFR §300.552(d)), in selecting the least restrictive environment; and
- ☐ provides or arranges nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in 34 CFR §300.306, for each individual with a disability who participates with nondisabled individuals in those services and activities to the maximum extent appropriate to meet the needs of that individual (34 CFR §300.553).

The school:

- ☐ maintains that the data reported through the Public Education Information Management System (PEIMS), regarding the types of alternative placements and the number of individuals with disabilities within each disability category who are served in each type of placement, are accurate and can be used for local, state, and federal reporting at any time (34 CFR §300.227(b)(1)).

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

##### **Responsibilities of Transition Planning**

The School requires that:

- ☐ if a participating agency fails to provide agreed upon transition services contained in the IEP of an individual with a disability, as soon as possible, it initiates a meeting for the purpose of identifying alternative strategies to meet the transition objective and, if necessary, revises the individual's IEP (34 CFR §300.347(a)); and
- ☐ nothing relieves any participating agency, including a state vocational rehabilitation agency, of the responsibility to either provide or pay for any transition service that the agency would otherwise provide to an individual with a disability who meets the eligibility criteria of that agency (34 CFR §300.347(b)).

## **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)

### **a) General**

- (1) As used in this part, the term special education means specially designed instruction, at no cost to the parent, to meet the unique needs of a child with a disability, including:
  - (i) instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and
  - (ii) instruction in physical education.
- (2) The term includes each of the following, if it meets the requirements of paragraph (a) (1) of this section:
  - (i) speech-language pathology services, or any other related service, if the service is considered special education rather than a related service under state standards;
  - (ii) travel training; and
  - (iii) vocational education.

### **(b) Individual terms defined. The terms in this definition are defined as follows:**

- (1) At no cost means that all specially-designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to nondisabled students or their parents as a part of the regular education program.
- (2) Physical education-
  - (i) Means the development of-
    - (A) Physical and motor fitness;
    - (B) Fundamental motor skills and patterns; and
    - (C) Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports); and
  - (ii) Includes special physical education, adapted physical education, movement education, and motor development
- (3) Specially-designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction
  - (i) To address the unique needs of the child that result from the child's disability; and
  - (ii) To ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.
- (4) Travel training means providing instruction, as appropriate, to children with significant cognitive disabilities, and any other children with disabilities who require this instruction, to enable them to -
  - (i) Develop an awareness of the environment in which they live; and
  - (ii) Learn the skills necessary to move effectively and safely from place to place within that environment.
- (5) Vocational education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

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

### **Discipline for students with disabilities**

All disciplinary actions regarding students with disabilities shall be conducted in accordance with the most current federal and state laws.

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

All procedural safeguards, including required notice and consents, will be followed throughout the process of disciplinary action for students with disabilities. Placement in an alternative educational program will not be solely for educational

reasons. The student must meet TEA criteria for removal to an alternative placement.

The ARD committee will:

- A. develop a functional behavioral assessment and appropriate behavioral interventions to address the behavior.
- B. develop, review and modify the Behavior Intervention Plan (BIP), as necessary, if a behavior plan was in place.
- C. conduct a manifestation determination review:
  - a. immediately if possible and the parents waive the 5 day notice, but not later than 10 school days after the date of the disciplinary action which proposes to change the student's placement for more than 10 school days.
  - b. if drug/weapon offense has occurred.
  - c. if a hearing officer's approval is sought for interim placement of a dangerous student.

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

Technology Education Charter High School ensures:

- (a) Persons paid from special education funds shall be assigned to instructional or other duties in the special education program and/or to provide support services to the regular education program in order for students with disabilities to be included in the regular program. Support services shall include, but not be limited to, collaborative planning, co-teaching, small group instruction with special and regular education students, direct instruction to special education students, or other support services determined necessary by the admission, review, and dismissal (ARD) committee for an appropriate program for the student with disabilities. Assignments may include duties supportive to school operations equivalent to those assigned to regular education personnel.
- (b) Personnel assigned to provide support services to the regular education program as stated in subsection (a) of this section will be fully funded from special education funds.
- (c) If personnel are assigned to special education on less than a full-time basis, except as stated in subsection (a) of this section, only that portion of time for which the personnel are assigned to students with disabilities shall be paid from state special education funds.
- (d) State special education funds will be used for special materials, supplies, and equipment which are directly related to the development and implementation of individualized education programs (IEPs) of students and which are not ordinarily purchased for the regular classroom. Office and routine classroom supplies are not allowable. Special equipment may include instructional and assistive technology devices, audiovisual equipment, computers for instruction or assessment purposes, and assessment equipment only if used directly with students.
- (e) State special education funds will be used to contract with consultants to provide staff development, program planning and evaluation, instructional services, assessments, and related services to students with disabilities.
- (f) State special education funds will be used for transportation only to and from residential placements. Prior to using federal funds for transportation costs to and from a residential facility, a district must use state or local funds based on actual expenses up to the state transportation maximum for private transportation contracts.
- (g) State special education funds will be used to pay staff travel to perform services directly related to the education of eligible students with disabilities. Funds may also be used to pay travel of staff to attend staff development meetings for the purpose of improving performance in assigned positions directly related to the education of eligible students with disabilities. In no event shall the purpose for attending such staff development meetings include time spent in performing functions relating to the operation of professional organizations. In accordance with 34 Code of Federal Regulations, 300.382(j), funds may also be used to pay for the joint training of parents and special education, related services, and general education personnel.

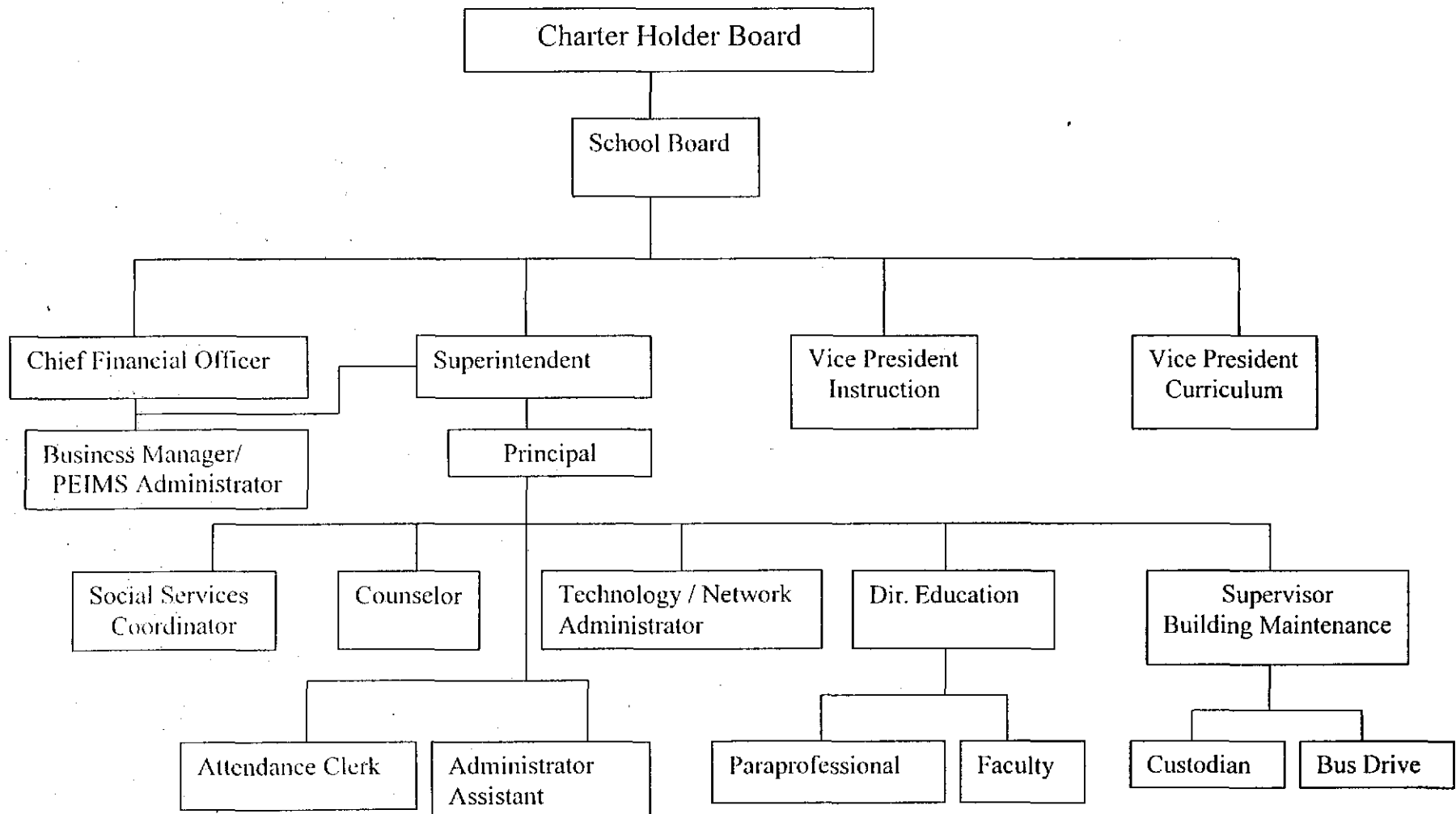
CFR=Code of Federal Regulations

TEC=Texas Education Code

TAC=Texas Administrative Code

# **South Texas Education Technologies Inc. Technology Education Charter High School**

## **Organization Chart**



**\*Criminal History Records/Background\***

**PAGE 37 = 1 PAGE**

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411.0901 OF THE GOVERNMENT CODE

## **Résumé**

### **James O. Hayes**

D.O.B.: February 29, 1944

Place of Birth: Marlin, Texas

Marital Status: Married May 1966 [REDACTED]

Education: Attended Pine Tree High School in Longview, Texas. Graduated 1962.

Attended college at Kilgore Junior College (Kilgore, Texas) and Stephen F, Austin State University, Graduated May 1966.

Military Service: Served in the u.s. Navy during the years 1968-1969. Most of the time I spent in Southeast Asia and the Orient (Philippines, Japan, Viet Nam, Taiwan, Guam). Received honorable Discharge.

Work Record: After college I worked for the Certified Public Accountant Firm of Brown, Bronstad, & Habenicht in Kilgore, Texas (before military service)

In 1970 (after military discharge) I worked for Q.C. Murphy, Certified Public Accountant 1972 at this time, myself and three others purchased his practice.

In 1971, I passed the CPA exam. In 1975 another partner and I purchased the firm from the three associates that had originally bought the practice.

In 1982, I became a sole proprietor of the firm an associate and I had previously purchased. My practice presently consists mostly of income tax preparation and bookkeeping services. In the past however, I was in charge of the audits for two banks, two savings and loans associates, eleven independent school districts, and one hospital.

**\*Criminal History Records/Background\***

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411.0901 OF THE GOVERNMENT CODE

## CURRICULUM VITAE

**NAME:** *Hassan Ahmad*

**TITLE AND AFFILIATION:** *Professor of Biochemistry* 2002- present  
Department of Chemistry  
University of Texas-Pan American  
Edinburg, Texas 78539

**HOME ADDRESS:** 1708 Ulex Avenue  
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E-mail: [ahmadh@panam.edu](mailto:ahmadh@panam.edu)  
Internet: <http://www.panam.edu/faculty/ahmad>

**EDUCATION:** **Ph.D. (Biochemistry)** 1978-1983  
Department of Chemistry  
Aligarh Muslim University, Aligarh, India

**M.Phil. (Biochemistry)** 1978-1980  
Department of Chemistry  
Aligarh Muslim University, Aligarh, India

**M.Sc. (Biochemistry)** 1976-1978  
Department of Chemistry  
Aligarh Muslim University, Aligarh, India

**B.Sc. (Chemistry)** 1973-1976  
Department of Chemistry  
Aligarh Muslim University, Aligarh, India

**AWARDS:** Outstanding UT-Pan American Faculty Award Sept. 1999  
for Professional Achievement (1998-1999)

Leadership Award for the UT-Pan American Feb. 2000  
Student-Athletes

UTPA Honors Program Outstanding Service Award May 2000



1999-2000 College of Science and Engineering Research Excellence Award	Aug. 2000
UT-Pan American Provost Scholar's Award	April 2001
Provost's Award for Service Excellence	Aug. 2002

**POST-GRADUATE TRAINING:**

<b>Post-Doctoral Fellow</b> (Prof. Dr. Mohammed Saleemuddin; Advisor ) Biochemistry Division Aligarh Muslim University Aligarh, India	1984-1985
<b>Post-Doctoral Fellow</b> (Prof. Dr. Heinrich Kauss; Mentor) Deutsches Forschungsgemeinschaft University of Kaiserslautern Kaiserslautern, Federal Republic of Germany	1985-1986
<b>Post-Doctoral Fellow</b> (Prof. Dr. Yogesh C. Awasthi; Mentor) Department of Human Biol. Chem. & Genet. University of Texas Medical Branch Galveston, Texas	1986-1989

**ACADEMIC AND PROFESSIONAL APPOINTMENTS:**

<b>Professor of Biochemistry</b> Department of Chemistry University of Texas-Pan American Edinburg, Texas 78539	2002-present
<b>Associate Professor of Biochemistry</b> Department of Chemistry University of Texas-Pan American Edinburg, Texas 78539	1996-2002
<b>Interim Department Chair</b> Department of Chemistry University of Texas-Pan American Edinburg, Texas 78539	Sept.00-Dec.01

<b>Co-Director, South Texas Doctoral Bridge Program</b> Department of Chemistry University of Texas-Pan American Edinburg, Texas 78539	1999-present
<b>Member, Board of Directors</b> South Texas Technology Education Chartered High School Weslaco, Texas-78596	2000-present
<b>Graduate Faculty</b> University of Texas-Pan American Edinburg, Texas 78539	1996-present
<b>Graduate Faculty</b> Texas A&M University Kingsville, Texas 78363	1998-present
<b>Assistant Professor of Biochemistry</b> Department of Chemistry University of Texas-Pan American Edinburg, Texas 78539	1992-1996
<b>Research Assistant Professor</b> Department of Human Biol. Chem. & Genet. University of Texas Medical Branch Galveston, Texas	1991-1992
<b>Instructor</b> Department of Human Biol. Chem. & Genet. University of Texas Medical Branch Galveston, Texas	1991-1992

**COMMITTEE MEMBERSHIP:**

**(a) National Committees:**

<b>Member</b>	Minority Education Sub-committee Society of Toxicology	1997-1999
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**(b) Institutional Committees:**

<b>Chair</b>	Faculty Research Council University of Texas Pan American	1999-2000
<b>Chair</b>	Environmental Health and Occupational Safety Council University of Texas Pan American	1999-present

<b>Chair</b>	Advisory committee for MBRS Program University of Texas Pan American	2001-2002
<b>Member</b>	Faculty Research Council University of Texas Pan American	1997-2000
<b>Member</b>	Environmental Health and Occupational Safety Council University of Texas Pan American	1996-present
<b>Member</b>	Radiation Safety/Biohazard Committee University of Texas Pan American	1996-present
<b>Member</b>	Advisory committee for MBRS Program University of Texas Pan American	1995-present
<b>Member</b>	Externally Funded Grants and Contracts Committee University of Texas Pan American	1994-1995
<b>Member</b>	Faculty Senate sub-committee on University Budget University of Texas Pan American	1993-1994
<b>Alternate Member</b>	New Science Building Task Force University of Texas Pan American	1995
<b>Member</b>	University Library Committee University of Texas Pan American	1993-1997

**(c) Other Committees:**

<b>Chair</b>	Search Committee for Department of Chemistry professor/Chair Position University of Texas Pan American	2000-2001
<b>Chair</b>	Search Committee for Department of Chemistry Lecturer Position University of Texas Pan American	1999-2000
<b>Chair</b>	Department of Chemistry Faculty Tenure and Promotion Committee University of Texas Pan American	1996-1999

# INVITED SEMINARS:

## (a) Local National and International:

<i>Application of Bradford's protein reagent for the assay of protein and proteases</i>	1985
University of Kaiserslautern, West Germany	
<i>Glutathione S-transferases and detoxification mechanisms</i>	1989
Pathology Department Seminar Series	
University of Texas Medical Branch Galveston, Texas	
<i>Structure of human placental glutathione S-transferase</i>	1990
Mini-Symposium Department of Human Biol. Chem. & Genet.	
University of Texas Medical Branch, Galveston, Texas	
<i>Role of Glutathione-S transferases in cellular defense mechanism</i>	1992
Department of Biochemistry Aligarh Muslim University, India,	
<i>Dietary Antioxidants and their Role in Prevention of Cancer</i>	1999
1999 Faculty Colloquium Series	
University of Texas-Pan American, Edinburg, TX	
<i>Dietary Antioxidants and Prevention of Cancer</i>	2001
The Physical Science Department	
South Texas Community College, McAllen, TX	
<i>Role of Phytochemicals in Cancer Prevention</i>	2002
College of Agriculture	
GB Pant University of Agricultural and Technology, Pantnagar, India	
<i>Potential of Induction Glutathione-S transferases by Phytochemicals in Cancer Prevention.</i>	2002
Department of Biochemistry, Aligarh Muslim University, Aligarh, India.	

# PROFESSIONAL SOCIETY MEMBERSHIP:

<b>Member</b>	Association of Research in Vision and Ophthalmology	1989-2000
<b>Member</b>	American Association for Cancer Research	1993-present
<b>Member</b>	American Society for Biochemistry and Molecular Biology	1996-present

## BIBLIOGRAPHY:

### (a) Published Articles in Refereed Journals:

1. Saleemuddin, M., Ahmad, H. and Husain, A. A simple, rapid and sensitive procedure for the assay of endoproteases using Coomassie Blue G-250. *Anal. Biochem.*, 105: 202-205, 1980.
2. Ahmad, H. and Saleemuddin, M. Protein estimation in plant tissue homogenates using Coomassie Blue G-250 assay. *Ind. J. Exptl. Biol.*, 19: 280-282, 1981.
3. Ahmad, H. and Saleemuddin, M. Bromophenol Blue Protein assay: Improvement in Buffer tolerance and adaptation for measurement of proteolytic activity. *J. Biochem. Biophys. Methods*, 7: 335-343, 1983.
4. Saleemuddin, M. and Ahmad, H. Protein estimation using Coomassie Blue G-250 and related dyes. *J. Sci. Indust. Res.*, 43: 324-328, 1984.
5. Ahmad, H. and Saleemuddin, M. A Coomassie Blue binding assay for the micro-determination of immobilized protein. *Anal. Biochem.*, 148: 533-541, 1985.
6. Awasthi, Y.C., Singh, S.V., Ahmad, H. and Moller, P.C. Immunocytochemical evidence that GST1, GST2 and GST3 gene loci for glutathione S-transferase are expressed in human lung. *Lung*, 165: 323-332, 1987.
7. Ahmad, H., Singh, S.V. and Awasthi, Y.C. Drug metabolizing enzymes in rat lens. *Lens Res.*, 4: 283-294, 1987.
8. LaBelle, E.F., Singh, S.V., Ahmad, H., Wronski, L. Srivastava, S.K. and Awasthi, Y.C. A novel dinitrophenyl glutathione stimulated ATPase is present in human erythrocyte membrane. *FEBS Letts.*, 228: 53-56, 1988.
9. Awasthi, Y.C., Singh, S.V., Ahmad, H., Moller, P.C. and Gupta, V. Expression of glutathione S-transferase isoenzymes in human small cell lung cancer lines. *Carcinogenesis*, 9: 89-93, 1988.
10. Singh, S.V., Haque, A.K., Ahmad, H., Medh, R.D. and Awasthi, Y.C. Glutathione S-transferase isoenzymes in human lung tumors. *Carcinogenesis*, 9: 1681-1685, 1988.
11. Singh, S.V., Ahmad, H., Kurosky, A. and Awasthi, Y.C. Purification and characterization of unique glutathione S-transferase from human muscle. *Arch. Biochem. Biophys.*, 264: 13-22, 1988.
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13. **Ahmad, H.**, Singh, S.V., Srivastava, S.K. and Awasthi, Y.C. Glutathione S-transferase and glutathione peroxidase of bovine iris and ciliary body: characterization of isoenzymes. *Current Eye Res.*, 8: 175-184, 1989.
14. Gupta, V., Singh, S.V., **Ahmad, H.**, Medh, R.D. and Awasthi, Y.C. Glutathione and glutathione S-transferase in human plasma cell line resistant to melphalan. *Biochem. Pharmacol.*, 38: 1993-2000, 1989.
15. Singh, S.V., Nair, A., **Ahmad, H.**, Awasthi, Y.C. and Krishan, A. Glutathione S-transferase and glutathione peroxidase in doxorubicin-resistant murine leukemic P388 cells. *Biochem. Pharmacol.*, 38: 3505-3510, 1989.
16. Wang, J., **Ahmad, H.**, Moller, P.C. and Awasthi, Y.C. Differential expression of glutathione S-transferase isoenzymes in porcine aorta smooth muscle and endothelial cells. *Clin. Chem. Enzy. Comms.*, 2: 97-106, 1989.
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39. Singhal, S.S., Saxena, M., **Ahmad, H.**, Awasthi, S., Haque, A. and Awasthi, Y.C. Glutathione S-transferase of human lung: Characterization and evaluation of the protective role of the  $\alpha$ -class isoenzymes against lipid peroxidation. *Arch. Biochem. Biophys.*, 299:232-241, 1992
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44. **Ahmad, H.** Singhal, S.S. and Awasthi, S. The inhibition of the  $\alpha$ ,  $\mu$ , and  $\pi$  class isoenzymes of glutathione S-transferases by sulfasalazine, 5-aminosalicylic acid and sulfapyridine. *Biochem. Arch.*, 8:355-361, 1993
45. Singhal, S.S., Saxena, M., **Ahmad, H.**, Mukhtar, H., Zaidi, S.I.M. and Awasthi, Y.C. Sex related difference in glutathione S-transferase isoenzymes of human skin. *Biochim. Biophys. Acta*, 1163:266-272, 1993
46. Sharma, R., **Ahmad, H.**, Singhal, S.S., Saxena, M., Srivastava, S.K. and Awasthi, Y.C. Comparative studies on the effect of butylated hydroxytoluene on glutathione and glutathione s-transferase in the tissues of male and female CD-1 mice. *Comp. Biochem. & Physiol.*, 105C:31-37, 1993



47. Awasthi, S., Srivastava, S.K., Ahmad, F., **Ahmad, H.**, and Awasthi, Y.C. Interaction of glutathione S-transferase- $\pi$  with ethacrynic acid and its glutathione conjugate. *Biochim. Biophys. Acta*, 1164:173-178, 1993
48. **Ahmad, H.**, Tijerina, M.T., and Tobola, A, S. Preferential overexpression of a class mu glutathione S-transferase subunit in mouse liver by myristicin. *Biochem. Biophys. Res. Commun.* 236: 825-828, 1997
49. **Ahmad, H.**, Tobola, A. S., Silva, A and Castillo, R. (1998) Glutathione S-Transferase of goat lens: Evidence for expression of only class mu isoenzymes. *Current Eye Research*, 17: 1097-1101. 1998.
50. Liu, Y., **Ahmad, H.**, Luo, Y., Gardiner, D.T., Gunasekera, R.S., McKeehan, W.L., and Patil, B.S.(2001) Citrus Pectin: Characterization and Inhibitory Effect on Fibroblast Growth Factor-Receptor Interaction *Journal of Agricultural and Food Chemistry* 49:3051-3057.
51. Tian, Q., Miller, E.G., **Ahmad, H.**, Tang, L., and Patil, B.S. (2001) Differential Inhibition of Human Cancer Cells Proliferation by Citrus Limonoids *Nutrition and Cancer* 40:180-184.
52. Liu, Y., **Ahmad, H.**, Luo, Y., Gardiner, D.T., Gunasekera, R.S., McKeehan, W.L., and Patil, B.S. (2002) Influence of Harvest Time on Citrus Pectin and its in vitro Inhibition of Fibroblast Growth Factor Signal Transduction *Journal of the Science of Food and Agriculture* 82:469-477.

(b) Peer Reviewed Articles published elsewhere:

- 1 **Ahmad, H.** (2000) Polyacrylamide Slab Gel Electrophoresis of Proteins " *PACT Presents: A Collection of PACT Participant Activities; Terrific Science Press, Middletown, OH*, at [www.terrificscience.org/PACT/pactpresents/index.htmlx](http://www.terrificscience.org/PACT/pactpresents/index.htmlx)

(c) Manuscript In-Press

None

(d) Manuscript under Review and/or Preparation:

- 1 **Ahmad, H.**, Valdez, F and Tobola A. Differential inhibition of human Glutathione S-transferase by sulfonamides.(under preparation)
- 2 Li Jian, **Ahmad, H.**, and Patil, B. Induction of Glutathione S-transferase in mice by citrus Limonoids (under preparation)

3. **Ahmad, H.** and Saleemuddin, M. Application of dye-binding assay during purification and characterization of proteases. (under preparation)
4. **Ahmad, H.**, Valdez, F., Tobola, A.S. Inhibition of human glutathione S-transferase isoenzymes by sulfonamide. (under preparation)

(e) Abstracts and Presentations in National and International Meetings:

1. Saleemuddin, M., Husain, A. and **Ahmad, H.** (1979) A highly sensitive and rapid calorimetric procedure for measurement of proteolytic activity in the secretions of gastrointestinal tract. Proc. 6th Conference of Association of Clinical Biochemists, Vishakapatnam, India.
2. **Ahmad, H.**, Husain, A. and Saleemuddin, M. (1980) A rapid, simple and highly sensitive calorimetric assay for the endoproteases using Coomassie Brilliant Blue G-250. Ind. J. Biochem. Biophys. (Suppl) 17:69.
3. **Ahmad, H.** and Saleemuddin, M. (1981) Evaluation of protein dye binding procedures for the direct estimation of proteins in plant tissue homogenates. Ind. J. Biochem. Biophys. (suppl) 18:130.
4. **Ahmad, H.** and Saleemuddin, M. (1984) A novel micro dye binding assay for insolubilized proteins. Ind. J. Biochem. Biophys. (suppl) 21:350.
5. **Ahmad, H.**, Singh, S.V., Moller, P.C., Leal, T. and Awasthi, Y.C. (1987) Immunocytochemical localization of glutathione S-transferase isoenzymes of human lung. Fed. Proc. (suppl) 46:1492.
6. **Ahmad, H.**, Singh, S.V., Kurosky, A. and Awasthi, Y.C. (1988) Glutathione S-transferase of human muscle is distinct from the  $\alpha$ ,  $\mu$  and  $\pi$  class of glutathione S-transferase isoenzymes. FASEB J., 2:8413.
7. Medh, R.D., Caccuri, A.M., **Ahmad, H.**, Singh, S.V., Ansari, G.A.S. and Awasthi, Y.C. (1988) Interrelationship among anionic isoenzymes of human glutathione S-transferase. FASEB J., 2:8414.
8. Kurosky, A., Wilson, D., Nagle, T.G. and **Ahmad, H.** (1988) Non-heroic protein peptide sequencing in a centralized core facility. Applied Biosystems' FASEB ASBC Protein Sequencer User Meeting, Las Vegas, NV.
9. Awasthi, Y.C., Singh, S.V., **Ahmad, H.**, Srivastava, S.K. and LaBelle, E.F. (1988) Evidence for the presence of a novel dinitrophenyl glutathione stimulated ATPase in human erythrocyte membrane. FASEB J., 2:8400.
10. Awasthi, Y.C., **Ahmad, H.**, Medh, R.D., Kurosky, A. and Singh, S.V. (1988) Subunits of glutathione S-transferases are differentially expressed in bovine lens, cornea and retina. Invest.

Ophthalmol. Visual Sci. (suppl.), 29:99.

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12. **Ahmad, H.**, Singh, S.V., Haque, A.K. and Awasthi, Y.C. (1989) Glutathione and related enzymes in human lung tumors. Society of Toxicology Annual meeting, The Toxicologists, 9:830.
13. Gupta, S., Leal, T., Medh, R.D., **Ahmad, H.** and Awasthi, Y.C. (1989) Expression of glutathione S-transferase isoenzymes in mouse tissues. FASEB J., 3:A426.
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17. Awasthi, Y.C., Singh, S.V., Srivastava, S.K. and **Ahmad, H.** (1989) Glutathione S-transferase isoenzymes of bovine iris and ciliary body. Invest. Ophthalmol. Visual Sci. (suppl.), 30(3):333.
18. Singh, S.V., Nair, S., **Ahmad, H.**, Awasthi, Y.C. and Krishan, A. (1989) Glutathione S-transferase isoenzymes in doxorubicin sensitive and resistant cells. AACR Annual Meeting, San Francisco, CA.
19. Gupta, S., **Ahmad, H.**, Haque, A.K. and Awasthi Y.C. (1990) Glutathione S-transferase isoenzymes in lung among humans. Texas Genetic Society Annual Meeting, Austin, TX.
20. Sharma, R., Gupta, S., **Ahmad, H.**, Ansari, G.A.S. and Awasthi, Y.C. (1990) Glutathione conjugates stimulate ATP hydrolysis in membrane vesicles prepared from erythrocytes. Society of Toxicology Annual Meeting, The Toxicologist, 10: 98.
21. **Ahmad, H.**, Wilson, D.E., Fritz, R.R., Singh, S.V., Medh, R.D., Nagle, G.T., Kurosky, A. and Awasthi, Y.C. (1990) Human placental glutathione S-transferase  $\pi$ : Primary and secondary structural analysis. FASEB J., 4:A1164.
22. Sharma, R., Gupta, S., **Ahmad, H.** and Awasthi, Y.C. (1990) Glutathione S-transferase of human pancreas. FASEB J., 4:A2050.
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24. Gupta, S., **Ahmad, H.**, Haque, A.K. and Awasthi, Y.C. (1990) Variable expression of the  $\mu$ -class glutathione S-transferase isozymes in human lungs. FASEB J., 4:A580.
  25. **Ahmad, H.**, Sharma, R., Mansour, A.M. and Awasthi, Y.C. (1990) Effect of butylated hydroxytoluene (BHT) on glutathione and glutathione-linked enzymes of rat ocular tissues. Invest. Ophthalmol. Visual Sci. (suppl.), 31(4):583.
  26. Awasthi Y.C., Sharma, R., Mansour, A. and **Ahmad, H.** (1990) Effect of BHT on the GSH-linked detoxification system of rat ocular tissues: Possible protective role against oxidative damage. International Symposium on Ocular Pharmacology and Therapeutics held at the Satellite meeting of International Congress of Eye Research at New Delhi, India Aug. 1990.
  27. Saxena, M., **Ahmad, H.**, Singhal, S.S., Medh, R.D. and Awasthi, Y.C. (1991) Characterization of a novel glutathione S-transferase isoenzyme from mouse liver. FASEB J., 5:A422.
  28. Singhal, S.S., Gupta, S., **Ahmad, H.**, Sharma R. and Awasthi, Y.C. (1991) Evidence that human muscle glutathione S-transferase  $\zeta$  does not belong to the  $\alpha$ ,  $\mu$  or  $\pi$  class. FASEB J., 5:A422.
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  31. Zaidi, S.I.A., Evans, B.N., Raza, H., Agarwal, R., **Ahmad, H.**, Awasthi, Y.C. and Mukhtar, H. (1991) Altered expression of glutathione S-transferase isozymes in murine and human skin tumors. Society for Investigative Dermatology Meeting.
  32. Singhal, S.S. **Ahmad, H.**, Saxena, M., and Awasthi, Y.C. (1992) Sex-related differences in the expression of glutathione S-transferase isoenzymes in mouse liver. FASEB J., 6:A1881.
  33. Saxena, M. Singhal, S.S., Awasthi, S. **Ahmad, H.** and Awasthi, Y.C. (1992) Purification and characterization of dinitrophenyl S-glutathione (Dnp-SG) ATPase from human muscle FASEB J., 6:1280.
  34. Awasthi, S, Sharma, R., and **Ahmad, H.** (1992) A simple and specific procedure for the quantitation of reduced glutathione in cultured tumor cells. Annual meeting of the American Association for Cancer Research, San Diego, CA
  35. **Ahmad, H.**, Singhal, S.S., Saxena, M., and Awasthi, Y.C. (1993) Primary structure of the  $\alpha$ -class glutathione s-transferase  $\omega$ . The FASEB J. vol. 7, A-838, 1993.

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39. **Ahmad, H.**, Tobola, A.S. Castillo, R and Silva, A. (1996) Glutathione s-transferase of goat lens: Purification and characterization os isoenzymes. *Investigative Ophthalmology and Visual Science* Vol. 37 Page B623
40. Ansari, N.H., Zhang, W., Chan L.L., Campbell, G., **Ahmad, H.** (1996) Role of free radicals in diabetic retinopathy. *Proceedings of the Fourth Biennial University of Texas System Texas Mexico Border Health Symposium. South Padre Island, TX, October, 23-25, 1996*
41. Valdez, F., Tobola, A.S. and **Ahmad, H.** (1997) Inhibition of human lung glutathione S-transferase pi by sulfonamides. *Fundamental and applied Toxicology* vol.36, page 79
42. Tobola, A., Munoz, J., Valdez, F., Tanguma, R., Izaguirre, N and **Ahmad, H.** (1997) Inhibition of glutathione S-transferase pi in human cancer cell lines by sulfonamides *Proceedings of the American Association of Cancer Research, Vol 38*, page 395
43. **Ahmad, H.**, Valdez, F., Tobola, A.S., Izaguirre, N., Gonzalez, J., Reyes, C., Tanguma, R., and Spurgeon, D.W. (1997) catalytic and structural properties of glutathione s-transferase from cotton boll weevil. *FASEB Journal* Vol., 11, Page A1021.
44. Munoz, J. and **Ahmad, H.** (1998.) Characterization of glutathione and glutathione linked enzymes in human small cell lung cancer cells (H128) selected for resistance against cisplatin. Presented at the 89<sup>th</sup> Annual Meeting of the American Association for Cancer Research, New Orleans, LA, March 28-Apr. 1, 1998 and the abstract was published in *Proceedings of the Annual Meeting of American Association for Cancer Research Volume 39*, page 259.
45. Cortez, G. N., Tobola, A. S. Ochoa, M., Sanchez, E, Saldivar, E., Reyas, C., and **Ahmad, H.** (1999) "The comparative effect of myristicin on glutathione and glutathione S-transferase levels in target tissues of Fischer 344 rats." Presented at the 90<sup>th</sup> Annual Meeting of American Association for Cancer Research held at Philadelphia, PA April, 10-14, 1999 and the abstract was published in *Proceedings of the Annual Meeting of American Association for Cancer Research Volume 40*, page 259.
46. **Ahmad, H.**, Ochoa, M., Cortez, G. N., and Tobola, A. S. (1999). "Induction of DT-diphorase and glutathione S-transferase by myristicin in Fisher 344 rat liver." Presented at the Annual Meeting of *American Society of Biochemistry and Molecular Biology* held at San Francisco, CA

May 16-20, 1999 and the abstract was published in *FASEB Journal*, Volume 13, page A1531.

- 47 Liu, Y., **Ahmad, H.**, Gardiner, D.T., and Patil, B. S. (1999) "Best grapefruit harvest time for potential health benefits of pectin." Presented at the Annual Meeting of *American Society for Horticultural Science* to be held at Minneapolis, MN, July 28-31.
- 48 **Ahmad, H.** Saldivar, E and Sanchez, E. (2000) "Detoxification of The Carcinogens 4-nitroquinoline 1-oxide And Benzo(a)pyrene-4,5-oxide by Myristicin Induced Glutathione S-transferases in Mouse Liver." Presented at the *91<sup>th</sup> Annual Meeting of American Association for Cancer Research* held at San Francisco, CA, May April 1-4, 2000 and the abstract was published in *Proceedings of the Annual Meeting of American Association for Cancer Research* Volume 41, page 571.
- 49 **Ahmad, H.**, Sanchez, E. Cortez, G, Saldivar, E. Ochoa L and Arguello R. (2000) "glutathione and glutathione-related enzymes in diabetic and non-diabetic human cataract lenses" presented at the XIV International Congress of Eye Research held at Santa Fe, NM Oct. 15-20.
- 50 Q. Tian, Y. Liu, E. G. Miller, **H. Ahmad**, L. Tang and B. S. Patil (2000) "Characterization of obacunone glucosides and its potential inhibition of human cancer cells" presented at the International Conferences and Exhibition on Nutraceuticals and Functional Foods to be held at Houston, TX, Sept. 13-17.
- 51 Y. Liu, **H. Ahmad**, Y. Luo, D. T. Gardiner, W.L. McKeehan, and B. S. Patil (2000) "Seasonal changes in grapefruit pectin and its inhibitory effect on fibroblast growth factor signal transduction" presented at the International Conferences and Exhibition on Nutraceuticals and Functional Foods held at Houston, TX, Sept. 13-17.
- 52 Liu, Y., **Ahmad, H.**, Luo, Y., Gardiner, D.T., McKeehan, W.L., and Patil, B.S. (2000) "Citrus pectin Characterization of citrus pectin and inhibition of fibroblast growth factor signal transduction process presented at the International Citrus Congress held in Orlando, FL, Dec.3-7.
- 53 Gunasekera, R.S., R.S., Kan, M., Liu, Y., McKeehan W. L., **H. Ahmad**, and B. S. Patil (2001) Activity of Citrus Pectin and other Heparan Sulfate Mimetics at the FGFR Complex. To be presented at the 11<sup>th</sup> Annual Research Conference on Diet, Nutrition and Cancer. July 1-17, 2001, Washington, DC.
- 54 Mendoza, A., **Ahmad, H.**, Escanlante, M.X., Sanchez, J.M., Kato, H., and Zaremba, C.M. Age-Strain, Gender-Related Differences on the induction of Glutathione S-transferase by Myristicin in Mice. To be presented at the Annual Biomedical Research Conference for Minority Students to be held at Orlando, Florida. Oct. 31-Nov.03, 2001

**GRANT SUPPORT:**

(a) Active Grant Award:

**Principal Investigator** 1998-2002  
"Glutathione/Glutathione Transferase-Mediated  
Mechanisms of Drug Resistance"  
National Institute of General Medical Sciences.  
Total Direct Cost : \$473,277

**Co-Director/Mentor** 1999-2002  
"South Texas Doctoral Bridge Program"  
National Institute of General Medical Sciences.  
Total Direct Cost: \$210,000  
*Lead Institution: UT Health Science Center San Antonio.*  
*Dr. Damon Herbert, Director*

**Co Investigator** 2002-2005  
"Exploring Biological Activities of Citrus Limonoids:  
A Multidisciplinary Approach"  
USDA  
Total Direct Cost \$126,368  
*Lead Institution: Texas A&M Univ. Kingsville Citrus Center at Weslaco.*  
*Dr. Bhimu Patil, PI*

**Co Investigator** 2002-2003  
Biological Activities of Citrus Flavonoids  
THECO ATP program  
01/01/2002 - 12/31/2003  
Total direct Cost \$49,926  
*Lead Institution: University of Texas at Austin.*  
*Dr. Jennifer Brodbelt, PI*

**Co Investigator** 2002-2004  
Collaborative Initiative to attract Under representative  
Students to Agriculture and Food Science careers.  
USDA HSI Program  
01/01/2002 - 12/31/2004  
Total direct Cost \$24,734  
*Lead Institution: Texas A&M Univ. Kingsville Citrus Center at Weslaco.*  
*Dr. Bhimu Patil, PI*

(b) Pending Grant:

**Principal Investigator:**  
Mechanism of Anticarcinogenic Effects of Myristicin  
NIH/ National Institute of General Medical Sciences

2003-2006  
055

7/1/2002 - 6/31/2006

Total Direct Cost **\$365,361**

(c) Past Grants Award:

**Principal Investigator:**

1994-1998

*"Glutathione Transferase Mediated Mechanisms of Drug Resistance"*

Department of Health and Human Services (National Institute of  
General Medicine) Minority Biomedical Research Support (MBRS) grant

Total Direct cost **\$379,000**

**Principal Investigator**

1994-1998

"Anticataractogenic Mechanism of Antioxidants"

National Eye Institute.

Total Direct Cost: **\$75,000**

**Principal Investigator**

1996-1998

"Role of Free radicals in Diabetic Retinopathy"

Texas Coordinating Board's Advance Research Program

Total Direct Cost: **\$30,311**

**Principal Investigator**

1992-1993

"Glutathione Mediated Mechanism of Drug Resistance"

UTMB Small Grant Program

Total Direct Cost: **\$12,500**

**Co-Principal Investigator**

1990-1995

"Detoxification of Xenobiotics in Erythrocytes"

National Institute of General Medical Sciences

Total Direct Coat: **\$475,000**

**Co-Principal Investigator**

1991-1996

"Detoxification of Xenobiotics in Ocular Tissues"

National Eye Institute

Total Direct Cost: **\$458,456**

**Principal Investigator**

1992-1993

"Anticataractogenic Mechanisms of Antioxidants"

Faculty Research Council

Total Direct Cost: **\$3,500**

**Principal Investigator**

1994-1995

"Evaluation of Anticarcinogenic Properties of Parsley Leaf"

Faculty Research Council

Total Direct Cost: **\$3,500**



Past Grants not funded:

**Co Investigator**

2002-2003

Prevention/Delay of Diabetic retinopathy by Antioxidants Therapy

THECO/ARP program

01/01/2002 - 12/31/2003

Total Direct Cost **\$49,000**

*Lead Institution: University of Texas medical Branch at Galveston*

*Dr. Naseem Ansari, PI*

**Principal Investigator**

1998-2000

"Glutathione S-transferase -Mediated detoxification in  
in Boll Weevil (*Anthonomus grandis*)"

USDA-National Research Initiative Competitive Grants Program.

Total Direct Cost: **\$213,102**

**Co-principal Investigator**

1998-1999

"Preventing Diabetic Retinopathy by  
antioxidant-based Nutritional Supplementation"

Texas Coordinating Board's Advance Research Program

Total Direct Cost: **\$39,000**

**Co-principal Investigator on:**

1996 -1997

"A Novel Approach for Elucidation of Early Stages of Cataract".

Texas Higher Education Coordinating Board grant

Total Direct Cost **\$30,950**

**Co-principal Investigator on:**

1996 - 2000

"*Undergraduate Biological Sciences Education Program*".

Howard Hughes Medical Institute grant

Total Direct Cost **\$1,599,038**

**FORMAL TEACHING:**

Department of Chemistry

1992-present

University of Texas-Pan American

- General Chemistry
- General chemistry Laboratory
- Introduction to Biochemistry
- Biochemistry Laboratory
- Advanced/Graduate Biochemistry

Texas A&M, Kingsville

2001

- Teaching the *Phytochemicals in Fruits and Vegetables to Improve Human Health* offered through Texas A&M system Trans-Texas Video Conference Network.

## SUPERVISORY TEACHING:

### (a) Graduate Students Supervised:

Maria T. Tijerina (Biology)	M.S.	1994-1996
Jesus Munoz (Biology)	M.S.	1995-1997
Jesus Garcia (Biology)	M.S.	1996-1997
Eduardo Saldevar (Biology)	M.S.	1997-1999
Acacia Mendoza (Biology)	M.S.	1999-present
Kimberly Mackie (Biology)	M.S.	2001-present

### (b) Examination/Thesis Committees of Graduate Students:

Maria T. Tijerina (Biology)	M.S.	1995-1997
Jesus Munoz (Biology)	M.S.	1997-1998
Yan Lui ( <i>Texas A&amp;M, Kingsville</i> )	M.S.	1998-2000
Eduardo Saldevar (Biology)	M.S.	1997-1999
Michael Gay	M.S.	1998-present
Roxane Garza	M.S.	1999-2002
Heather Quintanilla	M.S.	1999-2002
Jiaxing Li ( <i>Texas A&amp;M, College Station</i> )	M.S.	2001-present
Kimberly Mackie	M.S.	2001-present

### (c) Undergraduate Students Supervised:

Anna Maria Espinosa ( <i>Chemistry major</i> )	1993-1994
Araceli Silva ( <i>Chemistry major</i> )	1993-1995
Jesus Eduardo Mariel ( <i>Biology major</i> )	1994-1995
Rogelio Castillo ( <i>Biology major</i> )	1994-1996
Andrea Trager ( <i>Biology major</i> )	1995-1996
Fernando Valdez ( <i>Biology major</i> )	1995-1997
Mario Salazar ( <i>Biology major</i> )	1996-1997
Roxana Tanguma ( <i>Biology major</i> )	1996-1997
Joanne Gonzalez ( <i>Chemistry major</i> )	1996-1997
Nilda Izaguirre ( <i>Chemistry major</i> )	1996-1998
Cassandra Reyes ( <i>Chemistry major</i> )	1997-1998
Melissa Ochoa ( <i>Biology major</i> )	1997-1998
Josefina De La Tejera ( <i>Chemistry major</i> )	1997-1998
Grace Cortez ( <i>Chemistry major</i> )	1997-1999
Erica Sanchez ( <i>Chemistry major</i> )	1998-1999

Norma Magee ( <i>Biology major</i> )	1998-2000
Christina De la Fuente ( <i>Biology major</i> )	1998-1999
Anthony Conley ( <i>Biology major</i> )	1998-2000
Jeffrey Pierce ( <i>Biology major</i> )	1999-2000
Juan Martinez ( <i>Chemistry major</i> )	2000-2001
Mirna Escalante ( <i>Biology major</i> )	2000-2001
Chalam Mulukutla ( <i>Biology major</i> )	2000-2001
Charles Zaremba ( <i>Biology major</i> )	2000-2001
Haruna Kato ( <i>Chemistry major</i> )	2000-2002
Joy De Los Reyes ( <i>Biology major</i> )	2001-2002
Natalie Ayala ( <i>Biology major</i> )	2001-2002
Walter Quiroga ( <i>Chemistry major</i> )	2002-present
Priscilla Alcala ( <i>Biology major</i> )	2002-present
Donna Palquit ( <i>biology major</i> )	2002-present

(d) Honors Thesis Students:

- (1) **Natalie Ganceres:** (1997-1998) Thesis Committee Member  
Title: "Isolated Lung System: A comparative Study and Applications to the Medical Field"
- (2) **Grace Cortez:** (1998-1999) Thesis Advisor  
Title: "The comparative effects of Myristicin on Glutathione S-Transferase levels in Target Organ of Fisher 344 rats"
- (3) **Melissa Ochoa:** (1998-1999) Thesis Advisor  
Title: "Myristicin's Effect on the detoxification System of Male Fisher 344 rats"
- (4) **Dalia C. Galicia:** (1998-1999) Thesis Committee Member  
Title: "Calcium Intake in Peripubescence Mexican-American Females"
- (5) **Juan A. Contreras:** (1998-99) Thesis Committee Member  
Title: "The relationship between Acanthosis Nigricans and Type 2 Diabetes"
- (6) **Jeffrey Pierce:** (1999-2000) Thesis Advisor  
Title: "The Role of the Glutathione Efflux Pump Protein in Cisplatin Resistant Lung Cancer cells"
- (7) **Christina De la Fuente** (1999-2000) Thesis Committee Member  
Title: "Characterization of Heat Shock Factor-1 and Heat Shock Binding Protein-1 in *Caenorhabditis elegans* using Green Fluorescent protein and  $\beta$ -Galactosidase Activity"
- (8) **Omar Rodriguez** (1999-2000) Thesis Committee Member  
Title: "The Effect of Acetaminophen on the Development of Atherosclerosis and on the Response to Vascular Injury in the Hypercholesterolemic Rabbit Model"
- (9) **Roberto Moreno:** (1999-2000) Thesis Advisor  
Title: "A Comparison in Estrogen Receptor Levels Between eNOS Knock-out & Wild-Type

Mice"

- (10) **Cynthia Luna** (1999-2000) Thesis Committee Member  
Title: "The *Arabidopsis hsl*, but not *cop2* Mutant is Blocked in Systemic Acquired Resistance"
- (11) **Jesus A. Rodriguez** (1999-2000) Thesis Committee Member  
Title: "Myocardial Remodeling in Transgenic Mice: Post Occlusion/Reperfusion"
- (12) **Mirna X. Escalante** (2000-2001) Thesis Advisor  
Title: "The Effect of Myristicin as a Function of Age in the Induction of Glutathione-S-Transferase in Target Organ of A/J Mice"
- (13) **Reynaldo Lejah** (2000-2001) Thesis Committee Member  
Title: "A descriptive Analysis of Lung Cancer Among Men and Women of Selected Counties along the Texsa-Mexico Border."
- (14) **Chalam V. Mulukutla** (2000-2001) Thesis Committee Member  
Title: "Does Arch Hypoplasia Affects Recoarctation of the Aorta or Mortality? When Should a Patient Have Surgery to Repair a Coarctation of the Aorta?."
- (15) **Micheal Luna** (2000-2001) Thesis Committee Member  
Title: "A T>C Transition Intron 6 of the Galactocerebrosidase Gene is Associated with Abnormal Splicing."
- (16) **Mohammed Ahmed** (2000-2001) Thesis Committee Member  
Title: "Repeatability of RAPD-PCR Fingerprinting in Hard Ticks."
- (17) **Yvette Almendarez** (2000-2001) Thesis Committee Member  
Title: "Effect of Spermatogenesis on the sterility of *Drosophila Pseudoobscura* and *drosophila perimilis* Hybrid Males."
- (18) **Alvero Morena** (2000-2001) Thesis Committee Member  
Title: "The effect of Simulated Acid rain on the Development and Biomass of *Rephanus sativus*."
- (19) **Haruna Kato** (2002-2002) Thesis Advisor  
Title: "Age-Dependent Change of Glutathione S-Transferase Induction Capacity in Rat Tissues Using Myristicin"
- (20) **Mohammed Owais Ahmed** (2001-2002) Thesis Committee Member  
Title: "Repeatability of Rapid-PCR Fingerprinting in Hard Ticks"
- (21) **Amanda Garza** (2001-2002) Thesis Committee Member  
Title: "A Diastereoselective Synthesis of (Z)-1-Trimethylgermyl-1-alkenes"
- (22) **Linda Jo Saenz** (2001-2002) Thesis Committee Member  
Title: "Indecence of tuberculosis in the Rio Grande Valley"

**\*Criminal History Records/Background\***

**PAGE 61 = 1 PAGE**

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**PROFESSIONAL PROFILE**

I have over twenty years of experience in teaching in education with emphasis on performance and certification. My key skills include teaching, curriculum development, skills assessment, staff development, budgeting, project planning and management. Development of customized training design using adult training methods, with a focus on performance analysis. I conducted training on numerous institutions on teaching methods, retention methods on performance based programs. I conducted state and national accreditation's reviews for numerous accredited institutions.

**SKILLS AND CREDENTIALS**

- Developed and implemented several comprehensive performance based training programs using adult training methods. Worked extensively in curriculum development using instructional system design
- Designed, developed, implemented, and taught courses in teaching methods. Introduced computer based training on complex and monotonous processes achieving excellent results and won the award of the year for two consecutive years in the State of Texas
- Designed and implemented adult training programs under the JTPA (Job Training Partnership Act) for four counties. Implemented the training at five satellites sites to train 650 clients, the project was for a three year duration, with a success rate of 89% completion and 78% placement rate
- Wrote and implemented operational manuals for training, marketing, and record keeping. Designed standard procedures for tracking the progress of clients
- Conducted presentation for the chamber of commerce, businesses, and state government. Developed a customized program and assisted in writing grants
- Trained directors of education and faculty in teaching methods and conducted in-service training on a regular basis to optimize performance
- Negotiated training contracts with businesses, performed needs analysis, designed training strategies, implemented training solutions, selected vendors, and evaluated bids. Prepared and implemented budgets for different departments
- Conducted motivational workshops, evaluated transferred credits, assigned training curricula and designed skill road maps
- Assistant Professor at an overseas University, taught courses in solid state physics, circuit design, digital electronics, and basic physics

**WORK HISTORY****November 1996-1998***Director of Operations,**IRRA, Inc. ISD**McAllen, Texas*

- Responsible for the operation of the ISD.
- Prepared and implemented budgets
- Prepared and monitored PEIMS reports
- Conducted in-service for teachers and staff
- Conducted staff development and orientation workshops
- Conducted instructional and motivational workshops
- Supervised G.E.D. and High School Diploma bound students
- Maintained the standards for T.E.K.S.
- Administered TAAS Exam
- Prepared proposal for JTPA and successfully implemented the project
- Prepared the policies manual, wrote two weeks evaluation manual
- Wrote grants and complied with the Texas Education Agency regulations for standards

**July 1993 to August 1996**

*Managing Director, San Antonio Court Reporting Institute Inc. San Antonio, TX*

- Responsible for the operation of the technical school in court reporting, medical transcription and paralegal study
- Maintained the main campus and the branch campuses in San Antonio and Austin area in 1993 and 1994
- Received the school of the year award from TCRA (Texas Court Reporting Association)
- Introduced the computer based training in court reporting and medical transcription technologies.
- Managed admission placement, financial aid, and training departments
- Supervised over 50 employees and maintained a high retention of students and employees.
- Attended all the major Director's workshops conducted by the ACCET and T.E.A.
- Member of the visiting teams for ACCET and ACICS for the accreditation standards.

**June 1989 to January 1994**

*Managing Director Professional Educational Services Inc. Harlingen, TX  
National Career Institute*

- Responsible for the operation of operation of the technical school
- Supervised training and worked closely with the Dean of Instruction
- Developed new training programs, updated curriculum, assessed skills requirement, and implemented training solutions
- Maintained the accreditation, attended annual meetings, forecasted enrollment, supervised marketing, placement, and financial aid departments
- Conducted training seminars for the admissions department
- Worked with the local chamber of commerce and businesses for placement
- Planned and made budgets for all the departments and implemented the budgets very effectively
- Hired and supervised 40+ of the employees in the school

**August 1987 to June 1989**

*Director of School ATI Electronics Institute Dallas, Texas*

- Responsible for the operation and management of the Electronics School
- Supervised training, directed instructional programs, supervised and worked very closely with the academic affairs council to improve instruction, curriculum revision, and innovations in teaching media and method
- Interpreted the curriculum and the curriculum trends to the president, faculty, and staff
- Provided the leadership for the use of educational technology and its use within an instructional setting
- Conducted the advisory board meeting, implemented the training solution, improved the existing training program, and developed new programs
- Made budgets, forecasted enrollments, hired faculty and support staff
- Conducted weekly staff and monthly faculty meeting
- Conducted in-service and professional growth activities for the maintenance of the professional staff
- Coordinated and supervised the accreditation activities of the college

**March 1983 to August 1987**

*Director of Training Aztec Institute of Technology Dallas, Texas*

- Joined Aztec Institute of Technology as an instructor of electronics and in September 1984, I became the Director of Training
- Changed a 900 clock hour program in basic electronics to an AOS degree program in electronics
- Computer repair
- Introduced a robotics and telecommunications program
- Coordinated and maintained the self study for the NATT'S accreditation

**EDUCATION**

- *BS in Physics/Mathematics, MS in Physics, MS in Operations Research*
- *Thesis "Design of database management information system for Western Michigan University"*
- *Thesis Crystal growth and doping of semiconductor using "Thin Film Fabrication" techniques*



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# CURRICULUM VITAE

## **Ali Esmacili, Ed.D.**

South Texas Community College  
Campus Administrator & Staff  
Development Coordinator

**Home address:** P.O. Box 773 Mission, Texas 78573

**Office address:** 3201 W. Pecan , McAllen, Texas 78501

Tel: 956-928-5093 (Work)

Tel: 956-581-9591 (Home)

## QUALIFICATIONS

Texas A&M University , Kingsville , Texas	Bilingual Education	2002	Ed.D.
Texas A&M University , Kingsville , Texas	Education	1991	M.Ed
Texas A&M University , Kingsville , Texas	Science	1984	M.S
Texas A&M University , Kingsville, Texas	Science	1982	B.S
Bee County College, Beeville, Texas	Science	1980	A.S.

## Experience

**South Texas Community College:** 1994-Present, working as Mathematics department chair, Math and Science Division Director, Campus Administrator, and Professional Development Coordinator.

**Texas State Technical College:** 1990-1994, Teaching mathematics. Course taught: College Algebra, Trigonometric and Intermediate Courses.

**Roma ISD:** 1988-1990, Teaching mathematics. Courses taught, Pre-Algebra, Algebra I.

## FIELD OF RESEARCH

Ed.D. Dissertation: A Comparison of Mathematics Performance of Mexican-American College Students Utilizing Web-Based Instruction Versus Traditional Instruction.

M.S. Thesis: A Comparison of Synthetic Lubricant and Mineral Lubricant on Single Cylinder Air Cooled Gasoline Engine.

## **PUBLICATIONS**

1. A Comparison of Mathematics Performance of Mexican-American College Students Utilizing Web-Based Instruction Versus Traditional Instruction. ERIC Document
2. A Comparison of Synthetic Lubricant and Mineral Lubricant on Single Cylinder Air Cooled Gasoline Engine. Journal of Agricultural Mechanization , September 1985 .

## **AWARDS**

Master Presenter , NISOD Conference  
Noel-Levitz, Certificate of Completion  
Improving Technician Education, Certification of Completion  
Master Presenter, TACTE Conference

## **REFERECES**

Dr. Guadalupe Ochoa Thompson , Texas A&M University , Kingsville, Tx  
361-593-2871

Dr. Mehran Hassanpour, Mathematics Instructor, South Texas Community College  
McAllen, Texas 956-618-8362

Dr. Hosien Pezeshki , Texas State Technical College , Harlingen , Texas  
956-364-4782

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## July 2002 RESUME

*Randall (Randy) L Summers 1307 S. Texas Blvd  
Weslaco, Texas 78596-7070 Phone: 956/968-4660*

### EDUCATION:

- Attended Texas A & M University 1976-1979 .
- Graduate of Weslaco High School 1976 .
- American Institute of Banking:
  - Principles of Banking (A) 1984 .
  - Law & Banking (B) 1985 .
  - Real Estate Finance (B) 1985 .
  - Accounting I (B) 1986 .
  - Regulation CC (A) 1987
- Graduate of Intermediate School of Banking 1988 at Southern Methodist University
- Graduate of Texas Bankers Association 1990 Operations School-named one of two Outstanding Graduates for the Class
- Various Computer Software seminars
- Attended Texas Bankers Association 1990-1994 Annual Personnel/Operations Conference
- Received Texas Real Estate Commission Salesperson License November 1996
- Numerous Real Estate Core Courses 1996 - 2002
- Received Texas Real Estate Commission Brokers License July 2001

### WORK EXPERIENCE:

#### Davis Equity Realty 1997 to Present

- Vice President and Sales/Leasing Manager of Davis Equity Realty, Weslaco, Texas ([www.davisreality.com](http://www.davisreality.com))

#### Alamo Bank of Texas March 1994 - February 1997 Weslaco, Texas

- Vice President of Lending and Branch Operations Manager for Weslaco Branch

#### Valley National Bank October 1986- March 1994 McAllen, Texas

- Installed a loan documentation tracking system which enables all documentation associated with loans to be monitored on a daily, weekly, monthly, or annual basis, if needed. Each loan is entered into the system daily and all documentation associated with the loan is noted as in-file or an exception is placed on the loan. Reports are generated monthly and distributed to the loan officers and a composite report is presented to the board of directors.
- Reviewed all loans made on a daily basis for accuracy and compliance with the bank's adopted loan policy and guidelines. Any exceptions reported to the loan committee on a weekly basis.
- In June 1988, appointed supervisor of wire transfer department and was assigned additional duties of payroll and employee insurance benefit manager, and settlement officer for the bank's correspondent bank accounts
- Payroll Manager
- In June of 1990 was appointed Assistant Cashier.
- In November of 1992, was given oversight of the note department.
- In January of 1994, was appointed Assistant Vice President.

- 1991-1994 actively involved in preparation and planning of Annual TEA Personnel/Operations Conference.
- Served as chairman of the TBA- Young Bankers of Texas-Rio Grande Valley Chapter.
- Appointed to two year term for the American Institute of Banking (AIE) Rio Grande Valley Chapter Board of Directors.
- Instructor for 15 week AIE Principles of Banking Course-Fall Semester '94

**Citizen's State Bank June '84-October '86 Donna, Texas**

- Loan Officer and Computer Liaison.
- Bank Security Officer.

**Burton Auto Supply, Inc. January '79-May '84 Weslaco, Texas**

- Began as an over the counter salesman and stocker.
- Inventory control and sales analysis 1980
- Public Relations Manager and Marketing Director in 1981. Was responsible for employee training and for planning, organizing and directing the company's marketing and public relations activities. In 1983, developed an in-house advertising agency and was promoted to Executive Director of New Horizons Advertising Agency. In this capacity, was responsible for developing the advertising and coordinating its production for all 12 stores of Burton Auto. Additional responsibilities were to act as Safety Director. Co-Author of the History of Burton Auto, Member of Educational Training Committee for Automotive Wholesalers of Texas and President of the Mid- Management Consul for Burton Auto.

**Accomplishments and services to the McAllen Community:**

- President of McAllen Lions Club 1992-1993
- 1st Vice President McAllen Lions Club 1991-1992
- 2nd Vice President McAllen Lions Club 1990-1991
- Lion of the Year 1990
- Secretary McAllen Lions Club 1989-1990
- Campaign Sightfirst Coordinator McAllen Area 1993-1994
- Bank liaison for Muscular Dystrophy Association Bankers Bowl-A-Thon
- Bank liaison for American Heart Association Walk America .Bank liaison for United Way Campaign

**Accomplishments and services to the Weslaco Community:**

- Secretary of Weslaco Lions Club 1994 - 2001
- Director Weslaco Chamber of Commerce 2000 - present
- Board Trustee Mid Valley Christian School 1996 - present
- Weslaco's Man of the Year 1983
- President of Weslaco Lions Club 1985-1986
- First Vice President Weslaco Lions Club 1984-1985
- Second Vice President Weslaco Lions Club 1983-1984
- Co-Chairman of Weslaco Lions Club Benefit Show 1983-1989
- General Chairman for Mid Valley Medical Foundation Annual Fund Drive
- Chairman of Weslaco Merchants Association 1983

- Director Weslaco Chamber of Commerce 1984-1987
- Chairman Weslaco Chamber of Commerce New Teacher Reception 1983
- Nominee for the United States Jaycees Outstanding Young Men of America 1983
- State of Texas Certified Volunteer Fireman for Weslaco Fire Department 1979-1987
- Certified Emergency Medical Technician 1979-1989
- Secretary and Board of Director for Mid Valley Elementary School (a private non-denominational Christian school)
- Present Song Director for Bridge Ave Church of Christ

**Previous Involvement in Surrounding Communities:**

- Assistant Director of the South Texas Lamb & Sheep Exposition
- Donna 4-H Club Adult Leader
- District Queen Contest Chairman for District 2A-3 Lions 1984-1987
- State of Texas Lion Queen Contest Chairman 1986
- Director of Texas Lions League for Crippled Children-Kerrville, Texas

**Other Personal Data:**

Married:

Wife's name- Alma , Director of Respiratory Therapy at Harlingen Medical Center, Harlingen, Texas

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References available upon request

**\*Criminal History Records/Background\***

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TEXAS DPS  
CRIME RECORDS SERVICE  
AUSTIN, TX 78765-0149

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MAR 07 2003

CRIME  
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MAR 12 2003

MAR 14 2003

075

**\*Criminal History Records/Background\***

**PAGES 76 - 77 = 2 PAGES**

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

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MAR 10 2003

MAR 17 2003

**\*Criminal History Records/Background\***

**PAGES 79 - 80 = 2 PAGES**

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

In order to conceal personal information,  
the result of a Criminal History Check  
has been withheld.

For more information, please contact:

Texas Education Agency  
Division of Charter Schols  
1701 N Congress Ave  
Austin, TX 78701  
512-463-9575 Phone  
512-463-9732 Fax

In order to conceal personal information,  
the result of a Criminal History Check  
has been withheld.

For more information, please contact:

Texas Education Agency  
Division of Charter Schols  
1701 N Congress Ave  
Austin, TX 78701  
512-463-9575 Phone  
512-463-9732 Fax

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

Check all that apply:

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

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

- ☐ School officer \_\_\_\_\_

State Position as defined in TEC 12.1012

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

South Texas Education Technology

**Full Name of Charter School**

Technology Education Charter High School

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

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

1. Full Name (Initials Not Acceptable) Hassan Ahmad

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

If yes, give reason for the change: N/A

b. Maiden Name (if female) N/A

c. Other names used at any time N/A

3. Social Security Number: [REDACTED]

4. Explain any compensation that you expect to receive from your association with the charter holder, the charter school, or a management company of the school: None

POSITION

COMPENSATION

POSITION	COMPENSATION

5. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters: None

DATES	EMPLOYER	ADDRESS	TITLE

List all previous experience with any charter school management company: None

DATES	EMPLOYER	ADDRESS	TITLE

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

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

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

If yes, give details: \_\_\_\_\_

Dated and signed this twenty eight day of August, 2002, at Edinburg

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.



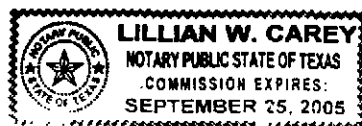
(Signature of Affiant)

State of TEXAS

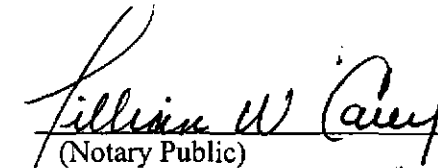
County of Hidalgo

Personally appeared before me the above named HASSAN AHMAD 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 twenty eight day of August, 2002.



(SEAL)

  
(Notary Public)

My commission expires Sept 25, 2005



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

Check all that apply:

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

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

- ☒ School officer Chief Education Officer  
State Position as defined in TEC 12.1012

Full Name of Charter Holder (i.e., nonprofit corporation, institution of higher education, or governmental entity)  
South Texas Educational Technologies Inc.

Full Name of Charter School  
Technology Education Charter High School

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

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

1. Full Name (Initials Not Acceptable) Alim U. Ansari

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

If yes, give reason for the change: - N/A -

b. Maiden Name (if female) - N/A -

c. Other names used at any time - N/A -

3. Social Security Number: [REDACTED]

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

POSITION	COMPENSATION
<u>Superintendent/ principal</u>	<u>82,250.00</u>

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

DATES	EMPLOYER	ADDRESS	TITLE
<u>11/96-3/98</u>	<u>IRRA</u>	<u>McAllen TX.</u>	<u>Director of Operations</u>

List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE
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- N/A -

6. Will you or any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the charter holder or the charter school? Yes If yes, give details: \_\_\_\_\_

CISCO Networking and Computer Teacher (sibling)

7. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the charter holder or the charter school? Yes If yes, give details: Business Manager/ PEIMS Coordinator (spouse)

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

If yes, give details: -N/A-

Dated and signed this 22nd day of August, 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.

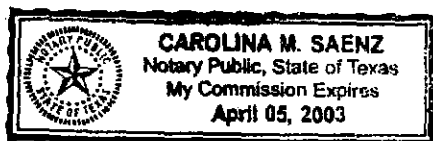
Alim Uddin Ansari  
(Signature of Affiant)

State of Texas

County of Hidalgo

Personally appeared before me the above named Alim Uddin Ansari 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 22nd day of August, 2002.



(SEAL)

Carolina M Saenz  
(Notary Public)

My commission expires 4/5/03 **085**

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

Check all that apply:

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

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

☐ School officer \_\_\_\_\_  
State Position as defined in TEC 12.1012

Full Name of Charter Holder (i.e., nonprofit corporation, institution of higher education, or governmental entity)  
South Texas Educational Technologies Inc.

Full Name of Charter School  
Technology Education Charter High School

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

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

1. Full Name (Initials Not Acceptable) Ghanber Ali Esmaeili

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

If yes, give reason for the change: \_\_\_\_\_

b. Maiden Name (if female) \_\_\_\_\_

c. Other names used at any time \_\_\_\_\_

3. Social Security Number: [REDACTED]

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

POSITION	COMPENSATION
None	n/a
_____	_____
_____	_____
_____	_____

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

DATES	EMPLOYER	ADDRESS	TITLE
None	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

086

List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE
None			

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

If yes, give details: \_\_\_\_\_

Dated and signed this 22nd day of August, 20 02, at \_\_\_\_\_  
I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

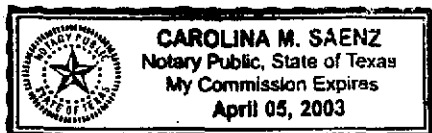
Abraham Esmarili  
(Signature of Affiant)

State of Texas

County of Hidalgo

Personally appeared before me the above named Ali Esmarili  
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 22nd day of August, 20 02



Carolina M Saenz  
(Notary Public)

(SEAL)

My commission expires 4/5/03

687

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

Check all that apply:

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

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

- ☐ School officer \_\_\_\_\_  
State Position as defined in TEC 12.1012

Full Name of Charter Holder (i.e., nonprofit corporation, institution of higher education, or governmental entity)  
South Texas Educational Technologies Inc.

Full Name of Charter School  
Technology Education Charter High School

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

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

1. Full Name (Initials Not Acceptable) Randall Lee Summers

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

If yes, give reason for the change: - N/A -

b. Maiden Name (if female) - N/A -

c. Other names used at any time Randy Summers, Randy L Summers, Randall L Summers

3. Social Security Number: [REDACTED]

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

POSITION

COMPENSATION

- N/A -

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

DATES

EMPLOYER

ADDRESS

TITLE

- N/A -

List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE
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- N/A -

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

- N/A -

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

- N/A -

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

If yes, give details: \_\_\_\_\_

- N/A -

Dated and signed this 15th day of August, 2002, at Weslaco, TX  
I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

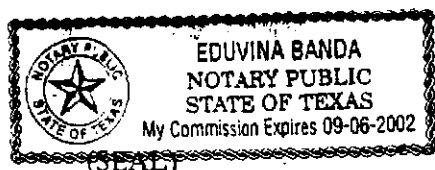
Randall Lee Summers  
(Signature of Affiant)

State of Texas

County of Hidalgo

Personally appeared before me the above named Randall Lee Summers  
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 15th day of August, 2002



Eduvina Banda  
(Notary Public)

My commission expires 9-6-2002

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

Check all that apply:

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

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

- ☒ School officer Chief Financial Officer

State Position as defined in TEC 12.1012

Full Name of Charter Holder (i.e., nonprofit corporation, institution of higher education, or governmental entity)  
South Texas Educational Technologies, Inc.

Full Name of Charter School  
Technology Education Charter High School

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

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

1. Full Name (Initials Not Acceptable) JAMES OTIS HAYES II
2. Have you ever had your name changed or used another name? NO  
If yes, give reason for the change: \_\_\_\_\_  
b. Maiden Name (if female) \_\_\_\_\_  
c. Other names used at any time \_\_\_\_\_
3. Social Security Number: [REDACTED]
4. Explain any compensation that you expect to receive from your association with the charter holder, the charter school, or a management company of the school:

POSITION	COMPENSATION
CHIEF FINANCIAL OFFICER	\$15,000/YEAR

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

DATES	EMPLOYER	ADDRESS	TITLE
NONE			

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

Check all that apply:

☒ Member of the governing board of the charter holder

☐ Member of the governing board for the charter school

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

☐ School officer \_\_\_\_\_ N/A

State Position as defined in TEC 12.1012

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

Full Name of Charter School

Technology Education Charter High School

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

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

1. Full Name (Initials Not Acceptable) Mohammed Yousuf Husain Farooqui

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

If yes, give reason for the change: N/A

b. Maiden Name (if female) N/A

c. Other names used at any time N/A

3. Social Security Number: [REDACTED]

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

POSITION

COMPENSATION

Charter Holder Board Member

None

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

DATES

EMPLOYER

ADDRESS

TITLE

N/A

092



List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE
		N/A	

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

If yes, give details: \_\_\_\_\_

Dated and signed this 22nd day of March, 2003, 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.

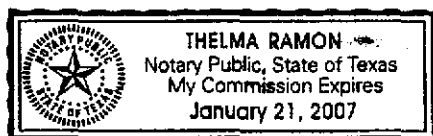
M. Hussain Farooqui  
(Signature of Affiant)

State of Texas

County of Hidalgo

Personally appeared before me the above named Mohammed Yousuf Hussain Farooqui  
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 22nd day of March, 2003



(SEAL)

Thelma Ramon  
(Notary Public)

My commission expires January 21, 2007

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

Check all that apply:

☒ Member of the governing board of the charter holder

☐ Member of the governing board for the charter school

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

☐ School officer N/A

State Position as defined in TEC 12.1012

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

Full Name of Charter School

Technology Education Charter High School

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

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

1. Full Name (Initials Not Acceptable) Shahid Rashid

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

If yes, give reason for the change: N/A

b. Maiden Name (if female) N/A

c. Other names used at any time N/A

3. Social Security Number: [REDACTED]

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

POSITION

COMPENSATION

Charter Holder Board Member None

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

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

List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE
		N/A	

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

If yes, give details: \_\_\_\_\_

Dated and signed this 24 day of March, 20 03, at 11:55 a.m.  
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.

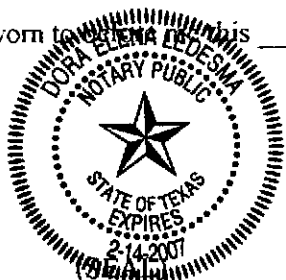
(Signature of Affiant)

State of Texas

County of Hidalgo

Personally appeared before me the above named Shahid Rashid, M.D.  
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 24 day of March, 20 03



(Notary Public)

My commission expires 02-14-07

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

Check all that apply:

☒ Member of the governing board of the charter holder

☐ Member of the governing board for the charter school

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

☐ School officer \_\_\_\_\_ N/A

State Position as defined in TEC 12.1012

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

Full Name of Charter School

Technology Education Charter High School

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

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

1. Full Name (Initials Not Acceptable) Elamin Ibrahim

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

If yes, give reason for the change: N/A

b. Maiden Name (if female) N/A

c. Other names used at any time N/A

3. Social Security Number: [REDACTED]

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

POSITION

COMPENSATION

Charter Holder Board Member None

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

DATES

EMPLOYER

ADDRESS

TITLE

N/A

196

List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE
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N/A

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

If yes, give details: \_\_\_\_\_

Dated and signed this 22nd day of March, 2003, 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.

Elamin Ibrahim

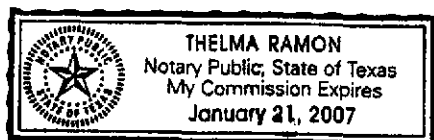
(Signature of Affiant)

State of Texas

County of Hidalgo

Personally appeared before me the above named Elamin Ibrahim 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 22nd day of March, 2003



(SEAL)

Thelma Ramon

(Notary Public)

My commission expires January 21, 2007

037



# TEXAS ASSESSMENT OF ACADEMIC SKILLS

## SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 10-EXIT LEVEL  
 DISTRICT: 108-802 TECHNOLOGY EDUCATION CHARTER H  
 CAMPUS: 001 TECHNOLOGY EDUCATION CHARTER H

ALL STUDENTS

REPORT DATE: APRIL 2002  
 DATE OF TESTING: FEBRUARY 2002

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, M, W)	READING			MATHEMATICS			WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Number Tested	Pct Met Min Exp	Average TLI	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students	54	12	92	X-82.9	13	85	X-74.2	13	69	1523
Male	67	5	100	X-86.8	6	83	X-72.7	6	83	1548
Female	43	7	86	X-80.1	7	86	X-75.6	7	57	1503
No Information Provided	---	0	---	---	0	---	---	0	---	---
Native American	---	0	---	---	0	---	---	0	---	---
Asian	---	0	---	---	0	---	---	0	---	---
African American	---	0	---	---	0	---	---	0	---	---
Hispanic	54	12	92	X-82.9	13	85	X-74.2	13	69	1523
White	---	0	---	---	0	---	---	0	---	---
No Information Provided	---	0	---	---	0	---	---	0	---	---
Economically Disadvantaged: Yes	58	11	91	X-82.5	12	83	X-74.1	12	75	1537
No	---	0	---	---	0	---	---	0	---	---
No Information Provided	---	1	---	---	1	---	---	1	---	---
Title I, Part A: Participants	58	11	91	X-82.5	12	83	X-74.1	12	75	1537
Nonparticipants	---	0	---	---	0	---	---	0	---	---
No Information Provided	---	1	---	---	1	---	---	1	---	---
Migrant: Yes	50	6	83	X-78.7	6	83	X-74.3	6	67	1512
No	67	5	100	X-87.2	6	83	X-73.8	6	83	1563
No Information Provided	---	1	---	---	1	---	---	1	---	---
Limited English Proficient: Yes	---	1	---	---	1	---	---	1	---	---
No	64	10	90	X-82.1	11	82	X-73.2	11	82	1553
No Information Provided	---	1	---	---	1	---	---	1	---	---
Bilingual: Participants	---	0	---	---	0	---	---	0	---	---
Nonparticipants	58	11	91	X-82.5	12	83	X-74.1	12	75	1537
No Information Provided	---	1	---	---	1	---	---	1	---	---
ESL: Participants	---	1	---	---	1	---	---	1	---	---
Nonparticipants	64	10	90	X-82.1	11	82	X-73.2	11	82	1553
No Information Provided	---	1	---	---	1	---	---	1	---	---
Gifted/Talented: Participants	---	0	---	---	0	---	---	0	---	---
Nonparticipants	58	11	91	X-82.5	12	83	X-74.1	12	75	1537
No Information Provided	---	1	---	---	1	---	---	1	---	---
At-Risk: Yes	---	2	---	---	2	---	---	2	---	---
No	60	9	89	X-82.4	10	80	X-73.3	10	80	1546
No Information Provided	---	1	---	---	1	---	---	1	---	---
Career/Technology Educ.: Participants	54	12	92	X-82.9	13	85	X-74.2	13	69	1523
Nonparticipants	---	0	---	---	0	---	---	0	---	---
No Information Provided	---	0	---	---	0	---	---	0	---	---
Oral Administration: Math	---	0	---	---	0	---	---	0	---	---



# TEXAS ASSESSMENT OF ACADEMIC SKILLS

## SUMMARY REPORT - TEST PERFORMANCE

ALL STUDENTS NOT IN SPECIAL EDUCATION



GRADE: 10-EXIT LEVEL

DISTRICT: 108-802 TECHNOLOGY EDUCATION CHARTER H

CAMPUS: 001 TECHNOLOGY EDUCATION CHARTER H

REPORT DATE: APRIL 2002

DATE OF TESTING: FEBRUARY 2002

Mastering Number Percent			ADMINISTRATION SUMMARY			Number	Percent	
<b>READING</b>								
<b>Reading Comprehension</b>								
1. Word Meaning	7	58	Total Answer Documents Submitted		14	100		
2. Supporting Ideas	11	92	Students Absent From All Tests		0	0		
3. Summarization	7	58						
4. Relationships and Outcomes	11	92	Other Students Not Tested		1	7		
5. Inferences and Generalizations	8	67	Number of Students Tested		13	93		
6. Point of View, Propaganda, and Fact and Opinion	8	67						
Number Tested: 12	Met Minimum Expectations	11	92					
Texas Learning Index (TLI): X-82.9	Mastered All Objectives	3	25					
<b>MATHEMATICS</b>			<b>MINIMUM EXPECTATIONS SUMMARY</b>				Number	Percent
<b>Concepts</b>								
1. Number Concepts	9	69	Met Minimum Expectations On All Tests Taken		7	54		
2. Algebraic/Mathematical Relations and Functions	12	92	Did Not Meet Minimum Expectations On:					
3. Geometric Properties and Relationships	8	62	One Test Only		5	38		
4. Measurement Concepts	5	38	Two Tests Only		1	8		
5. Probability and Statistics	2	15	All Three Tests		0	0		
<b>Operations</b>								
6. Use of Addition to Solve Problems	8	62						
7. Use of Subtraction to Solve Problems	10	77						
8. Use of Multiplication to Solve Problems	7	54						
9. Use of Division to Solve Problems	3	23						
<b>Problem Solving</b>								
10. Problem Solving Using Estimation	7	54						
11. Problem Solving Using Solution Strategies	1	8						
12. Problem Solving Using Mathematical Representation	0	0						
13. Evaluation of the Reasonableness of a Solution	6	46						
Number Tested: 13	Met Minimum Expectations	11	85					
Texas Learning Index (TLI): X-74.2	Mastered All Objectives	0	0					
<b>WRITING</b>								
<b>Written Communication</b>								
1-4. Written Composition - Persuasive			0 0					
Rating:	0	1	2	3	4			
Number:	0	4	9	0	0			
Percent:	0	31	69	0	0			
5. Sentence Construction			2 15					
6. English Usage			10 77					
7. Use of Spelling, Capitalization, and Punctuation			9 69					
Number Tested: 13	Met Minimum Expectations	9	69					
Average Scale Score: 1523	Mastered All Objectives	0	0					

# TEXAS END-OF-COURSE — BIOLOGY

PRELIMINARY CONFIDENTIAL CAMPUS ROSTER FOR ALL STUDENTS

100

REPORT DATE: SUMMER 2002 DATE OF TESTING: SPRING 2002 DISTRICT: 108-802 TECHNOLOGY EDUCATI CAMPUS: 001 TECHNOLOGY EDUCATION  N = OBJECTIVE NOT MASTERED			BIOLOGY										PASS	MASTERED ALL OBJECTIVES	SCALE SCORE			
			UNDERSTANDING CONCEPTS				INTEGRATING CONCEPTS WITH PROCESS SKILLS											
			1	2	3	4	5	6	7	8	9							
			HEREDITY AND BIOLOGICAL CHANGE OVER TIME	STRUCTURES AND FUNCTIONS IN ORGANISMS	PATTERNS AND PROCESSES IN LIVING SYSTEMS	ECOLOGY	DESIGN AND CONDUCT BIOLOGICAL EXPERIMENTS	ACQUIRE AND ORGANIZE SCIENTIFIC DATA	INTERPRET AND COMMUNICATE SCIENTIFIC DATA	MAKE INFERENCES, PREDICTIONS, AND GENERALIZATIONS	APPLY SCIENCE TO DAILY LIFE							
			5/6	3/4	3/4	5/6	5/6	3/4	3/4	3/4	3/4							
STUDENT			STUDENT-ID (PEIMS)			ITEMS CORRECT AND OBJECTIVE MASTERY STATUS												
AVALOS	STEPHANIE	E	3 N	3	3	6	3 N	2 N	3	4	2 N	YES	NO	1500				
CERVANTES	OCTAVIO		1 N	4	3	3 N	5	2 N	4	3	2 N	NO	NO	1460				
GARCIA	FELIPE		3 N	4	1 N	4 N	4 N	3	4	1 N	3	NO	NO	1460				
GERMAIN	FABIAN		2 N	2 N	1 N	3 N	2 N	0 N	1 N	0 N	0 N	NO	NO	1120				
GOMEZ	OLGA		3 N	4	3	4 N	5	3	4	1 N	3	YES	NO	1530				
HERNANDEZ	ANGEL	G	5	3	3	4 N	5	2 N	2 N	3	4	YES	NO	1550				
HERNANDEZ	GEORGE		6	3	3	6	5	3	3	3	4	YES	YES	1690				
MAGALLANES	LISA		2 N	3	2 N	5	3 N	3	2 N	2 N	3	NO	NO	1420				
RAHIREZ	JESSICA		4 N	3	3	2 N	5	2 N	3	4	1 N	NO	NO	1460				
RIOS	AMANDA	L	2 N	3	2 N	4 N	2 N	3	4	2 N	0 N	NO	NO	1360				
ROCHA	ISELA		1 N	4	2 N	0 N	2 N	1 N	3	2 N	1 N	NO	NO	1240				
RODRIGUEZ	MICHELLE		2 N	3	2 N	4 N	2 N	3	4	2 N	0 N	NO	NO	1360				
RODRIGUEZ	NORA	E	3 N	4	3	4 N	5	3	4	2 N	3	YES	NO	1550				
SALA AR	ERIC	J	2 N	4	3	4 N	5	3	4	1 N	3	YES	NO	1500				
WEBBER	CRYSTAL	M	3 N	4	3	4 N	5	3	4	1 N	3	YES	NO	1530				
YSQUIERDO	APOLONIO		3 N	4	3	5	3 N	3	3	4	1 N	YES	NO	1500				
ZAMORA	JAVIER		2 N	3	2 N	2 N	3 N	3	3	3	1 N	NO	NO	1360				
TOTAL STUDENTS LISTED: 17			----- TOTAL MASTERING -----				----- TOTAL MASTERING -----								AVG. 1446			
NUMBER:			2	16	10	4	8	11	14	7	8	8	1					
PERCENT:			12	94	59	24	47	65	82	41	47	47	6					



# TEXAS END-OF-COURSE — U.S. HISTORY

PRELIMINARY CONFIDENTIAL CAMPUS ROSTER FOR ALL STUDENTS

101

REPORT DATE: SUMMER 2002 DATE OF TESTING: SPRING 2002 DISTRICT: 108-802 TECHNOLOGY EDUCATI CAMPUS: 001 TECHNOLOGY EDUCATION  N = OBJECTIVE NOT MASTERED			U.S. HISTORY							PASS	MASTERED ALL OBJECTIVES	SCALE SCORE
			APPLICATION AND EVALUATION OF CONCEPTS									
			1	2	3	4	5	6	7			
			DOMESTIC AND FOREIGN AFFAIRS IN U.S. HISTORY	GEOGRAPHIC INFLUENCES ON U.S. HISTORY	ECONOMIC INFLUENCES ON U.S. HISTORY	SOCIAL AND CULTURAL INFLUENCES ON U.S. HISTORY	POLITICAL INFLUENCES ON U.S. HISTORY	CRITICAL-THINKING SKILLS	PROBLEM-SOLVING/ DECISION-MAKING SKILLS			
			5/8	5/8	5/8	5/8	5/8	5/8	3/4			
STUDENT	STUDENT-ID (PEIMS)	ITEMS CORRECT AND OBJECTIVE MASTERY STATUS										
ALVAREZ	MARIA		5	4 N	5	5	4 N	5	4	YES	NO	1560
CAVAZOS	EDELMITO		5	4 N	6	6	6	4 N	3	YES	NO	1600
CERVANTES	OCTAVIO		5	3 N	6	6	5	4 N	3	YES	NO	1560
FLORES	OAMIAN		6	3 N	5	6	5	5	4	YES	NO	1600
GARCIA	LOUIS S		3 N	2 N	6	6	5	5	2 N	YES	NO	1520
GARCIA	MICHAEL		6	4 N	6	6	6	5	4	YES	NO	1670
GARCIA	OLGA L		6	5	6	6	6	5	4	YES	YES	1720
GILL	JEFFREY R		5	4 N	6	5	6	5	3	YES	NO	1600
GONZALEZ	ELIAZAR		6	4 N	6	6	6	5	4	YES	NO	1670
GONZALEZ	ELISANDRO		6	2 N	6	5	3 N	5	3	YES	NO	1530
GONZALEZ	RENE		6	3 N	6	6	5	5	3	YES	NO	1600
HERNANDEZ	ANGEL G		6	4 N	6	6	6	4 N	3	YES	NO	1620
HERNANDEZ	JOSE G		5	5	5	5	6	3 N	2 N	YES	NO	1580
LOPEZ	TRISTAN J		5	2 N	6	4 N	6	3 N	3	YES	NO	1520
OCANAS	MISTY		5	4 N	6	6	6	5	3	YES	NO	1620
PEQUENO	JASON		3 N	3 N	2 N	4 N	4 N	4 N	3	NO	NO	1450
PEREZ	SANDRA		5	4 N	5	5	4 N	5	4	YES	NO	1560
ROCHA	ISELA		4 N	3 N	5	5	5	5	3	YES	NO	1530
RODRIGUEZ Z	NORA E		6	3 N	6	5	6	4 N	4	YES	NO	1600
RODRIGUEZ	CELINDA		5	4 N	6	6	6	5	4	YES	NO	1640
SALAZAR	ERIC J	6	3 N	6	5	6	4 N	4	YES	NO	1600	
SALINAS	GUADALUPE	6	4 N	6	6	6	4 N	3	YES	NO	1620	
VILLA	RONNIE	4 N	2 N	5	5	4 N	5	3	YES	NO	1510	
VILLARREAL	SANDRA E	6	3 N	5	5	6	4 N	4	YES	NO	1580	
WEBBER	CRYSTAL M	5	4 N	6	6	6	5	4	YES	NO	1640	
YSQUIERDO	APOLONIO	5	4 N	5	6	6	5	4	YES	NO	1620	
TOTAL STUDENTS LISTED: 26			----- TOTAL MASTERING -----									
NUMBER:			22	2	25	24	21	17	24	25	1	AVG.
PERCENT:			85	8	96	92	81	65	92	96	4	1589



# TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - GROUP PERFORMANCE

102

Page 2 of 2

GRADE: 10-EXIT LEVEL  
DISTRICT: 108-802 TECHNOLOGY EDUCATION CHARTER H  
CAMPUS: 001 TECHNOLOGY EDUCATION CHARTER H

ALL STUDENTS

REPORT DATE: APRIL 2001  
DATE OF TESTING: FEBRUARY 2001

--- = No Data Reported For Fewer Than Five Students		Pct Met Min Exp All Tests Taken (R, M, W)	READING			MATHEMATICS			WRITING		
			Number Tested	Pct Met Min Exp	Average TLI	Number Tested	Pct Met Min Exp	Average TLI	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students		45	9	78	X-73.7	9	56	X-71.7	10	50	1524
Male		43	6	67	X-73.2	6	50	X-73.5	6	50	1544
Female		---	3	---	---	3	---	---	4	---	---
No Information Provided		---	0	---	---	0	---	---	0	---	---
Native American		---	0	---	---	0	---	---	0	---	---
Asian		---	0	---	---	0	---	---	0	---	---
African American		---	0	---	---	0	---	---	0	---	---
Hispanic		45	9	78	X-73.7	9	56	X-71.7	10	50	1524
White		---	0	---	---	0	---	---	0	---	---
No Information Provided		---	0	---	---	0	---	---	0	---	---
Economically Disadvantaged:	Yes	50	6	83	X-76.0	7	57	X-71.1	7	57	1536
	No	---	3	---	---	2	---	---	3	---	---
No Information Provided		---	0	---	---	0	---	---	0	---	---
Title I, Part A:	Participants	50	6	83	X-76.0	7	57	X-71.1	7	57	1536
	Nonparticipants	---	3	---	---	2	---	---	3	---	---
No Information Provided		---	0	---	---	0	---	---	0	---	---
Migrant:	Yes	---	2	---	---	2	---	---	2	---	---
	No	44	7	86	X-75.6	7	57	X-71.1	8	50	1519
No Information Provided		---	0	---	---	0	---	---	0	---	---
Limited English Proficient:	Yes	---	0	---	---	0	---	---	0	---	---
	No	45	9	78	X-73.7	9	56	X-71.7	10	50	1524
No Information Provided		---	0	---	---	0	---	---	0	---	---
Bilingual:	Participants	---	0	---	---	0	---	---	0	---	---
	Nonparticipants	45	9	78	X-73.7	9	56	X-71.7	10	50	1524
No Information Provided		---	0	---	---	0	---	---	0	---	---
ESL:	Participants	---	0	---	---	0	---	---	0	---	---
	Nonparticipants	45	9	78	X-73.7	9	56	X-71.7	10	50	1524
No Information Provided		---	0	---	---	0	---	---	0	---	---
Gifted/Talented:	Participants	---	0	---	---	0	---	---	0	---	---
	Nonparticipants	45	9	78	X-73.7	9	56	X-71.7	10	50	1524
No Information Provided		---	0	---	---	0	---	---	0	---	---
At-Risk:	Yes	50	6	83	X-76.0	7	57	X-71.1	7	57	1536
	No	---	3	---	---	2	---	---	3	---	---
No Information Provided		---	0	---	---	0	---	---	0	---	---
Career/Technology Educ.:	Participants	50	6	83	X-76.3	6	67	X-72.7	7	57	1525
	Nonparticipants	---	3	---	---	3	---	---	3	---	---
No Information Provided		---	0	---	---	0	---	---	0	---	---
Oral Administration:	Math	---	0	---	---	0	---	---	0	---	---



# TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - TEST PERFORMANCE

303

Page 1 of 2

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 10-EXIT LEVEL

DISTRICT: 108-802 TECHNOLOGY EDUCATION CHARTER H

CAMPUS: 001 TECHNOLOGY EDUCATION CHARTER H

REPORT DATE: APRIL 2001

DATE OF TESTING: FEBRUARY 2001

				Mastering		ADMINISTRATION SUMMARY				Number Percent	
				Number	Percent						
<b>READING</b>											
<b>Reading Comprehension</b>											
1. Word Meaning				5	56	Total Answer Documents Submitted				11	100
2. Supporting Ideas				3	33	Students Absent From All Tests				0	0
3. Summarization				4	44	Other Students Not Tested				0	0
4. Relationships and Outcomes				6	67	Number of Students Tested				11	100
5. Inferences and Generalizations				3	33						
6. Point of View, Propaganda, and Fact and Opinion				4	44						
Number Tested: 9				7	78						
Texas Learning Index (TLI): X-73.7				1	11						
<b>MATHEMATICS</b>						<b>MINIMUM EXPECTATIONS SUMMARY</b>					
<b>Concepts</b>											
1. Number Concepts				5	56	Met Minimum Expectations On All Tests Taken				5	45
2. Algebraic/Mathematical Relations and Functions				6	67	Did Not Meet Minimum Expectations On:					
3. Geometric Properties and Relationships				2	22	One Test Only				3	27
4. Measurement Concepts				2	22	Two Tests Only				1	9
5. Probability and Statistics				2	22	All Three Tests				2	18
<b>Operations</b>											
6. Use of Addition to Solve Problems				4	44						
7. Use of Subtraction to Solve Problems				4	44						
8. Use of Multiplication to Solve Problems				7	78						
9. Use of Division to Solve Problems				4	44						
<b>Problem Solving</b>											
10. Problem Solving Using Estimation				2	22						
11. Problem Solving Using Solution Strategies				2	22						
12. Problem Solving Using Mathematical Representation				2	22						
13. Evaluation of the Reasonableness of a Solution				5	56						
Number Tested: 9				5	56						
Texas Learning Index (TLI): X-71.7				1	11						
<b>WRITING</b>											
<b>Written Communication</b>											
1-4. Written Composition - Persuasive				3	30						
<b>Rating:</b>				<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>			
<b>Number:</b>				0	4	3	3	0			
<b>Percent:</b>				0	40	30	30	0			
5. Sentence Construction				2	20						
6. English Usage				8	80						
7. Use of Spelling, Capitalization, and Punctuation				1	10						
Number Tested: 10				5	50						
Average Scale Score: 1524				0	0						

**TEXAS ASSESSMENT OF ACADEMIC SKILLS**  
**SUMMARY REPORT-TEST PERFORMANCE**  
**FIRST-TIME TESTED STUDENTS**

Page 1 of 2

GRADE: 10-EXIT LEVEL

DISTRICT: 108-802 TECHNOLOGY EDUCATION CHARTER H

CAMPUS: 001 TECHNOLOGY EDUCATION CHARTER H

REPORT DATE: APRIL 2001

DATE OF TESTING: FEBRUARY 2001

			Mastering Number	Percent	ADMINISTRATION SUMMARY	Number
<b>READING</b>						
<b>Reading Comprehension</b>					Total Answer Documents Submitted	See ALL STUDENTS Report for Administration Summary Data.
1. Word Meaning			5	63	Students Absent From All Tests	
2. Supporting Ideas			3	38	Other Students Not Tested	
3. Summarization			4	50	Number of Students Tested	
4. Relationships and Outcomes			6	75		
5. Inferences and Generalizations			3	38		
6. Point of View, Propaganda, and Fact and Opinion			4	50		
Number Tested:	12	Met Minimum Expectations	11	88	<b>MINIMUM EXPECTATIONS SUMMARY</b>	Number
Texas Learning Index (TLI): X-82.9		Mastered All Objectives	3	13		Percent
<b>MATHEMATICS</b>					Met Minimum Expectations On All Tests Taken	
<b>Concepts</b>					Did Not Meet Minimum Expectations On:	See ALL STUDENTS Report for Minimum Expectations Summary Data.
Number Concepts			4	57	One Test Only	
Algebraic/Mathematical Relations and Functions			5	71	Two Tests Only	
Geometric Properties and Relationships			2	29	All Three Tests	
Measurement Concepts			2	29		
Probability and Statistics			2	29		
<b>Operations</b>						
Use of Addition to Solve Problems			7	57		
Use of Subtraction to Solve Problems			9	57		
Use of Multiplication to Solve Problems			7	71		
Use of Division to Solve Problems			3	57		
<b>Problem Solving</b>						
0. Problem Solving Using Estimation			2	29		
1. Problem Solving Using Solution Strategies			2	29		
2. Problem Solving Using Mathematical Representation			2	29		
3. Evaluation of the Reasonableness of a Solution			5	71		
Number Tested:	12	Met Minimum Expectations	5	71		
Texas Learning Index (TLI): X - 74.6		Mastered All Objectives	1	14		
<b>WRITING</b>						
<b>Written Communication</b>						
4. Written Composition - Persuasive			3	38		
Rating:	0	1	2	3	4	
Number:	0	2	3	3	0	
Percent:	0	25	38	38	0	
Sentence Construction			2	25		
English Usage			7	88		
Use of Spelling, Capitalization, and Punctuation			1	13		
Number Tested:	8	Met Minimum Expectations	5	63		
Average Scale Score:	1559	Mastered All Objectives	0	0		

## SUMMARY REPORT

## FIRST-TIME TESTED STUDENTS

REPORT DATE: APRIL 2001

DATE OF TESTING: FEBRUARY 2001

GRADE: 10-EXIT LEVEL

DISTRICT: 108-802 TECHNOLOGY EDUCATION CHARTER II

CAMPUS: 001 TECHNOLOGY EDUCATION CHARTER II

--- = No Data Reported For Fewer Than Five Students		Pct Met Min Exp All Tests Taken (R, M, W)	READING			MATHEMATICS			WRITING		
			Number Tested	Pct Met Min Exp	Average TLI	Number Tested	Pct Met Min Exp	Average TLI	Number Tested	Pct Met Min Exp	Avg Scale Score
All First-Time Tested Students			8	88	X-76.9	7	71	X-74.7	8	63	1559
Male			5	80	X-78.2	4	---	---	5	60	1581
Female			3	---	---	3	---	---	3	---	---
No Information Provided			0	---	---	0	---	---	0	---	---
Native American			0	---	---	0	---	---	0	---	---
Asian			0	---	---	0	---	---	0	---	---
African American			0	---	---	0	---	---	0	---	---
Hispanic			8	88	X-76.9	7	71	X-74.7	8	63	1559
White			0	---	---	0	---	---	0	---	---
No Information Provided			0	---	---	0	---	---	0	---	---
Economically Disadvantaged:	Yes		6	83	X-76.0	6	67	X-72.7	6	67	1558
	No		2	---	---	1	---	---	2	---	---
No Information Provided			0	---	---	0	---	---	0	---	---
Title I, Part A:	Participants		6	83	X-76.0	6	67	X-72.7	6	67	1558
	Non-Participants		2	---	---	1	---	---	2	---	---
No Information Provided			0	---	---	0	---	---	0	---	---
Migrant:	Yes		1	---	---	1	---	---	1	---	---
	No		7	86	X-75.6	6	67	X-72.7	7	57	1536
No Information Provided			0	---	---	0	---	---	0	---	---
Limited English Proficient:	Yes		0	---	---	0	---	---	0	---	---
	No		8	88	X-76.9	7	71	X-74.7	8	63	1559
No Information Provided			0	---	---	0	---	---	0	---	---
Bilingual:	Participants		0	---	---	0	---	---	0	---	---
	Non-Participants		8	88	X-76.9	7	71	X-74.7	8	63	1559
No Information Provided			0	---	---	0	---	---	0	---	---
ESL:	Participants		0	---	---	0	---	---	0	---	---
	Non-Participants		8	88	X-76.9	7	71	X-74.7	8	63	1559
No Information Provided			0	---	---	0	---	---	0	---	---
Gifted/Talented:	Participants		0	---	---	0	---	---	0	---	---
	Non-Participants		8	88	X-76.9	7	71	X-74.7	8	63	1559
No Information Provided			0	---	---	0	---	---	0	---	---
At-Risk:	Yes		6	83	X-76.0	6	67	X-72.7	6	67	1558
	No		2	---	---	1	---	---	2	---	---
No Information Provided			0	---	---	0	---	---	0	---	---
Career/Technology Educ.:	Participants		6	83	X-76.3	5	80	X-74.8	6	67	1546
	Non-Participants		2	---	---	2	---	---	2	---	---
No Information Provided			0	---	---	0	---	---	0	---	---
Oral Administration:	Math		0	---	---	0	---	---	0	---	---

See "ALL STUDENTS" Report for results of ALL TESTS TAKEN

**TAAS**  
**GRADE: 10-EXIT LEVEL**  
**DISTRICT: 108-802 TECHNOLOGY EDUCATION CHARTER II**  
**CAMPUS: 001 TECHNOLOGY EDUCATION CHARTER II**

**TEXAS ASSESSMENT OF ACADEMIC SKILLS**  
**SUMMARY REPORT-TEST PERFORMANCE**  
**FIRST-TIME TESTED STUDENTS**

**Page 1 of 2**  
**REPORT DATE: APRIL 2002**  
**DATE OF TESTING: FEBRUARY 2002**

			Mastering		ADMINISTRATION SUMMARY		Number					
			Number	Percent								
<b>READING</b>					<b>Total Answer Documents Submitted</b> Students Absent From All Tests  <b>See ALL STUDENTS Report for Administration Summary Data.</b>  <b>Other Students Not Tested</b> Number of Students Tested							
1. Word Meaning												
2. Supporting Ideas												
3. Summarization												
4. Relationships and Outcomes												
5. Inferences and Generalizations												
6. Point of View, Propaganda, and Fact and Opinion												
Number Tested: 12			Met Minimum Expectations	11	92	<b>MINIMUM EXPECTATIONS SUMMARY</b>  Number      Percent						
Texas Learning Index (TLI): X-82.9			Mastered All Objectives	3	25							
<b>MATHEMATICS</b>					<b>Met Minimum Expectations On All Tests Taken</b> Did Not Meet Minimum Expectations On:  <b>See ALL STUDENTS Report for Minimum Expectations Summary Data.</b>  One Test Only Two Tests Only All Three Tests							
<b>Concepts</b>												
Number Concepts												
Algebraic/Mathematical Relations and Functions												
Geometric Properties and Relationships												
Measurement Concepts												
Probability and Statistics												
<b>Operations</b>												
Use of Addition to Solve Problems												
Use of Subtraction to Solve Problems												
Use of Multiplication to Solve Problems												
Use of Division to Solve Problems												
<b>Problem Solving</b>												
0. Problem Solving Using Estimation												
1. Problem Solving Using Solution Strategies												
2. Problem Solving Using Mathematical Representation												
3. Evaluation of the Reasonableness of a Solution												
Number Tested: 12			Met Minimum Expectations	10	83							
Texas Learning Index (TLI): X - 74.6			Mastered All Objectives	0	0							
<b>WRITING</b>												
<b>Written Communication</b>												
1-4. Written Composition - Persuasive												
Rating: 0 1 2 3 4												
Number: 0 4 8 0 0												
Percent: 0 33 67 0 0												
5. Sentence Construction												
6. English Usage												
7. Use of Spelling, Capitalization, and Punctuation												
Number Tested: 12			Met Minimum Expectations	8					67			
Average Scale Score: 1523			Mastered All Objectives	0					0			

## SUMMARY REPORT

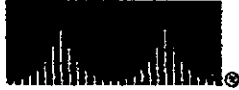
## FIRST-TIME TESTED STUDENTS

REPORT DATE: APRIL 2002

DATE OF TESTING: FEBRUARY 2002

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, M, W)	READING			MATHEMATICS			WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Number Tested	Pct Met Min Exp	Average TLI	Number Tested	Pct Met Min Exp	Avg Scale Score
All First-Time Tested Students	See "ALL STUDENTS" Report for results of ALL TESTS TAKEN	12	92	X-82.9	12	83	X-74.6	12	67	1523
Male		5	100	X-86.8	5	80	X-73.2	5	8	1550
Female		7	86	X-80.1	7	86	X-75.6	7	57	1503
No Information Provided		0	---	---	0	---	---	0	---	---
Native American		0	---	---	0	---	---	0	---	---
Asian		0	---	---	0	---	---	0	---	---
African American		0	---	---	0	---	---	0	---	---
Hispanic		12	92	X-82.9	12	83	X-74.6	12	67	1523
White		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged: Yes		11	91	X-82.5	11	82	X-74.5	11	73	1537
No		0	---	---	10	---	---	0	---	---
No Information Provided		1	---	---	1	---	---	1	---	---
Title I, Part A: Participants		11	91	X-82.5	11	82	X-74.5	11	73	1537
Non-Participants		0	---	---	0	---	---	0	---	---
No Information Provided		1	---	---	1	---	---	1	---	---
Migrant: Yes		6	83	X-78.7	6	83	X-74.3	6	67	1512
No		5	100	X-87.2	5	80	X-74.6	5	80	1568
No Information Provided		1	---	---	1	---	---	1	---	---
Limited English Proficient: Yes		1	---	---	1	---	---	1	---	---
No		10	90	X-82.1	10	80	X-73.5	10	80	1555
No Information Provided		1	---	---	1	---	---	1	---	---
Bilingual: Participants		0	---	---	0	---	---	0	---	---
Non-Participants		11	91	X-82.5	11	82	X-74.5	11	73	1537
No Information Provided		1	---	---	1	---	---	1	---	---
ESL: Participants		1	---	---	1	---	---	1	---	---
Non-Participants		10	90	X-82.1	10	80	X-73.5	10	80	1555
No Information Provided		1	---	---	1	---	---	1	---	---
Gifted/Talented: Participants		0	---	---	0	---	---	0	---	---
Non-Participants		11	91	X-82.5	11	82	X-74.5	11	73	1537
No Information Provided		1	---	---	1	---	---	1	---	---
At-Risk: Yes		2	---	---	2	---	X-73.7	2	---	---
No		9	89	82.4	9	78	---	9	78	1547
No Information Provided		1	---	---	1	---	---	1	---	---
Career/Technology Educ.: Participants		12	92	X-82.9	12	83	X-74.6	12	67	1523
Non-Participants		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Oral Administration: Math		0	---	---	0	---	---	0	---	---

**CISCO SYSTEMS**



**NETWORKING  
ACADEMY**

12/19/2001

Dear [REDACTED]

Congratulations! You have successfully completed Semester 1 of the Cisco Networking Academy Program with a final assessment score of 75.

During the course, you have developed a solid foundation in the basics of networking, demonstrating knowledge of important concepts and skills, including the OSI model, Ethernet networks running TCP/IP, IP addressing, and structured cabling skills.

Information technology skills are in high demand given the explosive growth of the Internet as a practical business tool. Technological literacy is more important today than ever before, and Cisco is proud to provide you with the knowledge and skills to design, build, and maintain computer networks.

Wishing you continued success in Semester 2!

Sincerely,

A handwritten signature in cursive script that reads "John Chambers".

John Chambers  
President and CEO  
Cisco Systems, Inc.



**CISCO SYSTEMS**



**NETWORKING  
ACADEMY**

12/19/2001

Dear [REDACTED]

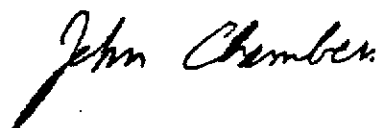
Congratulations! You have successfully completed Semester 1 of the Cisco Networking Academy Program with a final assessment score of 93.

During the course, you have developed a solid foundation in the basics of networking, demonstrating knowledge of important concepts and skills, including the OSI model, Ethernet networks running TCP/IP, IP addressing, and structured cabling skills.

Information technology skills are in high demand given the explosive growth of the Internet as a practical business tool. Technological literacy is more important today than ever before, and Cisco is proud to provide you with the knowledge and skills to design, build, and maintain computer networks.

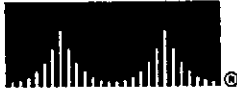
Wishing you continued success in Semester 2!

Sincerely,



John Chambers  
President and CEO  
Cisco Systems, Inc.

CISCO SYSTEMS



NETWORKING  
ACADEMY

05/28/2002

Dear [REDACTED]

Congratulations! You have successfully completed Semester 2 of the Cisco Networking Academy Program with a final assessment score of 78.

During the course, you have developed a solid foundation in the basics of networking, demonstrating knowledge of important concepts and skills, including the OSI model, Ethernet networks running TCP/IP, IP addressing, and structured cabling skills.

Information technology skills are in high demand given the explosive growth of the Internet as a practical business tool. Technological literacy is more important today than ever before, and Cisco is proud to provide you with the knowledge and skills to design, build, and maintain computer networks.

Wishing you continued success in Semester 3!

Sincerely,

A handwritten signature in cursive script that reads "John Chambers".

John Chambers  
President and CEO  
Cisco Systems, Inc.

# Cisco Networking Academy Program

Semesters 1 and 2

In a timed and monitored environment, administered by the undersigned instructor, the student demonstrated the following competencies in a TCP/IP based network using Ethernet LAN media:

- Developed an IP address and subnet masking scheme for eight separate subnetworks deployed over a five-router network topology and applied this scheme to all router interfaces
- Configured routers for user and enabled passwords for both console and VTY (Telnet) lines
- Physically connected Layer 1 and 2 devices to router Ethernet interfaces
- Configured router Ethernet interfaces for IP implementation
- Physically connected router serial interfaces in a back-to-back lab configuration using a DCE/DTE cable combination
- Configured router serial interfaces using HDLC encapsulation and set the clock rate
- Configured routers to route IP traffic using the RIP distance vector routing protocol
- Configured routers to use the IP Host Name feature to resolve router host names via a local IP host table
- Monitored network traffic using router debug commands
- Troubleshoot network connectivity using the ping, Telnet, trace route, CDP neighbors, and other TCP/IP tools

Date: 05/28/2002

Academy Name: Technology Education  
Charter High School

Instructor: Ansari, Zafar

Academy Location: Weslaco, TX

Certificate#: 160277-585378-682233





05/28/2002

Dear [REDACTED]

Congratulations! You have successfully completed Semester 2 of the Cisco Networking Academy Program with a final assessment score of 86.

During the course, you have developed a solid foundation in the basics of networking, demonstrating knowledge of important concepts and skills, including the OSI model, Ethernet networks running TCP/IP, IP addressing, and structured cabling skills.

Information technology skills are in high demand given the explosive growth of the Internet as a practical business tool. Technological literacy is more important today than ever before, and Cisco is proud to provide you with the knowledge and skills to design, build, and maintain computer networks.

Wishing you continued success in Semester 3!

Sincerely,

A handwritten signature in cursive script that reads "John Chambers".

John Chambers  
President and CEO  
Cisco Systems, Inc.

# Cisco Networking Academy Program

Semesters 1 and 2

In a timed and monitored environment, administered by the undersigned instructor, the student demonstrated the following competencies in a TCP/IP based network using Ethernet LAN media:

- Developed an IP address and subnet masking scheme for eight separate subnetworks deployed over a five-router network topology and applied this scheme to all router interfaces
- Configured routers for user and enabled passwords for both console and VTY (Telnet) lines
- Physically connected Layer 1 and 2 devices to router Ethernet interfaces
- Configured router Ethernet interfaces for IP implementation
- Physically connected router serial interfaces in a back-to-back lab configuration using a DCE/DTE cable combination
- Configured router serial interfaces using HDLC encapsulation and set the clock rate
- Configured routers to route IP traffic using the RIP distance vector routing protocol
- Configured routers to use the IP Host Name feature to resolve router host names via a local IP host table
- Monitored network traffic using router debug commands
- Troubleshoot network connectivity using the ping, Telnet, trace route, CDP neighbors, and other TCP/IP tools

Date: 05/28/2002

Academy Name: Technology Education  
Charter High School

Instructor: Ansari, Zafar

Academy Location: Weslaco, TX

Certificate#: 160277-585378-682217



05/28/2002

[REDACTED]

Congratulations! You have successfully completed Semester 2 of the Cisco Networking Academy Program with a final assessment score of 90.

During the course, you have developed a solid foundation in the basics of networking, demonstrating knowledge of important concepts and skills, including the OSI model, Ethernet networks running TCP/IP, IP addressing, and structured cabling skills.

Information technology skills are in high demand given the explosive growth of the Internet as a practical business tool. Technological literacy is more important today than ever before, and Cisco is proud to provide you with the knowledge and skills to design, build, and maintain computer networks.

Wishing you continued success in Semester 3!

Sincerely,

A handwritten signature in cursive script that reads "John Chambers". The signature is written in dark ink and is positioned above the printed name and title.

John Chambers  
President and CEO  
Cisco Systems, Inc.

# Cisco Networking Academy Program

Semesters 1 and 2

In a timed and monitored environment, administered by the undersigned instructor, the student demonstrated the following competencies in a TCP/IP based network using Ethernet LAN media:

- Developed an IP address and subnet masking scheme for eight separate subnetworks deployed over a five-router network topology and applied this scheme to all router interfaces
- Configured routers for user and enabled passwords for both console and VTY (Telnet) lines
- Physically connected Layer 1 and 2 devices to router Ethernet interfaces
- Configured router Ethernet interfaces for IP implementation
- Physically connected router serial interfaces in a back-to-back lab configuration using a DCE/DTE cable combination
- Configured router serial interfaces using HDLC encapsulation and set the clock rate
- Configured routers to route IP traffic using the RIP distance vector routing protocol
- Configured routers to use the IP Host Name feature to resolve router host names via a local IP host table
- Monitored network traffic using router debug commands
- Troubleshot network connectivity using the ping, Telnet, trace route, CDP neighbors, and other TCP/IP tools

Date: 05/28/2002

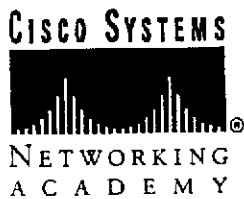
Academy Name: Technology Education  
Charter High School

Instructor: Ansari, Zafar

Academy Location: Weslaco, TX

Certificate#: 160277-585378-644594





05/28/2002

Dear [REDACTED]

Congratulations! You have successfully completed Semester 2 of the Cisco Networking Academy Program with a final assessment score of 81.

During the course, you have developed a solid foundation in the basics of networking, demonstrating knowledge of important concepts and skills, including the OSI model, Ethernet networks running TCP/IP, IP addressing, and structured cabling skills.

Information technology skills are in high demand given the explosive growth of the Internet as a practical business tool. Technological literacy is more important today than ever before, and Cisco is proud to provide you with the knowledge and skills to design, build, and maintain computer networks.

Wishing you continued success in Semester 3!

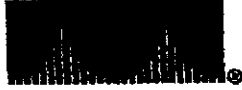
Sincerely,

A handwritten signature in cursive script that reads "John Chambers".

John Chambers  
President and CEO  
Cisco Systems, Inc.



**CISCO SYSTEMS**



**NETWORKING  
ACADEMY**

12/19/2001

Dear [REDACTED]:

Congratulations! You have successfully completed Semester 1 of the Cisco Networking Academy Program with a final assessment score of 93.

During the course, you have developed a solid foundation in the basics of networking, demonstrating knowledge of important concepts and skills, including the OSI model, Ethernet networks running TCP/IP, IP addressing, and structured cabling skills.

Information technology skills are in high demand given the explosive growth of the Internet as a practical business tool. Technological literacy is more important today than ever before, and Cisco is proud to provide you with the knowledge and skills to design, build, and maintain computer networks.

Wishing you continued success in Semester 2!

Sincerely,



John Chambers  
President and CEO  
Cisco Systems, Inc.

# Cisco Networking Academy Program

Semesters 1 and 2

In a timed and monitored environment, administered by the undersigned instructor, the student demonstrated the following competencies in a TCP/IP based network using Ethernet LAN media:

- Developed an IP address and subnet masking scheme for eight separate subnetworks deployed over a five-router network topology and applied this scheme to all router interfaces
- Configured routers for user and enabled passwords for both console and VTY (Telnet) lines
- Physically connected Layer 1 and 2 devices to router Ethernet interfaces
- Configured router Ethernet interfaces for IP implementation
- Physically connected router serial interfaces in a back-to-back lab configuration using a DCE/DTE cable combination
- Configured router serial interfaces using HDLC encapsulation and set the clock rate
- Configured routers to route IP traffic using the RIP distance vector routing protocol
- Configured routers to use the IP Host Name feature to resolve router host names via a local IP host table
- Monitored network traffic using router debug commands
- Troubleshoot network connectivity using the ping, Telnet, trace route, CDP neighbors, and other TCP/IP tools

Date: 05/28/2002

Academy Name: Technology Education  
Charter High School

Instructor: Ansari, Zafar

Academy Location: Weslaco, TX

Certificate#: 160277-585378-700777



# Certificate of Award



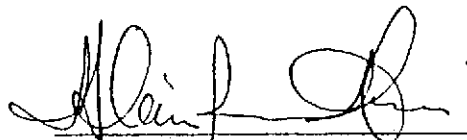
This Certifies that

**[REDACTED]**

of  
Technology Education Charter High School

*has successfully completed one year of*

**ECAD ACADEMY  
AUTODESK**

  
Mr. Alim Ansari, Principal

June 1<sup>st</sup>, 2002

  
Mr. H. Gonzalez, ECAD Teacher

# Certificate of Award



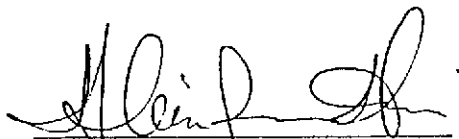
This Certifies that



of  
Technology Education Charter High School

*has successfully completed one year of*

ECAD ACADEMY  
AUTODESK

  
Mr. Alim Ansari, Principal

June 1<sup>st</sup>, 2002

  
Mr. H. Gonzalez, ECAD Teacher

# Certificate of Award



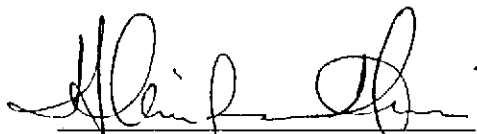
This Certifies that



*of*  
Technology Education Charter High School

*has successfully completed one year of*

ECAD ACADEMY  
AUTODESK

  
Mr. Alim Ansari, Principal

June 1<sup>st</sup>, 2002

  
Mr. H. Gonzalez, ECAD Teacher

# Certificate of Award



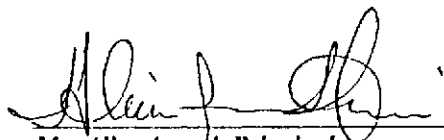
This Certifies that



of  
Technology Education Charter High School

*has successfully completed one year of*

ECAD ACADEMY  
AUTODESK

  
Mr. Alim Ansari, Principal

June 1<sup>st</sup>, 2002

  
Mr. H. Gonzalez, ECAD Teacher

# Certificate of Award



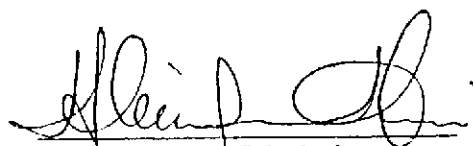
This Certifies that



of  
Technology Education Charter High School

*has successfully completed one year of*

ECAD ACADEMY  
AUTODESK

  
Mr. Allm Ansari, Principal

June 1<sup>st</sup>, 2002

  
Mr. H. Gonzalez, ECAD Teacher

# Certificate of Award



*This Certifies that*



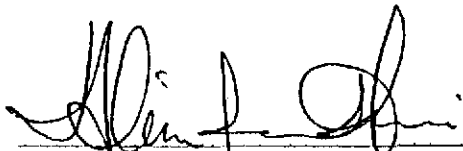
*of*

**Technology Education Charter High School**

*has successfully completed one year of*

**ECAD ACADEMY  
AUTODESK**

*June 1<sup>st</sup>, 2002*

  
\_\_\_\_\_  
*Mr. Alim Ansari, Principal*

  
\_\_\_\_\_  
*Mr. H. Gonzalez, ECAD Teacher*



# Certificate of Award



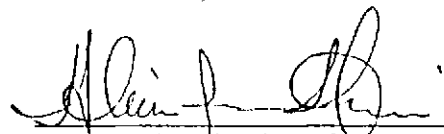
This Certifies that



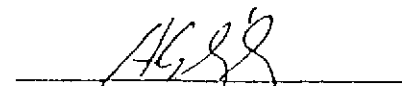
of  
Technology Education Charter High School

*has successfully completed one year of*

ECAD ACADEMY  
AUTODESK

  
Mr. Alim Ansari, Principal

June 1<sup>st</sup>, 2002

  
Mr. H. Gonzalez, ECAD Teacher

# Certificate of Award

TECH HIGH



STET

This Certifies that

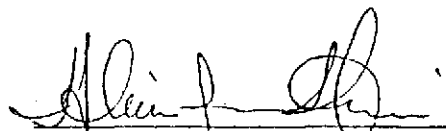


of

Technology Education Charter High School

*has successfully completed one year of*

ECAD ACADEMY  
AUTODESK

  
Mr. Alim Ansari, Principal

June 1<sup>st</sup>, 2002

  
Mr. H. Gonzalez, ECAD Teacher

# Certificate of Award

TECH HIGH



SIET

This Certifies that

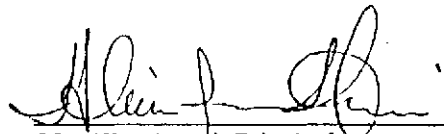


of

Technology Education Charter High School

*has successfully completed one year of*

ECAD ACADEMY  
AUTODESK

  
Mr. Alim Ansari, Principal

June 1<sup>st</sup>, 2002

  
Mr. H. Gonzalez, ECAD Teacher

# Certificate of Award

TECH HIGH



STET

This Certifies that



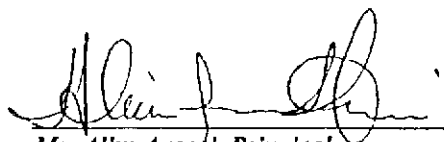
of

Technology Education Charter High School

*has successfully completed one year of*

ECAD ACADEMY

AUTODESK

  
Mr. Alim Ansari, Principal

June 1<sup>st</sup>, 2002

  
Mr. H. Gonzalez, ECAD Teacher

# Certificate of Award



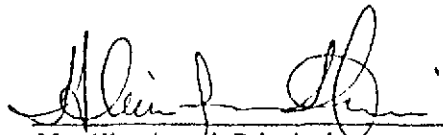
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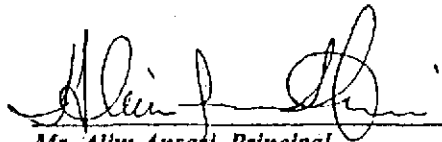
This Certifies that



of  
Technology Education Charter High School

*has successfully completed one year of*

ECAD ACADEMY  
AUTODESK

  
Mr. Alim Ansari, Principal

June 1<sup>st</sup>, 2002

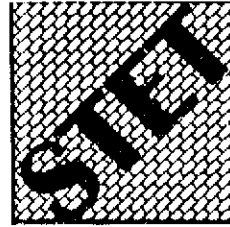
  
Mr. H. Gonzalez, ECAD Teacher

# Technology Education Charter High School

## MOUS Certification

### *System I*

1. Introduction to Computers
2. DOS (Disk Operating Systems)
3. Computer Terminology
4. Keyboarding (Typing @ 35-50 wpm)



### *System II*

1. Word (Typing @ 45 wpm)
2. Excel
3. Access
4. PowerPoint

#### **South Campus**

116 West Fifth St.  
Weslaco, TX 78596  
Phone 956.969.3092  
Fax 956.969.8614

To be eligible to pass the  
Exam of:

**MOUS**  
*Certification*

#### **North Campus Technology Center**

1222 Sugar Cane Dr.  
Weslaco, TX 78596  
Phone 956.969.0044  
Fax 956.969.0065

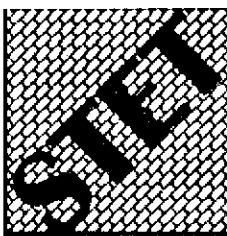
## ***Jobs After Obtaining MOUS Certification***

1. Colleges, Universities, School Districts
2. Banks (Main Branches)
3. Insurance Companies
4. Medical Offices, Hospitals
5. Hotels, Major Companies or Large Stores

## Tech High CISCO (CCNA) Certification

### First Year

1. Safety
2. Networking Terminology & Protocols
3. Local Area Networks (LANs) & Wide Area Networks (WANs)
4. Routers/Router Programming
5. Ethernet, Internet Protocol (IP) Addressing
6. Instruction & Training (Maintenance & Use of Network Software
7. PROJECT Planning



*TESTING ON-LINE*

To be eligible to pass the  
Exam of:

**CISCO (CCNA)**  
**Certification**

### Second Year

1. Advanced Routing Configuration
2. Remote-Access Networks
3. Multi-Layer Switching
4. Network Troubleshooting

### **South Campus**

116 West Fifth Street  
Weslaco, Texas 78596  
Phone: 956.969.3092  
Fax: 956.969.8614

### **North Campus Technology Center**

1222 Sugar Cane Drive  
Weslaco, Texas 78596  
Phone: 956.969.0044  
Fax: 956.969.0065

### **JOBS After obtaining CISCO (CCNA) Certification:**

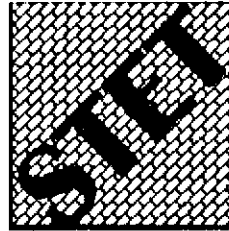
1. School Districts, Colleges, Universities
2. Telecommunications, IBM, Phone Companies
3. Banks (Main Branches)
4. Medical Offices, Hospitals
5. Hotels, Major Companies, or Large Stores



## Tech High A+ Certification

### Technology

7. Technology in the past, present, and future.
8. Workplace Safety
9. Inventory Control
10. Quality control
11. Quality Assurance



### Manufacturing

1. Manufacturing Processes: Past, present and future
2. Manufacturing Techniques
3. Manu. Plastic, metal, electronics, semiconductor
4. Computer Manufacturing
  - a. Assembling Systems
  - b. Diagnostics on Systems
  - c. Loading Software
  - d. Software Usage
  - e. Sales and Marketing

To be eligible to pass the  
Exam of:

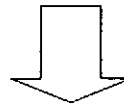
### South Campus

116 West Fifth Street  
Weslaco, Texas 78596  
Phone: 956.969.3092  
Fax: 956.969.8614

### North Campus Technology Center

1222 Sugar Cane Drive  
Weslaco, Texas 78596  
Phone: 956.969.0044  
Fax: 956.969.0065

## A+ Certification



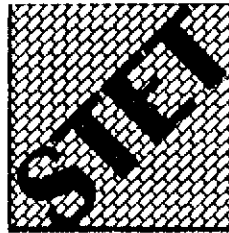
### *JOBS After obtaining A+ Certification:*

6. Open Their Own Repair Shop
7. Computer/Electronic Service Industry
8. Trouble-shooting Technician for the School Districts
9. Computer Manufacturing Industry
10. School Districts Computer Maintenance Technician

## Tech High ECAD Certification

### First Semester

1. Intro to Architecture
2. Tools of Architecture
3. Principles of Architecture
4. Use of PC in Architecture
5. Intro to AutoCAD
6. AutoCAD Professional
7. AutoCAD/3D



### Second Semester

1. Architecture
2. Mechanical
3. Electronic
4. Horticulture
5. Landscaping
6. Road/Bridge Design

To be eligible to pass the  
Exam of:

### ECAD Certification

#### South Campus

116 West Fifth Street  
Weslaco, Texas 78596  
Phone: 956.969.3092

#### North Campus Technology Center

1222 Sugar Cane Drive  
Weslaco, Texas 78596  
Phone: 956.969.0044  
Fax: 956.969.0065

### JOBS After obtaining CAD Certification:

1. Architecture Firms
2. City Planning Department
3. Highway Department
4. Landscaping Firm
5. Builders
6. Surveyors

**Pre-Registration  
2002-2003 – School Year**

Name of Student \_\_\_\_\_ Parent (s) Name \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip code \_\_\_\_\_

Telephone # (956). \_\_\_\_\_ - \_\_\_\_\_ Emergency Telephone # (956). \_\_\_\_\_ - \_\_\_\_\_

Last School Attended \_\_\_\_\_

**OR**

Please Check One: T.E.C.H.S. \_\_\_\_\_ Weslaco High/East High \_\_\_\_\_ Donna  
\_\_\_\_\_ Edcouch-Elsa \_\_\_\_\_ Mercedes \_\_\_\_\_ Progresso \_\_\_\_\_ McAllen  
\_\_\_\_\_ Pharr-San Juan-Alamo \_\_\_\_\_ Harlingen \_\_\_\_\_ Santa Rosa  
\_\_\_\_\_ Santa Maria \_\_\_\_\_ La Feria

How Many Credits Were Completed? \_\_\_\_\_

Please Check TAAS Tests Passed: Reading \_\_\_\_\_ Writing \_\_\_\_\_ Math \_\_\_\_\_

Special Needs: \_\_\_\_\_

Special Interests: \_\_\_\_\_

Sports/Hobbies: \_\_\_\_\_

Expected Date of Graduation: \_\_\_\_\_

**Notice: T.E.C.H.S. will enroll a maximum of two hundred students in the 2002-2003 school year. If you are not enrolled as one of the two hundred students, your application will be placed on a waiting list. Students on the waiting list will be called upon as openings occur.**

Student's Signature: \_\_\_\_\_

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

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

Admission Application  
2002-2003



*South Texas Educational Technologies, Inc.*

*"Tech High"*

Tuition-free, public technology school for students from Cameron and Hidalgo Counties

**Technology Education Charter High School**  
**116 W. 5<sup>th</sup> Street**  
**Weslaco, Texas 78596**  
**Ph: 956.969.3092 --- Fax: 956.969.8614**

**2002-2003**  
**CHECK OFF LIST**

**Student's Name:** \_\_\_\_\_

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

- ☐ Birth Certificate
- ☐ Withdrawal Form from Previous School
- ☐ Immunization Record
- ☐ Social Security Card
- ☐ Un-paid Bill with Current Address
- ☐ School Transcript from the last school attended
- ☐ Three emergency phone numbers
- ☐ Parents must be present if you are under 18 years old
- ☐ Complete visit/interview with the principal and/or counselor

**TO BE OFFICIALLY ENROLLED AT TECH HIGH, ALL OF THE ABOVE MUST BE COMPLETED FULLY.**

**Note: In the event of a waiting list, if the student does not respond to a second phone call, he/she will be automatically dropped from the list.**

Application Date: School Year: Grade Level:  09  10  11  12**Directions for Career Interest Essay****REQUIRED**

Please write a 1-2 page essay that answers the following.

1. What are your career interests?
2. Why do you want to attend *Tech High*?

Last Name	First Name:	M.I.	Date of Birth	Sex	Race	Social Security #
Mailing Address	City	State	Zip Code	Home Phone Number		
Physical Address	City	State	Zip Code	Phone Number		
Father/Guardian's Name	Address	Phone Number	Workplace	Work Phone Number		
Mother/Guardian's Name	Address	Phone Number	Workplace	Work Phone Number		
Home School District	Present School District			Home High School		

In order to process your application as quickly as possible, please submit the following data with your application:

- ⇒ Most recent report card and/or transcript (A final cumulative record/report card will be required at the end of the school year showing promotion to next grade.)
- ⇒ Most recent achievement test scores
- ⇒ Updated immunization records
- ⇒ Photocopy of social security card
- ⇒ Home Language Survey/LAS test results/LPAC entry and/or exit from home district
- ⇒ Counselor's verification of special populations and programs
- ⇒ Copies of special education, Section 504, migrant, gifted and talented, and ESL/LEP/bilingual records (for special population students)
- ⇒ Career interest essay

**How did you hear about Tech High?***(check all that apply)*

- ☐ friend or relative
- ☐ current/former Tech High student
- ☐ presentation by Tech High employee
- ☐ newspaper advertisement
- ☐ newspaper article or t.v. news broadcast
- ☐ brochure/letter mailed to your home
- ☐ billboard
- ☐ other (please explain) \_\_\_\_\_

It is the policy of South Texas Educational Technologies, Inc. to comply with all non-discrimination provisions of all federal and state laws. South Texas Educational Technologies, Inc. admits students without regard to race, religion, color, sex, national origin, disability or limited English Proficiency. *Es el reglamento de South Texas Educational Technologies, Inc. a someterse a las provisiones de no-discriminación de todas las leyes estatales y federales. South Texas Educational Technologies, Inc. admite alumnos sin importar raza, religión, color, sexo, origen nacional, incapacidad o limitación en la maesria del idioma ingles.*

## STUDENT COMMITMENT

South Texas Educational Technologies, Inc. (*Tech High*) offers an academic and vocational curriculum for students with the desire to pursue rigorous career preparation. The foremost goal of school is to inspire and enable students to attain their highest potential through challenging and rewarding experiences. The school offers excellent opportunities to discover and explore the career opportunities in the themes of advanced technologies.

The school expects the student to respond maturely to the challenge of an exemplary school curriculum. This is not only a special challenge, but a responsibility for each student who attends this school.

Please carefully read the list of responsibilities the school expects from you. If you believe that you can comply with the student commitment, then sign below.

1. I understand that it is my responsibility to attend school daily, to arrive promptly, and to remain throughout the scheduled school hours.
2. I will cooperate with the teachers, professionals, and my fellow students by conducting myself in a mature manner conveying respect to all persons.
3. It is my responsibility to complete all required school work. I also understand that I shall be expected to work independently. I recognize that it is equally important to achieve in the academic core curriculum as well as in the career and technology oriented courses.
4. I will respect and care for all equipment, supplies and school property offered for my use.

My success in school rests upon my responsibility and dedication. I commit myself to good attendance, exemplary behavior, cooperation, respect for people and their property, respect for the school and its property, and to do my best in all my schoolwork in order that I may receive the maximum benefit that an exemplary school program has to offer.

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

---

## PARENT COMMITMENT/COMPROMISO DEL PADRE

I acknowledge the commitment my daughter/son has made. I support her/him in her/his efforts. I agree to all of the above terms and conditions as set forth.

*Yo reconozco el compromiso que mi hijo/a ha hecho. Yo le apoyo en sus esfuerzos. Me comprometo a todos los terminus y condiciones que se han descrito.*

\_\_\_\_\_  
PARENT/GUARDIAN SIGNATURE  
FIRMA DEL PADRE O GUARDIAN

\_\_\_\_\_  
DATE  
FECHA

---

## PARENT PERMISSION FOR MEDIA RELEASE/PERMISO DEL PADRE PARA PRESENTACION ANTE LOS MEDIOS DE COMUNICACION

\_\_\_\_\_ I hereby grant South Texas Educational Technologies, Inc. permission to use my child's name, picture and comments in materials (television, video, world wide web, audio and printed media) used to promote school programs, recruit new students and/or recruit new students and/or dispense of public information.

*Por la presente autorizo a South Texas Educational Technologies, Inc. a que use el nombre de mi hijo/a, su retrato o Comentarios en material (en televisión, video, Internet e impreso) para promover programas escolares, reclutar nuevos alumnos y/o dispensar información pública.*

\_\_\_\_\_ I do not give such permission. *No otorgo dicho permiso.*

\_\_\_\_\_  
PARENT/GUARDIAN SIGNATURE  
FIRMA DEL PADRE O GUARDIAN

\_\_\_\_\_  
DATE  
FECHA

### Counselor's Verification Form

Student's name: \_\_\_\_\_

Grade \_\_\_\_\_

School: \_\_\_\_\_

Home School Counselor,

Please complete this section, sign, and submit with the student's application. Thank you for your assistance on this form.

Place a check mark by the programs the student has participated in:

\_\_\_\_ Gifted and Talented English

\_\_\_\_ Gifted and Talented Math

\_\_\_\_ Gifted and Talented Science

\_\_\_\_ Gifted and Talented Social Studies

\_\_\_\_ Gifted and Talented Other (specify: \_\_\_\_\_)

\_\_\_\_ Migrant (last date migrated: \_\_\_\_\_)

\_\_\_\_ Vocational

\_\_\_\_ ESL/LEP/Bilingual

\_\_\_\_ Free/Reduced Lunch

\_\_\_\_ Special Education

\_\_\_\_ Section 504

\_\_\_\_ Dyslexia

Place a check mark by the courses the student has taken for high school credit at the junior high or middle school level:

\_\_\_\_ Algebra I

\_\_\_\_ Spanish I (☐ Monolingual or ☐ Bilingual)

\_\_\_\_ Geometry

\_\_\_\_ Spanish II (☐ Monolingual or ☐ Bilingual)

\_\_\_\_ Biology I

\_\_\_\_ Other (specify: \_\_\_\_\_)

\_\_\_\_\_  
Counselor's Signature

\_\_\_\_\_  
Date 1/20



## Home Language Survey

Student's

name: \_\_\_\_\_

Grade: \_\_\_\_\_

To be completed by the parent or guardian:

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

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

Signature of Parent / Guardian

Date

## Parent Permission For Release Of Student Directory Information

Student directory information includes a student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, awards received, dates of attendance and the most recent previous school attended by a student. Directory information is considered public record and will be released to anyone who files a written request with the superintendent or designee. Parents, however, may limit the release of this information by marking through the items of directory information listed above that they wish the district to withhold about their child.

\_\_\_\_\_ I have no objections to the release of student directory information.

\_\_\_\_\_ I object to the release of student directory information and have marked through the items listed above that I wish the district to withhold about my child.

Signature of Parent / Guardian

Date

## Cuestionario Del Idioma Nativo

Nombre del

alumno: \_\_\_\_\_

Grado: \_\_\_\_\_

Favor de llenar lo siguiente:

(1) ¿Cuál es el idioma que más se habla en su hogar? \_\_\_\_\_

(2) ¿Cuál es el idioma que más habla su hijo(a)? \_\_\_\_\_

Firma del Padre o Guardián

Fecha

## Permiso De Los Padres Para Autorizar Información Del Estudiante A Incluirse En El Directorio Estudiantil

El directorio de información estudiantil incluye el nombre del alumno, su dirección, número de teléfono, fecha y lugar de nacimiento, área de estudios mayoritaria, participación en actividades y deportes reconocidos oficialmente, peso y altura de los miembros de equipos atléticos, fechas de asistencia, premios recibidos, y el nombre de la escuela a la que el estudiante asistió anteriormente. La información del directorio estudiantil es considerada como pública y será proporcionada a cualquiera que presente una petición por escrito ante el superintendente o la persona designada por éste. Los padres, sin embargo, pueden limitar el tipo de información a darse, marcando las áreas que arriba se mencionan que no desean que el distrito dé a conocer respecto a su hijo(a).

\_\_\_\_\_ No tengo ninguna objeción a que se dé a conocer la información del directorio estudiantil.

\_\_\_\_\_ No quiero que se dé a conocer la información del directorio estudiantil y he marcado las partes que arriba se enlistan a las que me opongo que se den a conocer por el distrito respecto a mi hijo(a).

Firma del Padre o Guardián

Fecha

*not part of charter*

## Attachment 5: Special Needs/Programs Information Request

### Section XII. Information Request

- A. A Current copy of the charter school's information 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 5, 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 qualified special education personnel).

Technology Education Charter High School provides services to Special Education students with certified Special Education personnel. Identified Special education students are provided with services to help them achieve their individualized educational goals.

Technology Education Charter High School historically has very few students transferred from other school districts. The Admission, Review and Dismissal Committee (ARD), conducts a brief ARD at the time of admission to the school. The ARD Committee reviews the Individualized Educational Program from the previous school district. The committee then prepares the modifications and accommodations for the student to ensure the appropriate placement.

Instructional arrangements/settings are based upon the individual's needs and individualized education program (IEP) of the identified Special Education student.

The following instructional arrangements/settings are used in this school:

- a. Mainstream: the students are placed in the mainstream setting according to the ARD/IEP committee meeting recommendations. The regular education teacher follows the ARD/ IEP recommendations. The student will attend regular education classes as specified in the ARD/IEP committee meeting. The Special Education teacher conducts a follow-up meeting with the regular education teacher at every grading period and follow the recommendation of the student's IEP. A certified Special Education teacher is involved in the implementation of the student's IEP and to monitor student progress. A certified Special Education Teacher also helps to co-teach with the regular education teacher. To better serve the students, other services are provided in the instructional arrangement. These services include paraprofessionals assisting the regular education teacher, team teaching, adaptive materials or equipment, or instructional modifications/accommodations.
- b. Resource Room/Services: In the resource room class, a certified Special Education teacher implements the students' IEP.

At Technology Education Charter High School, the Resource room/services is implemented in three different ways.

1. The students are pulled out of the classroom to attend a special class with a Special Education Teacher.
2. Special Education teacher goes to specific subject/class to implement the Special Education students' IEP.
3. During Tutorials (after school hours), the regular education teacher, paraprofessional and/or Special Education teacher assist the Special Education student in the subject matter in which the student may be having difficulty.

The resource room services are provided in the same building as other non-disabled students. The students are not transported out of the school building. For related services and assessments, qualified personnel are contacted and invited to the school to attend the ARD/IEP committee meeting and to provide services to the Special Education student as recommended by the ARD/IEP committee.

- c. Self-contained—Technology Education Charter High School has not enrolled any student who is identified as self-contained since its inception. It is capable of providing a continuum of services if the need arises.

If a self contained student enrolls at Technology Education Charter High School a certified special education teacher (on call/contract) will be contacted if services are needed in order to provide FAPE to the identified special education student.

As Part of Attachment 5, provide a brief description of the Charter School's system for placement decisions with transferred students that previously received Special Education services from another district/charter school in any instructional arrangement/setting, EXCEPT mainstream.

Technology Education Charter High School has an ARD Committee, which accesses the placement of a Special Education student. The ARD Committee conducts a brief transfer ARD or an initial ARD/IEP committee meeting within 30 days from the time the student is enrolled at the charter school.

When a student transfers from a school district or a charter school, the receiving school requests the students' previous ARD/IEP records and any other pertinent information. The student is placed according to his/her previous ARD/IEP recommendations.

Those students who require Resource services are placed in a resource instructional arrangement with a certified Special Education teacher providing the instruction specified in the students' ARD/IEP. The Special Education teacher follows the IEP, modifications and accommodations addressed in his/her lesson plans. The student's Special Education teacher may provide assistance in the regular classroom setting if the student is having difficulty in a particular subject and the ARD/IEP recommends this arrangement.

The Special Education teacher may also help the regular teachers of Special Education students in their Tutorial classes, with the assistance of a paraprofessional.

~~The self-contained Setting:~~

~~Since Technology Education Charter High School will be providing services to The Special Education students. Those students, who need Special Education more than 50% of their instructional time, will be placed in a self-contained arrangement according to the ARD/IEP recommendations. Instruction will be provided by a certified special education teacher for the specified amount of time recommended by the ARD/IEP committee. If related services are recommended, Technology Education Charter High School, will contact the related service provider to come and provide the recommended service(s).~~

~~Since the Resource teacher and Special Education teacher are housed in the same building as all other regular classroom teachers, services are easily accessible to all Special Education students.~~

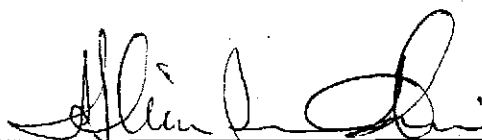
## Part 4. Electronic Copy Certification and Written Resolution (Attachment 6)

### Section XIII. Electronic Copy of Application

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

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

Alim U. Ansari



08/28/2002

Printed Name of Chairperson of Charter Holder Board

Signature

Date

Alim U. Ansari



08/28/2002

Printed Name of Chief Executive Officer of the Charter School

Signature

Date

### Section XIV. Written Resolution

Applications must be accompanied by a written resolution adopted by the governing body of the charter holder and signed by the members voting in favor. The resolution must authorize the commissioner to renew the open-enrollment charter as set forth in the renewal application, as finally negotiated between the charter holder and the commissioner, including any conditions. (**Attachment 7, Written Resolution**)

*Revised version*

**SOUTH TEXAS EDUCATIONAL TECHNOLOGIES, INC.**

**Board of Directors of governing body of Charter Holder resolution  
Authorizing the submission of renewal application**

---


**Board of Trustees to submit the application for the renewal for Technology  
Education Charter High School**

Introduction and statement of intent

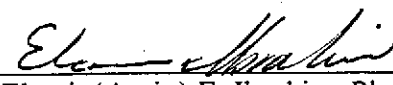
Be it resolved that the Board of Trustees on March 22, 2003, hereby passes this resolution to approve and submit the application for the renewal for Technology Education Charter High School.

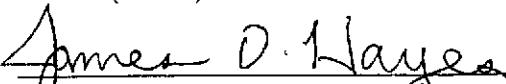
Be it resolved that the Board of Trustees gives the commissioner the authority to approve the renewal application as set forth in the renewal application, as final negotiated between the charter holder and the commissioner, including any conditions.

  
Mohammed Farooqui, Ph.D.

  
Shahid Rashid, M.D.

  
President, Alim U. Ansari

  
Elamin(Amin) E. Ibrahim, Ph.D.

  
Secretary, James O. Hayes, O.P.A.

March, 22nd 2003  
Date

replaced by revised version

**SOUTH TEXAS EDUCATIONAL TECHNOLOGIES, INC.**

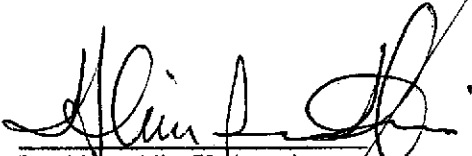
**Board of Directors of governing body of Charter Holder resolution  
Authorizing the submission of renewal application**

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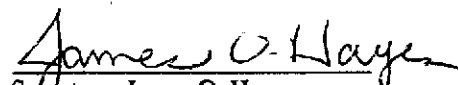
**Board of Trustees to submit the application for the renewal for  
Technology Education Charter High School**

Introduction and statement of intent

Be it resolved that the Board of Trustees on August 1, 2002, hereby passes this resolution to approve and submit the application for the renewal for Technology Education Charter High School.

  
President, Alim U. Ansari

Date 08-26-02

  
Secretary, James O. Hayes

Date 8-26-02

## CHARTER HOLDER SPECIAL EDUCATION ASSURANCES

### DIRECTIONS:

- Type or print the name of the charter holder and the charter school in the General Assurance Statement below.
- The Chairperson of the Board of the Charter Holder must **initial** each of the section titles on the lines below AND **check** ☒ each of the selected cites in the boxes below to indicate the charter holder's assurance of compliance with each of the specific cites.
- The Chairperson of the Board of the Charter Holder must **sign** the document in the space provided on the final page of the assurances.
- Mail the original signed document to **Ms. Marty Murrell, Division of Special Education Programs and Complaints, Texas Education Agency, 1701 N. Congress, Austin, TX 78701.**

### NOTE:

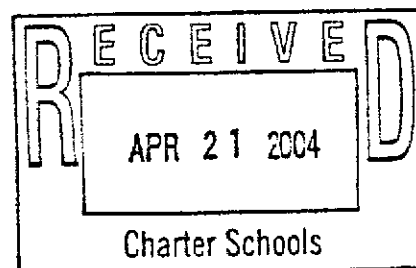
The rules and regulations have been slightly modified to clarify the charter holder's responsibility. Changes to actual regulations are indicated by brackets. Empty brackets indicate deletions. Brackets around words indicate paraphrased or changed wording.

### General Assurance Statement

SOUTH TEXAS EDUC. TECHNOLOGIES, INC., Charter holder for TECHNOLOGY EDUCATION Charter HIGH School, assures that it has policies and procedures in place that ensure implementation of all federal regulations, Texas laws, State Board of Education (SBOE) rules, and commissioner rules related to students with disabilities, including those initialed and checked below, and further assures that any future amendments to the regulations, laws, and rules will be incorporated and implemented.

#### A. Child Find

Initial: [Signature]



☒ **34 CFR §300.125. Child Find.**

(a) General requirement.

(1) The [charter holder] shall have in effect policies and procedures to ensure that—

- (i) All children with disabilities, [enrolled in the charter school or who contact the charter school regarding enrollment], regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated; and
- (ii) A practical method is developed and implemented to determine which children are currently receiving needed special education and related services.

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

- (i) Highly mobile children with disabilities (such as migrant and homeless children); and
- (ii) Children who are suspected of being a child with a disability under [CFR 34] §300.7 and in need of special education, even though they are advancing from grade to grade.

[(c) The charter holder will notify the local ECI program of all children suspected of having a disability, from birth through the age of two, within 2 working days. The charter holder will maintain documentation of the referral and that the individual evaluation occurred within 45 calendar days.]



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

## B. Confidentiality

Initial: 

### ☒ TEC §26.004. Access to Student Records.

[The charter holder recognizes] that a parent is entitled to access to all written records of a school district or [charter holder] concerning the parent's child, including:

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

### ☒ 19 TAC §89.1050(f)(3) [Transfer of Records].

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

### ☒ 34 CFR §300.127. Confidentiality of personally identifiable information.

- (a) The [charter holder] must have on file in detail the policies and procedures [ ] to ensure protection of the confidentiality of any personally identifiable information, collected, used, or maintained under Part B of the [IDEA].

### ☒ 34 CFR §300.560. Definitions.

As used in §§300.560-300.577—

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

### ☒ 34 CFR §300.561. Notice to parents.

- (a) The [charter holder] shall give notice that is adequate to fully inform parents about the requirements of §300.127, including—
- (1) A description of the extent that the notice is given in the native languages of the various population groups in the State;

- (2) A description of the children on whom personally identifiable information is maintained, the types of information sought, the methods the [charter holder] intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
  - (3) A summary of the policies and procedures that the [charter holder] must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; and
  - (4) A description of all of the rights of parents and children regarding this information, including the rights under the Family Educational Rights and Privacy Act of 1974 and implementing regulations in 34 CFR part 99.
- (b) Before any major identification, location, or evaluation activity, the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents of the activity.

☒ **34 CFR §300.562. Access rights.**

- (a) [The charter holder] shall permit parents to inspect and review any education records relating to their children that are collected, maintained, or used by the [charter holder] under this part. The [charter holder] shall comply with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing pursuant to §§300.507 and 300.521-300.528, and in no case more than 45 days after the request has been made.
- (b) The right to inspect and review education records under this section includes—
  - (1) The right to a response from the [charter holder] to reasonable requests for explanations and interpretations of the records;
  - (2) The right to request that the [charter holder] provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and
  - (3) The right to have a representative of the parent inspect and review the records.
- (c) [The charter holder] may presume that the parent has authority to inspect and review records relating to his or her child unless the [charter holder] has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.

☒ **34 CFR §300.563. Record of access.**

[The charter holder] shall keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the [IDEA] (except access by parents and authorized employees of the [charter holder]), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

☒ **34 CFR §300.564. Records on more than one child.**

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

☒ **34 CFR §300.565. List of types and locations of information.**

[The charter holder] shall provide parents on request a list of the types and locations of education records collected, maintained, or used by the [charter holder].

☒ **34 CFR §300.566. Fees.**

- (a) [The charter holder] may charge a fee for copies of records that are made for parents under this part if the fee does not effectively prevent the parents from exercising their right to inspect and review those records.
- (b) [The charter holder] may not charge a fee to search for or to retrieve information under this part.

☒ **34 CFR §300.567. Amendment of records at parent's request.**

- (a) A parent who believes that information in the education records collected, maintained, or used under this part is inaccurate or misleading or violates the privacy or other rights of the child may request the [charter holder] that maintains the information to amend the information.
- (b) The [charter holder] shall decide whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request.
- (c) If the [charter holder] decides to refuse to amend the information in accordance with the request, it shall inform the parent of the refusal and advise the parent of the right to a hearing under §300.568.

☒ **34 CFR §300.568. Opportunity for a hearing.**

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

☒ **34 CFR §300.569. Result of hearing.**

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

☒ **34 CFR §300.570. Hearing procedures.**

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

☒ **34 CFR §300.571. Consent.**

- (a) Except as to disclosures addressed in §300.529(b) for which parental consent is not required by Part 99, parental consent must be obtained before personally identifiable information is—
  - (1) Disclosed to anyone other than officials of participating agencies collecting or using the information under this part, subject to paragraph (b) of this section; or
  - (2) Used for any purpose other than meeting a requirement of this part.
- (b) An educational agency or institution subject to 34 CFR Part 99 may not release information from education records to participating agencies without parental consent unless authorized to do so under part 99.

☒ **34 CFR §300.572. Safeguards.**

- (a) [The charter holder] shall protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.
- (b) One official at [the charter school] shall assume responsibility for ensuring the confidentiality of any personally identifiable information.
- (c) All persons collecting or using personally identifiable information must receive training or instruction regarding the State's policies and procedures under §300.127 and 34 CFR part 99.
- (d) [The charter holder] shall maintain, for public inspection, a current listing of the names and positions of those employees within the [charter school] who may have access to personally identifiable information.

☒ **34 CFR §300.573. Destruction of information.**

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

☒ **34 CFR §300.574. Children's rights.**

- (a) The [charter holder] shall provide policies and procedures regarding the extent to which children are afforded rights of privacy similar to those afforded to parents, taking into consideration the age of the child and type or severity of disability.
- (b) Under the regulations for the Family Educational Rights and Privacy Act of 1974 (34 CFR 99.5(a)), the rights of parents regarding education records are transferred to the student at age 18.

- (c) If the rights accorded to parents under Part B of the [IDEA] are transferred to a student who reaches the age of majority, consistent with §300.517, the rights regarding educational records in §§300.562-300.573 must also be transferred to the student. However, the [charter holder] must provide any notice required under section 615 of the [IDEA] to the student and the parents.

☒ **34 CFR Part 99**

[The charter holder assures that it will abide by the Family Education Rights and Privacy Act (FERPA).]

**C. Procedural Safeguards**

Initial: 

☒ **34 CFR §300.504. Procedural safeguards notice.**

- (a) General. A copy of the procedural safeguards available to the parents of a child with a disability must be given to the parents, at a minimum—
- (1) Upon initial referral for evaluation;
  - (2) Upon each notification of an IEP meeting;
  - (3) Upon reevaluation of the child; and
  - (4) Upon receipt of a request for due process under §300.507.
- (b) Contents. The procedural safeguards notice will include a full explanation of all of the procedural safeguards available under §§300.403, 300.500-300.529, and 300.560-300.577, and the State complaint procedures available under §§300.660-300.662 relating to—
- (1) Independent educational evaluation;
  - (2) Prior written notice;
  - (3) Parental consent;
  - (4) Access to educational records;
  - (5) Opportunity to present complaints to initiate due process hearings;
  - (6) The child's placement during pendency of due process proceedings;
  - (7) Procedures for students who are subject to placement in an interim alternative educational setting;
  - (8) Requirements for unilateral placement by parents of children in private schools at public expense;
  - (9) Mediation;
  - (10) Due process hearings, including requirements for disclosure of evaluation results and recommendations;
  - (11) State-level appeals (if applicable in that State);
  - (12) Civil actions;
  - (13) Attorneys' fees; and
  - (14) The State complaint procedures under §§300.660-300.662, including a description of how to file a complaint and the timelines under those procedures.
- (c) Notice in understandable language. The notice required under paragraph (a) of this section must meet the requirements of §300.503(c).

☒ [The charter holder will use the most current edition of the Notice of Procedural Safeguards, issued by the Texas Education Agency, to meet the requirement under 34 CFR §300.504(b) and (c).]

**D. Notice**Initial: **X 19 TAC §89.1015. Time Line for All Notices.**

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

**X 34 CFR §300.503. Prior notice by the [charter holder]; content of notice.****(a) Notice.**

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

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

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

**(c) Notice in understandable language.**

- (1) The notice required under paragraph (a) of this section must be—
  - (i) Written in language understandable to the general public; and
  - (ii) Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.
- (2) If the native language or other mode of communication of the parent is not a written language, the [charter holder] shall take steps to ensure—
  - (i) That the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
  - (ii) That the parent understands the content of the notice; and
  - (iii) That there is written evidence that the requirements in paragraphs (c)(2) (i) and (ii) of this section have been met.

**X 34 CFR §300.345. Parent participation.**

- (a) [Charter holder] responsibility—general. The [charter holder] shall take steps to ensure that one of both of the parents of a child with a disability are present at each IEP meeting or are afforded the opportunity to participate, including—
  - (1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and

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

☒ **TEC §26.0081. Right to Information Concerning Special Education.**

- (a) The agency [(TEA)] shall produce and provide to school districts [and charter holders] sufficient copies of a comprehensive, easily understood document [*The Guide to the ARD Process*] that explains the process by which an individualized education program is developed for a student in a special education program and the rights and responsibilities of a parent concerning the process. The document must include information a parent needs to effectively participate in an admission, review, and dismissal committee meeting for the parent's child.
- (b) [The charter holder will provide] the document required under this section to the parent as provided by 20 U.S.C. §1415(b):
  - (1) as soon as practicable after a child is referred to determine the child's eligibility for admission into the [charter school's] special education program, but at least five school days before the date of the initial meeting of the admission, review, and dismissal committee; and
  - (2) at any other time on reasonable request of the child's parent.
- (c) The agency [(TEA)] shall produce and provide to school districts [and charter holders] a written explanation of the options and requirements for providing assistance to students who have learning difficulties or who need or may need special education. The explanation must state that a parent is entitled at any time to request an evaluation of the parent's child for special education services under §29.004. Each school year, [beginning with the 2004-2005 school year, the charter holder] shall provide the written explanation to a parent of each [charter school] student by including the explanation in the student handbook or by another means.

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

- (a) [The charter holder] shall invite the parents and adult student to participate as members of the admission, review, and dismissal (ARD) committee by providing written notice in accordance with 34 Code of Federal Regulations (CFR), §§300.345, 300.503, and 300.505, and Part 300, Appendix A.

**E. Consent**

Initial: 

☒ **34 CFR §300.500. General responsibility of public agencies; definitions.**

- (a) [ ] [Each charter holder] establishes, maintains, and implements procedural safeguards that meet the requirements of §§300.500-300.529.
- (b) Definitions of "consent," [ ] As used in this part --
  - (1) Consent means that --

- (i) The parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication;
- (ii) The parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and
- (iii) (A) The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at anytime.  
(B) If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

**X 34 CFR §300.505. Parental consent.**

- (a) General.
  - (1) Subject to paragraphs (a)(3), (b) and (c) of this section, informed parent consent must be obtained before—
    - (i) Conducting an initial evaluation or reevaluation; and
    - (ii) Initial provision of special education and related services to a child with a disability.
  - (2) Consent for initial evaluation may not be construed as consent for initial placement described in paragraph (a)(1)(ii) of this section.
  - (3) Parental consent is not required before—
    - (i) Reviewing existing data as part of an evaluation or a reevaluation; or
    - (ii) Administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of parents of all children.
- (b) Refusal. If the parents of a child with a disability refuse consent for initial evaluation or a reevaluation, the [charter holder] may continue to pursue those evaluations by using the due process procedures under §§300.507-300.509, or the mediation procedures under §300.506 if appropriate, except to the extent inconsistent with State law relating to parental consent.
- (c) Failure to respond to request for reevaluation.
  - (1) Informed parental consent need not be obtained for reevaluation if the [charter holder] can demonstrate that it has taken reasonable measures to obtain that consent, and the child's parent has failed to respond.
  - (2) To meet the reasonable measures requirement in paragraph (c)(1) of this section, the [charter holder] must use procedures consistent with those in §300.345(d).
- (d) Additional State consent requirements. In addition to the parental consent requirements described in paragraph (a) of this section, a State may require parental consent for other services and activities under this part if it ensures that each public agency in the State establishes and implements effective procedures to ensure that a parent's refusal to consent does not result in a failure to provide the child with FAPE.
- (e) Limitation. [The charter holder] may not use a parent's refusal to consent to one service or activity under paragraphs (a) and (d) of this section to deny the parent or child any other service, benefit, or activity of the [charter holder], except as required by this part.

**X TEC §29.0041. Information and Consent for Certain Psychological Examinations or Tests.**

- (a) On request of a child's parent, before obtaining the parent's consent under 20 U.S.C. §1414 for the administration of any psychological examination or test to the child that is included as part of the evaluation of the child's need for special education, [the charter holder] shall provide to the child's parent:
  - (1) the name and type of the examination or test; and
  - (2) an explanation of how the examination or test will be used to develop an appropriate individualized education program for the child.
- (b) If the [charter holder] determines that an additional examination or test is required for the evaluation of a child's need for special education after obtaining consent from the child's parent under Subsection (a), the [charter holder] shall provide the information described by Subsections (a)(1) and (2) to the child's parent regarding the additional examination or test and shall obtain additional consent for the examination or test.
- (c) The time required for the [charter holder] to provide information and seek consent under Subsection (b) may not be counted toward the 60 calendar days for completion of an evaluation under Section 29.004. If a parent does not give consent under Subsection (b) within 20 calendar days after the date the [charter holder] provided to the parent the information required by that subsection, the parent's consent is considered denied.

**F. Evaluation**Initial: **X 19 TAC §89.1011. Referral for Full and Individual Initial Evaluation.**

Referral of students for a full and individual initial evaluation for possible special education services shall be a part of the [charter holder's] overall, general education referral or screening system. Prior to referral, students experiencing difficulty in the general classroom should be considered for all support services available to all students, such as tutorial, remedial, compensatory, and other services. If the student continues to experience difficulty in the general classroom after the provision of interventions, [charter holder] personnel must refer the student for a full and individual initial evaluation. This referral for a full and individual initial evaluation may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student.

**X TEC §29.004. Full Individual and Initial Evaluation.**

- (a) A written report of a full individual and initial evaluation of a student for purposes of special education services shall be completed not later than the 60th calendar day following the date on which the [charter holder], in accordance with 20 U.S.C. §1414(a), as amended, receives written consent for the evaluation, signed by the student's parent or legal guardian.
- (b) The evaluation shall be conducted using procedures that are appropriate for the student's most proficient method of communication.

**X TEC §29.0041. Information and Consent for Certain Psychological Examinations or Tests.**

- (a) On request of a child's parent, before obtaining the parent's consent under 20 U.S.C. §1414 for the administration of any psychological examination or test to the child that is included as part of the evaluation of the child's need for special education, [the charter holder] shall provide to the child's parent:
  - (1) the name and type of the examination or test; and
  - (2) an explanation of how the examination or test will be used to develop an appropriate individualized education program for the child.
- (b) If the [charter holder] determines that an additional examination or test is required for the evaluation of a child's need for special education after obtaining consent from the child's parent under Subsection (a), the [charter holder] shall provide the information described by Subsections (a)(1) and (2) to the child's parent regarding the additional examination or test and shall obtain additional consent for the examination or test.
- (c) The time required for the [charter holder] to provide information and seek consent under Subsection (b) may not be counted toward the 60 calendar days for completion of an evaluation under §29.004. If a parent does not give consent under Subsection (b) within 20 calendar days after the date the [charter holder] provided to the parent the information required by that subsection, the parent's consent is considered denied.

**X 34 CFR §300.531. Initial evaluation.**

[The charter holder] shall conduct a full and individual initial evaluation, in accordance with §§300.532 and 300.533, before the initial provision of special education and related services to a child with a disability under Part B of the [IDEA].

**X 34 CFR §300.532. Evaluation procedures.**

[The charter holder] shall ensure, at a minimum, that the following requirements are met:

- (a) (1) Tests and other evaluation materials used to assess a child under Part B of the [IDEA]—
  - (i) Are selected and administered so as not to be discriminatory on a racial or cultural basis; and
  - (ii) Are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so; and
- (2) Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.



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

**X 34 CFR §300.533. Determination of needed evaluation data.**

- (a) Review of existing evaluation data. As part of an initial evaluation (if appropriate) and as part of any reevaluation under Part B of the [IDEA], a group that includes the individuals described in §300.344, and other qualified professionals, as appropriate, shall—
  - (1) Review existing evaluation data on the child, including-
    - (i) Evaluations and information provided by the parents of the child;
    - (ii) Current classroom-based assessments and observations; and
    - (iii) Observations by teachers and related services providers; and
  - (2) On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine—
    - (i) Whether the child has a particular category of disability, as described in §300.7, or, in case of a reevaluation of a child, whether the child continues to have such a disability;
    - (ii) The present levels of performance and educational needs of the child;
    - (iii) Whether the child needs special education and related services, or in the case of a reevaluation of a child, whether the child continues to need special education and related services; and
    - (iv) Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general curriculum.
- (b) Conduct of review. The group described in paragraph (a) of this section may conduct its review without a meeting.

- (c) Need for additional data. The [charter holder] shall administer tests and other evaluation materials as may be needed to produce the data identified under paragraph (a) of this section.
- (d) Requirements if additional data are not needed.
  - (1) If the determination under paragraph (a) of this section is that no additional data are needed to determine whether the child continues to be a child with a disability, the [charter holder] shall notify the child's parents—
    - (i) Of that determination and the reasons for it; and
    - (ii) Of the right of the parents to request an assessment to determine whether, for purposes of services under this part, the child continues to be a child with a disability.
  - (2) The [charter holder] is not required to conduct the assessment described in paragraph (d)(1)(ii) of this section unless requested to do so by the child's parents.

☒ **19 TAC §89.1040. Eligibility Criteria.**

- (a) Special education services. To be eligible to receive special education services, a student must be a "child with a disability," as defined in 34 Code of Federal Regulations (CFR), §300.7(a), subject to the provisions of 34 CFR, §300.7(c), the Texas Education Code (TEC), §29.003, and this section. The provisions in this section specify criteria to be used in determining whether a student's condition meets one or more of the definitions in federal regulations or in state law.
- (b) Eligibility determination. The determination of whether a student is eligible for special education and related services is made by the student's admission, review, and dismissal (ARD) committee. Any evaluation or re-evaluation of a student shall be conducted in accordance with 34 CFR, §§300.530-300.536. The multidisciplinary team that collects or reviews evaluation data in connection with the determination of a student's eligibility must include, but is not limited to, the following:
  - (1) a licensed specialist in school psychology (LSSP), an educational diagnostician, or other appropriately certified or licensed practitioner with experience and training in the area of the disability; or
  - (2) a licensed or certified professional for a specific eligibility category defined in subsection (c) of this section.

☒ **34 CFR §300.534. Determination of eligibility.**

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

☒ **34 CFR §300.535. Procedures for determining eligibility and placement.**

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

**X 34 CFR §300.536. Reevaluation.**

[The charter holder] shall ensure—

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

**X 34 CFR §300.540. Additional team members.**

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

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

**X 34 CFR §300.541. Criteria for determining the existence of a specific learning disability.**

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

**X 34 CFR §300.542. Observation.**

- (a) At least one team member other than the child's regular teacher shall observe the child's academic performance in the regular classroom setting.
- (b) In the case of a child of less than school age or out of school, a team member shall observe the child in an environment appropriate for a child of that age.

**X 34 CFR §300.543. Written report.**

- (a) For a child suspected of having a specific learning disability, the documentation of the team's determination of eligibility, as required by §300.534(a)(2), must include a statement of—
  - (1) Whether the child has a specific learning disability;
  - (2) The basis for making the determination;

- (3) The relevant behavior noted during the observation of the child;
  - (4) The relationship of that behavior to the child's academic functioning;
  - (5) The educationally relevant medical findings, if any;
  - (6) Whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services; and
  - (7) The determination of the team concerning the effects of environmental, cultural, or economic disadvantage.
- (b) Each team member shall certify in writing whether the report reflects his or her conclusion. If it does not reflect his or her conclusion, the team member must submit a separate statement presenting his or her conclusions.

**G. Development and Implementation of the Individualized Education Program (IEP):**

**Transfer Students; Transition; Extended School Year (ESY) Services;**

**Restraint, Seclusion, and Time-Out**

Initial: 

☒ **19 TAC §89.1050(a). [ARD committee]**

- (a) [The charter holder] shall establish an admission, review, and dismissal (ARD) committee for each eligible student with a disability and for each student for whom a full and individual initial evaluation is conducted pursuant to §89.1011 of this title (relating to Referral for Full and Individual Initial Evaluation). The ARD committee shall be the individualized education program (IEP) team defined in federal law and regulations, including, specifically, 34 Code of Federal Regulations (CFR), §300.344. The [charter holder] shall be responsible for all of the functions for which the IEP team is responsible under federal law and regulations and for which the ARD committee is responsible under state law, including, specifically, the following:
- (1) 34 CFR, §§300.340-300.349, and Texas Education Code (TEC), §29.005 (Individualized Education Program);
  - (2) 34 CFR, §§300.400-300.402 (relating to placement of eligible students in private schools by a school district);
  - (3) 34 CFR, §§300.452, 300.455, and 300.456 (relating to the development and implementation of service plans for eligible students in private school who have been designated to receive special education and related services);
  - (4) 34 CFR, §§300.520, 300.522, and 300.523, and TEC, §37.004 (Placement of Students with Disabilities);
  - (5) 34 CFR, §§300.532-300.536 (relating to evaluations, re-evaluations, and determination of eligibility);
  - (6) 34 CFR, §§300.550-300.553 (relating to least restrictive environment);
  - (7) TEC, §28.006 (Reading Diagnosis);
  - (8) TEC, §28.0211 (Satisfactory Performance on Assessment Instruments Required; Accelerated Instruction);
  - (9) TEC, §28.0212 (Personal Graduation Plan);
  - (10) TEC, §28.0213 (Intensive Program of Instruction);
  - (11) TEC, Chapter 29, Subchapter I (Programs for Students Who Are Deaf or Hard of Hearing);
  - (12) TEC, §30.002 (Education of Children with Visual Impairments);
  - (13) TEC, §30.003 (Support of Students Enrolled in the Texas School for the Blind and Visually Impaired or Texas School for the Deaf);
  - (14) TEC, §33.081 (Extracurricular Activities);
  - (15) TEC, Chapter 39, Subchapter B (Assessment of Academic Skills); and
  - (16) TEC, §42.151 (Special Education).

☒ **19 TAC §89.1050(d). [30-day timeline]**

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

fail to finalize decisions concerning the initial eligibility determination, the IEP, and placement, unless the full and individual initial evaluation indicates that the student will need extended school year (ESY) services during that summer.

☒ **19 TAC §89.1045(b). Notice to Parents for Admission, Review, and Dismissal (ARD) Committee Meetings.**

- (b) A parent may request an ARD committee meeting at any mutually agreeable time to address specific concerns about his or her child's special education services. The [charter holder] must respond to the parent's request either by holding the requested meeting or by requesting assistance through the Texas Education Agency's mediation process. The [charter holder] should inform parents of the functions of the ARD committee and the circumstances or types of problems for which requesting an ARD committee meeting would be appropriate.

☒ **34 CFR §300.342. When IEPs must be in effect.**

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

☒ **19 TAC §89.1050(b). [IFSP/IEP]**

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

☒ **19 TAC §89.1050(f). For a student who is new to a [charter school]:**

- (f) (1) when a student transfers within the state, the ARD committee may, but is not required to, meet when the student enrolls and a copy of the student's IEP is available, the parent(s) indicate in writing that they are satisfied with the current IEP, and the [charter holder] determines that the current IEP is appropriate and can be implemented as written; or
- (2) if the conditions of subsection (f)(1) of this section are not met, then the ARD committee must meet when the student enrolls and the parents verify that the student was receiving special education services in the previous school district or [charter school], or the previous school verifies in writing or by telephone that the student was receiving special education services. At this meeting, the ARD committee must do one of the following:
  - (A) the ARD committee may determine that it has appropriate evaluation data and other information to develop and begin implementation of a complete IEP for the student; or
  - (B) the ARD committee may determine that valid evaluation data and other information from the previous school district [or charter school] are insufficient or unavailable to develop a complete IEP. In this event, the ARD committee may authorize the provision of temporary special education services pending receipt of valid evaluation data from the previous school district [or charter school] or the collection of new evaluation data by the current [charter holder]. In this situation, a second ARD committee meeting must be held within 30 school days from the date of the first ARD committee meeting to finalize or develop an IEP based on current information.
- (3) In accordance with TEC, §25.002, the school district [or charter school] in which the student was previously enrolled shall furnish the new school district [or charter holder] with a copy of the student's records, including the child's special education records, not later than the 30th calendar day after the student was enrolled in the new school district [or charter school]. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C., §1232g, does not require the student's current and previous school districts [or charter holders] to obtain parental consent

before requesting or sending the student's special education records if the disclosure is conducted in accordance with 34 CFR, §99.31(a)(2) and §99.34..

**Y 34 CFR §300.121. Free appropriate public education (FAPE).**

- (a) General. [ ] [The charter holder] has in effect a policy that ensures that all children with disabilities aged 3 through 21 enrolled in the [charter school] have the right to FAPE, including children with disabilities who have been suspended or expelled from school.
- (b) Required information. The information described in paragraph (a) of this section must--
  - (2) Show that the policy--
    - (i) (B) Is consistent with the requirements of §§300.300-300.313; and
    - (ii) Applies to all children with disabilities, including children who have been suspended or expelled from school.
- (c) FAPE for children beginning at age 3.
  - (1) [The charter holder] shall ensure that--
    - (i) The obligation to make FAPE available to each eligible child [enrolled in the charter school] begins no later than the child's third birthday; and
    - (ii) An IEP [ ] is in effect for the child by that date, in accordance with §300.342(c).
  - (2) If a child's third birthday occurs during the summer, the child's IEP [ ] team shall determine the date when services under the IEP will begin.
- (d) FAPE for children suspended or expelled from school.
  - (1) The [charter holder] need not provide services during periods of removal under §300.520(a)(1) to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if services are not provided to a child without disabilities who has been similarly removed.
  - (2) In the case of a child with a disability who has been removed from his or her current placement for more than 10 school days in that school year, the [charter holder], for the remainder of the removals, must--
    - (i) Provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's IEP, if the removal is--
      - (A) Under the school personnel's authority to remove for not more than 10 consecutive school days as long as that removal does not constitute a change of placement under §300.519(b) (§300.520(a)(1)); or
      - (B) For behavior that is not a manifestation of the child's disability, consistent with §300.524; and
    - (ii) Provide services consistent with §300.522, regarding determination of the appropriate interim alternative educational setting, if the removal is--
      - (A) For drug or weapons offenses under §300.520(a)(2); or
      - (B) Based on a hearing officer determination that maintaining the current placement of the child is substantially likely to result in injury to the child or to others if he or she remains in the current placement, consistent with §300.521.
  - (3) (i) School personnel, in consultation with the child's special education teacher, determine the extent to which services are necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's IEP if the child is removed under the authority of school personnel to remove for not more than 10 consecutive school days as long as that removal does not constitute a change of placement under §300.519 (§300.520(a)(1)).
  - (ii) The child's IEP team determines the extent to which services are necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's IEP if the child is removed because of behavior that has been determined not to be a manifestation of the child's disability, consistent with §300.524.
- (e) Children advancing from grade to grade.
  - (1) The [charter holder] will ensure that FAPE is available to any individual child with a disability [enrolled in the school] who needs special education and related services, even though the child is advancing from grade to grade.
  - (2) The determination that a child [ ] is eligible under this part, must be made on an individual basis by the group responsible within the child's [charter school] for making those determinations [(e.g., the ARD committee)]

**X 34 CFR §300.343. IEP meetings.**

- (a) General. [The charter holder] is responsible for initiating and conducting meetings for the purpose of developing, reviewing, and revising the IEP of a child with a disability
- (b) Initial IEPs; provision of services.
  - (1) [The charter holder] shall ensure that within a reasonable period of time following the [charter holder's] receipt of parent consent to an initial evaluation of a child—
    - (i) The child is evaluated; and
    - (ii) If determined eligible under this part, special education and related services are made available to the child in accordance with an IEP.
  - (2) In meeting the requirement in paragraph (b)(1) of this section, a meeting to develop an IEP for the child must be conducted within 30-days of a determination that the child needs special education and related services.
- (c) Review and revision of IEPs. [The charter holder] shall ensure that the IEP team—
  - (1) Reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and
  - (2) Revises the IEP as appropriate to address—
    - (i) Any lack of expected progress toward the annual goals described in §300.347(a), and in the general curriculum, if appropriate;
    - (ii) The results of any reevaluation conducted under §300.536;
    - (iii) Information about the child provided to, or by, the parents, as described in §300.533(a)(1);
    - (iv) The child's anticipated needs; or
    - (v) Other matters.

**Y 34 CFR §300.344. IEP team.**

- (a) General. The [charter holder] shall ensure that the IEP team for each child with a disability includes—
  - (1) The parents of the child;
  - (2) At least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
  - (3) At least one special education teacher of the child, or if appropriate, at least one special education provider of the child;
  - (4) A representative of the [charter holder] who—
    - (i) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
    - (ii) Is knowledgeable about the general curriculum; and
    - (iii) Is knowledgeable about the availability of resources of the [charter holder];
  - (5) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in paragraphs (a)(2) through (6) of this section;
  - (6) At the discretion of the parent or the [charter holder], other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
  - (7) If appropriate, the child.
- (b) Transition services participants.
  - (1) Under paragraph (a)(7) of this section, the [charter holder] shall invite a student with a disability of any age to attend his or her IEP meeting if a purpose of the meeting will be the consideration of—
    - (i) The student's transition services needs under §300.347(b)(1);
    - (ii) The needed transition services for the student under §300.347(b)(2); or
    - (iii) Both.
  - (2) If the student does not attend the IEP meeting, the [charter holder] shall take other steps to ensure that the student's preferences and interests are considered.

- (3) (i) In implementing the requirements of §300.347(b)(2), the [charter holder] also shall invite a representative of any other agency that is likely to be responsible for providing or paying for transition services.
- (ii) If an agency invited to send a representative to a meeting does not do so, the [charter holder] shall take other steps to obtain participation of the other agency in the planning of any transition services.
- (c) Determination of knowledge and special expertise. The determination of the knowledge or special expertise of any individual described in paragraph (a)(6) of this section shall be made by the party (parents or [charter holder]) who invited the individual to be a member of the IEP.
- (d) Designating a public agency representative. [The charter holder] may designate another [charter holder member] of the IEP team to also serve as the agency representative, if the criteria in paragraph (a)(4) of this section are satisfied.

☒ **19 TAC §89.1050(c). [Teacher member requirements]**

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

☒ **34 CFR §300.345. Parent participation.**

- (a) [Charter holder] responsibility—general. The [charter holder] shall take steps to ensure that one or both of the parents of a child with a disability are present at each IEP meeting or are afforded the opportunity to participate, including—
  - (1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
  - (2) Scheduling the meeting at a mutually agreed on time and place.
- (c) Other methods to ensure parent participation. If neither parent can attend, the [charter holder] shall use other methods to ensure parent participation, including individual or conference telephone calls.
- (d) Conducting an IEP meeting without a parent in attendance. A meeting may be conducted without a parent in attendance if the [charter holder] is unable to convince the parents that they should attend. In this case the [charter holder] must have a record of its attempts to arrange a mutually agreed on time and place, such as—
  - (1) Detailed records of telephone calls made or attempted and the results of those calls;
  - (2) Copies of correspondence sent to the parents and any responses received; and
  - (3) Detailed records of visits made to the parent's home or place of employment and the results of those visits.
- (e) Use of interpreters or other action, as appropriate. The [charter holder] shall take whatever action is necessary to ensure that the parent understands the proceedings at the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.
- (f) Parent copy of child's IEP. The [charter holder] shall give the parent a copy of the child's IEP at no cost to the parent.

☒ **34 CFR §300.346. Development, review, and revision of IEP.**

- (a) Development of IEP.
  - (1) General. In developing each child's IEP, the IEP team, shall consider—
    - (i) The strengths of the child and the concerns of the parents for enhancing the education of their child;
    - (ii) The results of the initial or most recent evaluation of the child; and
    - (iii) As appropriate, the results of the child's performance on any general State or district-wide assessment programs.
  - (2) Consideration of special factors. The IEP team also shall—
    - (i) In the case of a child whose behavior impedes his or her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior;
    - (ii) In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;
    - (iii) In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and



appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;

- (iv) Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and
- (v) Consider whether the child requires assistive technology devices and services.
- (b) Review and Revision of IEP. In conducting a meeting to review, and, if appropriate, revise a child's IEP, the IEP team shall consider the factors described in paragraph (a) of this section.
- (c) Statement in IEP. If, in considering the special factors described in paragraphs (a)(1) and (2) of this section, the IEP team determines that a child needs a particular device or service (including an intervention, accommodation, or other program modification) in order for the child to receive FAPE, the IEP team must include a statement to that effect in the child's IEP.
- (d) Requirement with respect to regular education teacher. The regular education teacher of a child with a disability, as a member of the IEP team, must, to the extent appropriate, participate in the development, review, and revision of the child's IEP, including assisting in the determination of—
  - (1) Appropriate positive behavioral interventions and strategies for the child; and
  - (2) Supplementary aids and services, program modifications or supports for school personnel that will be provided for the child, consistent with §300.347(a)(3).

**X 34 CFR §300.347. Content of IEP.**

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

## (7) A statement of—

- (i) How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and
- (ii) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their nondisabled children's progress, of—
  - (A) Their child's progress toward the annual goals; and
  - (B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

## (b) Transition services. The IEP must include—

- (1) For each student with a disability beginning at age 14 (or younger, if determined appropriate by the IEP team), and updated annually, a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program); and
  - (2) For each student beginning at age 16 (or younger, if determined appropriate by the IEP team), a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages.
- (c) Transfer of rights. In a State that transfers rights at the age majority, beginning at least one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under Part B of the [IDEA], if any, that will transfer to the student on reaching the age of majority, consistent with §300.517.

**X 19 TAC §89.1055. Content of the Individualized Education Program (IEP).**

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

☒ **19 TAC §89.1050(e). [The report]**

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

☒ **34 CFR §300.348. Agency responsibilities for transition services.**

- (a) If a participating agency, other than the [charter holder], fails to provide the transition services described in the IEP in accordance with §300.347(b)(1), the [charter holder] shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.

☒ **34 CFR §300.350. IEP accountability.**

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

☒ **34 CFR §300.309. Extended school year services.**

- (a) General.
- (1) [The charter holder] shall ensure that extended school year services are available as necessary to provide FAPE, consistent with paragraph (a)(2) of this section.
  - (2) Extended school year services must be provided only if a child's IEP team determines, on an individual basis, in accordance with §§300.340-300.350, that the services are necessary for the provision of FAPE to the child.
  - (3) In implementing the requirements of this section, [the charter holder] may not—
    - (i) Limit extended school year services to particular categories of disability; or
    - (ii) Unilaterally limit the type, amount, or duration of those services.
- (b) Definition. As used in this section, the term extended school year services means special education and related services that—
- (1) Are provided to a child with a disability—
    - (i) Beyond the normal school year of the [charter school];
    - (ii) In accordance with the child's IEP; and
    - (iii) At no cost to the parents of the child; and
  - (2) Meet the standards of the [TEA].

☒ **19 TAC §89.1065. Extended School Year Services (ESY Services).**

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

- (1) The need for ESY services must be determined on an individual student basis by the admission, review, and dismissal (ARD) committee in accordance with 34 Code of Federal Regulations (CFR), §300.309, and the provisions of this section. In determining the need for and in providing ESY services, [the charter holder] may not:
  - (A) limit ESY services to particular categories of disability; or
  - (B) unilaterally limit the type, amount, or duration of ESY services.
- (2) The need for ESY services must be documented from formal and/or informal evaluations provided by the [charter holder] or the parents. The documentation shall demonstrate that in one or more critical areas addressed in the current individualized education program (IEP) objectives, the student has exhibited, or reasonably may be expected to exhibit, severe or substantial regression that cannot be recouped within a reasonable period of time. Severe or substantial regression means that the student has been, or will be, unable to maintain one or more acquired critical skills in the absence of ESY services.

- (3) The reasonable period of time for recoupment of acquired critical skills shall be determined on the basis of needs identified in each student's IEP. If the loss of acquired critical skills would be particularly severe or substantial, or if such loss results, or reasonably may be expected to result, in immediate physical harm to the student or to others, ESY services may be justified without consideration of the period of time for recoupment of such skills. In any case, the period of time for recoupment shall not exceed eight weeks.
- (4) A skill is critical when the loss of that skill results, or is reasonably expected to result, in any of the following occurrences during the first eight weeks of the next regular school year:
  - (A) placement in a more restrictive instructional arrangement;
  - (B) significant loss of acquired skills necessary for the student to appropriately progress in the general curriculum;
  - (C) significant loss of self-sufficiency in self-help skill areas as evidenced by an increase in the number of direct service staff and/or amount of time required to provide special education or related services;
  - (D) loss of access to community-based independent living skills instruction or an independent living environment provided by noneducational sources as a result of regression in skills; or
  - (E) loss of access to on-the-job training or productive employment as a result of regression in skills.
- (5) If the [charter holder] does not propose ESY services for discussion at the annual review of a student's IEP, the parent may request that the ARD committee discuss ESY services pursuant to 34 CFR, §300.344.
- (6) If a student for whom ESY services were considered and rejected loses critical skills because of the decision not to provide ESY services, and if those skills are not regained after the reasonable period of time for recoupment, the ARD committee shall reconsider the current IEP if the student's loss of critical skills interferes with the implementation of the student's IEP.
- (7) For students enrolling in a district [or charter school] during the school year, information obtained from the prior school district [or charter holder] as well as information collected during the current year may be used to determine the need for ESY services.
- (8) The provision of ESY services is limited to the educational needs of the student and shall not supplant or limit the responsibility of other public agencies to continue to provide care and treatment services pursuant to policy or practice, even when those services are similar to, or the same as, the services addressed in the student's IEP. No student shall be denied ESY services because the student receives care and treatment services under the auspices of other agencies.
- (9) [The charter holder is] not eligible for reimbursement for ESY services provided to students for reasons other than those set forth in this section.

☒ **19 TAC §89.1050(g). [Discipline]**

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

☒ **19 TAC §89.1050(h). [Disagreements]**

- (h) All members of the ARD committee shall have the opportunity to participate in a collaborative manner in developing the IEP. A decision of the committee concerning required elements of the IEP shall be made by mutual agreement of the required members if possible. The committee may agree to an annual IEP or an IEP of shorter duration.
  - (1) When mutual agreement about all required elements of the IEP is not achieved, the party (the parents or adult student) who disagrees shall be offered a single opportunity to have the committee recess for a period of time not to exceed ten school days. This recess is not required when the student's presence on the campus presents a danger of physical harm to the student or others or when the student has committed an expellable offense or an offense which may lead to a placement in an alternative education program (AEP). The requirements of this subsection (h) do not prohibit the members of the ARD committee from recessing an ARD committee meeting for reasons other than the failure of the parents and the [charter holder] from reaching mutual agreement about all required elements of an IEP.
  - (2) During the recess the committee members shall consider alternatives, gather additional data, prepare further documentation, and/or obtain additional resource persons which may assist in enabling the ARD committee to reach mutual agreement.
  - (3) The date, time, and place for continuing the ARD committee meeting shall be determined by mutual agreement prior to the recess.

- (4) If a ten-day recess is implemented as provided in paragraph (1) of this subsection and the ARD committee still cannot reach mutual agreement, the [charter holder] shall implement the IEP which it has determined to be appropriate for the student.
- (5) When mutual agreement is not reached, a written statement of the basis for the disagreement shall be included in the IEP. The members who disagree shall be offered the opportunity to write their own statements.
- (6) When the [charter holder] implements an IEP with which the parents disagree or the adult student disagrees, the [charter holder] shall provide prior written notice to the parents or adult student as required in 34 CFR, §300.503.
- (7) Parents shall have the right to file a complaint, request mediation, or request a due process hearing at any point when they disagree with decisions of the ARD committee.

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

- (a) It is the policy of this state to treat with dignity and respect all students, including students with disabilities who receive special education services under Subchapter A, Chapter 29. A student with a disability who receives special education services under Subchapter A, Chapter 29, may not be confined in a locked box, locked closet, or other specially designed locked space as either a discipline management practice or a behavior management technique.
- (b) In this section:
  - (1) "Restraint" means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student's body.
  - (2) "Seclusion" means a behavior management technique in which a student is confined in a locked box, locked closet, or locked room that:
    - (A) is designed solely to seclude a person; and
    - (B) contains less than 50 square feet of space.
  - (3) "Time-out" means a behavior management technique in which, to provide a student with an opportunity to regain self-control, the student is separated from other students for a limited period in a setting:
    - (A) that is not locked; and
    - (B) from which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object.
- (c) [The charter holder] employee or volunteer or an independent contractor of [the charter holder] may not place a student in seclusion. This subsection does not apply to the use of seclusion in a court-ordered placement, other than a placement in an educational program of [the charter holder], or in a placement or facility to which the following law, rules, or regulations apply:
  - (1) the Children's Health Act of 2000, Pub. L. No. 106-310, any subsequent amendments to that Act, any regulations adopted under that Act, or any subsequent amendments to those regulations;
  - (2) 40 T.A.C. §§720.1001-720.1013; or
  - (3) 25 T.A.C. §412.308(e).
- (d) The commissioner [of TEA] by rule shall adopt procedures for the use of restraint and time-out by [the charter holder] employee or volunteer or an independent contractor of [the charter holder] in the case of a student with a disability receiving special education services under Subchapter A, Chapter 29. A procedure adopted under this subsection must:
  - (1) be consistent with:
    - (A) professionally accepted practices and standards of student discipline and techniques for behavior management; and
    - (B) relevant health and safety standards; and
  - (2) identify any discipline management practice or behavior management technique that requires [the charter holder] employee or volunteer or an independent contractor of [the charter holder] to be trained before using that practice or technique.
- (e) In the case of a conflict between a rule adopted under Subsection (d) and a rule adopted under Subchapter A, Chapter 29, the rule adopted under Subsection (d) controls.
- (f) For purposes of this subsection, "weapon" includes any weapon described under §37.007(a)(1). This section does not prevent a student's locked, unattended confinement in an emergency situation while awaiting the arrival of law enforcement personnel if:
  - (1) the student possesses a weapon; and

- (2) the confinement is necessary to prevent the student from causing bodily harm to the student or another person.
- (g) This section and any rules or procedures adopted under this section do not apply to:
  - (1) a peace officer while performing law enforcement duties;
  - (2) juvenile probation, detention, or corrections personnel; or
  - (3) an educational services provider with whom a student is placed by a judicial authority, unless the services are provided in an educational program of [the charter holder].

**X 19 TAC §89.1053: Procedures for Use of Restraint and Time-Out.**

- (a) Requirement to implement. In addition to the requirements of 34 Code of Federal Regulations (CFR), §300.346(a)(2)(i) and (c), school districts and charter schools must implement the provisions of this section regarding the use of restraint and time-out. In accordance with the provisions of Texas Education Code (TEC), §37.0021 (Use of Confinement, Restraint, Seclusion, and Time-Out), it is the policy of the state to treat all students with dignity and respect.
- (b) Definitions.
  - (1) Emergency means a situation in which a student's behavior poses a threat of:
    - (A) imminent, serious physical harm to the student or others; or
    - (B) imminent, serious property destruction.
  - (2) Restraint means the use of physical force or a mechanical device to restrict the free movement of all or a portion of the student's body.
  - (3) Time-out means a behavior management technique in which, to provide a student with an opportunity to regain self-control, the student is separated from other students for a limited period in a setting:
    - (A) that is not locked; and
    - (B) from which the student is not physically prevented from leaving.
- (c) Use of restraint. A school employee, volunteer, or independent contractor may use restraint only in an emergency as defined in subsection (b) of this section and with the following limitations.
  - (1) Restraint shall be limited to the use of such reasonable forces as is necessary to address the emergency.
  - (2) Restraint shall be discontinued at the point at which the emergency no longer exists.
  - (3) Restraint shall be implemented in such a way as to protect the health and safety of the student and others.
  - (4) Restraint shall not deprive the student of basic human necessities.
- (d) Training on use of restraint. Training for school employees, volunteers, or independent contractors shall be provided according to the following requirements.
  - (1) Not later than April 1, 2003, a core team of personnel on each campus must be trained in the use of restraint, and the team must include a campus administrator or designee and any general or special education personnel likely to use restraint.
  - (2) After April 1, 2003, personnel called upon to use restraint in an emergency and who have not received prior training must receive training within 30 school days following the use of restraint.
  - (3) Training on use of restraint must include prevention and de-escalation techniques and provide alternatives to the use of restraint.
  - (4) All trained personnel shall receive instruction in current professionally accepted practices and standards regarding behavior management and the use of restraint.
- (e) Documentation and notification on use of restraint. In a case in which restraint is used, school employees, volunteers, or independent contractors shall implement the following documentation requirements.
  - (1) On the day restraint is utilized, the campus administrator or designee must be notified verbally or in writing regarding the use of restraint.
  - (2) On the day restraint is utilized, a good faith effort shall be made to verbally notify the parent(s) regarding the use of restraint.
  - (3) Written notification of the use of restraint must be placed in the mail or otherwise provided to the parent within one school day of the use of restraint.

- (4) Written documentation regarding the use of restraint must be placed in the student's special education eligibility folder in a timely manner so the information is available to the ARD committee when it considers the impact of the student's behavior on the student's learning and/or the creation or revision of a behavioral intervention plan (BIP).
- (5) Written notification to the parent(s) and documentation to the student's special education eligibility folder shall include the following:
  - (A) name of the student;
  - (B) name of the staff member(s) administering the restraint;
  - (C) date of the restraint and the time the restraint began and ended;
  - (D) location of the restraint;
  - (E) nature of the restraint;
  - (F) a description of the activity in which the student was engaged immediately preceding the use of restraint;
  - (G) the behavior that prompted the restraint;
  - (H) the efforts made to de-escalate the situation and alternatives to restraint that were attempted; and
  - (I) information documenting parent contact and notification.
- (f) Clarification regarding restraint. For the purposes of subsections (c)-(e) of this section, restraint does not include the use of:
  - (1) physical contact or appropriately prescribed adaptive equipment to promote normative body positioning and/or physical functioning;
  - (2) limited physical contact with a student to promote safety (e.g., holding a student's hand), prevent a potentially harmful action (e.g., running into the street), teach a skill, or provide comfort;
  - (3) limited physical contact or appropriately prescribed adaptive equipment to prevent a student from engaging in ongoing, repetitive self-injurious behaviors; or
  - (4) seat belts and other safety equipment used to secure students during transportation.
- (g) Use of time-out. A school employee, volunteer, or independent contractor may use time-out in accordance with subsection (b)(3) of this section with the following limitations.
  - (1) Physical force or threat of physical force shall not be used to place a student in time-out.
  - (2) Time-out may only be used in conjunction with an array of positive behavior intervention strategies and techniques and must be included in the student's individualized education program (IEP) and/or BIP if it is utilized on a recurrent basis to increase or decrease a targeted behavior.
  - (3) Use of time-out shall not be implemented in a fashion that precludes the ability of the student to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP.
- (h) Training on use of time-out. Training for school employees, volunteers, or independent contractors shall be provided according to the following requirements.
  - (1) Not later than April 1, 2003, general or special education personnel who implement time-out based on requirements established in a student's IEP and/or BIP must be trained in the use of time-out.
  - (2) After April 1, 2003, newly-identified personnel called upon to implement time-out based on requirements established in a student's IEP and/or BIP must receive training in the use of time-out within 30 school days of being assigned the responsibility for implementing time-out.
  - (3) Training on the use of time-out must be provided as part of a program which addresses a full continuum of positive behavioral intervention strategies, and must address the impact of time-out on the ability of the student to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP.
  - (4) All trained personnel shall receive instruction in current professionally accepted practices and standards regarding behavior management and the use of time-out.
- (i) Documentation on use of time-out. Necessary documentation or data collection regarding the use of timeout, if any, must be addressed in the IEP or BIP. The admission, review, and dismissal (ARD) committee must use any collected data to judge the effectiveness of the intervention and provide a basis for making determinations regarding its continued use.

- (j) Student safety. Any behavior management technique and/or discipline management practice must be implemented in such a way as to protect the health and safety of the student and others. No discipline management practice may be calculated to inflict injury, cause harm, demean, or deprive the student of basic human necessities.
- (k) Data collection requirement. Beginning with the 2003-2004 school year, with the exception of actions covered by subsection (f) of this section, cumulative data regarding the use of restraint must be reported through the Public Education Information Management System (PEIMS).

#### H. Least Restrictive Environment (LRE) Placement

Initial: 

#### ☒ 34 CFR §300.550. General LRE requirements.

- (b) [The charter holder] shall ensure—
  - (1) That to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
  - (2) That special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

#### ☒ 34 CFR §300.551. Continuum of alternative placements.

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

#### ☒ 19 TAC §89.63. Instructional Arrangements and Settings.

- (a) [The charter holder] shall be able to provide services with special education personnel to students with disabilities in order to meet the special needs of those students in accordance with 34 Code of Federal Regulations, §§300.550-300.554.
- (b) Subject to §89.1075(e) of this title (relating to General Program Requirements and Local District Procedures) for the purpose of determining the student's instructional arrangement/setting, the regular school day is defined as the period of time determined appropriate by the admission, review, and dismissal (ARD) committee.
- (c) Instructional arrangements/settings shall be based on the individual needs and individualized education programs (IEPs) of eligible students receiving special education services and shall include the following.
  - (1) Mainstream. This instructional arrangement/setting is for providing special education and related services to a student in the regular classroom in accordance with the student's IEP. Qualified special education personnel must be involved in the implementation of the student's IEP through the provision of direct, indirect and/or support services to the student, and/or the student's regular classroom teacher(s) necessary to enrich the regular classroom and enable student success. The student's IEP must specify the services that will be provided by qualified special education personnel to enable the student to appropriately progress in the general education curriculum and/or appropriately advance in achieving the goals set out in the student's IEP. Examples of services provided in this instructional arrangement include, but are not limited to, direct instruction, helping teacher, team teaching, co-teaching, interpreter, education aides, curricular or instructional modifications/accommodations, special materials/equipment, consultation with the student and his/her regular classroom teacher(s) regarding the student's progress in regular education classes, staff development, and reduction of ratio of students to instructional staff.
  - (2) Homebound. This instructional arrangement/setting is for providing special education and related services to students who are served at home or hospital bedside.
    - (A) Students served on a homebound or hospital bedside basis are expected to be confined for a minimum of four consecutive weeks as documented by a physician licensed to practice in the United States. Homebound or



hospital bedside instruction may, as provided by local [charter holder] policy, also be provided to chronically ill students who are expected to be confined for any period of time totaling at least four weeks throughout the school year as documented by a physician licensed to practice in the United States. The student's ARD committee shall determine the amount of services to be provided to the student in this instructional arrangement/setting in accordance with federal and state laws, rules, and regulations, including the provisions specified in subsection (b) of this section.

- (B) Home instruction may also be used for services to infants and toddlers (birth through age 2) and young children (ages 3-5) when determined appropriate by the child's individualized family services plan (IFSP) committee or ARD committee. This arrangement/setting also applies to school districts described in Texas Education Code, §29.014.
- (3) Hospital class. This instructional arrangement/setting is for providing special education instruction in a classroom, in a hospital facility, or a residential care and treatment facility not operated by the [charter holder]. If the students residing in the facility are provided special education services outside the facility, they are considered to be served in the instructional arrangement in which they are placed and are not to be considered as in a hospital class. [See the TEA Letter to the Administrator Addressed, dated February 14, 2001.]
- (4) Speech therapy. This instructional arrangement/setting is for providing speech therapy services whether in a regular education classroom or in a setting other than a regular education classroom. When the only special education or related service provided to a student is speech therapy, then this instructional arrangement may not be combined with any other instructional arrangement.
- (5) Resource room/services. This instructional arrangement/setting is for providing special education and related services to a student in a setting other than regular education for less than 50% of the regular school day.
- (6) Self-contained (mild, moderate, or severe) regular campus. This instructional arrangement/setting is for providing special education and related services to a student who is in a self-contained program for 50% or more of the regular school day on a regular school campus.
- (7) Off home campus. This instructional arrangement/setting is for providing special education and related services to the following, [ ]:
  - (A) a student who is one of a group of students from more than one school district [or charter school] served in a single location when a free appropriate public education is not available in the respective sending district [or charter school];
  - (B) a student whose instruction is provided by [the charter holder] personnel in a facility (other than a nonpublic day school) not operated by the charter holder; or
  - (C) a student in a self-contained program at a separate campus operated by the [charter holder] that provides only special education and related services.
- (8) Nonpublic day school. This instructional arrangement/setting is for providing special education and related services to students through a contractual agreement with a nonpublic school for special education.
- (9) Vocational adjustment class/program. This instructional arrangement/setting is for providing special education and related services to a student who is placed on a job with regularly scheduled direct involvement by special education personnel in the implementation of the student's IEP. This instructional arrangement/setting shall be used in conjunction with the student's individual transition plan and only after the [charter holder's] career and technology classes have been considered and determined inappropriate for the student.
- (10) Residential care and treatment facility (not school resident). This instructional arrangement/setting is for providing special education instruction and related services to students who reside in care and treatment facilities and whose parents do not reside within the boundaries of the school providing educational services to the students. In order to be considered in this arrangement, the services must be provided on a school campus. If the instruction is provided at the facility, rather than on a school campus, the instructional arrangement is considered to be the hospital class arrangement/setting rather than this instructional arrangement. Students with disabilities who reside in these facilities may be included in the average daily attendance of the school in the same way as all other students receiving special education. [See the TEA Letter to the Administrator Addressed, dated February 14, 2001.]
- (11) State school for persons with mental retardation. This instructional arrangement/setting is for providing special education and related services to a student who resides at a state school when the services are provided at the state school location. If services are provided on a local school campus, the student is considered to be served in the residential care and treatment facility arrangement/setting. [See the TEA Letter to the Administrator Addressed, dated February 14, 2001.]

**☒ 34 CFR §300.552. Placements.**

(See Appendix A to CFR Part 300; Q. 19, Q. 37) -

In determining the educational placement of a child with a disability, including a preschool child with a disability, [the charter holder] shall ensure that—

- (a) The placement decision—
  - (1) Is made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and
  - (2) Is made in conformity with the LRE provisions of this subpart, including §§300.550-300.554;
- (b) The child's placement—
  - (1) Is determined at least annually;
  - (2) Is based on the child's IEP; and
  - (3) Is as close as possible to the child's home;
- (c) Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled;
- (d) In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs; and
- (e) A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

**☒ 34 CFR §300.553. Nonacademic settings.**

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in §300.306, [the charter holder] shall ensure that each child with a disability participates with nondisabled children in those services and activities to the maximum extent appropriate to the needs of that child.

### I. Transition Planning

Initial: 

**☒ [The charter holder assures that it will comply with all federal and State rules and regulations regarding transition services, including any commissioner rules that result from the 78th Legislature's revisions to TEC §29.00.]**

**☒ 34 CFR §300.29. Transition services.**

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

☒ **34 CFR §300.345. Parent participation.**

- (a) [Charter holder] responsibility—general. The [charter holder] shall take steps to ensure that one of both of the parents of a child with a disability are present at each IEP meeting or are afforded the opportunity to participate including—
  - (1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
  - (2) Scheduling the meeting at a mutually agreed on time and place.
- (b) Information provided to parents.
  - (1) The notice required under paragraph (a)(1) of this section must—
    - (i) Indicate the purpose, time, and location of the meeting and who will be in attendance; and
    - (ii) Inform the parents of the provisions in §300.344(a)(6) and (c) (relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child).
  - (2) For a student with a disability beginning at age 14, or younger, if appropriate, the notice must also—
    - (i) Indicate that a purpose of the meeting will be the development of a statement of the transition services needs of the student required in §300.347(b)(1); and
    - (ii) Indicate that the [charter holder] will invite the student.
  - (3) For a student with a disability beginning at age 16, or younger, if appropriate, the notice must—
    - (i) Indicate that a purpose of the meeting is the consideration of needed transition services for the student required in §300.347(b)(2);
    - (ii) Indicate that the [charter holder] will invite the student; and
    - (iii) Identify any other agency that will be invited to send a representative.

☒ **34 CFR §300.344. IEP team.**

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

☒ **34 CFR §300.348. Agency responsibilities for transition services.**

- (a) If a participating agency, other than the [charter holder], fails to provide the transition services described in the IEP in accordance with §300.347(b)(1), the [charter holder] shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.

## **J. Certified Personnel for the Provision of Services to Children with Special Needs**

Initial: \_\_\_\_\_

### **X 19 TAC §89.1131. Qualifications of Special Education, Related Service, and Paraprofessional Personnel.**

- (a) All special education and related service personnel shall be certified, endorsed, or licensed in the area or areas of assignment in accordance with 34 Code of Federal Regulations (CFR), §300.23 and §300.136; the Texas Education Code (TEC), §§21.002, 21.003, and 29.304; or appropriate state agency credentials.
- (b) A 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 3-21 years of age, as defined in §89.1035(a) of this title (relating to Age Ranges for Student Eligibility), in accordance with the limitation of their certification, except for the following.
  - (1) Persons assigned to provide speech therapy instructional services must hold a valid Texas Education Agency (TEA) 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 students who are orthopedically impaired or other health impaired with the teaching station in the home or a hospital shall not be required to hold a special education certificate or endorsement as long as the personnel file contains an official transcript indicating that the teacher 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 the education of students with visual impairments must be available to students with visual impairments, including deaf-blindness, through one of the [charter holders] instructional options, a shared services arrangement with other school districts [or charter holders], or an education service center (ESC). A teacher who is certified in the education of students with visual impairments must attend each admission, review, and dismissal (ARD) committee meeting or individualized family service plan (IFSP) meeting of a student with a visual impairment, including deaf-blindness.
  - (5) Teachers certified in the education of students with auditory impairments must be available to students with auditory impairments, including deaf-blindness, through one of the [charter holder's] instructional options, a regional day school program for the deaf, a shared services arrangement with other school districts or [charter holders], or an ESC. A teacher who is certified in the education of students with auditory impairments must attend each ARD committee meeting or IFSP meeting of a student with an auditory impairment, including deaf-blindness.
  - (6) The following provisions apply to physical education.
    - (A) When the ARD committee has made the determination and the arrangements are specified in the student's individualized education program (IEP), physical education may be provided by the following personnel:
      - (i) special education instructional or related service personnel who have the necessary skills and knowledge;
      - (ii) physical education teachers;
      - (iii) occupational therapists;
      - (iv) physical therapists; or
      - (v) occupational therapy assistants or physical therapy assistants working under supervision in accordance with the standards of their profession.
    - (B) When these services are provided by special education personnel, the [charter holder] must document that they have the necessary skills and knowledge. Documentation may include, but need not be limited to, inservice records, evidence of attendance at seminars or workshops, or transcripts of college courses.
  - (7) Teachers assigned full-time or part-time to instruction of students from birth through age two with visual impairments, including deaf-blindness, shall be 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, shall be certified in education for students who are deaf and severely hard of hearing. Other certifications for serving these students shall require prior approval from TEA.
  - (8) Teachers with secondary certification with the generic delivery system may be assigned to teach Grades 6-12 only.

- (c) Paraprofessional personnel must be certified and may be assigned to work with eligible students, general and special education teachers, and related service personnel. Aides may also be assigned to assist students with special education transportation, serve as a job coach, or serve in support of community-based instruction. 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.
- (d) Interpreting services for students who are deaf shall be provided by 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. The commissioner shall consider applications for the issuance of an emergency permit to provide interpreting services for students who are deaf on a case-by-case basis in accordance with requirements set forth in 34 CFR, §300.136, and standards and procedures established by the TEA. 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.
- (e) Orientation and mobility instruction must be provided by a certified orientation and mobility specialist (COMS) who is certified by the Academy for Certification of Vision Rehabilitation and Education Professionals.

**X 34 CFR §300.26. Special education.**

(a) General.

- (1) As used in this part, the term special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including—
  - (i) Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and
  - (ii) Instruction in physical education.
- (2) The term includes each of the following, if it meets the requirements of paragraph (a)(1) of this section:
  - (i) Speech-language pathology services, or any other related service, if the service is considered special education rather than a related service under State standards;
  - (ii) Travel training; and
  - (iii) Vocational education.

(b) Individual terms defined. The terms in this definition are defined as follows:

- (1) At no cost means that all specially-designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to nondisabled students or their parents as a part of the regular education program.
- (2) Physical education—
  - (i) Means the development of—
    - (A) Physical and motor fitness;
    - (B) Fundamental motor skills and patterns; and
    - (C) Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports); and
  - (ii) Includes special physical education, adapted physical education, movement education, and motor development.
- (3) Specially-designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—
  - (i) To address the unique needs of the child that result from the child's disability; and
  - (ii) To ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the [charter holder] that apply to all children.
- (4) Travel training means providing instruction, as appropriate, to children with significant cognitive disabilities, and any other children with disabilities who require this instruction, to enable them to—
  - (i) Develop an awareness of the environment in which they live; and
  - (ii) Learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).

- (5) Vocational education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

### **K. Services to Expelled Students**

Initial: 

#### **X 34 CFR §300.121(d). Free appropriate public education (FAPE).**

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

#### **X 34 CFR §300.522. Determination of setting.**

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

#### **X TEC §37.004. Placement of Students with Disabilities.**

- (a) The placement of a student with a disability who receives special education services may be made only by a duly constituted admission, review, and dismissal committee.
- (b) Any disciplinary action regarding a student with a disability who receives special education services that would constitute a change in placement under federal law may be taken only after the student's admission, review, and

dismissal committee conducts a manifestation determination review under 20 U.S.C. §1415(k)(4) and its subsequent amendments. Any disciplinary action regarding the student shall be determined in accordance with federal law and regulations, including laws or regulations requiring the provision of:

- (1) functional behavioral assessments;
  - (2) positive behavioral interventions, strategies, and supports;
  - (3) behavioral intervention plans; and
  - (4) manifestation determination review.
- (c) A student with a disability who receives special education services may not be placed in alternative education programs solely for educational purposes.
  - (d) A teacher in an alternative education program under §37.008 who has a special education assignment must hold an appropriate certificate or permit for that assignment.
  - (e) [This subsection applies if the charter holder has, in its student code of conduct, adopted the provisions of TEC §37.011]. Notwithstanding any other provision of this subchapter, in a county with a juvenile justice alternative education program established under §37.011, the expulsion under a provision of §37.007 described by this subsection of a student with a disability who receives special education services must occur in accordance with this subsection and Subsection (f). The [charter school] from which the student was expelled shall, in accordance with applicable federal law, provide the administrator of the juvenile justice alternative education program or the administrator's designee with reasonable notice of the meeting of the student's admission, review, and dismissal committee to discuss the student's expulsion. A representative of the juvenile justice alternative education program may participate in the meeting to the extent that the meeting relates to the student's placement in the program. This subsection applies only to an expulsion under:
    - (1) §37.007(b), (c), or (f); or
    - (2) §37.007(d) as a result of conduct that contains the elements of any offense listed in §37.007(b)(3) against any employee or volunteer in retaliation for or as a result of the person's employment or association with [the charter holder].
  - (f) [This subsection applies if the charter holder has, in its student code of conduct, adopted the provisions of TEC §37.011]. If, after placement of a student in a juvenile justice alternative education program under Subsection (e), the administrator of the program or the administrator's designee has concerns that the student's educational or behavioral needs cannot be met in the program, the administrator or designee shall immediately provide written notice of those concerns to the [charter school] from which the student was expelled. The student's admission, review, and dismissal committee shall meet to reconsider the placement of the student in the program. The [charter holder] shall, in accordance with applicable federal law, provide the administrator or designee with reasonable notice of the meeting, and a representative of the program may participate in the meeting to the extent that the meeting relates to the student's continued placement in the program.
  - (g) Subsections (e) and (f) and this subsection expire September 1, 2005.

#### L. Allowable Expenditures of State Special Education Funds

Initial: 

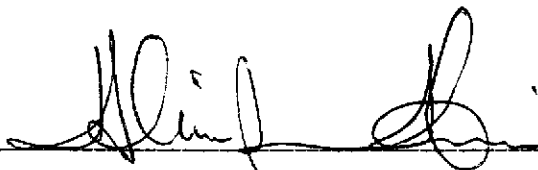
#### ☒ 19 TAC §89.1125. Allowable Expenditures of State Special Education Funds.

- (a) Persons paid from special education funds shall be assigned to instructional or other duties in the special education program and/or to provide support services to the regular education program in order for students with disabilities to be included in the regular program. Support services shall include, but not be limited to, collaborative planning, co-teaching, small group instruction with special and regular education students, direct instruction to special education students, or other support services determined necessary by the admission, review, and dismissal (ARD) committee for an appropriate program for the student with disabilities. Assignments may include duties supportive to school operations equivalent to those assigned to regular education personnel.
- (b) Personnel assigned to provide support services to the regular education program as stated in subsection (a) of this section may be fully funded from special education funds.
- (c) If personnel are assigned to special education on less than a full-time basis, except as stated in subsection (a) of this section, only that portion of time for which the personnel are assigned to students with disabilities shall be paid from state special education funds.

- (d) State special education funds may be used for special materials, supplies, and equipment which are directly related to the development and implementation of individualized education programs (IEPs) of students and which are not ordinarily purchased for the regular classroom. Office and routine classroom supplies are not allowable. Special equipment may include instructional and assistive technology devices, audiovisual equipment, computers for instruction or assessment purposes, and assessment equipment only if used directly with students.
- (e) State special education funds may be used to contract with consultants to provide staff development, program planning and evaluation, instructional services, assessments, and related services to students with disabilities.
- (f) State special education funds may be used for transportation only to and from residential placements. Prior to using federal funds for transportation costs to and from a residential facility, the [charter holder] must use state or local funds based on actual expenses up to the state transportation maximum for private transportation contracts.
- (g) State special education funds may be used to pay staff travel to perform services directly related to the education of eligible students with disabilities. Funds may also be used to pay travel of staff (including administrators, general education teachers, and special education teachers and service providers) to attend staff development meetings for the purpose of improving performance in assigned positions directly related to the education of eligible students with disabilities. In no event shall the purpose for attending such staff development meetings include time spent in performing functions relating to the operation of professional organizations. In accordance with 34 Code of Federal Regulations, §300.382(j), funds may also be used to pay for the joint training of parents and special education, related services, and general education personnel.

☒ **19 TAC §105.11. Maximum Allowable Indirect Cost.**

No more than 15 % of the [charter holder's] Foundation School Program special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to the following programs: compensatory education, gifted and talented education, bilingual education and special language programs, career and technology education, and special education. Indirect costs may be attributed to the following expenditure function codes: 34 - Student Transportation; 41 - General Administration; 81 - Facilities Acquisition and Construction; and the Function 90 series of the general fund, as defined in the Texas Education Agency (TEA) bulletin, Financial Accountability System Resource Guide.



Signature of the Chairperson of the Board of the Charter Holder

04/20/2004

Date of Signature

ALIM U. ANSARI, Superintendent

Typed name and Title of the Chairperson of the Board of the Charter Holder





# TEXAS EDUCATION AGENCY

1701 North Congress Ave. • Austin, Texas 78701-1494 • 512/463-9734 • FAX: 512/463-9838 • <http://www.tea.state.tx.us>

Shirley J. Neeley, Ed.D.  
Commissioner

June 4, 2004

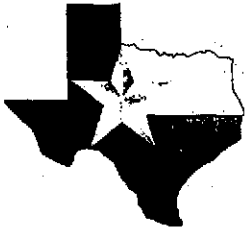
To the Board Chair Addressed:

Please find attached the charter renewal letter for the named charter school. This letter, dated May 13, is your official notification of the contract extension of the charter. If you received an earlier version of this letter by fax, please discard it because the date was incorrect.

Please call Kirsten Moody at (512) 463-9575 if you have any questions.

Sincerely,

Mary Perry



# TEXAS EDUCATION AGENCY

1701 North Congress Ave. ★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ <http://www.tea.state.tx.us>

Shirley J. Neeley, Ed.D.

Commissioner

May 13, 2004

Mr. Alim Ansari, Board Chair  
South Texas Educational Technologies, Inc.  
116 W. Fifth St  
Weslaco, Texas 78596

Dear Mr. Ansari:

I am pleased to inform you that the charter renewal for Technology Education Charter High School (county-district number 108802) is approved 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 elements:

- 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 approved by the State Board of Education or the commissioner of education;
- the final renewal application, on file with the Division of Charter Schools, including any revisions required by the agency and any amendments to the charter made via the renewal application, except any responses in the following sections (not all applications contain each section listed), including relevant attachments: Code of Conduct; Evaluation of Student Performance; Student Performance Goals; Plans and Initiatives to Improve Student Performance; Monitoring Follow-Up; IDEA Key Components; and Information Request, Subsections D and E;
- conditions as described in the attached document, Exhibit I; and
- all statements, assurances, commitments and representations made by the charter holder in its application for charter renewal and its attachments or related documents, to the extent that these documents are consistent with those listed above.

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. Contact Mary Perry in the Division of Charter Schools at (512) 463-9575 with any questions.

Sincerely,

Shirley J. Neeley, Ed.D.  
Commissioner of Education

Enclosure

*"Good, Better, Best—never let it rest—until your good is better—and your better is BEST!"*

*Exhibit I*

Condition of Renewal for Technology Education Charter High School

The charter renewal for Technology Education Charter High School is approved with the following condition:

For Fiscal Year 2004, the charter holder for Technology Education Charter High School will file the financial and compliance report on or before the due date.

If the agency believes that the condition has not been met, it may report the matter to the commissioner. In that event, Technology Education Charter High School may request a limited hearing under TEC §12.116, solely on the question of whether the conditions stated above were met. On final determination that a condition was not met, the commissioner may take appropriate administrative action, including denial of this charter renewal for Technology Education Charter High School for failure to meet the conditions stated above.