

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

Application Coversheet

Name of Proposed School to open in Fall 2006: Harmony Science Academy-College Station

Name of Sponsoring Entity: Cosmos Foundation, Inc.

Note: If the sponsoring entity is a 501(c)(3) nonprofit organization, the name must appear exactly as it appears in the Articles of Incorporation or any amendments thereto.

The sponsoring entity is a (Check only one.):

☒ 501(c)(3) nonprofit organization ☐ Governmental Entity ☐ College or University

Chairperson of Governing Body of Sponsoring Entity: Oner U. Celepcikay

Chief Executive Officer of Sponsoring Entity: Oner U. Celepcikay

CEO/Superintendent of Proposed Charter School: Dr. Ibrahim Sel

Name of Governing Body of Sponsoring Entity Member Who Attended an Applicant Conference:

Fatih Yigit

Date of Conference: Tuesday, January 10, 2006

Applicant Mailing Address (Not a P.O. Box): 9421 West Sam Houston Parkway S, Houston, TX 77099

Physical Address of Proposed Administrative Offices, if different from above: Same

Physical Address of the Main Campus: ~~Jefferson County~~ (Exact location is yet to be determined)

Physical Address(es) of any Additional Campus(es): N/A

Contact Name: Dr. Ibrahim Sel

Contact Email address: isel@hsatx.org

Contact Phone #: 713-541 3030

Contact Fax #: 713-541-3032

Circle Grade Levels to be served:

Maximum Enrollment: 900

(must include, by Year 3, at least one grade level where TAKS is administered)

Year 1: Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12

Year 2: Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12

Year 3: Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. In accordance with TEC §12.120, I further certify that no members of the governing body of the sponsoring entity or of the proposed charter school nor any officers or employees of the proposed school have been convicted of a misdemeanor involving moral turpitude or of any felony. I understand that incomplete applications will not be considered.

(BLUE INK) Signature of Chief Executive Officer of Sponsoring Entity

2/13/2006

Date

Printed Name

Oner U. Celepcikay

(BLUE INK) Signature of Application Preparer

2/13/2006

Date

Printed Name

Kadir Akbulut

With what company is the application preparer associated? HSA-Houston Was preparer paid? ☐ Yes ☒ No

701-05-008-024

TABLE OF CONTENTS

APPLICATION COVERSHEET	1
TABLE OF CONTENTS	2
APPLICANT CHECKLIST	3
SECTIONS TO BE SCORED BY EXTERNAL REVIEW PANEL	4
1. STATEMENT OF NEED	5
2. VISION OF THE SCHOOL.....	10
3. EDUCATION PLAN.....	10
4. STUDENT GOALS.....	130
5. HUMAN RESOURCES INFORMATION	134
SECTIONS TO BE REVIEWED BY TEXAS EDUCATION AGENCY STAFF	152
6. GOVERNANCE.....	153
7. COMMUNITY SUPPORT.....	159
8. GEOGRAPHIC BOUNDARY	160
9. ADMISSIONS POLICY	161
10. SPECIAL NEEDS STUDENTS AND PROGRAMS.....	163
11. BUSINESS PLAN.....	173
12. ATTACHMENTS.....	181
ATTACHMENT A NOTARIZED BIOGRAPHICAL AFFIDAVITS.....	182
ATTACHMENT B ORGANIZATIONAL CHART.....	207
ATTACHMENT C 501(C)(3) DETERMINATION LETTER FROM IRS	208
ATTACHMENT D COMPLETE COPY OF ARTICLES OF INCORPORATION	212
ATTACHMENT E COMPLETE COPY OF CORPORATE BYLAWS	218
ATTACHMENT F PUBLISHED NOTICE OF PUBLIC HEARING	239
ATTACHMENT G SYNOPSIS OF THE PUBLIC HEARING	241
ATTACHMENT H SIGNED CERTIFIED MAIL RECEIPT CARDS.....	242
ATTACHMENT I AUDIT REPORT	260
ATTACHMENT J CREDIT REPORT	303
ATTACHMENT K IRS FILING	304
ATTACHMENT L LETTERS INDICATING SOURCES OF PRIVATE FUNDS OR LINES OF CREDIT, BUSINESS ARRANGEMENTS OR PARTNERSHIPS	324
ATTACHMENT M START-UP BUDGET	324
ATTACHMENT N BUDGET FOR YEAR ONE OF OPERATION.....	333
ATTACHMENT O NEGOTIATED SERVICE AGREEMENT.....	345
ATTACHMENT P NEGOTIATED LEASE AGREEMENT	346

Applicant Checklist

Harmony Science Academy-College Station
Proposed Twelfth Generation Charter School Name

Cosmos Foundation, Inc.
Sponsoring Entity Name

Application

- ☒ Coversheet
- ☒ Table of Contents
- ☒ Applicant Checklist (*This checklist must be marked, signed, and included.*)

Application Sections (*All questions in each section must be answered completely.*)

- ☒ 1 Statement of Need
- ☒ 2 Vision of the School
- ☒ 3 Educational Plan
- ☒ 4 Student Goals
- ☒ 5 Human Resources Information
- ☒ 6 Governance
- ☒ 7 Community Support
- ☒ 8 Geographic Boundary
- ☒ 9 Admissions Policy
- ☒ 10 Special Needs Students and Programs
- ☒ 11 Business Plan
- ☒ 12 Attachments (*Mark to indicate that attachments are in order as indicated below.*)

(*See specific requirements for each attachment in the application.*)

- ☒ A Notarized Biographical Affidavits
- ☒ B Organizational Chart
- ☒ C 501(c)(3) Determination Letter from IRS or statement that item is not required if sponsoring entity is an institution of higher education or a governmental entity
- ☒ D Articles of Incorporation filed with Texas Secretary of State and any amendments thereto, or comparable documents if the sponsoring entity is an out-of-state corporation, or statement that item is not required if sponsoring entity is an institution of higher education or a governmental entity
- ☒ E Corporate Bylaws or statement that item is not required if sponsoring entity is an institution of higher education or a governmental entity
- ☒ F Published Notice of Public Hearing clearly showing the name of the newspaper and the date of publication and stating the proposed school name, sponsoring entity name, date, time, and place of meeting, and name of sponsoring entity board members
- ☒ G Synopsis of Public Hearing
- ☒ H Signed Certified Mail Receipt Cards or the certified mail receipt showing each addressee, fees paid, and the date mailed
- ☒ I Audit Report (If an audit report is not available, provide each of the following: 1) an unaudited statement of financial position; 2) an unaudited statement of activities; and 3) unaudited statement of cash flows. The unaudited financial statements must include a notarized acknowledgement signed by the chief executive officer and chief financial officer of the sponsoring entity attesting to the accuracy and completeness of the information provided.)
- ☒ J Credit Report or a statement explaining why this item is not available
- ☒ K IRS 990 Filing or a statement explaining why this item is not available
- ☒ L Letters Indicating Sources of Private Funds or Lines of Credit, Business Arrangements or Partnerships or a statement that there are no sources of private funds
- ☒ M Start-Up Budget
- ☒ N Budget for Year One of Operation (Budgets for Years Two and Three are also required in some cases where escalating enrollment is planned.)
- ☒ O Negotiated Service Agreement(s) or a statement explaining why this item is not available
- ☒ P Negotiated Lease Agreement(s), Deed(s) to Property, Earnest Money Contract(s), or Purchase Agreement(s) or a statement explaining why this item is not available

Items are checked to indicate their inclusion in proper order in all copies submitted to TEA as verified by the following:

KADIE ALMUS
Name of Preparer (Typed)

[Signature] 2/13/06
Signature of Preparer Date

Oner U. Celepcikay
Name of CEO of Sponsoring Entity (Typed)

[Signature] 02/13/06
Signature of CEO of Sponsoring Entity Date

Application for a Twelfth Generation Open-Enrollment Charter School

Sections to be scored by External Review Panel

Terms used in this application:

“Sponsoring entity” means the Cosmos Foundation Inc. (Charter Holder);

“Foundation” means the Cosmos Foundation Inc.;

“School” means Harmony Science Academy-College Station (the proposed school); and

“Board of directors” mean board members of the Cosmos Foundation Inc.

1. Statement of Need

a) ~~The sponsoring entity, the Cosmos Foundation Inc., has been operating four successful charter schools. Harmony Science Academy-Houston was established in 2000 and rated exemplary in 2004 and 2005. Harmony Science Academy-Austin began operation in 2002 and was rated recognized in 2004 and 2005. Harmony Science Academy-Dallas commenced operations in 2004 and was rated recognized in 2005. Harmony Elementary School began operation in 2005. State Board of Education granted us 5 new charters, Harmony School of Excellence-Houston, Harmony Science Academy-College Station, Harmony Science Academy-Austin (elementary), Harmony Science Academy-San Antonio, and Harmony Science Academy-El Paso, to be opened in Fall 2006.~~

Moreover, Harmony Science Academy-Houston received Gold Performance Achievement Award for Improvement in Reading in 2002 and HSA-Austin received Gold Performance Achievement Award in Social Studies in 2004. HSA-Houston earned Gold Performance Acknowledgment in three categories; AP/IB Results, Commended Performance in Writing, and Commended Performance in Social Studies in 2005. HSA-Dallas received Gold Performance in Writing, Reading, and Social Studies and HSA-Austin received Gold Performance in Social Studies in 2005. The achievements of HSAs have been acknowledged by many community members. Mr. Bill White, Mayor of City of Houston proclaimed Dec 4th, 2004 as Harmony Science Academy Day in Houston.

In addition, The National Association of State Title I Directors honored Harmony Science Academy-Houston (HSA-Houston) as a National Title I Distinguished School at their annual National Title I Conference in Dallas, Texas on Saturday, January 28, 2006. HSA-Houston was one of 2 schools selected in the state of Texas and one of 52 schools across the nation. These academically outstanding schools were selected for outstanding results in one of two categories: 1- Exceptional student performance for two or more consecutive years or, 2- Closing the achievement gap between student groups. HSA-Houston received a certificate, a banner and has its story posted on a publication that describes all of the National Title I Award winners.

As briefly mentioned above, the success of our model program has drawn state-wide attention from different segments of the community, encouraging us to initiate new K-12 schools with similar goals and programs in other major cities in Texas. We believe that our dedication, experience, expertise, and resources on our current schools will enable us to serve more students and their families throughout the State of Texas.

Harmony Science Academies will share experience and know-how via a strong network comprised of superintendents, principals, administrators, teachers, parents, and students. Each district will join efforts in pursuing similar student goals with the highest expectations, but at the same time still serve the local needs of their population.

Big cities such as **College Station** need more schools that offer a comprehensive college preparatory program emphasizing science and technology education. Harmony Science Academy-College Station will strive to play a role in satisfying this need. HSA-College Station will offer programs to develop skills and education for its students to enroll in Science and Engineering departments of prestigious colleges in the country and compete in an increasingly demanding workplace of science and technology, and contribute to the long-term economic development of the region.

Division of Charter Schools

STATEMENT OF NEED:

Issue Identified:

P. 5. Since Harmony Science-College Station was not approved in 2005, please correct the statement that indicates it was.

Response:

Current:

The sponsoring entity, the Cosmos Foundation Inc., has been operating four successful charter schools. Harmony Science Academy-Houston was established in 2000 and rated exemplary in 2004 and 2005. Harmony Science Academy-Austin began operation in 2002 and was rated recognized in 2004 and 2005. Harmony Science Academy-Dallas commenced operations in 2004 and was rated recognized in 2005. Harmony Elementary School began operation in 2005. State Board of Education granted us 5 new charters, Harmony School of Excellence-Houston, Harmony Science Academy-College Station, Harmony Science Academy-Austin (elementary), Harmony Science Academy-San Antonio, and Harmony Science Academy-El Paso, to be opened in fall 2006.

Revised:

The sponsoring entity, the Cosmos Foundation Inc., has been operating four successful charter schools. Harmony Science Academy-Houston was established in 2000 and rated exemplary in 2004 and 2005. Harmony Science Academy-Austin began operation in 2002 and was rated recognized in 2004 and 2005. Harmony Science Academy-Dallas commenced operations in 2004 and was rated recognized in 2005. Harmony Elementary School began operation in 2005. State Board of Education granted us 5 new charters, Harmony School of Excellence, Harmony Science Academy-Fort Worth, Harmony Science Elementary-Austin, Harmony Science Academy-San Antonio, and Harmony Science Academy-El Paso, to be opened in Fall 2006.

Table 1.1 compares the achievements of all students in **Region 6 (Huntsville)** where College Station is located with those in the State of Texas and Harmony Science Academy - Houston. This table clearly depicts that HSA-College Station can serve the students with a high achieving and rigorous academic program.

Table 1.1. TAKS Met Standard (Sum of All Grades)-2005

Indicator:	Texas	Region 6	HSA-Houston
ELA/Reading	83%	85%	92%
Mathematics	71%	75%	92%
Writing	90%	90%	100%
Science	63%	69%	95%
Soc Studies	87%	89%	98%
All Tests	62%	66%	90%

Source: *T E X A S E D U C A T I O N A G E N C Y Academic Excellence Indicator System 2004-05 Region Performance Report.*

One of the major challenges educators face nowadays is to get the parents to be more involved in their kids' education. On the other hand, those parents who would like to contribute to the education often feel that, especially in big districts and schools, this can hardly be realized. New innovative strategies and techniques are required to enable effective parental involvement in education.

HSA-College Station will be a driving force for the minority population participating more in science and technology. Harmony Science Academies, with their approximate 80% minority population have encouraged many students to reach academic excellence through academic competitions by encouraging student participation in *Science Fairs and Olympiads*. The proposed school will implement a strong science program in which students will attend science fairs, science Olympiads and other competitions.

There is a serious need for instilling moral values in our youth during schooling. The school plans to implement a campus-wide Character Education Program that will help students build great character, exemplary personality and skills for future leadership. Students at HSA-College Station will be encouraged to take responsibility for their actions, seek role models and develop into good citizens with high moral values. Parents will be regularly informed about the character education program to ensure that they will also be involved in our effort in inspiring good behavior in our future leaders. Students will also meet and interact with professionals during Career Days and develop an early thinking for their future aspirations.

Strong parent/teacher/student relationship is crucial in helping students better. Home visits help establish rapport among these groups. During home visits, teachers discuss student progress, programs and planning; parents provide priceless feedback and input; and students improve both academically and socially. Harmony Science Academies have been conducting home visits for 4 years and are unique schools in Texas in that sense.

Students at HSA-College Station will have an extended health curriculum that will involve nutrition, health and fitness. Students will be educated on healthy and safe nutrition habits in our course to develop a fit and healthy generation.

Integration of technology into various curricula has been a substantial goal in schools. HSA-College Station will serve as a unique school in the region where technology is widely and scientifically used as a student-oriented learning tool.

One of the priorities in schools today is the safety. Parents demand safe schools where the children are not exposed to bullying, intimidation, violence, and such. HSA-College Station is committed to stand against any and all threats by forming a safe campus environment through ongoing supervision and extra supervision for the students. As a small sized campus, HSA-College Station will be secure and conducive learning environment that the parents expect.

The demographic structure of the proposed school location is very diverse. The school officials believe that our students will gain invaluable life long experience from a Multicultural Awareness and Diversity Program. The diverse student body will be an element at HSA-College Station leading students to learn how to interact, share and empathize with their diverse peers. Traditional values for education and family are strong among minorities and recent immigrants. HSA-College Station also meets that need and shares those values.

Students in our schools need to be taught the significance of giving back to community. Parents and students will be actively involved in the community service program at HSA-College Station and reach out to the community as the community adopts the idea and contributes to the school.

ELEMENTARY

Scientific studies indicate that elementary school lays the foundation for a rigorous secondary curriculum. The need for improvement in Reading in our schools has inspired the board members of the Cosmos Foundation ("the Foundation") to start with an elementary school and continue to build on during the secondary years.

The elementary section of HSA-College Station will emphasize Reading, Math, Science and Social Studies and follow a cross-disciplinary approach that will allow for the integration of art and technology into these core areas. Elementary students will work on science fair projects, art portfolios, and presentation skills to increase their understanding of concepts and self-efficacy.

Elementary section will serve as a model in the area where technology will be widely and scientifically used as a student-oriented learning tool. The school will have computer labs and Multimedia Computer Labs where students will be able to use multimedia and internet as part of a lesson plan in core subject areas. The foundation strongly believes that exposure to technology at a young age is essential for elementary school students.

HSA-College Station also aims to meet the needs of diverse populations whose values for education and family are strong. The school will have a bilingual atmosphere and Spanish will be offered starting in the 4th grade to all students. Students will work in small groups on cultural projects that will facilitate their understanding of the Hispanic culture.

SECONDARY

Although employment trends point to the need for technicians with less than a college degree, the demand for professionals with a strong math, science and technology background outpaces many other non-technical careers. According to the Department of Labor, the percentage of unskilled jobs in the labor market has currently dropped to 15%, while the percentage of skilled jobs has increased to 85%. Texas has one of the highest dropout rates in the nation. 13 percent of all Texas 16-19 year

olds are not enrolled in school and not high school graduates. Attracting the young population to the high schools, giving them the motivation to pursue their education life in a college, preparing them for higher education is one of the aims of HSA-College Station.

According to the national statistics, minorities and women are still underrepresented (about 10%) in the high-tech and science careers. HSA-College Station will focus its efforts on becoming a vehicle for minorities and women to select tougher programs of studies and careers based on the sciences.

Most middle and high school students are not aware of the opportunities to compete in global math and science Olympiads. HSA-College Station will raise students' awareness and begin the process of developing skills and the desire to compete at the highest level.

Students in middle and high school should be introduced research methods. HSA-College Station students will be asked to complete a science project every year. This research effort will be an enrichment activity, a family experience, an early start to academic work, an opportunity to develop a portfolio, a reference for the best colleges, and a way to establish connections with universities. Students will have the opportunity to work on advanced projects under the supervision of college professors and students. Students in our schools need such an exposure.

Character Education and Teen Leadership program will meet the need for instilling moral values in our children and developing leadership skills in our youth. HSA-College Station plans to implement a campus-wide Teen Leadership Program that will help our students build great character, exemplary personalities and skills for future leadership.

Career Education program will address the needs of middle school and high school students by helping them more about themselves, world of work and professions so that they can make the perfect match.

In the Career and Technology, students will be guided to follow different tracks such as business, health, technology, trade, etc.

b) The charter school model allows room for flexibility, creativity and fine tuning in school policies, curriculum and management based on local needs. While keeping state standards and benchmarks as a guiding tool, charter schools can implement additional programs to meet the individualized needs of their students, parents and teachers. The small classroom and school size helps to maintain a low faculty: student ratio (~~1:15~~) to achieve certain performance goals.

Charter schools provide alternatives for parents, especially for those who would like their children to be educated with an orientation in a particular subject area. Because of its small size and friendly environment, a charter school will draw the parents to school more successfully than a traditional public school. In this way, charter schools offer parents more options to participate in a more dynamic manner.

The educational philosophy and specialized mission of charter schools will foster an entrepreneurial spirit that will create a productive educational community. The flexible curriculum will allow a successful implementation and evaluation of a Character Education and Teen Leadership program on campus. The small number of students and a small sized campus will enable the administration to implement a firm discipline policy, provide supervision on campus, avoid circumstances that jeopardize safety and apply measures to take certain precautions in an unlikely emergency situation.

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SEE INSERT. after page 119

In a charter school environment, school officials are be able to educate and guide our parents on how to develop a positive attitude and approach towards their children, how to communicate and interact with their children more effectively, and how to manage their children's natural transformation and development.

The open-enrollment policy of the charter school will support equity in education by allowing a diverse representation of students from urban, suburban, and rural communities regardless of race, religion, gender, nationality, etc. A charter school may draw students from nearby school districts as well as other diverse geographical areas. The implementation of a variety of special programs such as Gifted and Talented Program, ESL, Special Education, and Career and Technology on the same campus will serve the needs of a diverse student population who will interact with and benefit from each other. This will create a mini multicultural community with early awareness of diversity and being different.

Charter schools can create a small community by involving parents, neighbors, organizations, and private businesses in the education of our students. By accepting students from any attendance zone, this community will have no geographical, cultural, or ethnic boundaries.

Harmony Science Schools Network made of separate charters will feed each other continually towards achieving excellent standards in education. Each district will create an interactive learning community dedicated to a similar mission. Students, teachers, and parents in different cities will form a school spirit, exchange views, and benefit from this relationship through workshops, seminars, field trips, and online communication.

2. Vision of the School

a) The mission of HSA-College Station is to prepare students for academic success in their future education, enable students to have a broad spectrum of options for their future endeavors, and to prepare them to be effective, responsible and productive citizens.

The educational philosophy of HSA-College Station is that school exists for the welfare and dignity of the child. Education at HSA-College Station is student-centered and each child is recognized as a unique individual with unique interests, needs and abilities.

HSA-College Station aims to develop responsive, productive, and civic-minded youth by inspiring them to follow their dreams while making the world a better place for themselves and others. HSA-College Station is focused on core knowledge and essential skills so that children may achieve the mastery upon which further learning will be built. The purpose of HSA-College Station is to foster productive attitudes toward work, family, and community. When students have a positive attitude toward school, their perception of "school" transforms.

HSA-College Station strives to lead each and every student to these accomplishments by using enhanced Texas Essential Knowledge and Skill (TEKS) curriculum, which is essential to future success in school and at work. TAKS skills are reinforced and reviewed to prepare students for the TAKS test. Both in-class preparation and after school TAKS instruction are provided to ensure a higher level of achievement for each student. No Child Left Behind (NCLB) Act of 2001 will serve as a guideline in our commitment to educate every student to his or her fullest potential. As part of the NCLB Act, instruction at HSA-College Station will be research based and evaluated frequently, teacher development will be a continual process, and special emphasis will be given for the Adequate Yearly Progress of each student.

Every effort will be made to humanize and personalize the environment in which students learn, and to maintain a friendly and wholesome atmosphere that encourages creative expression and a desire for knowledge. The emphasis of the entire instructional program is aimed at meeting the individual needs of each student in order to allow children to develop to their fullest potential. The school establishes an atmosphere in which students develop abilities to generate new thoughts, to think analytically, to draw logical conclusions and to express thoughts in written and spoken form. It is a function of the school to develop the well-rounded child by fostering aesthetic as well as academic growth through increased awareness and appreciation of the arts and sciences. By instilling in the student a knowledge and appreciation of one's heritage as a member of the American community, as an American citizen, and as a member of a family, the school strives to make the student aware of accountability to oneself and to others.

Since adolescents thrive in an environment of diversity, we will strive to create a diverse learning environment. Diversity is not only a motivating factor, but is an essential element in a well-rounded education. *It serves as a key to success in our diverse American society, institutions of higher learning, and inter-connected global economy.*

Each and every student at HSA-College Station will be regarded as a unique, valued and vital member of the school community. Individual attention in the form of one-on-one tutoring, intensive counseling and individualized goals is the key to motivating our students. Cooperation with area universities is an effective means toward enhancing the effectiveness of our tutoring system.

Multi-cultural aspects are integrated into our curricula --not just through geography and foreign language, but within each of our subject areas. Our students are encouraged to make additional contacts with other cultures by participating in International Science and Mathematics Olympiads.

While cherishing the individual choice of each student, the school will focus on core knowledge and essential skills so that children may achieve the mastery upon which further learning will build. The school's strong academic program will reduce achievement gaps by eliminating an important cause: the insufficient mastery of basic knowledge and skills required for further academic achievement. HSA-College Station will use a variety of teaching methods to ensure mastery of appropriate skills, ideas, and knowledge for all students, regardless of race, gender, or socioeconomic background.

There are specific elements required to accomplish our vision, which include; 1) enriched curricula and authentic assessment, 2) effective school management, 3) parental involvement, 4) technology integration, 5) sound financing, 6) leadership and character development, and 7) safety.

Affective, cognitive, and linguistic needs of each student will be met, individualized and differentiated educational plans will be developed for each student and collaboration among teachers will be highly enforced.

b) The following educational innovations will distinguish HSA-College Station from other schools.

Integration of technology into curriculum and Constructivist Learning: *Another recent change in the area of learning and teaching is due to the emerging concept of human, knowledge and learning that refers to cognition-based views on learning and to constructivism in particular. If constructivist principles are implemented in teaching practices, they will certainly have an effect on teachers' and students' roles. The modern concepts of learning emphasize the students' responsibility for their own learning and their active role in seeking and using information. The role of the teacher changes from being an information-transmitter into being an instructor who guides the students. This innovation is a great step towards individualizing education.*

Technology will contribute to (1) student learning through involvement with authentic, challenging tasks; (2) professionalization of teachers; and (3) creation of a culture that supports learning both in the classroom and beyond the school walls.

By using a multi-sensory approach to learning, students will be provided with opportunities to learn through auditory, visual, tactile, and kinesthetic activities. Students will be guided through the process of determining which learning style is best suited to their needs.

Online Access: Parents will be able access online student grades, attendance, conduct, discipline report, and teacher comments. The school web site will be used as a strong communication tool between school and home and regularly be updated with ongoing projects, activities, announcements and homework logs. The school will implement a pilot online real-time classroom observation for parents via internet, pending legal verification of the system by approved regulatory agencies.

Strong Reading and Writing Emphasis: English teachers and ESL teacher will focus on pronunciation and spelling of vocabulary used in the classroom, cafeteria, home, and school. All classroom teachers and parents will be involved in and out of class in helping children overcome

typical errors in English in intonation, pluralizations, grammar, tenses, etc. High school students will also be trained with Literary, Interpretative and Creative Writing skills.

Grade Advancement Policy: The school will develop a grade advancement policy for exceptional learners who demonstrate outstanding skills in *Reading and Mathematics*. Acceleration of the student will allow the student to continue his or her education at his or her own pace.

Performance Assessments: Performance assessments - also known as "alternative" or "authentic" assessments -- will augment norm-referenced multiple-choice tests in all grade levels. Portfolios and presentations will be widely used.

Parental and Community Involvement: Involving parents in the activities of the classrooms, cafeteria, playground and the many extra-curricular affairs helps both child and parent to become better acquainted with the process of education. Thus they can build the understanding needed to participate in an educational system which will open and expand the horizons for them both. Parent education programs will provide information and support to parents on how to help their children's learning and development. Community-based partnerships will bring together health and human service agencies to provide more convenient, comprehensive and sustained services to young children and families. Students will be required to commit to community service hours.

Peer Tutoring, Mentoring and Counseling: HSA-College Station will use peer pressure as a positive tool. High school students will tutor elementary and middle school kids in core areas. They will act as role models, mentors and facilitate group counseling sessions.

Guidance for teaching and support personnel: In-services will be a frequent and major part of our staff development. Each classroom teacher will be provided with a yearlong curriculum, benchmarks, TEKS objectives, sample lesson plans, behavioral objectives, errors alerts, and specific procedures. Teachers will be trained in team teaching as well. As part of the NCLB Act, instruction will be research based and evaluated frequently. Teacher development will be a continual process, and special emphasis will be given for the Adequate Yearly Progress of each student.

Teacher Specialization in/after 4th Grade: The elementary school will have two parts. In the lower stage (classes K to 3), the teaching will be given by a classroom teacher. The students at the upper grades (4th and 5th grade) will receive specialized subject teachers in Math, Reading, Computer, Foreign Language, and Science.

Teachers as Homeroom Advisors: The secondary school students will be assigned a homeroom teacher who will act as an advisor, helper, and immediate guide for the student.

Character Education and Leadership development: The aims of education are to support the growth of pupils' whole personality. The cognitive goals of education are to strengthen study skills and thinking skills of pupils. The affective and social goals of education are met by providing socio-ethical and aesthetic education alongside the conventional learning of facts. Keeping these in mind, a strong character education and leadership development program will be implemented at all grade levels.

Diversity: Nearly one-third of U.S. school children now come from ethnic or racial minority groups (6.3 million come from homes where English is not the primary language). Schools need effective programs to meet this growing exciting challenge and the educational needs of America's increasingly diverse student population. A diversity and multicultural awareness program will be implemented to assist the students in reaching their goals.

Family Visits: Parent-teacher relationship will be improved by family visits. Teachers will be urged to visit students at home to inform the parents about the school and student's progress, while the parents will have an opportunity to provide the teachers with feedback and input. The Family Visit Program has been in place at Harmony Science Academies since August 2000. About eighty percent of the parents are visited annually by the teachers at HSA.

Career Education: All students will attend an annual Career Day at HSA-College Station and meet professionals from different occupations. 8th graders and high school students will take a "Career Choices" class. The purpose of this program will be to enable students to apply the knowledge and skills needed to design personal plans for achieving their goals in college and after college. Career Education attempts to give general information about career theories, opportunities, tests, financial aid, scholarships, and instill in the student college awareness through preparing him/her for the senior year in high school.

Cross-disciplinary learning: Students will be working on projects that require cooperative teaching efforts in Language Arts, Fine Arts, Math, Social Studies and Science. Teachers will make cooperative lesson plans and student product will consist of material covered in different subjects.

Multiple Intelligences: HSA-College Station will take into consideration the way children learn. Eight different intelligences are named to account for a broader range of human potential in children and adults. These intelligences are: Linguistic, Logical-mathematical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist. Teachers will present their lessons in a wide variety of ways using text, storytelling, visuals, multimedia, music, cooperative learning, art activities, role play, field trips, inner reflection, and much more. Each child will have the opportunity to learn in ways harmonious with their unique minds.

Counseling Services: Counseling services will follow the Texas Program Development Guide which includes Preventive and crisis counseling, Group guidance and counseling, Evaluation of counseling services, Involvement of all staff in counseling, and Parental and community involvement. HSA-College Station counseling program will be structured to consist of guidance curriculum, preventive services, individual counseling, group counseling, and support.

Digital Art Program: Fine Arts program will be integrated with technology at HSA-College Station. With the growing availability of technologies of interactivity and Internet access, we see new interactive and online art forms. Students will take classes in graphic design, web design, multimedia, animation, photography, digital drawing, video production, media arts, studio art, and etc. HSA-College Station aims to be a leader in incorporating digital technologies in the arts across its academic programs.

Participation in Contests: Students in gifted and talented and the regular program will be encouraged to participate in local, statewide, national and international competitions. This will keep the students engaged and excited about learning. Some of these competitions are UIL, Science Fair, Science Olympiad, Math League, Math Counts, History Fair, Science Bowl, and Art Exhibitions.

Europe Trip: HSA-College Station will organize a Europe Trip every year to different countries in Europe. International trips are rewarding activities that expose students to different cultures, natural beauties, and historical places and promote learning and interaction. The trip will help students explore diversity, multiculturalism, dialog and tolerance.

3. Educational Plan

a) The scope and sequence of the proposed educational programs, including special education and bilingual education, addressing each grade level and their alignments to the TEKS are listed on the following pages in two sub-sections for **PK-5** and **6-12** separately:

LANGUAGE AND EARLY LITERACY – PREKINDERGARTEN

Domain	Guidelines	Concepts and Skills
Listening Comprehension	<ul style="list-style-type: none"> ▪ listens with increasing attention ▪ listens for different purposes ▪ understands and follows simple oral directions ▪ enjoys listening to and responding to books ▪ listens to and engages in several exchanges of conversations with others ▪ listens to tapes and records, and shows understanding through gestures, actions, and/or language ▪ listens purposefully to English-speaking teachers and peers to gather information and shows some understanding of the new language being spoken by others (ESL). 	<ul style="list-style-type: none"> ▪ Imitating actions and sounds ▪ Pretending and role playing ▪ Talking with others about personally meaningful experiences ▪ Having fun with language: listening to stories and poems, making up stories and rhymes ▪ Making and expressing choices, plans, and decisions ▪ Solving problems encountered in play ▪ Expressing feelings in words ▪ Acting upon movement directions
Speech Production and Speech Discrimination	<ul style="list-style-type: none"> ▪ perceives differences between similar sounding words ▪ produces speech sounds with increasing ease and accuracy ▪ experiments with new language sounds ▪ experiments with and demonstrates growing understanding of the sounds and intonation of the English language (ESL). 	<ul style="list-style-type: none"> ▪ Talking with others about personally meaningful experiences ▪ Describing objects, events, and relations ▪ Having fun with language: listening to stories and poems, making up stories and rhymes ▪ Dictating stories ▪ Participating in group routines ▪ Exploring and identifying sounds ▪ Singing songs ▪ Exploring and describing similarities, differences, and the attributes of things ▪ Distinguishing and describing shapes

Vocabulary	<ul style="list-style-type: none"> ▪ shows a steady increase in listening and speaking vocabulary ▪ uses new vocabulary in everyday communication ▪ refines and extends understanding of known words ▪ attempts to communicate more than current vocabulary will allow, borrowing and extending words to create meaning ▪ links new learning experiences and vocabulary to what is already known about a topic ▪ increases listening vocabulary and begins to develop a vocabulary of object names and common phrases in English (ESL). 	<ul style="list-style-type: none"> ▪ Relating models, pictures, and photographs to real places and things ▪ Making models out of clay, blocks , and other materials ▪ Drawing and painting ▪ Talking with others about personally meaningful experiences ▪ Describing objects, events, and relations ▪ Dictating stories
Verbal Expression	<ul style="list-style-type: none"> ▪ uses language for a variety of purposes (e.g., expressing needs and interests) ▪ uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech ▪ uses language to express common routines and familiar scripts ▪ tells a simple personal narrative, focusing on favorite or most memorable parts ▪ asks questions and makes comments related to the current topic of discussion ▪ begins to engage in conversation and follows conversational rules ▪ begins to retell the sequence of a story ▪ engages in various forms of nonverbal communication with those who do not speak his/her home language (ESL) ▪ uses single words and simple phrases to communicate meaning in social situations (ESL) ▪ attempts to use new vocabulary and grammar in speech (ESL). 	<ul style="list-style-type: none"> ▪ Imitating actions and sounds ▪ Dictating stories ▪ Making and expressing choices, plans, and decisions ▪ Solving problems encountered in play ▪ Taking care of one's own needs ▪ Expressing feelings in words ▪ Participating in group routines ▪ Being sensitive to the feelings, interests, and needs of others

Phonological Awareness	<ul style="list-style-type: none"> ▪ becomes increasingly sensitive to the sounds of spoken words ▪ begins to identify rhymes and <i>rhyming sounds in familiar words</i>, participates in rhyming games, and repeats rhyming songs and poems ▪ begins to attend to the beginning sounds in familiar words by identifying that the pronunciations of several words all begin the same way ▪ begins to break words into syllables or claps along with each <i>syllable in a phrase</i> ▪ begins to create and invent words by substituting one sound for another 	<ul style="list-style-type: none"> ▪ Imitating actions and sounds ▪ Exploring and identifying sounds ▪ Listening to and understanding speech ▪ Showing awareness of word sounds ▪ Using letter names and sounds
Print and Book Awareness	<ul style="list-style-type: none"> ▪ understands that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems ▪ understands that print carries a message by recognizing labels, signs, and other print forms in the environment ▪ understands that letters are different from numbers ▪ understands that illustrations carry meaning but cannot be read ▪ understands that a book has a title and an author ▪ begins to understand that print runs from left to right and top to bottom ▪ begins to understand some basic <i>print conventions</i> ▪ begins to recognize the association between spoken and written words by following the print as it is read aloud ▪ understands that different text forms are used for different functions 	<ul style="list-style-type: none"> ▪ Reading in various ways: reading storybooks, signs and symbols, one's own writing ▪ Demonstrating knowledge about books

Letter Knowledge and Early Word Recognition	<ul style="list-style-type: none"> ▪ begins to associate the names of letters with their shapes ▪ identifies 10 or more printed alphabet letters ▪ begins to notice beginning letters in familiar words ▪ begins to make some letter/sound matches ▪ begins to identify some high-frequency words 	<ul style="list-style-type: none"> ▪ Writing in various ways: drawing, scribbling, letter-like forms, invented spelling, conventional forms ▪ Reading in various ways: reading storybooks, signs and symbols, one's own writing ▪ Demonstrating knowledge about books
Motivation to Read	<ul style="list-style-type: none"> ▪ demonstrates an interest in books and reading through body language and facial expressions ▪ enjoys listening to and discussing storybooks and information books read aloud ▪ frequently requests the re-reading of books ▪ attempts to read and write independently ▪ shares books and engages in pretend-reading with other children ▪ enjoys visiting the library 	<ul style="list-style-type: none"> ▪ Describing objects, events, and relations ▪ Having fun with language: listening to stories and poems, making up stories and rhymes ▪ Reading in various ways: reading storybooks, signs and symbols, one's own writing ▪ Dictating stories ▪ Demonstrating knowledge about books
Developing Knowledge of Literary Forms	<ul style="list-style-type: none"> ▪ recognizes favorite books by their cover ▪ selects books to read based on personal criteria ▪ understands that books and other print resources ▪ becomes increasingly familiar with narrative form and its elements by identifying characters and predicting events, plot, and the resolution of a story ▪ begins to predict what will happen next in a story ▪ imitates the special language in storybooks and story dialogue, and uses it in retellings and dramatic play ▪ asks questions and makes comments about the information and events from books ▪ connects information and events in books to real-life experiences ▪ begins to retell some sequences of events in stories ▪ shows appreciation of repetitive language patterns 	<ul style="list-style-type: none"> ▪ Describing objects, events, and relations ▪ Having fun with language: listening to stories and poems, making up stories and rhymes ▪ Reading in various ways: reading storybooks, signs and symbols, one's own writing ▪ Demonstrating knowledge about books

<p>Written Expression</p>	<ul style="list-style-type: none"> ▪ attempts to write messages as part of playful activity ▪ uses known letters and approximations of letters to represent written language (especially meaningful words like his/her name and phrases such as "I love you" or [Spanish] " Te quiero") ▪ attempts to connect the sounds in a word with its letter forms ▪ understands that writing is used to communicate ideas and information ▪ attempts to use a variety of forms of writing ▪ begins to dictate words, phrases, and sentences to an adult recording on paper 	<ul style="list-style-type: none"> ▪ Writing in various ways: drawing, scribbling, letter-like forms, invented spelling, conventional forms ▪ Making choices and plans
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ACTIVITIES/MATERIALS TO SUPPORT DEVELOPMENT:

Songs
 Poems
 Reading aloud
 Acting out stories
 Drawing
 Dictating stories
 Class books
 Individual alphabet books
 Rhyming games
 Games to reinforce knowledge of beginning sounds
 Books as a source of information
 Introduction to upper and lower case letter recognition and upper case letter formation

MATHEMATICS – PREKINDERGARTEN

Domain	Guidelines	Concepts and Skills
Number and Operations	<ul style="list-style-type: none"> arranges sets of concrete objects in <i>one-to-one correspondence</i> counts by ones to 10 or higher counts concrete objects to five or higher begins to compare the numbers of concrete objects using language begins to name “how many” are in a group of up to three (or more) objects without counting recognizes and describes the concept of zero begins to demonstrate part of and whole with real objects begins to identify first and last in a series combines, separates, and names “how many” concrete objects. 	<ul style="list-style-type: none"> Sorting and matching Distinguishing between “some” and “all” Comparing attributes (longer/shorter, bigger/smaller) Comparing the numbers of things in two sets to determine “more,” “fewer,” “same number” Arranging two sets of objects in one-to-one correspondence Counting objects Comparing properties Counting Identifying materials and properties
Patterns	<ul style="list-style-type: none"> imitates pattern sounds and physical movements recognizes and reproduces simple patterns of concrete objects begins to recognize patterns in their environment begins to predict what comes next when patterns are extended 	<ul style="list-style-type: none"> Feeling and expressing steady beat Moving in sequences to a common beat Describing characteristics something does not possess or what class it does not belong to Arranging several things one after another in a series or pattern and describing the relationships (big/bigger/biggest, red/blue/red/blue) Fitting one ordered set of objects to another through trial and error (small cup—small saucer/medium cup—medium saucer/big cup—big saucer) Identifying patterns

Geometry and Spatial Sense	<ul style="list-style-type: none"> ▪ begins to recognize, describe, and name shapes ▪ begins to use words that indicate where things are in space ▪ begins to recognize when a shape's position or orientation has changed ▪ begins to investigate and predict the results of putting together two or more shapes ▪ puts together puzzles of increasing complexity 	<ul style="list-style-type: none"> ▪ Solving problems encountered in play ▪ Distinguishing and describing shapes ▪ Comparing attributes (<i>longer/shorter, bigger/smaller</i>) ▪ Fitting one ordered set of objects to another through trial and error (<i>small cup—small saucer/medium cup—medium saucer/big cup—big saucer</i>) ▪ Filling and emptying ▪ Fitting things together and taking them apart ▪ Changing the shape and arrangement of objects (<i>wrapping, twisting, stretching, stacking, enclosing</i>) ▪ Observing people, places, and things from different spatial viewpoints ▪ Experiencing and describing positions, directions, and distances in the play space, <i>building</i>, and <i>neighborhood</i> ▪ Interpreting spatial relations in pictures, and <i>photographs</i>
Measurement	<ul style="list-style-type: none"> ▪ covers an area with shapes ▪ fills a shape with solids or liquids ▪ begins to make size comparisons between objects ▪ begins to use tools to imitate measuring ▪ begins to categorize time intervals and uses language associated with time in everyday situations ▪ begins to order two or three objects by size 	<ul style="list-style-type: none"> ▪ Comparing attributes (<i>longer/shorter, bigger/smaller</i>) ▪ Arranging several things one after another in a series or pattern and describing the relationships (<i>big/bigger/biggest, red/blue/red/blue</i>) ▪ Comparing the numbers of things in two sets to determine "more," "fewer," "same number" ▪ Starting and stopping an action on signal ▪ Experiencing and describing rates of movement ▪ Experiencing and comparing time intervals ▪ Anticipating, remembering, and describing sequences of events ▪ Comparing properties

Classification and Data Collection	<ul style="list-style-type: none"> ▪ matches objects that are alike ▪ describes similarities and differences between objects ▪ sorts objects into groups by an attribute and begins to explain how the grouping was done ▪ <i>participates in creating and using</i> real and pictorial graphs 	<ul style="list-style-type: none"> ▪ Exploring and describing similarities, differences, and the attributes of things ▪ <i>Distinguishing and describing shapes</i> ▪ Sorting and matching ▪ Using and describing something in several ways ▪ <i>Holding more than one attribute in mind at a time</i> ▪ Distinguishing between "some" and "all" ▪ Describing characteristics something does not possess or what class it does not belong to ▪ Comparing attributes (longer/shorter, bigger/smaller)
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ACTIVITIES/MATERIALS TO SUPPORT DEVELOPMENT:

Graphs
 Attributes
 Recognizing numerals
 Introduction to writing numerals to 10
 Recognition of shapes
 Cuisenaire rods
 Pattern blocks
 Unifix cubes
 Color cubes
 Unit blocks
 Other manipulatives

SCIENCE – PREKINDERGARTEN

Domain	Guidelines	Concepts and Skills
Science Processes	<ul style="list-style-type: none"> ▪ begins to demonstrate safe practices and appropriate use of materials ▪ asks questions about objects, events, and organisms ▪ <i>shows an interest in investigating</i> unfamiliar objects, organisms, and phenomena ▪ uses one or more senses to observe and learn about objects, events, and organisms ▪ describes observations ▪ begins to perform simple investigations ▪ gathers information using simple tools such as a magnifying lens and an eyedropper ▪ explores by manipulating materials with simple equipment, (e.g., pouring from a cup, and using a spoon to pick up sand or water) ▪ uses simple measuring devices to learn about objects and organisms ▪ compares objects and organisms and identifies similarities and differences ▪ sorts objects and organisms into groups and begins to describe how groups were organized ▪ begins to offer explanations, using his or her own words ▪ predicts what will happen next based on previous experience ▪ solves simple design problems ▪ <i>participates in creating and using</i> simple data charts ▪ shares observations and findings with others through pictures, discussions, or dramatizations. 	<ul style="list-style-type: none"> ▪ Describing objects, events, and relations ▪ Exploring and describing similarities, differences, and the attributes of things ▪ Distinguishing and describing shapes ▪ Sorting and matching ▪ Comparing attributes (longer/shorter, bigger/smaller) <i>Fitting one ordered set of</i> objects to another through trial and error ▪ Comparing the numbers of things in two sets to determine "more," "fewer," "same number" ▪ Filling and emptying ▪ Fitting things together and taking them apart ▪ Changing the shape and arrangement of objects ▪ Experiencing and describing positions, directions, and distances in the play space, building, and neighborhood ▪ Observing people, places, and things from different spatial viewpoints ▪ Interpreting spatial relations in drawings, pictures, and photographs ▪ Starting and stopping an action on signal ▪ Experiencing and describing rates of movement ▪ Experiencing and comparing time intervals ▪ Anticipating, remembering, and describing sequences of events

<p>Science Concepts</p>	<ul style="list-style-type: none"> ▪ observes and describes properties of rocks, soil, and water ▪ describes properties of objects and characteristics of living things ▪ begins to observe changes in size, color, position, weather, and sound ▪ identifies animals and plants as living things ▪ groups organisms and objects as living or nonliving and begins to identify things people have built ▪ begins to recognize that living things have similar needs for water, food, and air ▪ begins to identify what things are made of ▪ uses patterns ▪ identifies similarities and differences among objects and organisms ▪ begins to use scientific words and phrases to describe objects, events, and living things 	<ul style="list-style-type: none"> ▪ Exploring and describing similarities, differences, and the attributes of things ▪ Arranging several things one after another in a series or pattern and describing the relationships ▪ Experiencing and comparing time intervals ▪ Identifying materials and properties ▪ Identifying natural and living things ▪ Identifying position and direction ▪ Identifying patterns
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ACTIVITIES/MATERIALS TO SUPPORT DEVELOPMENT:

Seasons
Weather
Five senses
Magnets
Triops
Butterflies
Topics initiated by children

SOCIAL STUDIES – PREKINDERGARTEN

Domain	Guidelines	Concepts and Skills
Individual, Culture, and Community	<ul style="list-style-type: none"> ▪ shares ideas and takes turns listening and speaking ▪ cooperates with others in a joint activity ▪ identifies and follows classroom rules ▪ participates in classroom jobs and contributes to the classroom community ▪ identifies similarities among people like himself/herself and classmates as well as among himself/herself and people from other cultures ▪ begins to examine a situation from <i>another person's perspective</i> 	<ul style="list-style-type: none"> ▪ Talking with others about personally meaningful experiences ▪ Making and expressing choices, plans, and decisions ▪ Solving problems encountered in play ▪ Taking care of one's own needs ▪ Expressing feelings in words ▪ Participating in group routines ▪ Being sensitive to the feelings, interests, and needs of others ▪ Building relationships with children and adults ▪ Creating and experiencing collaborative play ▪ <i>Dealing with social conflict</i>
History	<ul style="list-style-type: none"> ▪ identifies common events and routines ▪ begins to categorize time intervals using words ▪ recognizes changes in the environment over time ▪ connects past events to current events ▪ begins to understand cause-and-effect relationships 	<ul style="list-style-type: none"> ▪ Participating in group routines ▪ Experiencing and comparing time intervals ▪ Anticipating, remembering, and describing sequences of events ▪ Identifying sequence, change, and causality ▪ Identifying natural and living things
Geography	<ul style="list-style-type: none"> ▪ identifies common features in the home and school environment ▪ creates simple representations of home, school, or community through drawings or block constructions ▪ begins to use words to indicate relative location ▪ identifies common features of the local landscape 	<ul style="list-style-type: none"> ▪ Relating models, pictures, and photographs to real places and things ▪ Observing people, places, and things from different spatial viewpoints ▪ Experiencing and describing positions, directions, and distances in the play space, building, and neighborhood ▪ Making and building models ▪ Identifying position and direction

Economics	<ul style="list-style-type: none"> ▪ understands the basic human needs of all people for food, clothing, and shelter ▪ understands the roles, responsibilities, and services provided by community workers ▪ becomes aware of what it means to <i>be a consumer</i> 	<ul style="list-style-type: none"> ▪ Relating models, pictures, and photographs to real places and things ▪ Pretending and role playing ▪ Making models out of clay, blocks , and other materials ▪ Talking with others about personally meaningful experiences ▪ Describing objects, events, and relations ▪ Participating in group routines ▪ Creating and experiencing collaborative play ▪ Relating to adults ▪ Relating to other children ▪ Making and building models
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ACTIVITIES/MATERIALS TO SUPPORT DEVELOPMENT:

Class visitors, field trips, different jobs

Pictures of self and family

Art projects

Dramatic play

Blocks

Group time

Study of cultural differences (e.g. holidays, clothing, food, customs, languages)

Community helper

FINE ARTS – PREKINDERGARTEN

Domain	Guidelines	Concepts and Skills
Art	<ul style="list-style-type: none"> ▪ uses a variety of materials (e.g., crayons, paint, clay, markers) to <i>create original work</i> ▪ uses different colors, surface textures, and shapes to create form and meaning ▪ begins to use art as a form of self-expression ▪ shares ideas about personal artwork ▪ begins to show interest in the artwork of others 	<ul style="list-style-type: none"> ▪ Recognizing objects by sight, sound, touch, taste, and smell ▪ <i>Relating models, pictures, and</i> photographs to real places and things ▪ Pretending and role playing ▪ Making models out of clay, blocks , and other materials ▪ Drawing and painting ▪ Interpreting spatial relations in drawings, pictures, and photographs ▪ Making and building models ▪ Drawing and painting pictures
Music	<ul style="list-style-type: none"> ▪ participates in classroom music activities ▪ begins to sing a variety of simple songs ▪ begins to play classroom instruments ▪ begins to <i>respond to music</i> of various tempos through movement ▪ begins to distinguish among the sounds of several common instruments 	<ul style="list-style-type: none"> ▪ Recognizing objects by sight, sound, touch, taste, and smell ▪ Imitating actions and sounds ▪ Moving to music ▪ Exploring and identifying sounds ▪ Exploring the singing voice ▪ Developing melody ▪ Singing songs ▪ Playing simple musical instruments ▪ Interpreting spatial relations in drawings, pictures, and photographs
Dramatic Play	<ul style="list-style-type: none"> ▪ expresses feelings through movement ▪ begins to create or recreate stories, moods, or experiences through dramatic representations ▪ begins to engage in dramatic play with others 	<ul style="list-style-type: none"> ▪ Recognizing objects by sight, sound, touch, taste, and smell ▪ Imitating actions and sounds ▪ Relating models, pictures, and photographs to real places and things ▪ Pretending and role playing ▪ Making models out of clay, blocks , and other materials ▪ Creating and experiencing collaborative play ▪ Expressing creativity in movement ▪ <i>Initiating play</i> ▪ Understanding and expressing feelings ▪ Pretending

ACTIVITIES/MATERIALS TO SUPPORT DEVELOPMENT:

Drawing with a variety of materials
 Painting with tempera and watercolors
 Collage and image making with paper
 Printing with stamps
 Sculpture construction with wood and paper
 Rubbings with crayons

HEALTH AND SAFETY– PREKINDERGARTEN

Domain	Guidelines	Concepts and Skills
Health	<ul style="list-style-type: none"> ▪ becomes aware of routine healthy behaviors ▪ begins to follow health-promoting routines ▪ begins to understand the need for exercise and rest ▪ refines use of eating utensils ▪ begins to recognize and select healthy foods ▪ prepares simple healthy snacks 	<ul style="list-style-type: none"> ▪ Taking care of one's own needs
Safety	<ul style="list-style-type: none"> ▪ recognizes the danger of fire and learns to treat fire with caution ▪ responds appropriately during a fire drill ▪ knows how to seek help in an emergency ▪ knows how to cross a street safely ▪ recognizes the symbol for poison ▪ knows never to eat substances that are not food ▪ recognizes the danger of poisonous substances, including drugs ▪ knows not to talk to, accept rides from, or take treats from strangers ▪ knows how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult ▪ knows never to take medicine unless it is administered by an adult ▪ knows about safe behavior around bodies of water 	

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

EDUCATION PLAN

APPROVED DURING CONTINGENCY PROCESS

Issue Identified:

P. 28. Add concepts and skills and activities/materials for health and safety.

Response:**HEALTH AND SAFETY– PREKINDERGARTEN**

Domain	Guidelines	Concepts and Skills
Health	<ul style="list-style-type: none">▪ becomes aware of routine healthy behaviors▪ begins to follow health-promoting routines▪ begins to understand the need for exercise and rest▪ refines use of eating utensils▪ begins to recognize and select healthy foods▪ prepares simple healthy snacks	<ul style="list-style-type: none">▪ Taking care of one's own needs▪ Wash their hands.▪ Cover one's mouth when coughing or sneezing.▪ Brush their teeth.▪ Dress for the weather.▪ Eat healthy snacks.▪ Participate in gross motor activities.
Safety	<ul style="list-style-type: none">▪ recognizes the danger of fire and learns to treat fire with caution▪ responds appropriately during a fire drill▪ knows how to seek help in an emergency▪ knows how to cross a street safely▪ recognizes the symbol for poison▪ knows never to eat substances that are not food▪ recognizes the danger of poisonous substances, including drugs▪ knows not to talk to, accept rides from, or take treats from strangers▪ knows how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult▪ knows never to take medicine unless it is administered by an adult▪ knows about safe behavior around bodies of water	<ul style="list-style-type: none">▪ Identify safety signs and their meanings.▪ Demonstrate ways to avoid and reduce potentially dangerous situations.▪ Demonstrate effective personal and social skills relating to individual safety.▪ Discuss what to do in an emergency at home or in school.▪ Discuss how to use a phone and when to dial 911 or operator.

PERSONAL AND SOCIAL DEVELOPMENT-- PREKINDERGARTEN

Domain	Guidelines	Concepts and Skills
Personal Development	<ul style="list-style-type: none"> ▪ develops a sense of personal space ▪ expresses interests and self-direction in learning ▪ begins to show self-control by following classroom rules ▪ begins to be responsible for individual behavior and actions ▪ begins to show greater ability to control intense feelings 	<ul style="list-style-type: none"> ▪ Making and expressing choices, plans, and decisions ▪ Solving problems encountered in play ▪ Taking care of one's own needs ▪ Expressing feelings in words ▪ Participating in group routines ▪ Expressing creativity in movement ▪ Making choices and plans ▪ Solving problems with materials ▪ Initiating play ▪ Taking care of personal needs ▪ Relating to adults ▪ Relating to other children ▪ Resolving interpersonal conflict ▪ Understanding and expressing feelings ▪ Listening to and understanding speech
Social Development	<ul style="list-style-type: none"> ▪ begins to share and cooperate with others in group activities ▪ respects other people's space and personal belongings ▪ begins to develop friendships with others ▪ begins to express thoughts, feelings, and ideas through language as well as through gestures and actions ▪ responds to the suggestions of others 	<ul style="list-style-type: none"> ▪ Pretending and role playing ▪ Talking with others about personally meaningful experiences ▪ Solving problems encountered in play ▪ Being sensitive to the feelings, interests, and needs of others ▪ Building relationships with children and adults ▪ Creating and experiencing collaborative play ▪ Dealing with social conflict ▪ Initiating play ▪ Taking care of personal needs ▪ Relating to adults ▪ Relating to other children ▪ Resolving interpersonal conflict ▪ Understanding and expressing feelings ▪ Listening to and understanding speech

ACTIVITIES/MATERIALS TO SUPPORT DEVELOPMENT:

Meeting time
 When problems arise
 Throughout the day and embedded in the curriculum
 Discussions
 Drawing
 Dictating ideas and stories
 Collaborating on class murals
 Singing

Cooking
 Reading books
 Making class books
 Dramatic play
 Job chart
 Decision-making
 Whole and half group projects and investigations

PHYSICAL DEVELOPMENT – PREKINDERGARTEN

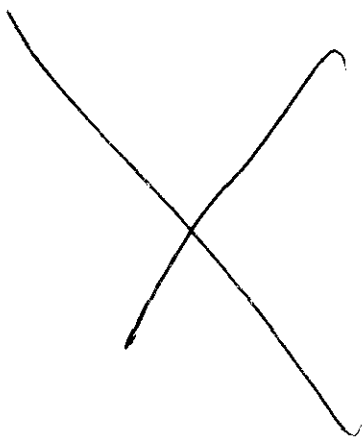
Domain	Guidelines	Concepts and Skills
Physical Movement	<ul style="list-style-type: none"> ▪ explores moving in space ▪ shows an awareness of name, location, and relationship of body parts ▪ moves within a space of defined boundaries, changing body configuration to accommodate the space ▪ becomes more able to move from one space to another in different ways ▪ becomes more able to move in place ▪ begins to move in rhythm ▪ begins to participate in group games involving movement 	<ul style="list-style-type: none"> ▪ Moving in nonlocomotor ways ▪ Moving in locomotor ways ▪ Expressing creativity in movement ▪ Describing movement ▪ Acting upon movement directions ▪ Feeling and expressing steady beat ▪ Moving in sequences to a common beat ▪ Moving to music ▪ Moving in various ways ▪ Feeling and expressing steady beat ▪ Moving to music
Gross-Motor Development	<ul style="list-style-type: none"> ▪ begins to throw or kick an object in a particular direction ▪ begins to play catch with a bean bag or a large ball ▪ bounces a large ball and catches it ▪ begins to coordinate arms and legs 	<ul style="list-style-type: none"> ▪ Moving in locomotor ways ▪ Moving with objects ▪ Feeling and expressing steady beat ▪ Moving in various ways ▪ Moving with objects
Fine-Motor Development	<ul style="list-style-type: none"> ▪ begins to develop pincer control in picking up objects ▪ begins to practice self-help skills ▪ begins to hold writing tools with fingers instead of with a fist ▪ begins to manipulate play objects that have fine parts ▪ begins to use scissors 	<ul style="list-style-type: none"> ▪ Writing in various ways: drawing, scribbling, letter-like forms, invented spelling, conventional forms ▪ Playing simple musical instruments ▪ Moving with objects

ACTIVITIES/MATERIALS TO SUPPORT DEVELOPMENT:

Practicing group skills
 Exploring body movements using different music
 Exploring balance, stretching, and flexibility
 Climbing
 Running
 Jumping
 Building with blocks
 Balancing
 Hopping
 Sense of body in space
 Developing skill with scissors
 Consolidating pencil grip

Using brushes, pencils, crayons, and markers
 Supporting children in representational drawing

TECHNOLOGY APPLICATIONS – PREKINDERGARTEN

Domain	Guidelines	Concepts and Skills
Technology Applications	<ul style="list-style-type: none"> ▪ starts, uses, and exits software programs ▪ uses a variety of input devices, such as mouse, keyboard, voice/sound recorder, or touch screen ▪ begins to use technical terminology, such as "mouse," "keyboard," "printer," "CD-ROM" ▪ follows basic oral or pictorial cues for operating programs successfully ▪ enjoys listening to and interacting with storybooks and information texts (e.g., multimedia encyclopedia) in electronic forms ▪ uses a variety of software packages with audio, video, and graphics to enhance learning experiences (e.g., improving vocabulary, increasing phonological awareness). 	<ul style="list-style-type: none"> ▪ 

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

Issue Identified:

P. 31. Add concepts and skills and activities/materials for technology education.

Response:

TECHNOLOGY APPLICATIONS – PREKINDERGARTEN

Domain	Guidelines	Concepts and Skills
Technology Applications	<ul style="list-style-type: none">▪ starts, uses, and exits software programs▪ uses a variety of input devices, such as mouse, keyboard, voice/sound recorder, or touch screen▪ begins to use technical terminology, such as "mouse," "keyboard," "printer," "CD-ROM"▪ follows basic oral or pictorial cues for operating programs successfully▪ enjoys listening to and interacting with storybooks and information texts (e.g., multimedia encyclopedia) in electronic forms▪ uses a variety of software packages with audio, video, and graphics to enhance learning experiences (e.g., improving vocabulary, increasing phonological awareness).	<ul style="list-style-type: none">▪ Participate in class or small group lessons using technology for shared writing or language experience stories▪ Participate in class lesson using technology tools exploring, collecting and displaying data▪ Reflect and discuss the advantages of collaboration supported by technology tools

APPROVED DURING CONTINGENCY PROCESS

MATHEMATICS GRADE K

TEKS Subject	Lesson	TEKS Objective	Local Objective
Number/ Operation/ Quantitative reasoning	Numbers	K.1A, K.1B, K.1.C	Identify whole numbers to 20 on a number line representing whole numbers. Determine the value of a collection of coins (nickels and pennies up to 9 cents)
	Order	K.2A, K.2B	identify whole numbers to 20 on a number line representing whole numbers.
	Fractions	K.3A, K.3B	
	Addition and Subtraction	K.4A	
Patterns/ Relationship/ Algebraic Thinking	Patterns	K.5A, K.6A, K.6B	
Geometry and Spatial Reasoning	Position of Objects	K.7A	
	Attributes	K.8A, K.8B, K.8C	Identify eight basic colors (red, orange, yellow, purple, black, brown, blue, green) and compare two objects based on the colors and shapes.
	Shapes Solids	K.9A, K.9B, K.9C, 1.6B	Use attributes to compare and contrast two shapes or two solids and describe how the shapes or solids are alike or different including displaying on a Venn diagram.
	Position of Objects	K.7B	
Underlying Processes and Mathematical Tools	Underlying Processes and Mathematical Tools	K.13A, K.13B, K.13C, K.13D, K.14A, K.14B, K.15A	
Measurement	Length/ Weight/ Capacity	1.7A, K.10A, K.10B	
	Time and Temperature	K.11.A, K.11B, K.11C, K.11D	
Probability and Statistics	Graphs	K.12A, K12.B	Create picture and bar graphs displaying a comparison of 2, 3, or 4 sets of data.
			Interpret picture and bar graphs.

MATHEMATICS GRADE 1

TEKS Subject	Lesson	TEKS Objective	Local Objective
Number/ Operation/ Quantitative reasoning	Whole Numbers / Describe/ Compare	1.1A, 1.1B, 1.1C, 1.1D	Identify whole numbers to 20 on a number line representing whole numbers. Use language such as <i>before</i> or <i>after</i> to describe relative position in a sequence of events or objects.
	Patterns	1.4A, 1.5A, 1.5C	
	Addition and Subtraction	1.3A, 1.3B, 2.3A, 2.3B	Manipulate concrete objects and use pictorial and numeral models to model and solve problems and describe and write answers using the operation of subtraction connected to everyday experiences with money.
	Fractions	1.2A, 1.2B	
Underlying Processes and Mathematical Tools	Underlying Processes and Mathematical Tools	1.11A, 1.11B, 1.11C, 1.11D, 1.13A, 1.12A	Use a simple formula to solve routine and non-routine word problems.
Measurement	Length/Weight/Cap acity	1.7A, 1.7B	
Geometry and Spatial Reasoning	Time and Temperature	1.8A, 1.8B, 1.8C	
	Attributes	1.6A, 1.6B, 3.9A, 3.9B, 3.9C	Use attributes to compare and contrast two shapes or two solids and describe how the shapes or solids are alike or different.
	Length/Weight/Cap acity	1.7A, 1.7B	
Probability and Statistics	Probability and Statistics	1.9A, 1.9B, 1.10A	Compare and contrast the attributes of concrete objects or pictorial models graphically using a concrete or pictorial matrix or a Venn diagram.

MATHEMATICS GRADE 2

TEKS Subject	Lesson	TEKS Objective	Local Objective
Number/ Operation/ Quantitative reasoning	Place Value	2.1A, 1.1B	Read and write numbers to 999 to describe sets of concrete and pictorial models.
	Addition and Subtraction	2.3A, 2.3B, 2.3C	Use the operation of subtraction to solve problems with two- and three-digit whole numbers with and without regrouping.
			Create, and solve problems in addition and subtraction situations and write appropriate number sentence for each situation.
			Use words or numbers to name or describe the values and relationships of money coins (penny, nickel, quarter).
	Rounding and Estimation		Use the concept of rounding to the nearest ten or rounding to the nearest hundred at the pictorial and symbolic levels.
	Multiplication and Division	2.4A, 2.4B	
	Operations/Justify Solutions	1.3A	Decide whether to add or subtract with concrete and pictorial models or at the symbolic level in problem situations that require addition or subtraction and defend his or her decision.
			Select the correct number sentence (solution strategy) when given a choice between addition or subtraction to solve a problem situation and justify his or her selection.
Patterns/Relation ships/Algebraic Thinking	Patterns in Numbers and Operations	2.5A, 2.5B, 2.5C, 2.5D, 1.5B, 1.5C	
	Patterns/Relation ships/Predictions	2.6A, 2.6B, 2.6C	Use patterns to skip count by 2s, 5s, and 10s including making predictions about the next number.
Underlying Processes and Mathematical Tools	Underlying Processes and Mathematical Tools	2.12A, 2.12B, 2.12C, 2.12D, 2.13A, 2.13B, 2.14A	Manipulate concrete objects and draw pictures to create a model representing a problem with addition or subtraction with whole numbers and solve the problem.
Measurement	Length/Weight/Cap acity	2.9A, 2.9B, 3.11B, 1.7B	Describe the relationship between the size of an object and the number of units needed to measure it.
			Describe the relationship between the size of the unit and the number of units needed in a measurement.

	Time and Temperature	2.10A	
	Time and Temperature	2.9C, 2.10B	
Geometry and Spatial Reasoning	Attributes	2.7A, 2.7B, 2.7C, 3.9A, 3.9B, 3.9C, 1.6C	Cut geometric shapes apart and identify the new shapes made.
	Congruence/Symmetry		Identify representations of congruence in concrete objects and pictorials.
			Identify representations of symmetry in concrete objects and pictorials.
	Fractions	2.2A, 2.2B	
	Points on a Line	2.8A	
Probability and Statistics	Data Organization/Interpretation/Problem-Solving	2.11A, 2.11B, 2.11C	Collect and use attributes to classify data.
			Compare and contrast the attributes of concrete objects or pictorial models graphically using a concrete or pictorial matrix or a Venn diagram.

MATHEMATICS GRADE 3

TEKS Subject	Lesson	TEKS Objective	Local Objective
Number/ Operation/ Quantitative reasoning	Place Value	3.1A, 3.1B, 3.1C	
	Addition and Subtraction	3.3A, 3.3B,	Whether to add or subtract with concrete and pictorial models or at the symbolic level in problem situations that require addition or subtraction and defend his or her decision.
			Select the correct number sentence (solution strategy) when given a choice between addition or subtraction to solve a problem situation and justify his or her selection.
	Rounding and Estimation	3.5A, 3.5B	Use the concept of first rounding to the nearest ten or the nearest hundred to solve estimation problems.
	Multiplication and Division	3.4A, 3.4B, 3.4C, 4.4A, 4.4B	Decide whether to multiply or divide with concrete and pictorial models representing problem situations and defend his or her decision.
	Fractions		
	Operations/ Justify Solutions	3.2A, 3.2B, 3.2C, 3.2D, 4.2C, 4.2D, 4.1B	Select the correct number sentence (solution strategy) when given a choice between addition, subtraction, multiplication, or division to solve a problem situation and justify the operation selection.
Patterns/ Relationships/ Algebraic Thinking	Patterns	3.6A, 3.6B, 3.6C, 3.7A, 3.7B	Find patterns in numbers including odd and even.
			Use patterns to skip count by multiples through 10 including making predictions about the next number
Underlying Processes and Mathematical Tools	Underlying Processes and Mathematical Tools	3.15A, 3.15B, 3.15C, 3.15D, 3.16A, 3.16B, 3.17A, 3.17B	Decide whether to add, subtract, multiply, or divide in solving a problem situation with concrete or pictorial models or at the symbolic level.
			Select the correct strategy to solve a problem situation requiring the use of addition or subtraction of whole numbers.
Measurement	Time and Temperature	3.12A, 3.12B	Determine the relationship between a time displayed on a traditional clock and the same time displayed on a digital clock at the pictorial and symbolic levels.
	Length and Area	3.11A, 3.11B, 3.11C	

	Weight and Capacity	4.11A, 4.11B	Identify concrete and pictorial models that approximate weight/mass units for ounce and gram.
	Application of Concepts	3.13A	Describe the relationship between the size of an object and the number of units needed to measure it.
Geometry and Spatial Reasoning	Geometric Vocabulary	3.8A, 4.8C	
	Attributes		Use attributes to compare and contrast two shapes or two solids and describe how the shapes or solids are alike or different.
	Congruence/Symmetry	3.9A, 3.9B, 3.9C	
	Points on a Line	3.10A	
Probability and Statistics	Data Organization/ Interpretation/ Problem-Solving	3.14A, 3.14B, 3.14C	Use organized data classified by attribute to construct a concrete, picture, bar or line graph.
			Use counting arrangements and predict the number of arrangements of a given set of objects and experimentally verify the predictions to solve probability experiment problems.

MATHEMATICS GRADE 4

TEKS Subject	Lesson	TEKS Objective	Local Objective
Number/ Operation/ Quantitative reasoning	Place Value	4.1A, 4.1B, 3.1C, 5.1A, 5.1B	
	Addition and Subtraction	4.3A, 4.3B	Use the operation of addition/subtraction to solve problems connected to everyday experiences with money.
			Decide whether to add or subtract in problem situations that require addition or subtraction and defend his or her decision.
	Rounding and Estimation	4.5A, 4.5B	Use sums and differences beyond basic facts.
	Multiplication and Division	4.4A, 4.4B, 4.4C, 4.4D, 4.4E, 3.4B, 3.4C, 5.3C, 5.3D, 5.3E	Identify, describe, and create models for division situations with equivalent sets of concrete objects separated.
			Use the operation of multiplication/division to solve problems connected to everyday experiences with money.
Patterns/ Relationships/ Algebraic Thinking	Fractions	4.2A, 4.2B, 4.2C, 4.2D, 3.2C, 5.2C	Use pairs of whole numbers to describe fractional parts of whole objects or sets of objects
Patterns/ Relationships/ Algebraic Thinking	Patterns	4.6A, 4.6B, 4.6C, 4.7A, 3.6A, 3.6B, 5.5B, 5.5C	Use charts, tables, and diagrams to determine patterns and missing elements in patterns in whole numbers, fractions, decimals, and geometric figures.
Underlying Processes and Mathematical Tools	Underlying Processes and Mathematical Tools	4.14A, 4.14B, 4.14C, 4.14D, 4.15A, 4.15B, 4.16A, 4.16B	Use the basic operations of addition, subtraction, multiplication, or division to solve problems with the data from a concrete, pictorial, bar or line graphs. (problem situations requiring one or two operations).
Geometry and Spatial Reasoning/ Measurement	Geometric Vocabulary	4.8A, 4.8B, 4.8C	
	Attributes		Describe, compare, and contrast shapes and solids in terms of vertices, edges, and faces or other attributes.
	Congruence/ Symmetry	4.9A, 4.9B, 4.9C	
	Points on a Line	4.10A	

Probability and Statistics	Probability Experiment	4.13A, 4.13B, 3.14A, 3.14B, 3.14C, 5.13A, 5.13B, 5.13C	Use fractions to describe the results of an experiment.
	Data Organization/Interpretation/Problem Solving	4.13C	Use tables of related number pairs to make line graphs.
			<i>Compare and contrast the attributes of concrete objects or pictorial models graphically using a concrete or pictorial matrix or a Venn diagram.</i>
			<i>Graph a given set of data using an appropriate graphical representation such as a picture or line.</i>

MATHEMATICS GRADE 5

TEKS Subject	Lesson	TEKS Objective	Local Objective
Number/ Operation/ Quantitative reasoning	Place Value	5.1A, 5.1B	Use place value to read, write, compare, and order decimals through the thousandths place.
	Rounding and Estimation	5.4A, 5.4B	Round two-digit whole numbers to the nearest ten, three-digit whole numbers to the nearest ten and nearest hundred, and four-digit whole numbers to the nearest ten, nearest hundred, and nearest thousand.
	Multiplication and Division		Estimate a product or quotient beyond basic facts.
	Fractions	5.2A, 5.2B, 5.2C	Use fraction names and symbols to describe fractional parts of whole objects or sets of objects. Construct concrete and pictorial models of equivalent fractions representing fractional parts of whole objects.
	Operations/ Justify Solutions	5.3A, 5.3B, 5.3C, 4.4C, 6.2A, 6.2B	Retain in long-term memory and apply the multiplication facts through the 12s using concrete, pictorial, and symbolic models. Use the operation of addition to solve problems with fractions with like denominators and models.
	Rational Numbers	5.3D, 5.3E, 6.1D	Identify factors and multiples including common factors and common multiples. Generate equivalent forms of rational numbers including whole numbers, fractions, and decimals.
	Generalizations	5.5A, 5.5B, 5.5C	
	Relationships/ Real-Life/ Mathematics	5.6A	Identify patterns in related addition and subtraction or multiplication and division number sentences for fact families.
	Unknowns in Equations		Formulate an equation from a problem situation. Develop and write an equation representing a problem situation, using letters to represent an unknown in the equation.
			Identify the unknown represented by a letter in an equation representing a problem situation.
Patterns/ Relationships/ Algebraic			

Thinking	Underlying Processes and Mathematical Tools	5.14A, 5.14B, 5.14C, 5.14D, 5.15A, 5.15B, 5.16A, 5.16B	Use the basic operations of addition, subtraction, multiplication, or division to solve problems with the data from a concrete, pictorial, bar or line graphs. (problem situations requiring one or two operations).
	Volume	5.10A, 5.10B	
	Application of Concepts	5.11A, 5.11B	
	Attributes	5.7A, 5.7B	
Underlying Processes and Mathematical Tools	Geometric Vocabulary	6.6A, 6.6C	Describe shapes and solids in terms of vertices, edges, and faces.
Measurement	Transformations	5.8A, 5.8B	Use concrete and pictorial models of shapes and solids to demonstrate translations, reflections, and rotations.
	Coordinate Geometry	5.9A	
Geometry and Spatial Reasoning	Data Organization/Interpretation/Problem Solving	5.13A, 5.13B, 5.13C	Use organized data classified by attribute to construct a concrete graph or draw a picture, bar, or line graph.
			Read, analyze, and interpret data represented on a pictorial, bar, or line graph and compare and order whole numbers to draw conclusions from the data.
			Use the operations of addition, subtraction, multiplication, and division to solve problem situations with the data from tables and bar, line, and circle graphs.
	Probability Experiment	5.12A, 5.12B	Collect, organize, display, and interpret sets of data and list all possible outcomes to solve probability experiment problems.

APPROVED DURING CONTINGENCY PROCESS

Issue Identified:

P. 42. Add English/language arts TEKS for kindergarten.

Response:

ENGLISH LANGUAGE ARTS AND READING - KINDERGARTEN

TEKS Subject	Lesson	TEKS Objective	Local Objective
Reading	Phonological Awareness	K.6A, K.6B, K.6C, K.6D, K.6E, K.6F	
	Word Identification	K.8A, K.8B, K.8C	
	Vocabulary Development	K.11A, K.11B, K.11C	
	Comprehension	K.12A, K.12B, K.12C, K.12D	Engage in text-dependent, technical reading comprehension while listening to selections read aloud and while reading with narrative, informative, and non-standard texts and comprehend using clues and evidence in the text.
			Use context clues (definitions, synonyms, descriptions, examples) to determine the meaning of words in different types of text (narrative, informative, non-standard).
			Recall the sequence of events or steps, including what happened first and what happened last in narrative and informative texts.
			Answer comprehension questions such as who?, what? where? and when? about details in the different types of texts.
			Predict what will happen next (future outcome) in narrative and informative text read aloud with predictions based on a) creative reading requiring prior knowledge and experiences and b) technical reading using clues and evidence in the text.
			Understand the difference between detail and summary

			statements.
	Literary Response	K.13A, K.13B	
	Letter-Sound Relationships	K.7A, K.7B, K.7C	
	Fluency	K.9A, K.9B, K.9C	
	Variety of Texts	K.10A, K.10B	
	Inquiry/ Research	K.15A, K.15B, K.15C, K.15D, K.15E, K.15F	
Listening/ Speaking	Purposes	K.1A, K.1B, K.1C, K.1D, K.1E, K.1F	
	Knowledge of Culture	K.2A K.2B	
	Audiences/Oral Grammar	K.3A K.3B, K.3C, K.3D, K.3E	
	Communication	K.4A, K.4B, K.4C, K.4D	
Writing	Spelling / Penmanship	K.14A, K.14B, K.14C, K.14D, K.14E	
	Inquiry/Research	K.16A, K.16B	Collaborate with other writers to compose, organize, and revise various types of communication (oral, dictated, or written) including letters and news.

ENGLISH LANGUAGE ARTS AND READING - GRADE 1

TEKS Subject	Lesson	TEKS Objective	Local Objective
Reading	Phonological Awareness	1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F	
	Word Identification	1.8A, 1.8B, 1.8C, 1.8D, 1.8E, 1.8F, 1.8G	
	Vocabulary Development	1.11A, 1.11B, 1.11C	
	Comprehension	1.12A, 1.12B, 1.12C, 1.12D, 1.12E, 1.12F, 1.12G	Engage in text-dependent, technical reading comprehension while listening to selections read aloud and while reading with narrative, informative, and non-standard texts and comprehend using clues and evidence in the text.
			Use context clues (definitions, synonyms, descriptions, examples) to determine the meaning of words in different types of text (narrative, informative, non-standard).
			Recall the sequence of events or steps, including what happened first and what happened last in narrative and informative texts.
			Answer comprehension questions such as who?, what? where? and when? about details in the different types of texts.
			Predict what will happen next (future outcome) in narrative and informative text read aloud with predictions based on a) creative reading requiring prior knowledge and experiences and b) technical reading using clues and evidence in the text.
			Understand the difference between detail and summary statements.
	Literary Response	1.13A, 1.13B, 1.13C, 1.13D, 1.13E	
	Culture	1.16A, 1.16B	
	Print Awareness	1.15A, 1.15B, 1.15C, 1.15D, 1.15E, 1.15F, 1.15G, 1.15H, 1.15I, 1.15J, 1.15K	
	Letter-Sound Relationships	1.7A, 1.7B, 1.7C, 1.7D, 1.7E, 1.7F,	

		1.7G	
	Fluency	1.9A, 1.9B, 1.9C, 1.9D	
	Text Structures/ Literary Concepts	1.14A, 1.14B, 1.14C, 1.14D, 1.14E, 1.14F, 1.14G, 1.14H, 1.14I	
	Variety of Texts	1.10A, 1.10B	
	Inquiry/ Research	1.15A, 1.15B, 1.15C, 1.15D, 1.15E, 1.15F	
Listening/ Speaking	Purposes	1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.1F	
	Knowledge of Culture	1.2A1.2B	
	Audiences/ <i>Oral</i> Grammar	1.3A1.3B, 1.3C, 1.3D, 1.3E	
	Communication	1.4A, 1.4B, 1.4C, 1.4D,	
Writing	Purposes	1.18A, 1.18B, 1.18C, 1.18D, 1.18E, 1.18F	
	Penmanship/ Capitalization/ Punctuation	1.17A, 1.17B, 1.17C, 1.17D, 1.17E, 1.17F, 1.17G	Develop fine motor skills and strength in hands and fingers.
	Spelling	1.20A, 1.20B, 1.20C, 1.20D, 1.20E	
	Grammar/Usage	1.21A, 1.21B	
	Processes	1.19A, 1.19B, 1.19C, 1.19D, 1.19E, 1.19F	Increase vocabulary by determining the meanings of words in the context of text using context clues such as synonyms, definitions, descriptions and examples.
			Use developing vocabulary to connect ideas across subject areas and themes.
			Use elaboration appropriately to create and develop interesting pieces of writing.
			Use developing vocabulary to orally describe pictures.
			Use well-developed vocabulary to present ideas and information in written drafts.
			Improve communication by adding descriptions, details, and information to ideas and thoughts (elaboration).

	Inquiry/Research	1.23A, 1.23B	Collaborate with other writers to compose, organize, and revise various types of communication (oral, dictated, or written) including letters and news.
	Evaluation	1.22A, 1.22B, 1.22C	

ENGLISH LANGUAGE ARTS AND READING – GRADE 2

TEKS Subject	Lesson	TEKS Objective	Local Objective
Reading	Vocabulary Development	2.8A, 2.8B, 2.8C, 1.8D	Use context clues (definitions, synonyms, descriptions, examples) to determine the meaning of words in different types of text (narrative, informative, non-standard).
	Comprehension	2.9A, 2.9B, 2.9C, 2.9D, 2.9E, 2.9F, 2.9G, 2.9H, 2.9I	Read and reread non-standard text (contest rules, game directions, assembly directions, recipes, informative flyers, etc.) recall specific complex directions and/or information presented in the text.
			Distinguish narrative (tells a story) from informative (provides information) from non-standard (provides directions) text.
			Recall the sequence of events or steps, including what happened first and what happened last in narrative and informative text.
			Answer comprehension questions such as who?, what? where? and when? about details in the different types of text.
			Read and reread non-standard text (contest rules, game directions, assembly directions, recipes, informative flyers, etc.) recall specific complex directions and/or information presented in the text.
			Read stories and recall the setting of the story (time and place).
	Fluency	2.6A, 2.6B, 2.6C, 2.6D, 2.6E, 1.13A	
	Variety of Texts	2.7A, 2.7B, 2.7C	
	Word Identification	2.5A, 2.5B, 2.5C, 2.5D, 2.5E, 2.5F, 2.5G, 2.5H, 1.7D	
	Literary Response	2.10A, 2.10B	
	Text Structures/Literary Concepts	2.11A, 2.11B, 2.11C, 2.11D, 2.11E, 2.11F, 2.11G, 2.11H, 2.11I,	

		2.11J	
	Inquiry/Research	2.12A, 2.12B, 2.12C, 2.12D, 2.12E, 2.12F, 2.12G, 2.12H	
	Culture	2.13A, 2.13B	
Listening/ Speaking	Purposes	2.1A, 2.1B, 2.1C, 2.1D, 2.1E, 2.1F	
	Knowledge of Culture	2.2A, 2.2B	
	Audiences/Oral Grammar	2.3A, 2.3B, 2.3C, 2.3D, 2.3E	
	Communication	2.4A, 2.4B, 2.4C	
	Literary Responses	2.10A	
Writing	Purposes	2.14A, 2.14B, 2.14C, 2.14D	Develop and write stories (narrative) about yourself (personal) and others.
			Exhibit an identifiable voice in personal narratives and in stories dictated.
			Understand and choose the appropriate form of writing for different purposes for writing including journals, letters, reviews, poems, narratives, and instructions
	Penmanship/ Capitalization/ Punctuation	2.15A, 2.15B, 2.15C, 2.15D	
	Spelling	2.16A, 2.16B, 2.16C, 2.16D	
	Grammar/Usage	2.17A, 2.17B, 2.17C, 2.17D	
	Processes	2.18A, 2.18B, 2.18C, 2.18D, 2.18E, 2.18F	Use prewriting techniques such as webbing, T-charts, Venn diagrams, and visual organizers.
			Use developing vocabulary to connect ideas across subject areas and themes.
			Use developing vocabulary to describe pictures.
			Record or dictate personal knowledge of a topic in various ways including sequencing events, categorizing and classifying details.
	Inquiry/Research	2.20A, 2.20B, 2.20C, 2.20D,	

		2.12G	
	Evaluation	2.19A, 2.19B, 2.19C, 2.19D, 2.19E	

ENGLISH LANGUAGE ARTS AND READING – GRADE 3

TEKS Subject	Lesson	TEKS Objective	Local Objective
Reading	Vocabulary Development	3.8A, 3.8B, 3.8C, 3.8D	
	Comprehension	3.9A, 3.9B, 3.9C, 3.9D, 3.9E, 3.9F, 3.9G, 3.9H, 3.9I, 3.9J, 3.9K	Read and reread non-standard text (contest rules, game directions, assembly directions, recipes, informative flyers, etc.) recall specific complex directions and/or information presented in the text.
			Read stories and recall the setting of the story (time and place).
			Classify details in a paragraph by determining what the details have in common and understand that this determines the implied main idea of the paragraph.
			Classify simple words into categories determined by what the words have in common.
			Retell a story read aloud by summarizing the details.
			Determine the most complete summary statement of a paragraph or a passage when provided with 2 or more summary statements.
	Fluency	3.6A, 3.6B, 3.6E, 3.6C, 3.6D	
	Variety of Texts	3.7A, 3.7B, 3.7C	
	Word Identification	3.5A, 3.5B, 3.5C, 3.5D, 3.5E, 3.5F	
	Literary Response	3.10A, 3.10B, 3.10C, 3.10D	
	Text Structures/ Literary Concepts	3.11A, 3.11B, 3.11C, 3.11D, 3.11E, 3.11F, 3.11G, 3.11H, 3.11I, 3.11J	
	Inquiry/Research	3.12B, 3.12C, 3.12D, 3.12E, 3.12F, 3.12G, 3.12H, 3.12J	
	Vocabulary Development	3.8C, 3.8D	
Listening/	Purposes	3.1A, 3.1B,	

Speaking		3.1C, 3.1D, 3.1E, 3.1F	
	Knowledge of Culture	3.2A, 3.2B	
	Audiences/Oral Grammar	3.3A, 3.3B, 3.3C, 3.3D, 3.3E	
	Communication	3.4A, 3.4B, 3.4C	
	Culture	3.13A, 3.13B	
Writing	Purposes	3.14A, 3.14B, 3.14C	Develop and write stories (narrative) about yourself (personal) and others. Write to influence such as to persuade, argue and request.
	Penmanship/Capitalization/Punctuation	3.15A, 3.15B	
	Spelling	3.16A, 3.16B, 3.16C, 3.16D, 3.16E, 3.16F, 3.16G, 3.16H	
	Grammar/Usage	3.17A, 3.17B, 3.17C, 3.17D, 3.17E	
	Processes	3.18A, 3.18B, 3.18C, 3.18D, 3.18E, 3.18F	
	Inquiry/Research	3.20A, 3.20B, 3.20C, 3.20D	
	Evaluation	3.19A, 3.19C, 3.19B, 3.19D, 3.19E	

ENGLISH LANGUAGE ARTS AND READING – GRADE 4

TEKS Subject	Lesson	TEKS Objective	Local Objective
Reading	Word Identification	4.6A, 4.6B, 4.6C	
	Fluency	4.7A, 4.7B, 4.7C, 4.7D, 4.7E, 4.7F	
	Variety of Texts	4.8A, 4.8B, 4.8C	
	Vocabulary Development	4.9A, 4.9B, 4.9C, 4.9D, 4.9E	Use context clues such as definitions, synonyms, antonyms, descriptions, or examples to determine the meaning of words in a reading selection.
	Comprehension	4.10A, 4.10B, 4.10C, 4.10D, 4.10E, 4.10F, 4.10G, 4.10H, 4.10I, 4.10L, 4.10J, 4.10K	Identify detail and summary statements in reading passages, narrative or informative.
			Identify the implied main idea of paragraphs and passages during reading and interacting with narrative or informative text.
			Identify the best summary statement of a passage or paragraph and select the best summary statements from two or more summary statements.
			Determine cause(s) and effect(s) based on clues and evidence in narrative or informative text. (Answer "Why?" and "Because?" questions.)
	Text Structures/Literary Concepts	4.12A, 4.12B, 4.12C, 4.12D, 4.12E, 4.12F, 4.12G, 4.12H, 4.12I	
	Literary Response	4.11A, 4.11B, 4.11C, 4.11D	
	Inquiry/Research	4.13A, 4.13B, 4.13C, 4.13D, 4.13E, 4.13F, 4.13G, 4.13H	
	Culture	4.14A, 4.14B, 4.14C	
Listening/ Speaking	Purposes	4.1A, 4.1B, 4.1C	
	Critical Listening	4.2A, 4.2B, 4.2C, 4.2D	
	Knowledge of	4.4A, 4.4B,	

Writing	Culture	4.4C	
	Audiences	4.5A, 4.5B, 4.5C, 4.5D, 4.5E, 4.5F	
	Appreciation	4.3A, 4.3B, 4.3C	
	Purposes	4.15A, 4.15B, 4.15C, 4.15D, 4.15E, 4.15F	
	Penmanship/Capital ization/Punctuation	4.16A, 4.16B	
	Grammar/Usage	4.18A, 4.18B, 4.18C, 4.18D, 4.18E, 4.18F, 4.18G, 4.18H	
	Processes	4.19A, 4.19B, 4.19C, 4.19D, 4.19E, 4.19F, 4.19G, 4.19H, 4.19I	Increase vocabulary and use newly acquired vocabulary words to present ideas and information.
			Recognize incomplete sentences, run-on sentences, and sentence fragments in written drafts.
			Recognize errors in spelling, capitalization, and/or punctuation in written drafts and identified sections of paragraphs of writing.
	Evaluation	4.20A, 4.20B, 4.20C, 4.20D, 4.20E	
	Spelling	4.17A, 4.17B, 4.17C, 4.17D	
	Inquiry/Research	4.21A, 4.21B, 4.21C, 4.21D, 4.21E, 4.21F	
	Interpretation	4.23A, 4.23B, 4.23C	
	Connections	4.22A, 4.22B	
	Analysis	4.24A, 4.24B	
	Production	4.25A, 4.25B	

ENGLISH LANGUAGE ARTS AND READING – GRADE 5

TEKS Subject	Lesson	TEKS Objective	Local Objective
Reading	Word Identification	5.6A, 5.6B, 5.6C	
	Fluency	5.7A, 5.7B, 5.7C, 5.7D, 5.7E, 5.7F	
	Variety of Texts	5.8A, 5.8B, 5.8C	
	Vocabulary Development	5.9A, 5.9B, 5.9C, 5.9D, 5.9E	Use context clues such as definitions, synonyms, antonyms, descriptions, or examples to determine the meaning of words in a reading selection.
	Comprehension	5.10A, 5.10B, 5.10C, 5.10D, 5.10E, 5.10F, 5.10G, 5.10H, 5.10I, 5.10J, 5.10K, 5.10L	Retell a story read silently or during oral reading by summarizing the details.
			Identify the stated or paraphrased main idea of paragraphs and passages during reading and interacting with narrative or informative text.
			Understand the difference between detail and summary statements.
			Identify detail and summary statements in reading passages, narrative or informative.
			Identify details in a paragraph and classify the details by identifying words (not stated in the paragraph) that would describe what the details have in common, narrative or informative text.
			State or write a one sentence summary statement of the details in a paragraph or a short passage after identifying words that describe what the details have in common, narrative or informative text.
			Identify the implied main idea of paragraphs and passages during reading and interacting with narrative or informative text.
			Identify the best summary statement of a passage or paragraph and select the best summary statements from two or more summary statements.
			Make inferences about the feelings and emotions of characters in narrative text based on clues and evidence (actions and words of the character)
	Text Structures/Literary	5.12B, 5.12F, 5.12G,	

	Concepts	5.12E, 5.12C, 5.12J, 5.12H, 5.12I	
	Literary Response	5.11A, 5.11B, 5.11C, 5.11D, 5.12A	
	Inquiry/Research	5.13A, 5.13B, 5.13C, 5.13D, 5.13E, 5.13F, 5.13G, 5.13H	
	Culture	5.14A, 5.14B, 5.14C	
Listening/ Speaking	Purposes	5.1A, 5.1B, 5.1C	
	Critical Listening	5.2A, 5.2C, 5.2B, 5.2D	
	Knowledge of Culture	5.4A, 5.4B, 5.4C	
	Audiences	5.5A, 5.5B, 5.5C, 5.5D, 5.5E, 5.5F	
	Appreciation	5.3A, 5.3B, 5.3C	
Writing	Purposes	5.15A, 5.15B, 5.15C, 5.15D, 5.15E, 5.15F	Use elaboration appropriately and effectively to develop and create interesting pieces of writing.
	Penmanship/ Capitalization/ Punctuation	5.16A, 5.16B	Recognize capitalization and punctuation errors in written compositions.
	Grammar/Usage	5.18A, 5.18B, 5.18C, 5.18D, 5.18E, 5.18F, 5.18G, 5.18H	
	Processes	5.19A, 5.19B, 5.19C, 5.19D, 5.19E, 5.19F, 5.19G, 5.19H	Use prewriting techniques such as webbing, T-charts, Venn diagrams, and visual organizers.
			Recognize incomplete sentences, run-on sentences, and sentence fragments in written drafts.
			Recognize errors in spelling, capitalization, and/or punctuation in written drafts and identified sections of paragraphs of writing.
			Use developing vocabulary to connect ideas across subject areas and themes.
			Use elaboration appropriately and effectively to develop and create interesting pieces of writing.
	Evaluation	5.20A, 5.20B, 5.20C, 5.20D.	

	5.20E	
Spelling	5.17A, 5.17B, 5.17C, 5.17D	
Inquiry/Research	5.21A, 5.21B, 5.21C, 5.21D, 5.21E, 5.21F	
Interpretation	5.23A, 5.23B, 5.23C	
Connections	5.22A, 5.22B	
Analysis	5.24A, 5.24B	

SCIENCE GRADE – K

TEKS Subject	Lesson	TEKS Objective
Physical Science: Interactions and Me	Investigations	K.1A, K.1B
	Science/ Scientific Processes	Scientific Inquiry
	Critical Thinking	K.2A, K.2B, K.2C, K.2D, K.2E
	Tools and Models	K.3A, K.3B, K.3C
	Properties & Patterns	K.4A, K.4B, 1.4B
	Systems	K.5A, K.5B, K.5C, 1.5A, 1.5B
	Change	K.6A, K.6D
Earth Science: Changes in Our World	Investigations	K.1A, K.1B
	Science/ Scientific Processes	Scientific Inquiry
	Critical Thinking	K.2A, K.2B, K.2C, K.2D, K.2E
	Tools and Models	K.3A, K.3B, K.3C
	Properties & Patterns	K.4A, K.4B, 1.4B
	Systems	K.5A, K.5B, K.5C, 1.5A, 1.5B
	Change	K.6A
The Earth & Our Environment	Science/Concepts	K.7A, K.7B, K.7C
	Natural World: Rocks, Soil, Water	K.10A
	Investigations	K.1A, K.1B
	Science/Scientific Processes	Scientific Inquiry
	Critical Thinking	K.2A, K.2B, K.2C, K.2D, K.2E
	Tools and Models	K.3A, K.3B, K.3C
	Properties & Patterns	K.4A, K.4B, 1.4B
Life Science: Friends with Fur, Feathers and Flowers	Systems	K.5A, K.5B, K.5C
	Change	K.6A, K.6D, K6.E
	Living Organisms	K.7A
	Natural World/Environment	K.8A
	Investigations	K.10A, K.10B
	Science/ Scientific Processes	Scientific Inquiry
	Critical Thinking	K.1A, K.1B
	Tools and Models	K.2A, K.2B, K.2C, K.2D, K.2E
	Properties & Patterns	K.3A, K.3B, K.3C
	Systems	K.4A, K.4B, 1.4B
	Change	K.5A, K.5B, K.5C, 1.5A, 1.5B
	Living Organisms	K.6A, K.6B, K.6C, K.6D
	Natural World/Environment	K.7A, K.7B, K.7C
	Investigations	K.8A

SCIENCE GRADE – 1

TEKS Subject	Lesson	TEKS Objective	
Physical Science and Balance & Motion	Science/ Scientific Processes	Investigations	1.1A, 1.1B
		Scientific Inquiry	1.2A, 1.2B, 1.2C, 1.2D, 1.2E
		Critical Thinking	1.3A, 1.3B, 1.3C
		Tools and Models	1.4A, 1.4B, 1.4C, 2.4A
		Properties & Patterns	1.5A, 1.5B
	Science/ Concepts	Change	1.7A, 2.7A
		Systems	1.6A, 1.6C, 1.6D
		Living Organisms	1.8A, 1.8B
Sound, Light and Weather	Science/ Scientific Processes	Investigations	1.1A, 1.1B
		Scientific Inquiry	1.2A, 1.2B, 1.2C, 1.2D, 1.2E
		Critical Thinking	1.3A, 1.3B, 1.3C
		Tools and Models	1.4A, 1.4B, 1.4C, 2.4A
	Science/ Concepts	Change	1.7A, 1.7B, 1.7C, 2.7A
		Properties & Patterns	1.5A, 1.5B
		Systems	1.6A
		Living Organisms	1.8A, 1.9A, 1.9B
	Natural World/Environment	1.10A, 1.10C	
Basic Needs of Living Things	Science/ Scientific Processes	Investigations	1.1A, 1.1B
		Scientific Inquiry	1.2A, 1.2B, 1.2C, 1.2D, 1.2E
		Critical Thinking	1.3A, 1.3B, 1.3C
		Tools and Models	1.4A, 1.4B, 1.4C, 2.4A
	Science/Concepts	Change	1.7A, 2.7A
		Properties & Patterns	1.5A, 1.5B
		Systems	1.6A, 1.6B
		Living Organisms	1.8A, 1.8B, 1.9A, 1.9B
	Natural World/Environment	1.10C	
Living and Nonliving Things in Our Natural World	Science/ Scientific Processes	Investigations	1.1A, 1.1B
		Scientific Inquiry	1.2A, 1.2B, 1.2C, 1.2D, 1.2E
		Critical Thinking	1.3A, 1.3B, 1.3C
		Tools and Models	1.4A, 1.4B, 1.4C, 2.4A
	Science/ Concepts	Properties & Patterns	1.5A, 1.5B
		Systems	1.6A, 1.6B
		Change	1.7A, 1.7C, 2.7A
		Living Organisms	1.8A, 1.8B, 1.9A, 1.9B
	Natural World/Environment	1.10A, 1.10B, 1.10C	

SCIENCE GRADE – 2

TEKS Subject		Lesson	TEKS Objective
Living Things Grow and Change	Science/ Scientific Processes	Investigations	2.1A, 2.1B
		Scientific Inquiry	2.2A, 2.2B, 2.2C, 2.2D, 2.2E, 2.2F
		Critical Thinking	2.3A, 2.3B, 2.3C
		Tools and Models	2.4A, 2.4B
	Science/ Concepts	Properties & Patterns	2.5A, 2.5B
		Systems	2.6A, 2.6B, 2.6C, 2.6D
		Change	2.7A, 2.7B
		Living Organisms	2.8A, 2.8B, 2.9A, 2.9B
		Natural World/Environment	2.10B
Space and Weather	Science/ Scientific Processes	Investigations	2.1A, 2.1B
		Scientific Inquiry	2.2A, 2.2B, 2.2C, 2.2D, 2.2E, 2.2F
		Critical Thinking	2.3A, 2.3B, 2.3C
		Tools and Models	2.4A, 2.4B
		Properties & Patterns	2.5A, 2.5B
	Science/Concepts	Systems	2.6A, 2.6B
		Change	2.7A, 2.7B, 2.7D
		Living Organisms	2.8A, 2.8B, 2.9A, 2.9B
		Natural World/Environment	2.10A, 2.10B, 3.11C, 3.11D
Exploring Earth's Surface	Science/ Scientific Processes	Investigations	2.1A, 2.1B
		Scientific Inquiry	2.2A, 2.2B, 2.2C, 2.2D, 2.2E, 2.2F
		Critical Thinking	2.3A, 2.3B, 2.3C
		Tools and Models	2.4A, 2.4B
		Properties & Patterns	2.5A, 2.5B
	Science/Concepts	Systems	2.6A, 2.6B, 2.6C, 2.6D
		Change	2.7A
		Living Organisms	2.8A, 2.8B, 2.9A, 2.9B
		Natural World/Environment	2.10B
Exploring Matter, Energy and Motion	Science/Scientific Processes	Investigations	2.1A, 2.1B
		Scientific Inquiry	2.2A, 2.2B, 2.2C, 2.2D, 2.2E, 2.2F
		Critical Thinking	2.3A, 2.3B, 2.3C
		Tools and Models	2.4A, 2.4B
		Properties & Patterns	2.5A, 2.5B
	Science/Concepts	Systems	2.6A, 2.6B
		Change	2.7A, 2.7B, 2.7C
		Living Organisms	2.8B
		Natural World/Environment	2.10B

SCIENCE GRADE – 3

TEKS Subject		Lesson	TEKS Objective
Energy and Forces	Science/ Scientific Processes	Investigations	3.1A, 3.1B
		Scientific Inquiry	3.2A, 3.2B, 3.2C, 3.2D, 3.2E
		Critical Thinking	3.3A, 3.3B, 3.3C
		Tools and Models	3.4A, 3.4B
	Science/Concepts	Systems	3.5A, 3.5B
		Change	3.6A
		Properties & Patterns	3.7A, 3.7B
Earth and Space	Science/ Scientific Processes	Investigations	3.1A, 3.1B
		Scientific Inquiry	3.2A, 3.2B, 3.2C, 3.2D, 3.2E
		Critical Thinking	3.3A, 3.3B, 3.3C
		Tools and Models	3.4A, 3.4B
	Science/Concepts	Systems	3.5B
		Change	3.6B
		Living Organisms	3.8A, 3.8C, 3.8D
		Adaptations	3.9B
		Natural World/Environment	3.11A, 3.11B, 3.11C, 3.11D
Interactions	Science/ Scientific Processes	Investigations	3.1A, 3.1B
		Scientific Inquiry	3.2A, 3.2B, 3.2C, 3.2D, 3.2E
		Critical Thinking	3.3A, 3.3C, 3.3D, 3.3E
		Tools and Models	3.4A, 3.4B
	Science/Concepts	Systems	3.5A, 3.5B
		Living Organisms	3.8A, 3.8B, 3.8C, 3.8D, 2.9A, 2.9B
		Adaptations	3.9A, 3.9B
		Likeness	3.10A, 3.10B
Plants and Animals Interact	Science/ Scientific Processes	Investigations	3.1A
		Scientific Inquiry	3.2A, 3.2B, 3.2C, 3.2D, 3.2E
		Critical Thinking	3.3A, 3.3C, 3.3D, 3.3E
		Tools and Models	3.4A, 3.4B

	Science/Concepts	Systems	3.5A, 3.5B
		Living Organisms	3.8A, 3.8B, 3.8C, 3.8D, 2.9A, 2.9B
		Likeness	3.10A, 3.10B

SCIENCE GRADE – 4

TEKS Subject		Lesson	TEKS Objective
Living Things and Ecosystems	Science/ Scientific Processes	Investigations	4.1A, 4.1B
		Scientific Inquiry	4.2A, 4.2B, 4.2C, 4.2D, 4.2E, 5.2E
		Critical Thinking	4.3A, 4.3B, 4.3C, 4.3D, 4.3E
		Tools and Models	4.4A, 4.4B, 3.4A
	Science/ Concepts	Systems	4.5A, 4.5B
		Change	4.6A, 4.6C
		Adaptations	4.8A, 4.8B, 4.8C
		Likeness	4.9A, 4.9B, 5.10A, 5.10B
		Past Events	4.10A, 4.10B
		Natural World/Environment	4.11C
States of Matter	Science/Scientific Processes	Investigations	4.1A, 4.1B
		Scientific Inquiry	4.2A, 4.2B, 4.2C, 4.2D, 4.2E, 5.2E
		Critical Thinking	4.3A, 4.3B, 4.3C, 4.3D, 4.3E
		Tools and Models	4.4A, 4.4B, 3.4A
	Science/Concepts	Change	4.6A
		Properties and Patterns	4.7A, 4.7B
		Past Events	4.10A, 4.10B
Earth Science	Science/Scientific Processes	Investigations	4.1A, 4.1B
		Scientific Inquiry	4.2A, 4.2B, 4.2C, 4.2D, 4.2E, 5.2E
		Critical Thinking	4.3A, 4.3B, 4.3C, 4.3D, 4.3E
		Tools and Models	4.4A, 4.4B, 3.4A
	Science/Concepts	Systems	4.5A, 4.5B
		Change	4.6A
		Properties and Patterns	4.7A
		Natural World/Environment	4.11A, 4.11B, 4.11C

SCIENCE GRADE – 5

TEKS Subject		Lesson	TEKS Objective
Variables and Matter	Science/Scientific Processes	Investigations	5.1A, 5.1B
		Scientific Inquiry	5.2A, 5.2B, 5.2C, 5.2D, 5.2E
		Critical Thinking	5.3A, 5.3D, 5.3E
		Tools and Models	5.4A, 5.4B
	Science/Concepts	Systems	5.5A, 5.5B
		Change	5.6A, 3.6A, 4.6A
		Properties and Patterns	5.7A, 5.7B, 5.7C, 5.7D
		Past Events	5.11A
Systems Interactions	Science/Scientific Processes	Investigations	5.1A, 5.1B
		Scientific Inquiry	5.2A, 5.2B, 5.2C, 5.2D, 5.2E
		Critical Thinking	5.3A, 5.3D, 5.3E
		Tools and Models	5.4A, 5.4B
	Science/Concepts	Systems	5.5A, 5.5B
		Change	5.6A, 5.6B, 5.6C
		Properties and Patterns	5.7A
		Adaptations	5.9A, 5.9B, 5.9C, 3.8A, 3.8B, 3.8C, 3.8D
		Likeness	5.10A
		Past Events	5.11A
		Natural World/Environment	4.11A
Energy and Motion	Science/Scientific Processes	Investigations	5.1A, 5.1B
		Scientific Inquiry	5.2A, 5.2B, 5.2C, 5.2D, 5.2E
		Critical Thinking	5.3A, 5.3B, 5.3D
		Tools and Models	5.4A
	Science/Concepts	Systems	5.5A, 5.5B
		Properties and Patterns	5.7A
		Energy	5.8A, 5.8B, 5.8C, 5.8D
		Change	5.6A, 5.6B, 5.6C
Our Changing Earth	Science/Scientific Processes	Investigations	5.1A, 5.1B
		Scientific Inquiry	5.2A, 5.2B, 5.2C, 5.2D, 5.2E
		Critical Thinking	5.3A, 5.3B, 5.3C, 5.3D
		Tools and Models	5.4A
	Science/Concepts	Systems	5.5A, 5.5B
		Change	3.6B, 4.6A
		Likeness	5.10B
		Past Events	5.11A, 5.11B, 5.11C
		Natural World/Environment	5.12A, 5.12B, 5.12C, 3.11A

SOCIAL STUDIES - KINDERGARTEN

TEKS Subject	Lesson	TEKS Objective
Social Studies/Knowledge	History/Celebrations	K.1A, K.1B
	History/Historical Figures	K.2A, K.2B
	History/Time and Chronology	K.3A, K.3B
	Geography/Locations	K.4A, K.4B
	Geography/Environment	K.5A, K.5B
	Economics	K.6A,, K.6B, K.7A, K.7B
	Government	K.8A, K.8B,, K.9A, K.9B
	Citizenship	K.10A, K.10B, K.10C
	Culture	K.11A, K.11B, K12.A, K.12.B, K.12C,
	Science, Technology, and Society	K.13A, K.13B, K14A, K14B
Social Studies/Skills	Critical Thinking	K.15A, K.15B, K.15C, K.15D
	Communication Skills	K.16A, K16.B
	Problem-Solving and Decision-Making Skills	K.17A, K.17B

SOCIAL STUDIES - GRADE 1

TEKS Subject	Lesson	TEKS Objective
Social Studies/ Knowledge	History/Celebrations	1.2A, 1.2B, 1.2C, 2.2D
	History/Historical Figures	1.1A, 1.1B, 1.1C
	History/Time and Chronology	1.3A, 1.3B, 1.3C
	Geography/Locations	1.4A, 1.4B, 1.5A, 1.5B
	Geography/Environment	1.2C, 1.6A, 1.6C, 1.6B
	Government	1.10A, 1.10B, 1.11A, 1.11B, 1.11C
	Citizenship	1.12A, 1.12B, 1.12C, 1.13A, 1.13B, 1.13C, 1.13D
	Culture	1.15A, 1.15B, 1.14A, 1.14B
	Science, Technology, and Society	1.16A, 1.16B, 1.16C
Social Studies/ Skills	Critical Thinking	1.17A, 1.17B
	Communication Skills	1.18B
	Problem-Solving and Decision-Making Skills	1.19A, 1.19B
	Economics	1.7A, 1.7B, 1.7C, 1.8A, 1.8B, 1.8C, 1.9A, 1.9B

SOCIAL STUDIES - GRADE 2

TEKS Subject	Lesson	TEKS Objective
Social Studies/Knowledge	History/Celebrations	2.1A, 2.1B
	History/Time and Chronology	2.2A, 2.2B, 2.2C, 2.2D, 3.5A
	Sources of Information About Past	2.3A, 2.3B
	History/Historical Figures	2.4A, 2.4B, 2.4C, 8.4B
	Geography/Locations	2.6A, 2.6B, 2.6C, 2.7A, 2.7B
	Government	2.11A, 2.11B, 2.12A, 2.12B, 1.13C
	Citizenship	2.13A, 2.13B, 2.13C, 2.14A, 2.14B, 2.14C
	Culture	2.15A, 2.15B
	Geography/Geographic Tools	2.5A, 2.5B
	Geography/Environment	2.8A, 2.8B, 2.8C, 2.8D
	Economics	2.9A, 2.9B, 3.6B, 2.10A, 2.10B, 2.10C
	Science, Technology, and Society	2.16A, 2.16B
Social Studies/Skills	Critical Thinking	2.17A, 2.17B, 2.17C, 2.17D, 2.17E
	Communication Skills	2.18A, 2.18B
	Problem-Solving and Decision-Making Skills	2.19A, 2.19B

SOCIAL STUDIES - GRADE 3

Lesson	TEKS Objective
Communities	3.1A, 3.1B, 3.1C, 3.2A, 3.2B, 2.4C, 4.3E, 3.6A, 3.6B, 3.7A, 3.7B, 3.7D, 3.8A, 3.8B, 3.8C, 3.8D
History/Time and Chronology	3.3A, 3.3B, 3.3C
Geography/Environment	3.4A, 3.4B, 3.4C, 3.4D, 2.6B, 3.5A, 3.5B, 3.5C, 3.5D
Citizenship	3.10A, 3.10B, 3.10C, 3.10D, 3.11A, 3.11B, 3.11C
Culture	3.12A, 3.12B, 3.12D, 3.13A, 3.13B, 3.13C, 3.14A, 3.14B
Government	3.9A, 3.9B, 3.9C, 3.9D, 3.9E
Science, Technology, and Society	3.15A, 3.15B
Critical Thinking	3.16A, 3.16C, 3.16D, 3.16E, 3.16F
Communication Skills	3.17A, 3.17B, 3.17C
Problem-Solving and Decision-Making Skills	3.18A, 3.18B

SOCIAL STUDIES - GRADE 4

TEKS Subject	Lesson	TEKS Objective
Texas Social Studies/ Knowledge	Native American Groups	4.1A, 4.1B
	Exploration/Colonization	4.2A, 4.2B, 4.2C, 4.2D, 4.2E
	Geography/Data	4.6A, 4.6B
	Geography/Concept of Regions	4.7A, 4.7B, 4.7C
	Geography/Settlement of People	4.8A, 4.8B, 4.8C, 4.8D
	Geography/Adapt and Modify Environment	4.9A, 4.9B, 4.9C
	Economics/Early Societies	4.10A, 4.10B
	Economics/Exploration/Colonization	4.11A, 4.11B
	Economics/Work/Economics Activities	4.13A, 4.13B, 4.13D, 4.13E, 4.13F
	Government/Early Development	4.15A, 4.15B, 4.16A, 4.16B
	Culture	4.20A, 4.20B, 4.20C
	Texas Revolution	4.3A, 4.3B, 4.3C, 4.3D, 4.3E
	Economics/Free Enterprise	4.12A, 4.12B, 4.12C, 4.13C
	Citizenship/Customs	4.17A
	Political, Economics, and Societal Changes	4.4A, 4.4B, 4.4C, 4.4D
	Citizenship/Democratic Process	4.17A, 4.17B, 4.17C, 4.17D, 4.18A, 4.18B, 4.18C, 4.18D, 4.19B
	Citizenship/Leadership in a Democratic Society	4.19A, 4.19B
	Twentieth Century	4.5A, 4.5B
	Economics/Work/Interdependence	4.14A, 4.14B, 4.14C
	Science, Technology, and Society	4.21A, 4.21B, 4.21C
Texas Social Studies/ Skills	Critical Thinking	4.22A, 4.22B, 4.22C, 4.22D, 4.22E, 4.22F
	Communication Skills	4.23A, 4.23B, 4.23C, 4.23D, 4.23E
	Problem-Solving and Decision-Making Skills	4.24A, 4.24B

SOCIAL STUDIES - GRADE 5

TEKS Subject	Lesson	TEKS Objective
Social Studies/ Knowledge	History/European Colonization	5.1A, 5.1B
	History/Political, Economic, and Social Changes	5.4G, 5.4B, 5.4C, 5.4D, 5.4E, 5.4A, 5.4F
	Geography/Geographic Tools	5.6A, 5.6B
	Geography/Concept of Regions	5.7A, 5.7B, 5.7C
	Geography/Locations	5.8A, 5.8B, 5.8C, 5.8D
	Geography/ Environment	5.9A, 5.9B, 5.9C
	Economics/Early Economic Patterns	5.10A, 5.10B
	Economics/ Work and Activities	5.14A, 5.14B, 5.14C, 5.14D, 5.14E, 5.14F
	Citizenship/Customs, Symbols, and Celebrations	5.18A, 5.18B, 5.18C, 5.18D
	Culture	5.22A, 5.22B, 5.23A, 5.23B, 5.23C
	History/Conflict/American Independence	5.2A, 5.2B, 5.2C
	Economics/Exploration/Colonization	5.11A, 5.11B
	Economics/US Free Enterprise System	5.12A, 5.12B, 5.12C
	Economics/Supply and Demand	5.13A, 5.13B
	Government/Colonial America	5.15A, 5.15B
	Citizenship/ Democratic Society	5.19C, 5.20A, 5.20B
	History/Establishment of US Government	5.3A, 5.3B
	History/20th Century in United States	5.5A, 5.5B
	Government/Declaration of Independence/Constitution	5.16A, 5.16B
	Government/Framework	5.17A, 5.17B, 5.17C
	Citizenship/ Democratic Process	5.19A, 5.19B, 5.19C, 5.19D
	Citizenship/ Fundamental Rights	5.21A, 5.21B, 5.21C, 5.21D
	Science, Technology, and Society	5.24A, 5.24B, 5.24C, 5.24D, 5.24E
Social Studies/Skills	Critical Thinking	5.25A, 5.25B, 5.25C, 5.25D, 5.25E, 5.25F
	Communication Skills	5.26A, 5.26B, 5.26C, 5.26D, 5.26E
	Problem-Solving and Decision-Making Skills	5.27A, 5.27B

Issue Identified:

P. 66. Add ESL information for Pre-K.

Response:**ESL PRE-KINDERGARTEN**

By the end of Pre-Kindergarten, the student will demonstrate the following competencies at his/her level of English proficiency:

LEVEL B	LEVEL C	LEVEL D	LEVEL E	LEVEL F
tell his or her name and age;	identify common occupations, clothing, farm animals, and foods;	identify modes of transportation and household items;	identify marine animals and household items;	identify the seasons and occupations;
identify family;				understand and use comparatives;
identify classroom objects, basic body parts, common pets, and fruits;	understand possessive pronouns;	use common weather vocabulary;	use past tense correctly;	use superlatives correctly;
follow simple directions involving prepositions;	follow simple directions involving	use mass nouns correctly;	express himself or herself correctly in the present tense;	use conditional tense of verbs;
understand and identify moods in a simple story.	identifying location on a page;	express himself or herself using present tense;	discriminate differences in closely paired words;	express himself or herself correctly using past tense;
	repeat simple sentences correctly;	identify the main idea and descriptive or supporting details of a story or TV show;		express himself or herself correctly using a future form of a verb;
	comprehend and identify major facts of a simple story			

ESL KINDERGARTEN

By the end of Kindergarten, the student will demonstrate the following competencies at his/her level of English proficiency:

LEVEL B

tell his or her name and age; identify family and familiar school personnel, classroom objects, basic body parts, common pets, and fruits; follow simple directions involving prepositions; use regular plurals; use present tense verb "to be"; use the "-ing" form of a verb; understand and identify moods in a simple story.

LEVEL C

identify common occupations, clothing, farm animals, and foods; express himself or herself using the simple present and present progressive tense of common verbs; understand possessive pronouns; follow simple directions involving identifying location on a page; use negatives correctly; repeat simple sentences correctly; comprehend and identify major facts of a simple story

LEVEL D

identify modes of transportation and household items; use common weather vocabulary; understand comparatives; name the days of the week; use prepositions correctly; ask simple present tense questions; use mass nouns correctly; express himself or herself using the past, present, and future tenses; identify the main idea and descriptive or supporting details of a story or TV show; express opinions in complete sentences; comprehend and predict the outcome of a story using model auxiliaries such as "might, may, will"

LEVEL E

identify marine animals and household items; use past tense correctly; express himself or herself correctly in the present tense; ask past tense questions; discriminate differences in closely paired words; describe the main properties of common objects; retell the main facts and supporting details of a story

LEVEL F

identify the seasons and occupations; understand and use comparatives; use superlatives correctly; use conditional tense of verbs; understand and name opposites of key words; express himself or herself correctly using past tense; express himself or herself correctly using a future form of a verb describe attributes of friendship identify the main facts of a story describe a past experience

ESL GRADE 1

Chapter	Objectives	TEKS	Content Focus	Language Awareness Objectives	Learning Strategies
1 - Families	Tell who is in a family; tell what families do; tell how families change	1.4A 1.5F 1.7A 1.20B 1.11C	social studies, science, literature	Plurals, pronouns, present tense, capital letters, initial <i>f</i> , color-words	Use what you know; predict content.
2 - Growing and Changing	Tell new things children can do as they grow; tell how children and animals grow and change.	1.4A 1.11C 1.20B	social studies, science, literature	Adjectives that mean "more," plurals, prepositions <i>in</i> and <i>on</i> , color words, proper nouns, offering to do something, typographical devices	Use picture clues; uses pictures to get meaning; recognize main idea; draw conclusions.
3 - At School	Tell how children get to school; tell what's seen at school; name rules; tell what's done at school.	1.3A 1.8Ci 1.3C 1.11C 1.4A 1.25B 1.6Di 1.26E	social studies, science, literature	Pronouns – <i>I</i> and <i>we</i> , days of the week, question words, <i>many</i> , contractions, initial <i>m</i> , initial <i>c/k</i> , initial <i>d</i> , greetings	Use pictures; recognize patterns; understand a process; paraphrases/retell.
4 – Learning	Name some things done alone and some things done in a group; name things practiced at school; tell how children feel at school; tell what's learned in school.	1.11A 1.20B	social studies, science, literature	Infinitives, verbs, verb--- can, pronouns, multiple meanings – like, <i>if</i>	Understand cause and effect; recognize repetition.
5 – Neighbors	Tell where people live; tell what neighbors are; tell what a community is; tell how maps help people.	1.1C 1.3C 1.5C 1.6C 1.6Di	social studies, math, literature	Question words, initial <i>n</i> , capitalization, opposites, initial <i>p</i> , words for noises, position words, initial <i>s</i> , initial <i>r</i> , rhyming words	Use a map; use brainstorming; use what you know; make inferences; draw conclusions.
6 – Animals and Their	Name places where animals	1.3E 1.6Di	science, math,	Prepositional phrases, initial <i>t</i> ,	Reread; use pictures; visualize

Homes	life; name animals that live in trees, in ponds, and in fields; name animals that can be pets; tell how to care for pets.	1.7A 1.11C 1.26A	literature	verbs, number and verbs, initial w, names for animal babies, future tense, initial h	word problems; make predictions based on prior knowledge.
7 – How You Can Feel Safe	Name places where safety is important; name people who help keep others safe; name rules that help people stay safe.	1.3E 1.20B 1.5G 1.21B 1.6Di 1.24B 1.7Ei 1.25C 1.8F 1.26I 1.11A 1.27E 1.11Gi 1.27F 1.20Ai	health, math literature	Word families, verbs + -er, multiple meanings, rules, initial soft g, short l, word order, question mark, exclamation mark	Use what you know; compare and contrast; use predicting; use selective attention; recognize reality and fantasy; make predictions.
8 – How You Can Feel Healthy	Tell benefits of exercising; name ways to keep clean and healthy; name foods that assist growth and good health.	1.4A 1.18F 1.4B 1.21B 1.5G 1.25C 1.11C 1.26A 1.17G 1.26F	health, math literature	Adjectives with -y, pronoun they, antonyms, count vs. noncount nouns, days of the week, period, short a, expressing gratitude	Use picture cards; use a chart; use finding the total; make predictions based on prior knowledge.
9 – Using Our Senses	Tell how to take care of the eyes and ears; tell how to make high and low sounds; tell what body part is used for each sense.	1.3Bii 1.21A 1.5G 1.25C 1.8Ci 1.26F 1.11A 1.11C 1.17Gi	health, science, literature	Verbs, antonyms, plural forms, giving instructions, capital letters, short o, multiple meanings – went, places in a house , past tense	Use imagining; recognize cause and effect; make predictions; recognize reality and fantasy; draw conclusions.

10 – How We See & Hear	Compare how people and animals see; compare how people and animals hear; compare things seen and heard.	1.3C 1.17Gi 1.4A 1.25B 1.4B 1.25C 1.5G 1.26C 1.6C 1.26I	science, math, literature	Expression very well, capitalization and punctuation, numerals and number words, questions and answers, short u, rhyming words.	Use prior knowledge; follow directions.
11 – The Four Seasons	Name the four seasons; name the months of the year; tell how the weather changes from season to season; tell what seasonal things people do; tell how people dress for the weather.	1.5G 1.26I 1.6E 1.27F 1.6Di 1.8Ci 1.17Gi 1.25D 1.26G 1.26H	science, social studies, literature	Phrases, root words, consonant blend <i>cl</i> , capitalization/punctuation, adjectives, contractions	Predict content; get information; understand that numbers show sequence; compare and contrast.
12 – Trees	Tell ways people can save and protect trees; tell ways people use trees; tell why people and animals need trees.	1.3E 1.25B 1.4A 1.26A 1.11C 1.17Gi 1.21A	social studies, science, literature	Long <i>a</i> , period and question mark, opposites, verbs, pronoun – <i>they</i> , color words, superlatives, adjectives of size – <i>small/long/wide</i>	Use pictures for meaning; visualize, use planning; understand type conventions; use context clues.

ESL GRADE 2

Chapter	Objectives	TEKS	Content Focus	Language Awareness Objectives	Learning Strategies
1 – People & Places	Name different kinds of groups; tell what different groups do; name places in the community; tell what people do in each place; name states in the U.S.; <i>begin recognizing animal groups and their places.</i>	2.1C 2.5Bi 2.1F 2.5C 2.2A 2.5Hi 2.3A 2.11C 2.3E 2.3F 2.4B 2.4C	social studies, science, literature	present tense; sentence patterns; capitalization; irregular plurals; rhyming words with long <i>a</i> , <i>e</i> , and <i>i</i> ; informal English expression OK; statements showing approval	Use picture details; read maps; use pictures for meaning; recognize fact and fantasy; summarize.
2 – Animals & Their Habitats	Name animals and some of their attributes; understand what animals need from their habitats.	2.1C 2.4B 2.1F 2.5A 2.2A 2.5B 2.3E 2.9F 2.3F	science, math, literature	subject/verb agreement, short <i>a</i> , explaining choices, comparatives, similes, rhyme	Use pictures for meaning; understand patterns; understand main idea; count how many, remember details.
3 – How People Work	Name community workers; tell how workers help us; name workplaces; tell what people's "needs" are; tell the difference between needs and wants; tell what animals' needs are.	2.1C 2.6 2.1F 2.9A 2.1H 2.2A 2.3E 2.3F 2.4B 2.5C	social studies, science, literature	verbs, related words, words needs and wants, contractions, rhyme	Use pictures for meaning; use title to predict; note repeated words; find a way to classify; use what you know.
4 – What Animals Do	Tell ways animals work; tell how animals protect themselves; tell how protective coloration works.	2.2A 2.4C 2.3E 2.5A 2.3F 2.5B 2.4A 2.5D 2.4B 2.9A	science, math, literature	subject/verb agreement; consonant blends <i>sm</i> , <i>sk</i> , and <i>spr</i> ; giving directions; punctuation; contractions; verbs; describing; rhyme	Recognize main idea; recognize sentence patterns; follow directions; understand specialized language; use prior knowledge; use pictures to get meaning; summarize.
5 – How We Have Fun	Name toys and games; name	2.1C 2.2A	health, math,	final consonant <i>s/z</i> , long <i>i</i> , number	Visualize; uses imagery; recognize

	ways to play alone and to play with friends; tell how to get exercise while playing; name ways that exercise is good for you, tell what parts of the body are used with different exercises.	2.3Bi 2.3C 2.3E 2.3F 2.4B 2.5A	literature	and present progressive tense, irregular past tense, future tense, pronouns, contractions, addressing family members and friends	cause and effect; use pictures for meaning.
6 – How Things Move	Tell what things can be pushed or pulled; understand force; tell what magnets do; tell about play involving pushing and pulling.	2.2A 2.5Ei 2.3E 2.5Fi 2.3F 2.5G 2.4B 2.9 2.5A 2.12D 2.5Bi	science, Social studies, literature	consonant blend <i>tr</i> , adjectives, prepositions, present progressive, future tense; imperatives	Use picture clues; ask questions for information; use word structure; use context clues.
7 – Plants We Eat	Name the parts of plants; tell what each part of a plant does; name plants we eat; tell which parts of plants we eat; name grains and foods made from grains.	2.1G 2.5A 2.2A 2.5Bi 2.3E 2.5D 2.3F 2.4B 2.4C 2.5	science, social studies, literature	consonant blends <i>st</i> and <i>str</i> , <i>a few</i> and <i>a lot (of)</i> , count vs. noncount nouns, passive expressions; sentence patterns, nouns and verbs; long o spelled <i>iw</i> and <i>oa</i>	Use pictures for meaning; see that numerals show sequence; find a way to classify; locate patterns, understand a process; summarize.
8 – Where We Buy Food	Tell where fruits and vegetables are grown; tell where foods are purchased; tell which foods can be purchased in which places; name kinds of restaurants.	2.1A 2.5 2.1B 2.5G 2.1C 2.6 2.2A 2.7 2.3E 2.9E 2.3F 2.4B	social studies, math, literature	phrases, capitalization, making requests, numerals and number words, possessives, pronouns	Preview text; monitor meaning; plan to read orally; use pictures and text; use context clues.
9 – Night and Day	Name things in the sky; tell what causes night and day; tell about the sun; tell about the moon; tell why a	2.1C 2.5 2.1F 2.5Ei 2.2A 2.5G	science, social studies, literature	homophones, compound words, expressing time, irregular past tense, comparatives,	Use a diagram; generalize; predict; make comparisons; use context; use prior knowledge.

	calendar is important.	2.3E 2.3F 2.4B		similes, describing, pattern and rhyme	
10 – Long Ago and Today	Tell about the first people in North America; tell about Spanish settlers of North America; tell about Pilgrims; name U.S. holidays.	2.1F 2.9C 2.2A 2.3C 2.3E 2.3F 2.4C	social studies, science, literature	telling why, time expressions, ordinal numbers, questions and answer, present tense, onomatopoeia	Understand chronology; use a calendar; summarize.
11 – Where We Find Water	Name sources of water; tell how some bodies of water differ; find bodies of water on a map; tell what happens when there is too much or too little water; tell how water can be saved.	2.2A 2.3C 2.3E 2.4F 2.4B 2.5A 2.5Bi 2.9E	social studies, science, literature	adjectives, capitalization, expressions of amount, long <i>a</i> , short <i>u</i> , possessives, informal expressions, short and long <i>i</i> .	Use context clues; use a map; visualize; preview a story; recognize cause and effect; paraphrase/retell.
12 – Water & the Weather	Tell how rain makes people feel; tell about clouds; tell where rain comes from; tell about water vapor; tell about the water cycle.	2.1A 2.6 2.2A 2.9(Di 2.3C 2.9F 2.3E 2.3F 2.5Ei	science, math, literature	related words, forming questions, prepositional phrases, comparatives, punctuation, compound words	Check inferences; self-assess; preview directions; solve problems.

ESL GRADE 3

Chapter	Objectives	TEKS	Content Focus	Language Awareness Objectives	Learning Strategies
1 – The Farm & the City	Tell what farmers do; identify products that come from a farm; tell how wheat is grown; read a thermometer.	3.17Ei 3.25D 3.3E 3.3F	social studies, science, literature	singular and plural nouns, subject-verb agreement – <i>is/are</i> , simple present tense, recognize commands, /p/ and /b/	Use time expressions; follow directions; recognize patterns in English.
2 – Life in the City	Tell about a community; name services and goods in a city; solve math story problems; name parts of a city; name state capitols; name the five good groups.	3.1G 3.23A 3.25A 3.3Ai 3.3F 3.4B	social studies, math, health, literature	sentence structure, consonant sounds /g/ and /k/, capitalization of proper nouns, numbers as words, slang/informal English, extending an invitation, present progressive tense.	Reread; use a map; read a chart; recognize opinions; type conventions; draw conclusions.
3. How You Use Light	Name lights used in the past and today; read a time line of lights; tell uses of lights in a community; explain how people use their eyes to see.	3.1C 3.15Bi 3.1F 3.23A 3.25Ei 3.25Eiv 3.25EW 3.3	social studies, Science, literature	words in a series, time words, <i>when</i> and <i>where</i> , the sound of long <i>i</i> , contractions, rhyme	Recognize time and sequence; use a Time line; visualize; use a diagram.
4 – What Light Can Do	Tell what light can and cannot move through; identify what makes light bend and bounce back; use a prism to see rainbow colors; put on a shadow play.	3.1F 3.1G 3.3F	science, social studies, literature	<i>some, all, or none</i> ; prepositions of location <i>on, in, under</i> ; commands; nouns as adjectives; communicating with sounds; expressing the same idea with different expressions; plurals of words ending in -y; alliteration	Explain a process; use pictures for meaning; paraphrase; use different expressions with the same meaning.
5 – How You Make	Tell how sound is made;	3.1F 3.1G	science, social	<i>the v sound, can and can't</i> ,	Record information;

Sound	demonstrate vibrations; tell how sounds are different; name musical instruments from around the world.	3.3F	studies, literature	<i>adjectives, the pronoun it, past tense, long a and short a, rhyme, onomatopoeia</i>	recognize sentence patterns; use type conventions; understand specialized vocabulary.
6 – How You Use Sound	Tell how you hear sound; name parts of the ear; tell how ears help animals survive; find out how well you hear; name inventions in communication.	3.1G 3.25D 3.3F	science, social studies, literature	<i>the sound of ear, singular/plural agreement – has/have, you as understood subject in commands, can + verb + complement, so ...that, long o and short o.</i>	Read a diagram; set a purpose for reading; recognize main idea; distinguish between fact and opinion.
7 – Plants, Animals, & Climate	Describe the climate of deserts and forests; tell how a cactus can live in the desert; tell how animals live in a forest; tell how veterinarians help animals.	3/1G 3.25Eii 3.3F	science, social studies, literature	<i>some or other; adjectives; long e; pronouns he, she, they; many, most, some and all, they and them; once, twice; words for the senses</i>	Compare and contrast; use a Venn diagram; use picture captions; reread sentences.
8 – Weather & People	Tell how weather affects the way people live; tell how people dress for the weather; identify climates in various parts of the world; tell how to stay healthy in hot weather; tell how to stay healthy in cold weather.	3.1C 3.1E 3.24A 3.25F 3.3D 3.3F 3.4A 3.5A	social studies, health, literature	<i>Antonyms; infinitives of purpose; consonant blends sl, pl, cl; commands, similes; quantity expressions</i>	Recognize cause-effect relationships; recognize main idea; use a map key; use pictures for meaning.
9 – What Shelters Are Made Of	Name materials used to build homes; tell how people found building materials long ago; tell how homes changed over time; name steps in building a beaver lodge.	3.25A 3.3F 3.5A	social studies science, literature	beginning and ending consonant sounds <i>st</i> and <i>ch</i> , <i>house or home</i> , past tense verbs ending in <i>t</i> , sequence words, short <i>l</i> and long <i>l</i> , identify a sentence and punctuation, parenthetical	Recognize a pattern; read a time line; use numbers; learn information.

				expressions	
10 – How Shelters Are Built	Name tools and materials and tell how they are used; tell how bricks and glass are made; name simple machines, name shapes in houses.	3.3F	science, math, literature	forms of <i>build</i> , /ks/, subject-verb agreement is and are, show possibility— <i>can be</i> , phrases that tell <i>where and when</i>	Reread, to understand; understand a process; use pictures of meaning.
11 – Changing the Earth	Tell how people affect the environment; tell about a local habitat; tell how children can save a rain forest; name endangered or extinct animals write a letter to an environmental group.	3.3F 3.5A 3.5E	science, social studies, literature	special singular and plural nouns, consonant blends- <i>str</i> and <i>thr</i> , context and picture clues, when clauses, making requests, possessive adjectives.	Set a purpose for reading; use pictures to follow directions; use context clues; take notes.
12 – Pollution	Name causes of water pollution; name ways to prevent water pollution; tell how to find out how clean the air is; tell how recycling works; name things that can be recycled; tell what people can do to prevent pollution.	3.1G 3.3F	science, social studies, literature	gerunds, sounds /h/ and /j/, conjunctions – and, verbs with <i>up</i> , <i>was going to</i> , prepositions – <i>under</i> , <i>above</i> , adverbs of degree – <i>very</i> , <i>too</i>	

ESL GRADE 4

Chapter	Objectives	TEKS	Content Focus	Language Awareness Objectives	Learning Strategies
1 – The American West Today	Name the states and landforms in the West; name crops farmers grow in the West; describe ranching, fishing, and mining in the West.	4.1D 4.9Ci 4.18B 4/18C 4/28D 4.29A 4.6A	social studies science, literature	singular and plural nouns; verbs; /m/ and /n/; simple present tense; place an order; antonyms	Use a map key; recognize a pattern; read money amounts.
2 – Settling the West	Explain why people went west; describe the trip west; tell what settlers took with them; talk about the Oregon Trail; talk about the dangers and benefits of prairie fires.	4.1D 4.9C 4/18 4.29A 4.30A 4.4A 4.5 4.6	social studies, science, literature	want + infinitive; household items; /w/; habitual <i>would</i> ; quotation marks; recount past activities; exclamations; metaphors	Set a purpose for reading; visualize; use pictures for meaning, recognize a personal title.
3 – You Are A Living Thing!	Explain that all living things are made of cells; describe how cells grow; tell why living things need energy; demonstrate that yeast is a living thing; tell how people communicate.	4.1D 4.13B 4.29A 4.30E 4.4A 4.6A 4.9C	science, social studies, literature	/k/ and /s/ spelled c; simple present vs. present progressive tense; questions with <i>what</i> and <i>how</i> ; onomatopoeia; describe activities with other people; using <i>cannot</i>	Use pictures for meaning; classify to understand; use chronology to understand.
4 – Living in Your Ecosystem	Define an ecosystem; explain how an ecosystem works; make an ecosystem; use bat facts to solve math problems.	4.1A 4.29A 4.10 4.6A 4/13B 4.6B 4.18D 4.7C 4.18F	science, math, literature	compare with as + adjective + as; conjunctions <i>when</i> and <i>as</i> ; diphthong /oi/; <i>how many</i> and <i>how much</i> ; prepositions of location; noun phrases with <i>who</i> ; express obligation	Use labels to understand; prepare for an activity; use pictures for word meaning; visualize a relationship.
5 – The First Americans	Name some American Indian shelters and the	4.10A 4.14 4.17A	social studies, science,	pronoun <i>they</i> ; sentence patterns with use...for;	Classify information; use numerals for

	resources used to build them; identify the parts of a buffalo and how they were used; describe American Indian crafts; tell what an archaeologist does; name some materials that are good insulations.	4.17C 4.18A 4.30Ei 4.6A 4.6B 4.7A	literature	present perfect tense; sequence words <i>first, second, third, last</i> ; deductions with <i>must be</i> ; /j/ fraction words	sequence; predict content; use context clues; visualize story details.
6 – The Aztec Indians	Name some crops that Aztec farmers grew, describe Aztec arts and crafts; tell what an archaeologist does; name some materials that are good insulators.	4.1C 4.13B 4.18A 4.29A 4.30 4.6A 4.9C	social studies, math, literature	past tense verbs: consonant blend <i>st</i> ; expressing preference; <i>before</i> and <i>after</i> ; adverbs; <i>I am...</i>	Use context clues; set a purposes for reading; paraphrase.
7 – You Are What You Eat!	Explain that people need food for energy; describe a balanced diet; describe a food pyramid; tell where foods grow.	4.1D 4.6B 4.18B 4.18D 4.2C 4.3A	health, social studies, literature	compare past abilities to present abilities with <i>can/couldn't</i> ; expressing people's needs; <i>yes/no</i> questions with <i>did</i> ; adverbs <i>well</i> and <i>poorly</i> ; /u/ and /yu/; /fr/	Use graphics for information.
8 – Let's Eat!	Use a diagram to explain digestion; tell what saliva does; explain why people feel hungry; describe how people learned about vitamins.	4.1A 4.9C 4.18B 4.19 4.3B 4.6A 4.6B	science, social studies, literature	words for parts of the body; when clauses; <i>yes/no</i> questions with <i>do/does</i> ; /v/ and /b/; express obligation; prepositional phrases; foreign words; <i>I like + noun</i> vs. <i>I like + infinitive</i> .	Understand specialized vocabulary; use phonetic spellings; use pictures for meaning; read to find information.
9 – Life in the Rain Forest	Tell where rain forests grow; name types of species that live in a rain forest; describe a food chain in a rain	4.1A 4.18 4.3B 4.6B 4.9C	science, social studies, literature	prepositions <i>above, below, along, through</i> ; give examples with <i>such as</i> ; pronoun referents; /l/ and /r/; comparisons;	Identify main idea; use pictures for meaning; use a map key; use punctuation to read.

	forest; tell the history of rubber.			frequency expressions; present and past tenses	
Chapter	Objectives	TEKS	Content Focus	Language Awareness Objectives	Learning Strategies
10 – Using Our Forests	Tell why people need trees; explain why people need rain forests; find rain forest products; describe a rain forest scientist; tell how people are trying to save the rain forests.	4.1A 4.17A 4.18B 4.30 4.3B 4.6B	social studies, science, literature	consonant blends gr and tr; past tense of irregular verbs; possibility---might; present progressive tense; use please	Use graphics to compare; use prior knowledge.
11 – Regions of Our Country	Identify directions on a map; name regions of the U.S.; read a map; make a map; recognize state symbols.	4.1A 4.9C 4.13D 4.17C 4.3B 4.6B	social studies, science, literature	Form plurals; capitalization of proper nouns; /sh/; expressions of amount same, most, each, a lot of; polite requests; rhyme scheme	Use sources of information; recognize patterns.
12 – State Histories	Tell events in the history of California; read a little line; read a population bar graph; read a population line graph.	4.1A 4.6 4.13D 4.9 4.16 4.17 4.18	social studies, math, literature	ordinal numbers; irregular past-tense verbs; prefix – re; comparatives and superlatives; digraph th; express wants; /kw/; contractions	Read time lines; use prior knowledge; read a line graph; use pictures for meaning; understand author's point of view.

ESL GRADE 5

Chapter	Objectives	TEKS	Content Focus	Language Awareness Objectives	Learning Strategies
1 – The Science of Sound	Tell what sound is; tell how people hear; make and use an ear trumpet; read a decibel graph.	5.13D 5.27C 5.18 5.5G 5.23 5.6A 5.26B	science, math, literature	the v sound, singular and plural nouns, action words as directions, comparatives, rhyming sounds, the long o sound	Recognize cause and effect; use a graph; use pictures to predict.
2 – Uses of Sound	Make sounds of different pitch; tell how musical instruments make sound; make a musical instrument; name events people celebrate with music.	5.13D 5.5G 5.16 5.18 5.23 5.26B 5.29F 5.29I	science, social studies, literature	Superlatives; passive voice expressions; count vs. non-count nouns; the sound /ng/ in the final position; time expressions; suffixes –er, -ist; idioms	Use a graph; use classification; work cooperatively; use pictures for meaning; use intonation.
3 – The Earth Is Not Flat!	Tell why the Indies were important; identify Columbus and describe his voyage; tell about the meeting of Columbus and the Taino people; explain how a compass works.	5.1D 5.28A 5.10H 5.29I 5.16 5.5G 5.18 5.2B 5.23 5.26B 5.26D	social studies, science, literature	use language for buying, selling, and trading; past tense verbs; word origins; digraphs in the final position, 'sh, - th; verb tenses; asking questions; expressions of frequency	Use pictures for meaning; visualize; make inferences; make a model to understand meaning.
4 – The Aztecs and the Spaniards	Describe the Aztec city of Tenochtitlan; explain how Cortes conquered the Aztecs; name the parts of a horse; make an Aztec sun god mask.	5.10F 5.16 5.18 5.26B 5.30C 5.5G	social studies, science, literature	prepositions in, on; saying dates; /er/ sound spelled er, ir, ear, or; making general statements; verbs in directions; rhythm and rhyme	Find a topic sentence; read on to get meaning; recognize supporting details; record observations; summarize.
5 – Precious Water	Explain differences between fresh water, and salt water; tell why living things need	5.10F 5.16 5.18 5.26B 5.30A 5.5G	social studies, science, literature	capitalization of proper nouns; infinitives; use of as; the pronoun it; /y/ in Yoya vs. /j/ in magical; the	Find a topic sentence; read on to get meaning; recognize supporting details; record

	water; name ways people use water; do an experiment with salty water.			sound /v/; clauses with that	observations; summarize.
6 – The Forms of Water	Name the forms of water; explain the water cycle; do a water cycle experiment; describe water sources in the Sahara Desert.	5.16 5.6Bi 5.18 5.23 5.26B 5.26D 5.5G	science, social studies, literature	sounds for s, the – tion ending, long vowel sounds, simple present tense for presenting facts; asking questions	Use pictures for meaning; use context to get meaning; follow directions; use imagery to understand poetry.
7 – Coming to America	Name countries from which settlers came; tell why settlers came to America; tell about a journey to America; describe a beaver.	5.10G 5.27C 5.16 5.28G 5.18 5.31C 5.23 5.5G 5.26B 5.26D	social studies, science, literature	time expressions; short a, long a; past progressive tense; describing; transportation words; there is, there are	Visualize story details; formulate opinions; summarize.
8 – Life in the Colonies	Tell something about Jamestown; become familiar with the names of the thirteen colonies; tell something about the New England, Middle, and Southern Colonies; read a graph on tobacco exports.	5.1D 5.29I 5.10E 5.30E 5.13B 5.5G 5.13D 5.9B 5.16 5.18 5.26B 5.27C	social studies, math, literature	infinitives; names of languages; past tense of irregular verbs; comparisons—more, less; compound sentences; comparisons – as + adjective + as; short l and long l	Recognize causes and effect; use a Venn Diagram; read a bar graph; make predictions; use context clues, paraphrasing.
9 – What Do You Read?	Tell why people read; name materials people read; identify the parts of a front page; identify the sections of a newspaper; use word clues to solve story problems.	5.10 5.6A 5.16 5.18 5.23 5.26B 5.29A 5.5G	language arts, math, literature	infinitives; letter-sound correspondence – f, ph, th; report information; clauses with that; use of do; make exclamations.	Use pictures to answer questions; read story problems; decode unfamiliar words.
10 – What Makes a Good Story?	Define setting, characters, and plot; read a plot diagram; write a	5.1D 5.26B 5.10C 5.5G	language arts, social studies, literature	subject/verb agreement—is, are; present tense verbs; question	Recall the plot; make a plot diagram; skim and scan; use pictures

	plot diagram; tell about storytelling around the world.	5.10F 5.6A 5.16 5.18 5.23		marks; the sound s spelled c; idioms; consonant digraph – sh; contractions; expressing approval and disapproval; rhyming words	for meaning; ask questions to understand word meanings.
11 – Problems with England	Tell that America's thirteen colonies belonged to England; explain why some colonists were angry with England; describe what happened at the Boston Tea Party; write and solve a sales tax problem.	5.1D 5.27C 5.10H 5.5G 5.12H 5.13G 5.16 5.18 5.26A 5.26B 5.27A	social studies, math, literature	only/many, idioms, irregular past tense, the short e sound, sound words, indefinite pronouns and adverbs, the present perfect tense, long and short i	Draw conclusions; take notes; recognize point of view; follow directions.
12 – The War for Independence	Identify Thomas Jefferson as the writer of the Declaration of Independence; identify George Washington and describe conditions at Valley Forge; tell what happened at the Battle of Yorktown; use capital letters; name important beliefs in the Declaration of Independence.	5.1D 5/10G 5/10L 5.16 5.18 5.26B 5.30A 5.5G	social studies, language arts, literature	Pronouns – they, he, it; describe conditions; sounds or and ar; capitalization of proper nouns; adjective/pronoun-these	Summarize; use a time line; generalize; read on to get meaning.

SPECIAL EDUCATION

The courses for students qualifying for special education services will be developed based on students' IEPs.

Mathematics	Language Art	Social Studies	Science
Math Communication Reasoning Skills Problem Solving Retelling a story, drawing a picture Number Sense Counting to 100 by 5's & 10's Counting to 20 by 2's and odd numbers Place Value Tens/ones, 2 digit and ordering Fractions, Percents, Integers, Irrationals Illustrate fractions Computation and Estimation Fact families, number patterns, addition and subtraction facts Geometry Identify shapes Measurement Money, measuring objects Probability Predictions Calendar Graphing Technology Apply to life skills	Written Language – Oral Language Phonics Word blending Vocabulary Handwriting Writing to Read Writing Process Revise, edit Spelling Sentences Interrogative, imperative, exclamatory Parts of Speech Nouns, verbs Usage & Mechanics Subject/verb agreement, contractions, abbreviations, Literature/Creative Writing Imaginative stories, poetry, expository writing, Reading Comprehension Skills	Theme Compare different types of family customs, traditions, cultures, and races Citizenship Role in neighborhoods Rules at home, school and community Government Historic Perspectives Historical figures Holidays Geography Environment Economics How people work and use resources Map Skills Likes/differences Current Events Church Ideals Community Helpers	Material Objects (Earth Science): Property Sorting Serial ordering Solids, liquids, air Organisms (Life/Environmental Science): Plants Animals Habitats Food Chains

II. SCOPE AND SEQUENCE 6-12

Teachers will align curriculum based on the TEKS objectives, textbook guides, learning activities and other materials that add interest to the classes. This curriculum will include resources such as basal, projects, discussions and activities, group or peer tutoring, software support, and teacher-led instruction. Those methods will ensure that students of all skill levels and learning styles will be reached. Mastery of the objectives is tracked through tests, presentations, discussions and successful completion of the assignments.

In this section, scopes and sequences of the major courses, the units to be covered and corresponding TEKS objectives, for each subject area are presented in a series of tables.

SCIENCE

GRADE 6

Unit	TEKS
Models in Science, Description and Measurement SI Units, Drawings, Tables, and Graphs	6.1A, 6.2A, 6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.4, 6.4A, 6.4B, 6.5, 6.5A, 6.5B 6.6A
Physical Properties and Changes in Chemical Properties and Changes in Describing Motion forces, The Laws of Motion, What is energy? Energy Transformations in Sources of Energy	6.1A, 6.1B, 6.2A, 6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.3C, 6.3D, 6.3E, 6.4A, 6.4B, 6.5A, 6.6, 6.6A, 6.6B, 6.7, 6.7A, 6.7B, 6.8, 6.8A, 6.8B, 6.9, 6.9A, 6.9B, 6.9C, 6.10
Minerals-Earth's Jewel, Rocks Rock cycle, Earth's Moving Plates, Uplift of Earth's Crust, Weathering and Soil Formation Erosion of Earth's Surface Groundwater, The Atmosphere, Earth's Weather	6.1, 6.1A, 6.1B, 6.2A, 6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.3A, 6.3C, 6.3D, 6.3E, 6.4A, 6.4B, 6.5, 6.5A, 6.5B, 6.6, 6.6A, 6.6C, 6.7A, 6.7B, 6.14A, 6.14B
Radiation from Space, Early Space Missions, Current and Future Space Missions, Earth's Place in Space The Solar System, Stars and Galaxies	6.1A, 6.1B, 6.2A, 6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.3A, 6.3C, 6.3D, 6.3E, 6.4A, 6.4B, 6.5A, 6.6, 6.6A, 6.8, 6.8B, 6.13, 6.13A, 6.13B, 6.14C
Cell Structure, Viewing Cell, Viruses, Continuing Life Genetics-The Study of Inheritance, The Environment Interactions Among Living Organisms, Matter and Energy, Types of Behavior, Behavioral Interactions	6.1, 6.1A, 6.1B, 6.2, 6.2A, 6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.3A, 6.3C, 6.3D, 6.3E, 6.4, 6.4A, 6.4B, 6.5, 6.5A, 6.5B, 6.8A, 6.8B, 6.8C, 6.10A 6.10B, 6.10C, 6.11, 6.11A, 6.11B, 6.11C 6.12, 6.12A, 6.12B, 6.12C, 6.13A, 6.13B

GRADE 7

UNIT	TEKS
Introduction to Science: Lab Safety, Lab Equipment,	1A, 1B, 2A, 2B, 2C, 2D, 3C, 4A
Interactions Between Matter and Energy Properties of Matter, Elements, Forming Compounds, Motion,	1A, 1B, 2A, 2B, 2C, 2D, 2E, 4A, 5A, 6A, 6B, 6C, 7A, 7B, 7C, 8A, 8B, 9A
Earth and Space Systems Changes and Stability, Weathering, Soil Formation, Erosion, Deposition, The Earth-Moon System	1A, 1B, 2A, 2B, 2C, 2D, 2E, 3C, 3D, 4A, 4B, 6A, 7A, 8A, 13A, 13B, 14A, 14B, 14C
Living Systems-- Digestion, Circulation, Respiration, Excretion, Fighting Disease, Nervous System, Endocrine System, Reproduction	1A, 1B, 2A, 2B, 2C, 3A, 3B, 3C, 3D, 4A, 4B, 6C, 8A, 9A, 9B, 10A, 10C, 11A, 11B

Organisms and Their Environments Ecosystems, Biomes, Relating to the Environment, Living Resources	1A, 1B, 2A, 2B, 2C, 2D, 2E, 3C, 4A, 4B, 5B, 8B, 10A, 10B, 11A, 11B, 12A, 12B, 12C, 12D, 14A, 14C
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GRADE 8

Unit	TEKS
Classroom Procedures, Safety, Lab Equipment and Scientific Method	1A, 1B, 2A, 2B, 2C, 2D, 2E, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 5A, 5B, 5C
Physical Systems - Matter and Energy	7A, 7B, 8A, 8B, 9A, 9B, 9C, 9D, 10A, 10C
Light and The Universe - Electromagnetic Spectrum -	7B, 10A, 10C, 13A, 13B, 13C, 14B
Earth Systems - Plate Tectonics - Rocks	7B, 12A, 14A, 14B
Human Activities and Earth Systems	10B, 12A, 12B, 12C, 14B, 14C
Genetic Change and Interdependence Among Living Systems	6A, 6B, 6C, 7A, 11A, 11B, 11C, 13B, 13C, 14B

INTEGRATED PHYSICS AND CHEMISTRY

Unit	TEKS
Scientific Method Metric System	1A, 1B, 2A, 2B, 2C, 2D 3A, 3B, 3C, 3D, 3E
Solids, Liquid, and Gases	1A, 2A, 2B, 2C, 2D, 3A, 7A, 7B, 8A
Classification of Matter	1A, 2A, 2B, 2C, 2D, 3C, 3E, 5B, 7E, 8A, 8C, 8E, 9D
Properties of Atoms and Per. Table	1A, 2A, 2B, 2C, 2D, 3A, 3C, 3E, 7B, 7D
Chemical Bonds	1A, 2A, 2B, 2C, 2D, 3A, 7B, 7D, 8A, 8E, 9A, 9B, 9D
Elements and Properties	1A, 2A, 2B, 2C, 2D, 3A, 3C, 3E, 7D, 8E, 9B
Organic Compounds	1A, 2C, 2D, 3A, 6B, 7D, 8A
New materials through Chemistry	1A, 2A, 2B, 2C, 2D, 3A, 3C, 3D, 3E, 7D, 8E
Solutions	1A, 2A, 2B, 2C, 2D, 3A, 8A, 8B, 9A, 9B, 9D, 9E
Chemical Reactions	1A, 2B, 2C, 2D, 3A, 3E, 7B, 7C, 8A, 8B, 8C
Acids, Bases and Salts	1A, 2A, 2B, 2C, 2D, 3A, 7A, 8A, 9A, 9B, 9C
Motion and Speed	1A, 2A, 2B, 2C, 2D, 3A, 3B, 4A, 4B, 4C
Forces	1A, 2A, 2B, 2C, 2D, 3A, 3E, 4A, 4B, 4C
Energy	1A, 2A, 2B, 2C, 2D, 4A, 4B, 6A, 6B, 6C, 6H, 8A, 8D
Work and Machines	1A, 2A, 2B, 2C, 2D, 3A, 3C, 3D, 4A, 4C, 4D, 6A
Thermal Energy	1A, 2A, 2B, 2C, 2D, 3A, 6B, 6H
Electricity	1A, 2A, 2C, 2D, 6B, 6C, 6D, 6E, 6F, 6H
Magnetism and Its Uses	1A, 2A, 2B, 2C, 2D, 3A, 3C, 3D, 3E, 5D, 6C, 6D, 6E, 6F, 6G
Radioactivity and Nuclear Energy	1A, 2A, 2B, 2C, 2D, 3A, 3C, 3E, 6C, 7B, 8D
Energy Sources	1A, 2A, 2B, 2C, 2D, 3A, 5A, 5B, 5C, 5D, 6A, 6B, 6C, 6D, 6E, 6H
Waves	1A, 2A, 2B, 2C, 2D, 3A, 3C, 3E, 5A, 5B, 5D
Sound	1A, 2A, 2B, 2C, 2D, 3A, 3C, 5A, 5B, 5D, 6A
Electromagnetic Waves	1A, 2A, 2B, 2C, 2D, 3C, 3E, 5C
Light	1A, 2A, 2B, 2C, 2D, 3D, 5A, 5B, 5C, 7D
Mirrors and Lenses	1A, 2A, 2B, 2C, 2D, 3A, 3C, 3E, 5B, 7C

PHYSICS PRE-AP

Unit	TEKS
Physics Techniques	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E
Motion	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E, 4A, 4B
Force	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E, 4C, 4D, 4E
Work and Energy	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E, 5A, 5B, 5C, 5D
Systems of Particles	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E, 5C, 5D
Rotation	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 4E
Oscillations	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 6A,
Thermodynamics	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E, 7A, 7B
Electrostatics	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E, 6B, 6C, 6F
Circuits -Current	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E, 6E, 6F
Magnetism	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E, 6D, 6F
Waves	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E, 8A, 8B, 8C
Optics -	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E, 8A, 8B, 8C
Modern Physics -	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E, 9A, 9B

BIOLOGY

Unit	TEKS
Intro Safety	1A, 1B
Scientific Method	2A, 2B, 2C, 2D, 3E, 3F
The Cell Chemistry	9A, 9C
Structure / Function	3E, 4A, 4B, 5A, 5B, 5C
Homeostasis	11A, 11B, 11C
Cell Energy	9B, 9D
Cell Reproduction	5A, 5B, 5C, 10B
Genetics	3B, 3C, 3D, 3E, 3F, 6A, 6B, 6C, 6D, 6E, 6F
Change Through Time	3A, 7A, 7B
Classification	8A, 8B, 8C
Diversity of Life	4C, 4D, 11D
Plant Unit	10C, 12A, 12C, 12D, 13A, 13B
Invertebrates	10A, 10B
Vertebrates	10A, 10B
Ecology	12A, 12B, 12D, 12E

CHEMISTRY

Unit	TEKS
Intro to Chemistry, Basic Lab Safety	1A, 1B
Matter and Change	2A, 2B, 2C, 2D, 2E, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 5A, 5C, 7A
Scientific Measurement:	1A, 2B, 2C, 2D,
Problem Solving and Research	1A, 2A, 2B, 2C, 2D, 3A
Matter and Atomic Structure	4C, 4D, 6A, 6B, 8A, 8B,
Nuclear Science	6A, 6B, 9A, 9B, 9C, 9D, 11B
Metals, Nonmetals	1A, 8A, 8B, 11A, 11B, 11C

Measuring Matter	1A, 2A, 2B, 2C, 2D
Chemical Reactions	2D, 2E, 3B, 3D, 5A, 5B, 8A, 11A, 11B, 11C, 12B
Oxidation/Reduction Reactions	2A, 2D, 2E, 3C, 3D, 10A, 10B, 11B, 11C
Stoichiometry	2A, 2B, 2C, 2D, 3C, 3D, 11B, 11C
States of Matter.	2A, 2B, 2C, 2D, 2E, 3C, 3D, 4B, 5A, 5B, 5C, 7A, 8B, 8C, 11C
Thermochemistry-Heat and Chemical Change	2A, 2B, 2C, 2D, 2E, 3B, 3C, 5A, 5B, 5C, 11A, 11B, 13C, 15A, 15B,
The Behavior of Gases	2A, 2B, 2C, 2D, 3B, 3D, 3E, 4B, 4C, 7A, 7B, 11C
Electrons in Atoms	2D, 2E, 3A, 3C, 3D, 3E, 5A, 6A, 8A, 11A
Chemical Periodicity.	2A, 2B, 2D, 3C, 3D, 3E, 4D, 6C, 11A, 11C
Chemical Bonding	2A, 2B, 2D, 2E, 3B, 3D, 4C, 6A, 8A, 8B, 8C, 8D, 11B, 14B
Water, Aqueous Systems and Solutions	2A, 5A, 5C, 8B, 11B, 11C, 12B, 12C, 13A, 13B, 13C
Acids and Bases and Neutralization and Salts	11A, 11B, 12A, 12C, 13A, 14A, 14C, 14D,

MATHEMATICS

GRADE 6

Unit	TEKS
Number, operation, and quantitative reasoning	6.1.a, 6.1.b, 6.1.c, 6.1.d, 6.1.e, 6.2.a, 6.2.b, 6.2.c, 6.2.d, 6.3.a
Patterns, relationships, and algebraic thinking	6.3.b, 6.3.c, 6.4.a, 6.4.b, 6.5, 6.3-5
Underlying processes and mathematical tools	6.10a, 6.11.b, 6.11.c, 6.11.d, 6.11.a, 6.12.a, 6.12.b, 6.13.a, 6.13.b
Geometry and spatial reasoning	6.6.a, 6.7, 6.8.a, 6.8.c
Measurement	6.8.b
Probability and statistics	6.9.a, 6.9.b, 6.10.a, 6.10.b, 6.10.c, 6.10.d

GRADE 7

Unit	TEKS
Interpreting Data and Statistics	7.1A, 7.11A, 7.11B, 7.12A, 7.12B, 7.13A, 7.13B, 7.13C, 7.13D, 7.14A, 7.14B, 7.15A, 7.15B
Application of Decimals	7.2A, 7.2B, 7.2E, 7.2G, 7.13A, 7.13B, 7.13C, 7.13D, 7.14A, 7.14B
Algebra: Integers and Equations	7.1A, 7.2A, 7.2B, 7.2C, 7.2E, 7.2F, 7.5A, 7.5B, 7.11B, 7.13A, 7.13B, 7.13C, 7.13D, 7.14A, 7.15B
Fractions and Number Theory	7.1A, 7.1B, 7.2A, 7.2E, 7.9A, 7.13A, 7.13B, 7.13C, 7.13D, 7.14A, 7.15A, 7.15B
Applications of Fractions	7.2A, 7.2B, 7.2F, 7.2G, 7.5A, 7.9A, 7.13A, 7.13B, 7.13C, 7.13D, 7.14A, 7.15B
Using Proportions and Percents	7.1B, 7.2B, 7.2D, 7.3A, 7.3B, 7.4A, 7.6D, 7.8C, 7.13A, 7.13B, 7.13C, 7.13D, 7.14A, 7.15A, 7.15B
Investigating Geometry	7.6A, 7.6B, 7.11A, 7.13A, 7.14A, 7.15A, 7.15B
Geometry and Measurement	7.1C, 7.2A, 7.4A, 7.6B, 7.6C, 7.7A, 7.7B, 7.9A, 7.13A, 7.14A, 7.15B
Probability	7.10A, 7.10B, 7.13A, 7.14A, 7.15B
Algebra: Patterns and Functions	7.4B, 7.4C, 7.9A, 7.11A, 7.11B, 7.13A, 7.14A, 7.14B, 7.15A, 7.15B

Graphing in the Coordinate Plane	7.2D, 7.4B, 7.7A, 7.7B, 7.8C, 7.11B, 7.13A, 7.14A, 7.15B
Probability	7.2F, 7.10A, 7.10B, 7.13C
Area and Volume	7.3B, 7.4A, 7.4B, 7.8A, 7.8B, 7.8C, 7.9A
Motion Geometry	
Extending Algebra	7.2E, 7.5A
Extending Logical Reasoning	7.13A, 7.13B, 7.13C, 7.13D

GRADE 8 (PRE-ALGEBRA)

Unit	TEKS
Drawing Conclusions from Statistical Data	8.2C, 8.5A, 8.11A, 8.11C, 8.12A, 8.12B, 8.12C, 8.13A, 8.13B, 8.14A, 8.14B, 8.14C, 8.14D, 8.15A, 8.15B, 8.16A, 8.16B
Integers and Variable Expressions	8.1A, 8.1D, 8.2B, 8.2C, 8.14A, 8.14B, 8.14C, 8.14D, 8.15A, 8.16B
Equations and Inequalities	8.1A, 8.2A, 8.2B, 8.2C, 8.8C, 8.14A, 8.14B, 8.14C, 8.14D, 8.15A, 8.16B
Graphing in the Coordinate Plane	8.3B, 8.4A, 8.6B, 8.7B, 8.7D, 8.14A, 8.14B, 8.14C, 8.14D, 8.15A, 8.16A, 8.16B
Rational Numbers and Irrational Numbers	8.1A, 8.1B, 8.1C, 8.2B, 8.7C, 8.9A, 8.14A, 8.14B, 8.14C, 8.14D, 8.15A, 8.16B
Applications of Proportions	8.1B, 8.2D, 8.3B, 8.6A, 8.6B, 8.7B, 8.9B, 8.14A, 8.14B, 8.14C, 8.14D, 8.15A, 8.16B
Applications of Percent	8.1B, 8.1D, 8.2C, 8.2D, 8.3B, 8.4A, 8.5A, 8.12C, 8.14A, 8.14B, 8.14C, 8.14D, 8.15A, 8.16A, 8.16B
Patterns in Geometry	8.2B, 8.2C, 8.7B, 8.8A, 8.8C, 8.13A, 8.14A, 8.14B, 8.14C, 8.14D, 8.15A, 8.16A, 8.16B
Geometry and Measurement	8.7A, 8.7B, 8.8A, 8.8B, 8.8C, 8.10A, 8.10B, 8.14A, 8.14B, 8.14C, 8.14D, 8.15A, 8.16B
Functions and Polynomials	8.2C, 8.3A, 8.4A, 8.5A, 8.5B, 8.13B, 8.14A, 8.14B, 8.14C, 8.14D, 8.15A, 8.15B, 8.16A, 8.16B
Probability	8.11A, 8.11B, 8.11C, 8.13A, 8.13B, 8.14A, 8.14B, 8.14C, 8.14D, 8.15A, 8.16B

ALGEBRA I

Unit	TEKS
Linear Equations/Inequalities	1A, 1B, 1D, 1E, 2C, 3A, 3B, 4A, 4B, 7A, 7B, 7C
Using Proportional Reasoning	1A, 1B, 1D, 2B, 2D, 3A, 3B, 4B, 5B, 6G, 7A, 11B
Relations and Functions	1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 3A, 4A, 4B, 5A, 5B, 5C, 6A, 6B, 6C, 6D, 6E, 6F, 6G, 7A, 7B, 7C
Writing Equations of Lines	1A, 1B, 1D, 1E, 2A, 2C, 2D, 3A, 4A, 4B, 5A, 5C, 6A, 6B, 6C, 6D, 7A, 7B
Systems of Linear Equations:	2C, 3A, 8A, 8B, 8C
Inequalities & Absolute Value	1B, 1D, 2C, 3A, 7A, 7B, 7C
Polynomials	3A, 3B, 4A, 4B, 11A
Factoring Polynomials	3A, 4A, 4B, 10A
Quadratic Functions	1A, 1C, 1D, 1E, 2A, 2B, 2C, 3A, 9A, 9B, 9C, 9D, 10A, 10B
Radicals & Exponents	1B, 1C, 1D, 1E, 2C, 3A, 3B, 5A, 11A, 11C

GEOMETRY

Unit	TEKS
Tools of Geometry	b1A, b1B, b2A, b2B, b3B, b3C, b3D, b3E, b4A, c1, d2A, d2C, e2D, e3A
Geometric Figures	b1A, b1B, b2B, b3B, b3C, b3D, b4A, c1, d1A, d1C, d2A, d2B, d2C, e2A, e2B, e2C, e3A, f1, f2, f4
Transformations: Shapes in Motion	b1A, b1B, b2A, b2B, b3B, b3D, b3E, b4A, c2, d2A, e2A, e2B, e2D, e3A, f1, f2, f4
Triangle Relationships	b1A, b1B, b2A, b2B, b3A, b3B, b3C, b3D, b3E, b4A, c1, d2A, d2B, d2C, e2A, e2B, e3A
Measuring in the Plane	b1B, b2B, b3A, b3B, b3D, b4A, c1, c2, d2A, d2C, e1A, e1B, e1C, e2B, e2C, e3A
Measuring in Space	b1A, b1B, b2B, b3B, b3D, b4A, c1, c2, d1A, d1B, d2A, e1A, e1B, e1C, e1D, e2D, e3A
Reasoning and Parallel Lines	b1A, b1B, b1C, b2A, b2B, b3A, b3B, b3C, b3D, b3E, b4A, c1, c2, d1C, e2A, e2D, e3A
Proving Triangles Congruent	b1B, b2A, b2B, b3B, b3C, b3D, b3E, c1, c2, d1C, d2B, e1A, e1B, e3B
Quadrilaterals	b1A, b1B, b2A, b2B, b3B, b3C, b3D, b3E, b4A, c1, c2, d2A, d2B, d2C, e1C, e2A, e2B, e3A, e3B
Similarity	b1B, b2A, b2B, b3B, b3D, b3E, c1, c2, c3, d2A, e1D, e2A, e2B, e2C, e3B, f1, f2, f3, f4
Right Triangle Trigonometry	b1A, b1B, b2B, b3B, b3D, b3E, b4A, c1, c2, c3, d2A, e1C, e2A, e2B, e3B, f2, f3, f4
Chords, Secants and Tangents	b1B, b2A, b2B, b3A, b3B, b3D, b3E, c1, c2, d2A, d2C, e1C, e2A, e2C, e3A, e3B, f2, f3

ALGEBRA II

Unit	TEKS
Review of Basic Algebra	b2A
Linear Equations	b1B, b2A, c1A, c1B
Systems of Linear Equations and Inequalities	b3A, b3B, b3C
Matrices and Determinants	b2A, b3A, b3B, b3C
Quadratic Equations and Parabolas	b2A, b2B, c1A, c1B, c2C, c2E, d1A, d1B, d2A, d2B, d3A, d3B, d3C, d3D, d4C, d4F
Functions	b1A, b1B, b2C, c1A, c1B, c1C, c2B, d1A, d1B, d2A, d3A, d4C
Powers, Roots, and Radicals	b1A, b1B, b2A, c1A, c1B, d4A, d4B, d4C, d4D, d4E, d4F
Exponential and Logarithmic Functions	b1A, b1B, b2A, c1A, c1B, c1C, e1, f1, f2, f3, f4
Polynomials and Polynomial Functions	b2A, b2B, d1B, d1C, d3C, d3D
Rational Functions	b1A, b1B, b2A, e1, e2, e3, e4, e5, e6
Quadratic Relations	c2A, c2B, c2C, c2D, c2E
Sequences and Series	b1B
Introduction to Probability	
Introduction to Trigonometry	

PRECALCULUS

Unit	TEKS
Relation, Functions, and Graphs	1B, 2B
Systems of Equations and Inequalities	3C
Nature of Graphs	1A, 1C, 1D, 1E, 2A, 3C
Polynomial and Rational Functions	1D, 3C
Trigonometry	3A, 3C, 3D
Graphs and Inverse of Trigonometric Functions	1A, 1D, 1E, 2A, 2B, 3A, 3C, 5D
Trigonometric Identities and Equations	1D, 2C, 3A, 3D, 5C
Vectors and Parametric Equations	2B, 3C, 5C, 5D, 6A, 6B
Advanced Functions and Graphing Polar Coordinates and Complex Numbers	1E, 2B, 5C, 6B
Conics	1D, 2A, 5A, 5B
Exponential and Logarithmic Functions	1A, 2C, 3A, 3C
Discrete Mathematics Sequences and Series	4A, 4B, 4C, 4D
Iteration and Fractals -	1D, 2B, 3C
Combinatorics and Probability	1A, 1E, 2B, 3C, 4A, 4D
Statistics and Data Analysis	
Graph Theory	1A, 1D, 2B, 2C, 3A, 3C
Introduction to Calculus Limits, Derivatives, and Integrals	1D, 1E, 2B, 3C

ENGLISH LANGUAGE ARTS AND READING**GRADE 6**

Unit	TEKS
Listening/Speaking	6.2B, 6.2 F
Word Identification	6.6A, B,C
Reading Accuracy/Fluency	6.7
Variety of Text	6.8A,B, C
Vocabulary	6.9B, C, D, F, G
Comprehension	6.10 A, F, L
Literary Response/Culture	6.11, D
Text Structure/ Literacy Concepts	6.12A, B, D, F, G, H, J, K
Research/Inquiry	6.13B, C, D
Purposes	6.15
Penmanship/capitalization/ punctuation	6.16
Writing/grammar/usage	6.17
Writing/process	6.18
Writing/evaluation	6.19
Inquiry/research	6.20
Connections	6.21
Viewing/representing/	6.22
interpretation/analysis	6.23

GRADE 7

Unit	TEKS
Personal Writing/Sentence Construction	1A, 1B, 1C, 1D, 2A, 2B, 2C, 2D, 2E, 2F, 3B, 4A, 5A, 5B, 5C, 5D, 5E, 5F, 6A, 6C, 7A, 7B, 7C, 7D, 7E, 8A, 8B, 8C, 8D, 9A, 9B, 9C, 9D, 9E, 9F, 9G, 10A, 10B, 10C, 10D, 10F, 10H, 10K, 10L, 11A, 11B, 11C, 11D, 12E, 12G, 12H, 12I, 13A, 13C, 13F, 13I, 14B, 14C, 15A, 15C, 15D, 15E, 15F, 15H, 17A, 17B, 17C, 17D, 17E, 17F, 17G, 17H, 18A, 18E, 18F, 18G, 18H, 19A, 19B, 19C, 19D, 19E, 20A, 20C, 20F, 21A, 22A, 22B, 22C, 23B, 24A, 24C
Writing Process/Editing	2D, 2E, 4A, 5A, 5B, 5C, 5E, 6A, 6B, 6C, 7A, 7B, 7C, 7D, 7E, 8A, 8B, 8C, 8D, 9A, 9B, 9C, 9D, 9E, 9F, 9G, 10A, 10C, 10F, 10H, 10I, 10K, 10L, 11A, 11B, 11C, 11D, 12F, 12G, 12J, 13C, 13G, 15A, 15B, 15C, 15D, 15E, 15F, 15G, 15H, 16A, 16B, 16C, 16D, 16E, 16F, 16G, 17A, 17B, 17C, 17D, 17E, 17F, 17G, 17H, 18A, 18B, 18C, 18D, 18E, 18F, 18G, 18H, 18I, 19A, 19B, 19C, 19D, 21A, 22A, 23A, 24A, 24C
Descriptive Writing/Parts of Speech	1A, 1C, 1D, 2A, 2B, 2D, 2E, 2F, 3B, 4A, 5A, 5B, 5C, 5D, 5E, 5F, 6A, 6B, 6C, 7A, 7B, 7C, 7D, 7E, 8A, 8B, 8C, 8D, 9A, 9B, 9C, 9D, 9E, 9F, 9G, 10D, 10F, 10H, 10J, 10K, 10L, 11A, 11B, 11C, 12A, 12D, 12F, 12H, 12I, 13D, 15A, 15C, 15D, 15E, 15F, 15G, 15H, 16A, 16B, 16C, 16E, 16F, 16G, 17A, 17B, 17C, 17D, 17E, 17H, 18A, 18B, 18C, 18D, 18E, 18G, 18I, 19A, 19B, 19C, 19D, 19E, 20A, 20B, 20D, 21A, 21C, 22A, 22B, 22C, 23A, 23B, 23D
Resources-Library, Reference & Electronic	1A, 1C, 1D, 4A, 4B, 5A, 5B, 5E, 6A, 6B, 6C, 7A, 7B, 7C, 7D, 7E, 8A, 8B, 8C, 8D, 9A, 9B, 9C, 9D, 9E, 9F, 9G, 15A, 15C, 16D, 16E, 16G, 17C, 18A, 18E, 18I, 20A, 20B, 20C, 20D, 20E, 20F, 20G, 21A, 22B, 24A, 24B
Expository Writing	1A, 1B, 1C, 1D, 2A, 2B, 2C, 2D, 2E, 2F, 4A, 4B, 4C, 5A, 5B, 5C, 5D, 5E, 5F, 6A, 6B, 6C, 7A, 7B, 7C, 7D, 7E, 8A, 8B, 8C, 8D, 9A, 9B, 9C, 9D, 9E, 9F, 9G, 10A, 10F, 10H, 10K, 10L, 11B, 11C, 12D, 12E, 12F, 12G, 12H, 12J, 13C, 13F, 13I, 14A, 15A, 15B, 15C, 15E, 15F, 15H, 16A, 16B, 16C, 16D, 17A, 17B, 17C, 17D, 18A, 18B, 18C, 18D, 18E, 18F, 18G, 18H, 19A, 19B, 19C, 19D, 20A, 20B, 20C, 20D, 20E, 20F, 20G, 21A, 21C, 22A, 22B, 22C, 23A, 23B, 23C, 23D, 24A
Persuasive Writing	1A, 1B, 1C, 1D, 2A, 2B, 2C, 2D, 2E, 2F, 4A, 4C, 5A, 5B, 5D, 5E, 5F, 6A, 6B, 6C, 7A, 7B, 7C, 7D, 7E, 8A, 8B, 8C, 8D, 9A, 9B, 9C, 9E, 9F, 9G, 10C, 10E, 10F, 10I, 10K, 10L, 11B, 11C, 11D, 12A, 12B, 12D, 12E, 12G, 13C, 14C, 15A, 15B, 15C, 15D, 15E, 15F, 15G, 18G, 18H, 18I, 19A, 19B, 19C, 19E, 20A, 20B, 20C, 20D, 20E, 21A, 21B, 21C, 22A, 22B, 23A, 23B, 23C, 23D, 24A, 24C
Narrative Writing	1A, 1B, 1D, 2A, 2B, 2C, 2D, 2E, 4A, 4B, 4C, 5A, 5B, 5C, 5D, 5E, 5F, 6A, 6B, 7A, 7B, 7C, 7D, 7E, 8A, 8B, 8C, 8D, 9A, 9B, 9C, 9D, 9E, 9F, 9G, 10D, 10E, 10H, 10K, 10L, 11A, 11B, 11C, 11D, 12G, 12H, 12J, 12K, 13C, 15A, 15C, 15D, 15E, 15F, 15G, 15H, 16B, 17A, 17C, 17D, 17F, 17G, 17H, 18A, 18B, 18C, 18D, 18E, 18F, 18G, 18H, 19A, 19B, 19C, 19D, 19E, 20A, 20B, 20C, 20D, 20F, 21A, 22A, 22B, 23A, 23C, 24A, 24B
Listening/Viewing/Analyzing/Speaking/Research	1A, 1B, 1C, 1D, 2A, 2B, 2C, 2D, 2E, 2F, 3B, 4A, 4C, 5A, 5B, 5C, 5D, 5E, 5F, 6A, 6B, 6C, 7A, 7B, 7C, 7D, 7E, 8A, 8B, 8C, 8D, 9A, 9B, 9C, 9D, 9E, 9G, 10C, 10E, 10G, 10H, 10K, 10L, 11A, 11B, 11C, 11D, 12E, 12F, 12G, 12I, 12J, 13C, 13E, 13F, 13I, 15A, 15B, 15E, 15F, 15H, 16C, 18A, 18B, 18C, 18D, 18E, 18F, 18H, 18I, 19A, 20A, 20B, 20C, 20D, 20E, 20F, 20G, 21A, 21B, 22A, 22B, 22C, 23A, 23B, 23C, 23D, 24A, 24B, 24C
Business and Technical Writing	2D, 2E, 4A, 5A, 5B, 5C, 5D, 8D, 15A, 15B, 15C, 15E, 15F, 15G, 15H, 16A, 16B, 16C, 16D, 16F, 17A, 17B, 17C, 18A, 18D, 18F, 18G, 19D, 20A, 20D, 21A, 22A, 23A, 23C, 24A, 24B, 24C

GRADE 8

Writing Process/Sentence Types/Nouns/ Mechanics/Narrative Writing/Pronouns/ Verbs/Diagram- ming/Literature/ Vocabulary/Spelling	8.1A, 8.1B, 8.1C, 8.1D, 8.2A, 8.2B, 8.2C, 8.2D, 8.2E, 8.2F, 8.3A, 8.3B, 8.3C, 8.4A, 8.4B, 8.4C, 8.5A, 8.5B, 8.5C, 8.5D, 8.5E, 8.5F, 8.6A, 8.6B, 8.6C, 8.7A, 8.7B, 8.7C, 8.7D, 8.7E, 8.8A, 8.8B, 8.8C, 8.8D, 8.9A, 8.9B, 8.9C, 8.9D, 8.9E, 8.9F, 8.9G, 8.10A, 8.10B, 8.10C, 8.10D, 8.10E, 8.10F, 8.10G, 8.10H, 8.10I, 8.10J, 8.10K, 8.10L, 8.10M, 8.11A, 8.11B, 8.11C, 8.11D, 8.12A, 8.12B, 8.12C, 8.12D, 8.12E, 8.12F, 8.12G, 8.12H, 8.12I, 8.12J, 8.12K, 8.13A, 8.13B, 8.13C, 8.13D, 8.13E, 8.13F, 8.13G, 8.13H, 8.13I, 8.14A, 8.14B, 8.14C, 8.15A, 8.15B, 8.15C, 8.15D, 8.15E, 8.15F, 8.15G, 8.15H, 8.16A, 8.16B, 8.16C, 8.16D, 8.16E, 8.16F, 8.16G, 8.17A, 8.17B, 8.17C, 8.17D, 8.17E, 8.17F, 8.17G, 8.17H, 8.18A, 8.18B, 8.18C, 8.18D, 8.18E, 8.18F, 8.18G, 8.18H, 8.18I, 8.19A, 8.19B, 8.19C, 8.19D, 8.19E, 8.20A, 8.20B, 8.20C, 8.20D, 8.20E, 8.20F, 8.20G, 8.21A, 8.21B, 8.21C, 8.22A, 8.22B, 8.22C, 8.23A, 8.23B, 8.23C, 8.23D, 8.24A, 8.24B, 8.24C
Persuasive Writing; Conjunctions; Prepositions; Interjec- tions; Complex Sentences; Literature; Vocabulary; Spelling; Benchmark Writing	8.1A, 8.2A, 8.2B, 8.2C, 8.2D, 8.2E, 8.2F, 8.3A, 8.3B, 8.3C, 8.4A, 8.4B, 8.4C, 8.5A, 8.5B, 8.5C, 8.5D, 8.5E, 8.5F, 8.6A, 8.6B, 8.6C, 8.7A, 8.7B, 8.7C, 8.7D, 8.7E, 8.8A, 8.8B, 8.8C, 8.8D, 8.9A, 8.9B, 8.9C, 8.9D, 8.9E, 8.9F, 8.9G, 8.10A, 8.10B, 8.10C, 8.10D, 8.10E, 8.10F, 8.10G, 8.10H, 8.10I, 8.10J, 8.10K, 8.10L, 8.10M, 8.11A, 8.11B, 8.11C, 8.11D, 8.12A, 8.12B, 8.12C, 8.12D, 8.12E, 8.12F, 8.12G, 8.12H, 8.12I, 8.12J, 8.12K, 8.13A, 8.13B, 8.13C, 8.13D, 8.13E, 8.13F, 8.13G, 8.13H, 8.13I, 8.14A, 8.14B, 8.14C, 8.15A, 8.15B, 8.15C, 8.15D, 8.15E, 8.15F, 8.15G, 8.15H, 8.16A, 8.16B, 8.16C, 8.16D, 8.16E, 8.16F, 8.16G, 8.17A, 8.17B, 8.17C, 8.17D, 8.17E, 8.17F, 8.17G, 8.17H, 8.18A, 8.18B, 8.18C, 8.18D, 8.18E, 8.18F, 8.18G, 8.18H, 8.18I, 8.19A, 8.19B, 8.19C, 8.19D, 8.19E, 8.20A, 8.20B, 8.20C, 8.20D, 8.20E, 8.20F, 8.20G, 8.21A, 8.22A, 8.22B, 8.22C, 8.23A, 8.23B, 8.23C, 8.23D, 8.24A, 8.24B, 8.24C
Descriptive writing; Personal writing; Literature; Vocabulary; Spelling; Benchmark Writing.	8.1A, 8.1B, 8.1C, 8.1D, 8.2A, 8.2B, 8.2C, 8.2D, 8.2E, 8.2F, 8.3A, 8.3B, 8.3C, 8.4A, 8.4B, 8.4C, 8.5A, 8.5B, 8.5C, 8.5D, 8.5E, 8.5F, 8.6A, 8.6B, 8.6C, 8.7A, 8.7B, 8.7C, 8.7D, 8.7E, 8.8A, 8.8B, 8.8C, 8.8D, 8.9A, 8.9B, 8.9C, 8.9D, 8.9E, 8.9F, 8.9G, 8.10A, 8.10B, 8.10C, 8.10D, 8.10E, 8.10F, 8.10G, 8.10H, 8.10I, 8.10J, 8.10K, 8.10L, 8.10M, 8.11A, 8.11B, 8.11C, 8.11D, 8.12A, 8.12B, 8.12C, 8.12D, 8.12E, 8.12F, 8.12G, 8.12H, 8.12I, 8.12J, 8.12K, 8.14A, 8.14B, 8.14C, 8.15A, 8.15B, 8.15C, 8.15D, 8.15E, 8.15F, 8.15G, 8.15H, 8.16A, 8.16B, 8.16C, 8.16D, 8.16E, 8.16F, 8.16G, 8.17A, 8.17B, 8.17C, 8.17D, 8.17E, 8.17F, 8.17G, 8.17H, 8.18A, 8.18B, 8.18C, 8.18D, 8.18E, 8.18F, 8.18G, 8.18H, 8.18I, 8.19A, 8.19B, 8.19C, 8.19D, 8.19E, 8.20A, 8.20B, 8.20C, 8.20D, 8.20E, 8.20F, 8.20G, 8.21A, 8.21B, 8.21C, 8.22A, 8.22B, 8.22C, 8.23A, 8.23B, 8.23C, 8.23D, 8.24A, 8.24B, 8.24C
Expository Wart/Verbs/Lit/EOC/ Spell	8.1A, 8.1B, 8.1C, 8.1D, 8.2A, 8.2B, 8.2C, 8.2D, 8.2E, 8.2F, 8.3A, 8.3B, 8.3C, 8.4A, 8.4B, 8.4C, 8.5A, 8.5B, 8.5C, 8.5D, 8.5E, 8.5F, 8.6A, 8.6B, 8.6C, 8.7A, 8.7B, 8.7C, 8.7D, 8.7E, 8.8A, 8.8B, 8.8C, 8.8D, 8.9A, 8.9B, 8.9C, 8.9D, 8.9E, 8.9F, 8.9G, 8.10A, 8.10B, 8.10C, 8.10D, 8.10E, 8.10F, 8.10G, 8.10H, 8.10I, 8.10J, 8.10K, 8.10L, 8.10M, 8.11A, 8.11B, 8.11C, 8.11D, 8.12A, 8.12B, 8.12C, 8.12D, 8.12E, 8.12F, 8.12G, 8.12H, 8.12I, 8.12J, 8.12K, 8.13A, 8.13B, 8.13C, 8.13D, 8.13E, 8.13F, 8.13G, 8.13H, 8.13I, 8.14A, 8.14B, 8.14C, 8.15A, 8.15B, 8.15C, 8.15D, 8.15E, 8.15F, 8.15G, 8.15H, 8.16A, 8.16B, 8.16C, 8.16D, 8.16E, 8.16F, 8.16G, 8.17A, 8.17B, 8.17C, 8.17D, 8.17E, 8.17F, 8.17G, 8.17H, 8.18A, 8.18B, 8.18C, 8.18D, 8.18E, 8.18F, 8.18G, 8.18H, 8.18I, 8.19A, 8.19B, 8.19C, 8.19D, 8.19E, 8.20A, 8.20B, 8.20C, 8.20D, 8.20E, 8.20F, 8.20G, 8.21A, 8.21B,

ENGLISH I

Unit	TEKS
Diagnostic Testing	
Parts of Speech	1A, 2B, 2C, 3B, 3D, 5A
Sentence Structure	1A, 2C, 3B, 3C, 3D, 5A, 5B
Vocabulary	6A, 6B, 6C, 6D, 6E, 6F
Elements of the Short Story/Literary Devices/Literary Analysis	1A, 1B, 1C, 2B, 2C, 2D, 2E, 3A, 3B, 4A, 4B, 4C, 4D, 4E, 5B, 6A, 6B, 6C, 6D, 6E, 6F, 7A, 7C, 7D, 7E, 7H, 7I, 7J, 8A, 10A, 10B, 11B, 11C, 11D, 11E, 11F, 11G, 11H, 12A, 12B, 12C, 12D, 13A, 13B, 13C, 13D, 13E, 14A, 14B, 14C, 14D, 15B, 15D, 16A, 16B, 16C, 16D, 16E, 16F, 17B, 17D, 18A, 18B, 19A, 19B, 21B, 21D
Outside Reading	7A, 7B, 7G, 7J, 8A, 8D, 9A, 9B
Personal Essays	1A, 1B, 1C, 2A, 4A, 4B, 5A, 5B
Creative Writing/Journals	1A, 1B, 1C, 2A, 4A, 4B, 5A, 5B
Using Modifiers	1A, 2C, 3B, 5A
Using Phrases and Clauses	1A, 2B, 2C, 3A, 3B, 3C, 3D, 5A
Romeo and Juliet/Drama/Literary Devices/Literary Analysis	1A, 1B, 2C, 3A, 3B, 4A, 4B, 4D, 4E, 5A, 6B, 6D, 6E, 6F, 7B, 7E, 7H, 8A, 8B, 9A, 10B, 11A, 11B, 11C, 11G, 11H, 12C, 13E, 14B, 14C, 14D, 15A, 15D, 16B, 16D, 16E, 16F, 17D, 18A, 18B, 19A, 19B, 20C, 20D, 20E, 20F, 21A, 21B, 21C, 21D
Elements of Poetry/Literary Devices/Literary Analysis	1A, 1B, 3A, 3B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 6C, 6F, 7D, 7H, 7I, 8A, 10A, 11A, 11C, 11G, 11H, 12A, 12C, 13B, 13C, 13E, 14A, 14D, 15A, 15B, 15D, 16A, 16B, 16D, 16E, 16F, 18A, 18B, 19A, 19B
Persuasive Writing	1A, 1B, 1C, 2A, 2B, 2C, 4G, 5A, 21E
Subject-Verb Agreement	1A, 2C, 3B, 3D, 5A
Punctuation	1A, 2C, 3A, 3B, 3D, 5A
Capitalization	1A, 3A, 3B, 3D, 5A
The Novel/Literary Devices/Literary Analysis	1A, 1B, 1C, 2A, 2B, 2C, 2D, 2E, 3A, 3B, 3C, 3D, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 5A, 5B, 6A, 6B, 6C, 6F, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 7J, 8A, 8C, 9A, 9B, 10B, 11A, 11B, 11C, 11D, 11E, 11F, 11G, 11H, 12A, 12C, 13E, 14B, 15B, 16A, 16B, 16D, 16E, 16F, 18A
Narrative Writing (Personal Narrative)	1A, 1B, 1C, 2A, 2B, 2C, 2D, 3B, 3D, 5A, 5B, 16D, 17D
Active and Passive Voice	1A, 1B, 1C, 2B, 2C, 3B, 5A, 16F
The Odyssey/Mythology/Literary Devices/Literary Analysis	1A, 1B, 1C, 2A, 2C, 3A, 3B, 3C, 4A, 4B, 4C, 4D, 4E, 5A, 6A, 6B, 6D, 6E, 6F, 7A, 7C, 7D, 7H, 7I, 8A, 10A, 10C, 11A, 11B, 11D, 11H, 13B, 13C, 14A, 15C, 16A, 16B, 16C, 16D, 16F, 17A, 17B, 17D, 18A, 18B, 19A, 19B, 20B
Research Process	1A, 1B, 1C, 2A, 2B, 2C, 2D, 2E, 3A, 3B, 4A, 4B, 4C, 4E, 4F, 5A, 5B, 7E, 7I, 8A, 13A, 13B, 13D, 13E, 15E, 16B, 16C, 16D, 17C, 19C, 20A

ENGLISH II

Unit	TEKS
Vocabulary	6A, 6B, 6C, 6D, 6E, 6F, 6G
Daily Oral Language/ Daily Language Skillbuilder	2A, 3B, 5A, 5B
Journal Writing	1A, 1B, 1C, 2A
Nonfiction/Literary Analysis/Critical Reading	1A, 1B, 2C, 3A, 3B, 4A, 4B, 4C, 4D, 4E, 4F, 6A, 6B, 6C, 6D, 6E, 6F, 6G, 7A, 7D, 7E, 7F, 7G, 7H, 8A, 8B, 9A, 10A, 10B, 10C, 11B, 11E, 11F, 12A, 12B, 13D, 15A, 15D, 15E, 16B, 16C, 16D, 16E, 16F, 17A, 17B, 17C, 17D, 17E, 17F, 18A, 18B, 18C, 19A, 19B, 19C, 20A, 20B, 21B, 21C, 21D
Expository Writing	1A, 1B, 1C, 2A, 2B, 2C, 2D, 2E, 3A, 3B, 3D, 4A, 4B, 4E, 4F, 4G, 5A, 5B, 15A, 15C, 15E, 16A, 16B, 16C, 16D, 17A, 17B, 17C, 17D, 17E, 17F, 20C, 21B, 21D
Reading and Writing Personal Essays	1A, 1B, 1C, 2A, 2B, 2C, 2D, 2E, 3A, 3B, 3D, 4A, 4B, 4C, 4D, 4E, 4F, 5A, 5B, 6B, 6C, 6D, 6E, 6G, 7D, 7E, 7F, 7G, 7H, 8A, 8B, 10A, 10B, 10C, 11B, 11E, 11F, 12A, 13D, 15A, 15B, 15D, 16A, 16B, 16C, 17A, 17B, 17D, 17F, 18C, 19A, 19B, 19C, 20A, 20B, 20D, 21A, 21B, 21D
Novel/Literary Analysis/Critical Reading	1A, 1B, 1C, 2A, 2B, 2C, 2D, 2E, 3A, 3B, 3C, 3D, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 5A, 5B, 6A, 6B, 6C, 6F, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 8A, 8C, 8D, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 12C, 13A, 13B, 13C, 13D, 13E, 14B, 15B, 16A, 16B, 16D, 16E, 16F, 18A
Sentence Construction/Sentence Conciseness	1A, 2C, 2D, 3A, 3B, 3C, 3D, 5A, 5B
Test Taking Strategies	2A, 2B, 2C, 3A, 3B, 3D, 4A, 4D, 4E, 4F, 5A, 16F
Research Project	1A, 1C, 2A, 2B, 2C, 2D, 2E, 3A, 3D, 4B, 4D, 4E, 4F, 4G, 5A, 5B, 12A, 12B, 12C, 13A, 13B, 13C, 13D, 13E, 15A, 20E, 20F, 21E
Short Story/Literary Analysis/Critical Reading	1A, 1B, 1C, 2A, 2C, 3A, 3B, 3C, 3D, 4A, 4B, 4C, 4D, 4E, 4F, 6B, 6C, 6D, 6E, 6F, 6G, 7A, 7C, 7D, 7E, 7G, 7H, 8A, 8B, 8D, 9A, 10A, 10B, 10C, 11B, 11C, 11F, 12C, 13A, 13B, 13D, 13E, 14A, 14B, 15A, 15B, 15C, 15D, 16A, 16B, 16C, 16D, 16E, 16F, 17A, 17C, 17D, 17E, 17F, 18A, 18B, 18C, 19A, 19B, 20A, 20B, 21B, 21C, 21D
Arthurian Legends/ Mythology	1A, 1B, 1C, 2C, 3A, 3B, 4A, 4B, 4C, 4E, 4F, 6B, 6C, 6E, 6G, 7A, 7D, 7F, 7G, 7H, 8A, 8B, 10A, 10B, 10C, 11A, 11E, 11F, 12A, 14A, 14B, 15A, 15C, 15D, 16A, 16C, 16D, 16E, 17D, 17F, 18A, 18B, 18C, 19A, 19B, 20B, 21B, 21C, 21D
Persuasive Essay	1A, 1B, 1C, 2A, 2B, 2C, 2D, 2E, 3A, 3B, 3D, 4A, 4E, 5A, 5B, 15A, 15C, 16C, 17F, 21B, 21D
Phrases/Clauses	1A, 1C, 2B, 2C, 3A, 3B, 3C, 3D, 5A
Compound/Complex Sentences	1A, 2B, 2C, 3A, 3B, 5A
Basic Punctuation	1A, 2C, 2E, 3A, 3D, 5A
Poetry/Literary Analysis/Critical Reading	1A, 1C, 2A, 2C, 3A, 3B, 4B, 4C, 4E, 6D, 6E, 6G, 7C, 7D, 7E, 7G, 7H, 8A, 8B, 10A, 10B, 11A, 11D, 11E, 11F, 12A, 13B, 13D, 14A, 14B, 15A, 15B, 15D, 16A, 16B, 16C, 16D, 16E, 16F, 17A, 17B, 17E, 17F, 18A, 18B, 18C, 19A, 19B, 21B, 21C
Julius Caesar/Literary Analysis/Critical Reading	1A, 1B, 1C, 2A, 2B, 2C, 2D, 2E, 3A, 3B, 4A, 4B, 4C, 4D, 4E, 5A, 5B, 6C, 6D, 6E, 7C, 7D, 7E, 7F, 7H, 7I, 8A, 10A, 10B, 10C, 11D, 11F, 12A, 12B, 12C, 13A, 13B, 13C, 13D, 13E, 14B, 15A, 15B, 15D, 16A, 16B, 16D, 16F, 17A,

	17C, 17D, 17E, 18A, 18B, 18C, 19A, 21B, 21C
Speech Presentation Skills	1A, 14A, 14B, 15A, 15C, 15E, 16A, 16B, 16C, 16D, 16E, 16F, 17A, 17B, 17C, 17D, 17E, 17F, 18A, 18B, 18C
Spelling	3A, 3B, 3C, 3D, 5A
Verbals	1A, 1C, 2B, 2C, 3A, 3B, 3C, 3D, 5A

ENGLISH III

Unit	TEKS
Composition: The writing process	1A, 1B, 1C, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 5A, 5B, 7H, 12A, 12B, 12C
Composition: Informal essay Reflective essay	1A, 1B, 1C, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 5A, 5B
Group writing analysis (Peer editing)	14A, 14B, 14C, 14D, 14E, 15A, 15B, 15C, 15D, 15E, 15F, 16A, 16B, 16C, 16D, 17A, 17B, 17C, 17D, 17E, 17F, 18A, 18B, 18C
Writing workshops	3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 5A, 5B
Grammar: Review of parts of sentence Using phrases-- verbal phrases	3A, 3B, 3C, 3D, 3E
Vocabulary: SAT review Wordskills,	6A, 6B, 6C, 6D, 6E, 6F, 6G
Literature: Native American Traditions, Accounts of Exploration and Exploitations	6A, 6B, 6C, 6D, 6E, 6F, 6G, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 8A, 8B, 8C, 8D, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 12C, 13A, 13B, 13C, 13D, 13E, 14A, 14B, 14C, 14D, 14E
Literature: The Puritan Tradition Anne Bradstreet's poetry William Bradford, William Byrd, John	1A, 1B, 1C, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 5A, 5B, 6A, 6B, 6C, 6D, 6E, 6F, 6G, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 8A, 8B, 8C, 8D, 9A, 9B, 10A, 10B, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 12C
Outside reading Book reports, oral presentations, visual representations, powerpoint, literature circles, etc.	1A, 1B, 1C, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 8A, 8B, 8C, 8D, 9A, 9B, 10A, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 12C, 15A, 15B, 15C, 15D, 15E, 15F, 16A, 16B, 16C, 16D, 17A, 17B, 17C, 17D, 17E, 17F, 18A, 18B, 18C, 19A, 19B, 19C, 20A, 20B, 20C, 20D, 20E, 20F, 21A, 21B, 21C, 21D, 21E
Composition: Comparison and contrast	1A, 1B, 1C, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 5A, 5B, 7E
Grammar: Dangling and misplaced modifiers, active-passive voice, shifts in point of view, parallelism	3A, 3B, 3C, 3D, 3E
Grammar: Using modifiers, Capitalization, End marks and commas	3A, 3B, 3C, 3D, 3E
Vocabulary: SAT analogies Wordskills	6A, 6B, 6C, 6D, 6E, 6F, 6G
Literature: The Right to Be Free Patrick Henry, Thomas Paine, Thomas Jefferson, Benjamin Franklin	1A, 1B, 1C, 5A, 5B, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 12C, 17A, 17B, 17C, 17D, 17E, 17F, 18A, 18B, 18C
Literature: The Revolutionary Period Franklin, from "Autobiography" Patrick Henry, "Speech to Virginia Convention	1A, 1B, 1C, 7H, 8C, 9A, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12C
Literature: The Spirit of Individualism:	1A, 1B, 1C, 5A, 5B, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I,

Celebrations of the Self. The Dark Side of Individualism	10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 12C, 17A, 17B, 17C, 17D, 17E, 17F, 18A, 18B, 18C
Romanticism Irving, "The Devil and Tom Walker" -- irony and humor Bryant, "Thanatopsis" -- poetic devices, figurative language, theme, and symbolism	7H, 8A, 8B, 8C, 8D, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 12C, 14A, 14B, 14C, 14D, 14E, 15A, 15B, 15C, 15D, 15E, 15F, 16A, 16B, 16C, 16D, 17A, 17B, 17C, 17D, 17E, 17F, 18A, 18B, 18C
Transcendentalism: Hawthorne, Thoreau, Emerson The Night Thoreau Spent in Jail (a play)-- read aloud in class	7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 8A, 8B, 8C, 8D, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 12C
The Scarlet Letter Theme, symbolism, characterization, language, stylistic devices, vocabulary	1A, 1B, 1C, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 5A, 5B, 6A, 6B, 6C, 6D, 6E, 6F, 6G, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 8A, 8B, 8C, 8D, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 12C, 18A, 18B, 18C, 19A, 19B, 19C, 20B, 20D
Research paper	1A, 1B, 1C, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 5A, 5B, 13A, 13B, 13C, 13D, 13E
Composition: Persuasive essay, Business writing	1A, 1B, 1C, 12C
Grammar: Fragments and run-on sentences Sentence length and variety	3A, 3B, 3C, 3D, 3E
Literature: Conflict and Expansion Mark Twain, Stephen Crane, Walt Whitman, Bret Harte, Ambrose Bierce, Abraham Lincoln, Frederick Douglas	1A, 1B, 1C, 5A, 5B, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 12C, 17A, 17B, 17C, 17D, 17E, 17F, 18A, 18B, 18C
Mark Twain, The Adventures of Huckleberry Finn Introduction to realism and naturalism Elements of the novel, humor and satire Movie, Huck Finn In-class essay	1A, 1B, 1C, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 5A, 5B, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 8A, 8B, 8C, 8D, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 12C, 19A, 19B, 19C, 20A, 20B, 20C, 20D, 20E, 20F
Composition: Short story writing	3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 5A, 5B
Literature: The Modern Age Elements of poetry and the short story	1A, 1B, 1C, 5A, 5B, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 8A, 8B, 8C, 8D, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 12C, 17A, 17B, 17C, 17D, 17E, 17F, 18A, 18B, 18C
Literature: War Abroad and Conflict at Home	1A, 1B, 1C, 5A, 5B, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 8A, 8B, 8C, 8D, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 12C, 13A, 17A, 17B, 17C, 17D, 17E, 17F, 18A, 18B, 18C
Vocabulary: SAT, ACT practice skills Wordskills	6A, 6B, 6C, 6D, 6E, 6F, 6G

ENGLISH IV

Unit	TEKS
Effective introductions and conclusions	2B, 2C
Vocabulary SAT analogies	7A, 7B, 7C, 7D, 7E, 7F, 7G
Hamlet optional play to MacBeth or as extended assignment	12A, 12B, 12C, 12D, 12E, 15A, 15C, 15E, 18A, 18B, 18D, 19A, 19B, 19C, 20B, 20D
The literary essay Tone, audience, point of view, diction, figurative language, verb tense	1A, 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 3A, 3B, 3C, 3D, 4A, 4B, 4C, 4H, 7F, 12A, 12B, 12C, 12D, 12E, 12F, 12G, 13A, 13B
History of English language	7D, 7E, 8A, 8B, 8C, 8D
Grammar: Sentence fragments and run-on sentences Sentence conciseness and variety	3A, 3B, 3C, 3D, 3E
Composition options: Persuasive essay or speech Problem-solving for critical thinking Motivational techniques Political speeches Propaganda pamphlets Reasoning techniques	1A, 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5A, 5B, 5C, 5D, 6A, 6B, 6C, 8A, 8B, 8D, 8E, 8G, 9B, 11B, 13A, 13B, 13C, 13D, 13E, 13F, 14A, 14B, 14F, 14G, 15A, 15B, 15C, 15E, 16A, 16B, 16C, 16D, 16E, 16F, 16G, 16H, 17A, 17B, 17C, 17D, 17E, 17F, 17H, 18A, 18B, 18C, 18D
Clauses Independent clauses	2F, 3C
The Research Paper Locating and organizing material, taking notes, outlining, writing first draft, revision techniques, writing final draft, using parenthetical documentation, works cited	1A, 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5A, 5B, 5C, 5D, 6A, 6B, 6C, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 9B, 9C, 9D, 11D, 12A, 12B, 12C, 12D, 12E, 12F, 14A, 14B, 14C, 14D, 14E, 14F, 14G, 15A, 15E, 16A, 16B, 16H, 17G, 21B, 21C, 21E
Parallel structure in writing Coordinate form Comparison and contrast Correlative form	3B
Metaphysical poetry of John Donne Sonnet form "Valediction: Forbidding Mourning" metaphysical conceit "Meditation XVII": analysis and in class essay	1A, 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 7A, 7B, 7D, 7E, 8A, 8B, 8E, 8G, 8H, 8I, 9C, 10A, 10C, 11B, 11D, 12A, 12E, 12F, 12G, 13C, 13E, 14B, 14F
Active and passive voice	1C, 2A
John Milton's Paradise Lost	1B, 2B, 2E, 3B, 4A, 4B, 4D, 4H, 5A, 7B, 7C, 7E, 8C, 8D, 8H, 9A, 9B, 11B, 12G, 15C, 15E, 16B, 16F, 17G, 18D, 19A, 19B, 20A
Anglo-Saxon Period	1A, 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4G, 4H, 6A, 7A, 7B, 7E, 7F, 7G, 8B, 8D, 8F, 8G, 8H, 8I, 9C, 10A, 10B, 10C, 11B, 11D, 12A, 12B, 12C, 12D, 12E, 12F, 12G, 14B, 14C, 15A, 15B, 15C, 15D, 15E, 16F, 17G, 18D
The Restoration and Enlightenment Non-fiction	1B, 1C, 1D, 2A, 2B, 2C, 2E, 2F, 2H, 4B, 4D, 4H, 7A, 7F, 8A, 8D, 8G, 8H, 10C, 11B, 11D, 12A, 12E, 12G, 13B, 13D, 13E, 13F, 14D, 15E, 19A, 19B
Early Medieval Period Historical background Ballads - elements and form	1A, 1B, 1C, 1D, 1F, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 4G, 4H, 7A, 7C, 7D, 7E, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 8H, 8I, 9A, 9C, 10A, 10B, 10C, 11A, 11B, 11D, 12A, 12C, 12D, 12E, 12F, 12G, 13B, 13D, 13F, 14B, 16A, 16B, 16C, 16D, 16F, 17F, 17G, 18D, 19A, 19B, 20B, 21A, 21B, 21C, 21D, 21E
Jonathan Swift: Elements of satire, humor	1A, 1B, 1C, 1F, 2C, 3B, 3C, 4B, 4H, 7A, 7E, 8A, 8B, 8D,

and irony "A Modest Proposal" Gulliver's Travels (excerpt and movie)	8E, 8F, 8G, 8H, 8I, 9A, 9C, 10A, 10C, 11A, 11B, 11D, 12A, 12E, 12F, 12G, 13E, 13F, 14B, 14F, 16A, 17F, 17G, 19A, 19B, 20B
Later Medieval Period Introduction to satire History of Middle English	1A, 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4G, 4H, 7A, 7B, 7C, 7D, 7E, 8A, 8B, 8D, 8E, 8F, 8G, 8I, 9A, 9C, 10A, 10C, 11A, 11B, 11D, 12A, 12C, 12D, 12F, 12G, 13C, 13D, 13E, 14B, 14F, 14G, 15A, 15C, 16A, 16E, 16F, 16H, 17G, 18B, 19A, 19B, 20B
Novel or Play unit	8F, 8G, 8H, 8I, 9A, 9B, 9C, 9D, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 12A, 12B, 12C, 12D, 12E, 12F, 12G, 13A, 13B, 13C, 13D, 13E, 13F, 15A, 15B, 15C, 15D, 15E, 16A, 16B, 16C, 16D, 16E, 16F, 16G, 16H, 18A, 18B, 18C, 18D
Renaissance	1A, 1C, 1D, 1E, 1F, 2B, 2C, 2D, 2E, 2F, 3B, 7A, 7B, 7E, 7F, 8A, 8B, 8C, 8G, 8H, 8I, 9A, 9B, 9C, 9D, 10A, 10C, 11A, 11B, 11D, 12A, 12B, 12C, 12D, 12E, 12F, 12G, 13D, 13F, 14B, 16A, 17A, 17B, 17C, 17D, 17F, 17G, 18C, 19A, 19B, 20A, 20B, 21B, 21C
Romanticism and Gothic Fiction	1A, 1B, 1C, 1D, 1E, 1F, 2C, 3B, 4A, 4B, 4D, 4H, 5C, 6C, 7A, 7B, 7C, 7E, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 8H, 8I, 9A, 9C, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 12A, 12B, 12C, 12D, 12E, 12F, 12G, 13F, 14A, 14B, 14C, 14D, 14F, 15A, 15B, 15C, 15D, 15E, 16A, 16C, 16F, 17G, 18D, 19A, 19B, 20A, 20B
Writing the college application essay	1A, 1B, 1C, 1E, 1F, 2A, 2B, 2C, 2E, 2F, 2G, 3A, 3B, 3C, 3D, 4A, 4B, 4D, 4E, 4H, 5B, 6A, 6B, 6C
The Victorian Period	1B, 1C, 3A, 3B, 4A, 4B, 4D, 4H, 8A, 8D, 8G, 8H, 12A, 12E, 12G, 13F, 15A, 15B, 15E, 16B, 16D, 16E, 16F, 17G, 17H, 19A
Modern Period Visual aid	1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 3A, 3B, 3C, 3D, 3E, 5A, 5B, 5C, 5D, 6A, 6B, 6C, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 9C, 9D, 10A, 10B, 10C, 11D, 12A, 12B, 12C, 12D, 12E, 12F, 12G, 13E, 13F, 16A, 16B, 16C, 16D, 16E, 16F, 16G, 16H, 17A, 17B, 17E, 17F, 17G, 21A, 21B, 21C, 21D
Contemporary poets	1A, 1B, 1C, 1D, 1E, 1F, 4C, 4D, 4G, 4H, 5A, 8A, 8C, 8D, 8G, 8H, 9A, 11A, 11B, 12A, 12E, 12G, 13F, 15A, 16B, 16C, 16F, 16G, 17F, 17G, 18D, 19A, 19B, 20B
Poll/Survey Project and Presentation and final speech	5A, 5B, 5C, 5D, 6A, 6B, 6C, 7A, 7B, 7D, 14A, 14B, 14C, 14D, 14E, 14F, 14G, 15A, 15B, 15C, 15D, 15E, 16A, 16B, 16C, 16D, 16E, 16F, 16G, 16H, 17A, 17B, 17C, 17D, 17E, 17F, 17G, 17H, 18A, 18B, 18C, 18D, 19A, 19B, 19C, 20A, 20B, 20C, 20D, 20E, 20F, 21A, 21B, 21C, 21D, 21E

COMMUNICATION APPLICATIONS

Unit	TEKS
Putting Communication to Work for You	1A, 1B, 1C, 1D, 1E, 1F, 1I, 1J, 1K, 2A, 2B, 2E, 2F, 2G, 2I, 3A, 3B, 3C, 3D, 3E, 3G, 3H, 3I, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4I, 4J, 4K, 4L, 4M, 4N
Exploring the Communication Process	1A, 1B, 1C, 1D, 1E, 1F, 1I, 1J, 1K, 2A, 2B, 2E, 2F, 2G, 2H, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 4G, 4H, 4I, 4K
The Communication Process and You	1A, 1B, 1C, 1E, 1I, 1J, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 3C, 3D, 3E, 3H, 3I, 4A, 4B, 4C, 4G, 4K, 4M, 4N
Discovering the Power of Oral Language	1A, 1B, 1C, 1D, 1I, 1J, 1K, 2B, 2F, 2G, 2H, 2I, 3B, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4I, 4J, 4K, 4L, 4M, 4N
Understanding Nonverbal Communication	1B, 1C, 1E, 1F, 1G, 1I, 1J, 1K, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 3D, 3E, 3H, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N
Toward Effective Listening	1A, 1C, 1E, 1F, 1G, 1H, 1I, 1J, 1K, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 2I, 3D, 3E, 3G, 3H, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4M
Building Effective Interpersonal Relationships	1A, 1B, 1C, 1F, 1G, 1H, 1J, 1K, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 2I, 3B, 3C, 3D, 3E, 3H, 3I, 4A, 4C, 4D, 4E, 4F, 4H, 4G, 4I, 4J, 4K, 4L, 4M
Developing Effective Interpersonal Skills	1A, 1B, 1C, 1D, 1E, 1F, 1I, 1J, 2B, 2C, 2D, 2E, 2F, 2H, 2I
Exploring the Interview Process Section	1A, 1B, 1C, 1D, 1E, 1F, 1I, 1J, 1K, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 2I, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4N
Understanding the Nature of Groups	1A, 1B, 1C, 1E, 1F, 1I, 1K, 2A, 2B, 2C, 2F, 2G, 3A, 3B, 3C, 3D, 3E, 3F, 3H, 3I, 3J, 3K, 3N 4B, 4C, 4D, 4I, 4J, 4K, 4L, 4M, 4N
Making Groups Work	1A, 1C, 1E, 1F, 1G, 1H, 1I, 2A, 2B, 2C, 2D, 2E, 2F, 2I, 3A, 3B, 3C, 3D, 3E, 3F, 3H, 3I, 4A, 4D, 4J, 4K, 4L, 4M, 4N
Managing Conflict	1A, 1B, 1C, 1E, 1F, 1G, 1H, 1I, 1J, 1K, 2B, 2G, 2I, 3D, 3E, 3H, 4A, 4B, 4C, 4E, 4F, 4G, 4I, 4J, 4K, 4L, 4M, 4N
Functioning as a Leader	1A, 1B, 1C, 1G, 1I, 1J, 1K, 2A, 2B, 2C, 2D, 2G, 3B, 3D, 3F, 3G, 3H, 3I, 4C, 4D, 4G, 4K
Preparing for Professional Presentations	1A, 1B, 1C, 1I, 1J, 2B, 2G, 2I, 3D, 3E, 3I, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N
Organizing Presentations	1E, 1F, 1I, 2B, 2E, 2F, 2G, 2I, 3D, 3E, 3G, 3H, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N
Supporting Presentations	1A, 1B, 1C, 1D, 1E, 1I, 1J, 3D, 4A, 4B, 4C, 4E, 4F, 4G, 4J, 4K
Preparing for Presentations	1A, 1B, 1C, 1D, 1E, 1J, 2B, 2I, 3A, 3B, 3C, 3D, 3E, 3F, 3I, 4B, 4C, 4D, 4F, 4G, 4H, 4J, 4K, 4L, 4M, 4N
Making and Evaluating Group Presentations	1B, 1C, 1E, 1H, 1J, 1K, 2A, 2B, 2C, 2I, 4A, 4D, 4E, 4I, 4J, 4K, 4L, 4M, 4N

SOCIAL STUDIES

GRADE 6

Unit	TEKS
Learning About Our World-	21B, 21C, 22A, 22D, 20A, 21B, 21C, 6A, 7B, 22A, 21C, 22C, 5A
North Africa and Southwest Asia	4A, 21B, 21C, 22A, 22D, 2A, 3B, 4A, 4B, 4D, 5A, 16A, 21B, 21C, 22A, 6B, 21B, 21C, 22A, 22D, 1B, 4B, 5A, 5B, 6B, 7A, 7B, 22A
Asia	3A, 5A, 19B, 21B, 21C, 22A, 22D, 4D, 7A, 7B, 7C, 8A, 9B, 16A, 20B, 22A, 4A, 5A, 21B, 21C, 22A, 22D, 3B, 4B, 5A, 21C
Europe	12C, 16A, 18A, 21B, 21C, 22A, 22D, 2A, 2B, 3B, 12C, 17C, 18A, 18C, 21C, 8A, 9A, 20B, 21B, 21C, 22A, 22D, 8A, 9A, 10B, 17C, 20A, 22A
Russia and the Eurasian Republics	3A, 4A, 4D, 5A, 21B, 21C, 22A, 22D, 4B, 4D, 5A, 15C, 22A, 1A, 2A, 4B, 5A, 16A, 21B, 21C, 22A, 22D, 1A, 1B, 2A, 2B, 11B, 12B, 12D, 17B, 22A
Africa South of the Sahara	3A, 15B, 15C, 17A, 21B, 21C, 22A, 22D, 4D, 5A, 6A, 8B, 9A, 18D, 22A, 3A, 5A, 16A, 21B, 21C, 22A, 22D, 3B, 4A, 4C, 4D, 5A, 6C, 8B, 9A, 21C
North America and Middle America	1A, 3A, 4A, 5A, 8A, 21B, 21C, 22A, 22D, 3B, 4D, 4B, 5A, 6A, 8A, 8B, 9A, 12B, 21C, 22A, 3A, 21B, 21C, 22A, 22D, 4B, 21C, 22A
South America	3A, 7A, 21B, 21C, 22A, 22D, 3B, 5A, 9A, 21C, 3A, 4B, 4D, 5A, 21B, 21C, 22A, 22D, 3B, 4D, 5A, 9A, 21C
Australia, Oceania, and Antarctica	3A, 16A, 21B, 21C, 22A, 22D, 4D, 5A, 6A, 6B, 6C, 8B, 9A, 18A, 3A, 4D, 5A, 8B, 9A, 21B, 21C, 22A, 22D, 1A, 3B, 4D, 5A, 15D, 21C, 22A

GRADE 7 (TEXAS HISTORY)

Unit	TEKS
Geography of Texas	7.8A, 7.8B, 7.9A, 7.9B, 7.9C, 7.10A, 7.10B, 7.19C, 7.21A, 7.21B, 7.21C, 7.21D, 7.21E, 7.21F, 7.21G, 7.21H, 7.22A, 7.22B, 7.22C, 7.22D, 7.23A, 7.23B
Multicultural Customs	7.19A, 7.19B, 7.19C, 7.21A, 7.21B, 7.21C, 7.21D, 7.21E, 7.21F, 7.21G, 7.21H, 7.22A, 7.22B, 7.22C, 7.22D, 7.23A, 7.23B
Texas Politics	7.17A, 7.17B, 7.17C, 7.18A, 7.18B, 7.21A, 7.21B, 7.21C, 7.21D, 7.21E, 7.21F, 7.21G, 7.21H, 7.22A, 7.22B, 7.22C, 7.22D, 7.23A, 7.23B
Multicultural Nature of Texas	7.18A, 7.18B, 7.19A, 7.19B, 7.19C, 7.21A, 7.21B, 7.21C, 7.21D, 7.21E, 7.21F, 7.21G, 7.21H, 7.22A, 7.22B, 7.22C, 7.22D, 7.23A, 7.23B
Early Explorers and Settlers	7.2A, 7.2B, 7.2C, 7.2F, 7.9A, 7.9B, 7.10A, 7.10B, 7.11A, 7.21A, 7.21B, 7.21C, 7.21D, 7.21E, 7.21F, 7.21G, 7.21H, 7.22A, 7.22B, 7.22C, 7.22D, 7.23A, 7.23B
Texas Christmas Traditions and Their Cultural Origin	7.19A, 7.19B, 7.22A, 7.22B, 7.22C, 7.22D
Texas Revolution	7.2D, 7.2E, 7.2F, 7.3A, 7.3B, 7.21A, 7.21B, 7.21C, 7.21D, 7.21E, 7.21F, 7.21G, 7.21H, 7.22A, 7.22B, 7.22C, 7.22D, 7.23A, 7.23B
Republic of Texas	7.2D, 7.2E, 7.3A, 7.3B, 7.4A, 7.4B, 7.11B, 7.11C, 7.11D, 7.21A, 7.21B,

	7.21C, 7.21D, 7.21E, 7.21F, 7.21G, 7.21H, 7.22A, 7.22B, 7.22C, 7.22D, 7.23A, 7.23B
The Lone Star State	7.5A, 7.5B, 7.6A, 7.6B, 7.12A, 7.12B, 7.21A, 7.21B, 7.21C, 7.21D, 7.21E, 7.21F, 7.21G, 7.21H, 7.22A, 7.22B, 7.22C, 7.22D, 7.23A, 7.23B
Growth and Development of State	7.6A, 7.6B, 7.9A, 7.9B, 7.9C, 7.21A, 7.21B, 7.21C, 7.21D, 7.21E, 7.21F, 7.21G, 7.21H, 7.22A, 7.22B, 7.22C, 7.22D, 7.23A, 7.23B
Early 20th Century	7.7A, 7.7B, 7.7C, 7.7D, 7.7E, 7.9A, 7.9B, 7.9C, 7.21A, 7.21B, 7.21C, 7.21D, 7.21E, 7.21F, 7.21G, 7.21H, 7.22A, 7.22B, 7.22C, 7.22D, 7.23A, 7.23B
Modern Texas	7.1A, 7.1B, 7.1C, 7.10A, 7.10B, 7.11A, 7.11B, 7.11C, 7.11D, 7.12A, 7.12B, 7.12C, 7.13A, 7.13B, 7.13C, 7.19A, 7.19B, 7.19C, 7.20A, 7.20B, 7.20C, 7.20D, 7.20E, 7.20F, 7.21A, 7.21B, 7.21C, 7.21D, 7.21E, 7.21F, 7.21G, 7.21H, 7.22A, 7.22B, 7.22C, 7.22D, 7.23A, 7.23B
Texas Government	7.14A, 7.14B, 7.15A, 7.15B, 7.15C, 7.16A, 7.16B

GRADE 8 (U.S. HISTORY)

Unit	TEKS
Geography Review	8.10A, 8.10B
European Exploration	8.2A
The English Colonies	8.1C, 8.2A, 8.2B, 8.3A, 8.3B, 8.3C, 8.11A, 8.12A, 8.12C, 8.13A, 8.13B, 8.16A, 8.26A
French and Indian War	8.4A
The American Revolution	8.1C, 8.4A, 8.4B, 8.4C, 8.16A, 8.16C
Creating a New Republic	8.1C, 8.4D, 8.5A, 8.5B, 8.5E, 8.15A, 8.15B, 8.16A, 8.16B, 8.18A, 8.21A, 8.21B
The United States Constitution	8.16A, 8.16C, 8.16D, 8.17A, 8.17B, 8.17C, 8.19A, 8.20A, 8.20B, 8.20C, 8.20D, 8.20E, 8.20F, 8.21C, 8.22A, 8.22B, 8.22C, 8.26C
The New Nation Growth War of 1812	8.5C, 8.5D, 8.5E, 8.14A
Westward Expansion	8.6A, 8.6B, 8.6C, 8.6D, 8.6E
Andrew Jackson Indian Removal Bank Crisis Trail of Tears	8.5F, 8.5G
Reform Movement	8.12B, 8.12C, 8.14B, 8.15B, 8.25B, 8.26B, 8.28A, 8.28B, 8.28C, 8.28D
Life in the North and South	8.7A, 8.7B, 8.7C, 8.7D, 8.11A, 8.12A, 8.13A, 8.13B, 8.18B, 8.19B, 8.25A
The War Between the States	8.8A, 8.8B, 8.8C, 8.25B
Reconstruction	8.9A, 8.9B, 8.9C, 8.29C

WORLD GEOGRAPHY

Unit	TEKS
How Geographers Look at the World	1A, 1B, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 8A, 8B, 8C, 9A, 9B, 12B, 12C, 13A, 15A, 19A, 19B, 21A, 21B, 21C, 21D, 22A, 22B, 22C, 22D, 23A, 23B, 23C, 23D
Environments, Peoples and Cultures	2A, 2B, 5A, 5B, 6B, 7A, 7B, 7C, 7D, 8A, 8B, 8D, 9A, 9B, 12C, 14C, 16A, 17A, 17B, 18A, 18C, 18D, 21A, 21B, 21C, 21D, 22A, 22B, 22C, 22D, 23A, 23B, 23C, 23D
Physical, Cultural and US / Canada Today	1A, 2A, 5A, 5B, 7B, 8A, 8B, 8D, 9B, 10A, 10B, 10C, 11A, 11B, 11C, 12B, 12C, 13A, 13B, 14A, 14C, 15A, 15B, 16A, 16C, 17A, 18B, 18D, 19A, 19B, 21A, 21B, 21C, 21D, 22A, 22B, 22C, 22D, 23A, 23B, 23C,

	23D
Physical, Cultural and Latin America Today	1A, 1B, 2A, 3B, 4A, 4C, 5A, 5B, 6A, 6B, 7B, 7C, 7D, 8A, 8B, 8C, 8D, 10C, 11B, 11C, 12A, 12B, 12C, 14A, 14B, 14C, 15A, 15C, 16A, 16B, 16C, 17A, 17B, 18A, 18B, 18C, 18D, 20B, 21A, 21B, 21C, 21D, 22A, 22B, 22C, 22D, 23A, 23B, 23C, 23D
Physical, Cultural and Europe Today	1A, 1B, 2A, 3A, 5A, 5B, 6A, 6B, 7B, 8A, 8B, 8D, 9B, 10A, 10B, 11B, 12A, 12B, 12C, 14A, 14B, 14C, 15A, 15C, 16B, 16C, 17A, 18A, 18C, 18D, 19A, 21A, 21B, 21C, 21D, 22A, 22B, 22C, 22D, 23A, 23B, 23C, 23D
Physical, Cultural and Russia Today	1A, 2A, 3B, 4A, 4C, 5A, 5B, 6B, 7C, 8A, 8B, 8D, 9A, 10A, 10B, 10C, 11A, 11B, 12B, 12C, 14A, 14B, 14C, 15A, 15C, 16B, 16C, 17A, 17B, 18A, 18B, 18C, 18D, 19B, 21A, 21B, 21C, 21D, 22A, 22B, 22C, 22D, 23A, 23B, 23C, 23D
Physical, Cultural, and Africa Today	1A, 1B, 2A, 3B, 4B, 4C, 5A, 5B, 6B, 7B, 7C, 7D, 8A, 8B, 8D, 9A, 10B, 10C, 11A, 11B, 11C, 12A, 12B, 12C, 14B, 14C, 15A, 16B, 16C, 17A, 17B, 18A, 18B, 18C, 18D, 20B, 21A, 21B, 21C, 21D, 22A, 22B, 22C, 22D, 23A, 23B, 23C, 23D
South Asia Physical, Cultural of South Asia Today	1A, 2A, 2B, 3B, 4A, 4C, 5A, 5B, 6B, 7A, 7B, 7C, 7D, 8A, 8B, 8C, 8D, 9A, 9B, 10A, 10C, 11B, 12B, 12C, 14A, 14C, 16B, 16C, 17A, 17B, 18A, 18B, 18C, 18D, 21A, 21B, 21C, 21D, 22A, 22B, 22C, 22D, 23A, 23B, 23C, 23D
East Asia Physical, Cultural and East Asia Today	1A, 2A, 2B, 3B, 4B, 4C, 5A, 5B, 6B, 7A, 7B, 7C, 7D, 8A, 8B, 8C, 8D, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 11C, 12B, 14A, 14C, 15A, 15C, 16A, 16B, 16C, 17A, 17B, 18A, 18C, 19B, 20B, 21A, 21B, 21C, 21D, 22A, 22B, 22C, 22D, 23A, 23B, 23C, 23D
South East Asia	1A, 2A, 2B, 3B, 4B, 5A, 5B, 6B, 7B, 8A, 8B, 8C, 8D, 9B, 10C, 11A, 11B, 11C, 12B, 14C, 16B, 16C, 17A, 17B, 18A, 18C, 19B, 20B, 21A, 21B, 21C, 21D, 22A, 22B, 22C, 22D, 23A, 23B, 23C, 23D
Australia, Antarctica and Oceania	1A, 2A, 2B, 3B, 4A, 4B, 4C, 5A, 5B, 6A, 6B, 7B, 8A, 8B, 8C, 8D, 9B, 10C, 11A, 11B, 12A, 14A, 14C, 16B, 16C, 17A, 17B, 18A, 18B, 18C, 18D, 19B, 21A, 21B, 21C, 21D, 22A, 22B, 22C, 22D, 23A, 23B, 23C, 23D

WORLD HISTORY

Unit	TEKS
All Year	1A, 1B, 1C, 1D, 2A, 2B, 11A, 11B, 12A, 12B, 12C, 20A, 20B, 20C, 21A, 21B, 25A, 25B, 25C, 25D, 25E, 25F, 25G, 25H, 25I, 26A, 26B, 26C, 26D, 27A, 27B
Rise of Civilization	1A, 1B, 1C, 12A, 13A, 13B, 16B, 18A, 19A
Classical Civilizations Part A	1A, 1C, 3A, 11A, 11B, 15B, 16A, 18A, 18B, 19A, 20A, 20B, 20C, 22B, 23A, 23B
Classical Civilizations Part B	1A, 6A, 6B, 6C, 19A, 22A, 23B, 23C, 23E
The Medieval World Part A	1B, 3C, 16B, 19A, 19B, 23B
The Medieval World Part B	1A, 1B, 1C, 1D, 3A, 3B, 3C, 15A, 16A, 16B, 17A, 17B, 18A, 25E, 27A, 27B
Civilizations in Asia, Africa, and the Americas	7A, 23C
Transition to Modern Times	1B, 1D, 4A, 4B, 5A, 5B, 18C, 20A

Rising Tide of Revolution	1B, 1D, 2A, 2B, 7A, 8A, 8B, 8C, 14A, 15A, 15C, 16A, 16B, 17A, 17B, 18A, 18B, 22C, 23A, 23D, 24C
Industrialization and its Impact	1A, 1B, 1C, 24A, 24B, 25B, 25E, 25H, 27A, 27B
Western Imperialism	7A, 7B
Civilization in Crisis	1A, 1B, 1C, 1D, 7B, 8A, 8B, 8C, 8D, 9A, 9B, 10A, 10B, 11A, 11B, 14C, 17A, 17B, 18C, 18D, 19B
The Contemporary World	8C, 8D, 9A, 9B, 10A, 10B, 14B, 14C, 15D, 18C, 18D

U.S. HISTORY SINCE RECONSTRUCTION

Unit	TEKS
Reconstruction Review & Westward Expansion	2B, 7A
Industrialization and Rise of Big Cities	2A, 2B, 2C, 8B, 10A, 10B, 12A, 19A, 19B, 21B, 21C, 22A, 22B, 22C, 23A
Politics	2A, 2C, 12B, 12C
Isolation to Empire	3A, 8A, 8B, 9B, 12D, 12E
Progressive Era	4A, 4B, 9A, 11B, 12D, 17B, 18A, 19A, 22A, 22B
Wilson and World War I	3B, 3C, 3D, 12E, 14E, 15B, 19A, 21D
The Roaring Twenties	5A, 5B, 13A, 13B, 14E, 15C, 17B, 18A, 18B, 20A, 20B, 20C, 20D, 20E, 21A, 21D
The Great Depression	10A, 13B, 13C, 13D, 13E, 14D, 15A, 15D, 16B, 20A
World War II	6A, 6B, 6C, 14A, 15B, 18C, 21D, 22A
The Cold War	6D, 6E, 6F, 6G, 10A, 11A, 14B, 14C
The Civil Rights Movement	7A, 7B, 7C, 7D, 17A, 21A
The Sixties	7C, 17B, 19C, 20A, 20B, 20C, 23B
The Vietnam War	6E, 16A
Decade of Doubt	15C, 16A, 17B, 21D
"Don't Worry, Be Happy!"	16A, 17A

GOVERNMENT

Unit	TEKS
Theories & Form of Govt.: Principles of Govt. Origins of American Govt.	1A, 1B, 2A, 2B, 4A, 5A, 5B, 8A, 13A, 13B, 13C, 14A, 15D
Organization of Govt. in America: Constitution Federalism Civil Liberties & Bill of Rights	2C, 2D, 4A, 5A, 5B, 8A, 8C, 8D, 8E, 9E, 10A, 10B, 10C, 10D, 13A, 13B, 13C, 14A, 14B, 14C, 14F, 15C, 15D, 17B, 17C, 18A, 18B, 18C
Legislative Branch	4A, 5A, 5B, 6A, 6B, 7B, 8B, 8F, 9A, 9E, 9H, 9I, 11A, 14D, 14E, 15D, 16A, 17C, 18A, 20A, 20B
Executive Branch	2D, 3A, 3B, 4A, 4B, 5A, 5B, 6A, 6B, 6C, 7A, 7B, 8B, 8F, 9B, 9D, 9E, 9G, 9H, 9I, 11A, 11B, 12A, 12B, 12C, 12D, 14D, 15A, 15B, 15C, 15D, 16A, 17C, 18A, 19A, 19B, 20A, 20B
Judicial Branch	4A, 5A, 5B, 6A, 6B, 8B, 8F, 9C, 9E, 9F, 9G, 9H, 9I, 11A, 14A, 14B, 14C, 14D, 14E, 15D, 16A, 17B, 17C, 18A, 18B, 18C
American Political System: Political Parties & Voting Behavior Media & Citizenship	3A, 3B, 4A, 4B, 5A, 5B, 7A, 7B, 8B, 8F, 9G, 11A, 15D, 16A, 16C, 17A, 17B, 17C, 18A, 18B, 18C

ECONOMICS

Unit	TEKS
Introduction to Economics	1A, 1B, 3A, 3B, 4A, 4B, 5A, 5B, 6A, 6B, 10A, 10B, 19A, 19D
Supply & Demand	7A, 7B, 23A, 23B, 23C, 23D, 23E, 23F, 23G, 26A, 26B, 26C, 26D
International Trade	12A, 12B, 13A, 13B, 13C, 13D, 14A, 14B
The Stock Market	11B, 11C, 27A
Money & Banking	8A, 8B, 11A, 11B
Federal Reserve System	18A, 18B
Government & the Economy	2A, 2B, 2C, 2D, 15A, 15B, 16A, 16B, 17A, 17B, 17C, 20A, 20B, 27B
Business and Labor	9A, 9B, 9C, 19B, 19C, 21A, 21B, 22A, 22B, 24A, 24B, 24C, 24D, 25A, 25B

TECHNOLOGY APPLICATIONS**COMPUTER LITERACY - GRADE 6 AND 7**

Unit	TEKS
Introduction to Computers	1A, 1B, 1C, 1E, 1F, 1G, 1H, 2A, 2B, 2C, 3A, 3B, 5A, 5C, 7A
Keyboarding	2B, 2D, 2C, 2E, 2F
Word Processing	1A, 1B, 1C, 1D, 1E, 1F, 2A, 2D, 2E, 5A, 5B, 5C, 7A, 7B, 7C, 7G, 7I, 7J, 8C, 8E, 9A, 10A, 10D, 11A, 12C, 12D
Desktop Publishing	1A, 1C, 1D, 1E, 1F, 2A, 2D, 5A, 5C, 7E, 7F, 7J, 8C, 10A, 10D, 11A, 12C, 12D
Spreadsheet	1A, 1C, 1E, 1F, 5C, 7B, 7J, 8C, 8D, 8E, 10C, 10D, 10E, 12C, 12D
Internet Research	1A, 1C, 1D, 1E, 1H, 1I, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 5C, 6A, 6B, 6C, 7H, 8A, 8B, 8C, 8E, 9B, 11C
Electronic Mail	8A
Database and CD-ROM Encyclopedia	1A, 1C, 1E, 1F, 4B, 5B, 5C, 6A, 6B, 6C, 7C, 7G, 7H, 7J, 8C, 8E, 9B, 10A, 10D, 10B, 12A, 12C, 12D
Ethics.	1A, 1C, 1F, 3A, 3B, 3C, 3D, 7I, 7J, 8C, 8E, 9A, 10A, 10D, 12D
Multimedia Presentations.	1A, 1C, 1E, 1F, 2A, 2D, 3A, 3B, 3C, 4A, 4B, 5A, 5B, 5C, 6A, 6B, 6C, 7D, 7J, 8C, 8D, 8E, 9A, 9B, 10A, 10B, 10D, 10E, 11A, 11B, 12A, 12B, 12C, 12D
Internet Publishing.	7J, 8C, 8E, 10A, 10D, 11A, 11B, 11C, 12C, 12D
Self-Assessment.	1A, 1C, 1F, 3D, 3E, 7I, 7J, 8C, 8E, 9A, 10A, 10D, 11A, 11B, 11C, 12B, 12C, 12D

KEYBOARDING - MIDDLE SCHOOL

Unit	TEKS
Keyboarding Basics.	1A 1B 1C
Alphabetic Keys.	1A 1B 1C 1F 2E 2F 2H
Word Processing Formatting.	1A 1B 1C 1F 2E 2F 2H
Capitalization, Punctuation and Number Expression Skills.	1A 1B 1C 1D 1F 2E 2F 2G 2H
Word Processing Editing.	1A 1B 1C 1F 2E 2F 2G 2H
Correspondence.	1A 1B 1C 1F 2A 2B 2E 2F 2G 2H
Numeric Keys.	1A 1B 1D 2E 2F 2H
Symbol Keys.	1A 1B 1D 2E 2F 2H
Word Processing Composition.	1A 1B 1C 1F 2E 2F 2G 2H
Reports.	1A 1B 1C 1F 2C 2E 2F 2G 2H

Outlining.	1A 1B 1C 1F 2D 2E 2F 2H
Ten Key Numeric Keypad.	1A 1B 1E 1F 2E 2F 2H

COMPUTER SCIENCE I

Unit	TEKS
Parts of the computer	1A, 1B, 1C, 1D, 2A, 2B, 2C, 3A
Operating systems and software applications	1A, 1E, 1F, 3D, 4A, 4B
Copyright laws and computer ethics.	3A, 3B, 4A, 4B
Protecting computer systems against viruses and tampering.	3A, 3B, 3C, 4A, 4B
Demonstrate how to save, retrieve, and share resources across the LAN	1A, 4A, 4B
Visual Basic	5B, 7A, 7G, 8B, 11A
Controls and how to place, size and name them properly.	5B, 7A, 7G, 8B, 11A
Examine Labels, Buttons, and Text Boxes and their more common properties.	5B, 7A, 7G, 8B, 11A, 9B, 9C, 9D, 10A, 12C
Add code to controls on the screen. Use the assignment statement.	1G, 2A, 2B, 7A, 8B, 9B, 9C, 9D, 10A, 12C
VB datatypes and how to declare using the DIM statement.	1G, 2A, 2B, 7A, 8B, 9B, 9C, 9D, 10A, 12C
Message boxes and return values.	2A, 2B, 7G, 11A, 9B, 9C, 9D, 10A, 12C
Input Boxes and the use of their error codes.	2A, 2B, 7G, 11A, 9B, 9C, 9D, 10A, 12C
IF...THEN statement.	1G, 2A, 2B, 7F, 7I, 7J, 9B, 9C, 9D, 10A, 12C
SELECT...CASE statement and its advantages over the IF...THEN statement.	1G, 2A, 2B, 7F, 7I, 7J, 9B, 9C, 9D, 10A, 12C
Compound if statement using AND and OR.	1G, 2A, 2B, 7F, 7I, 7J, 9B, 9C, 9D, 10A, 12C
Do Loop and its uses.	1G, 2A, 2B, 7C, 7F, 7I, 7J, 9B, 9C, 9D, 10A, 12C
For...Next Loop and its use as a fixed iteration loop.	1G, 2A, 2B, 7C, 7F, 7I, 7J, 9B, 9C, 9D, 10A, 12C
Do Until loop and its uses.	1G, 2A, 2B, 7C, 7F, 7I, 7J, 9B, 9C, 9D, 10A, 12C
Do...Loop While statement and its uses.	1G, 2A, 2B, 7C, 7F, 7I, 7J, 9B, 9C, 9D, 10A, 12C
Frame, Check Box and the Option Button.	1G, 2A, 2B, 7C, 7F, 7I, 7J, 9B, 9C, 9D, 10A, 12C
List boxes and how to add, remove and access items from them	5B, 5C, 7G, 9B, 9C, 9D, 10A, 12C, 11A
Combo boxes and how to add, remove and access elements in them.	5B, 5C, 7G, 9B, 9C, 9D, 10A, 11A, 12C
Arrays as an data structure.	5B, 5C, 7G, 9B, 9C, 9D, 10A, 12C, 11A
Demonstrate adding elements to an array at runtime.	5B, 5C, 7G, 9B, 9C, 9D, 10A, 12C, 11A
Searching an array of elements for a desired item.	5B, 5C, 7G, 9B, 9C, 9D, 10A, 12C
Making user defined functions.	1G, 2A, 2B, 5C, 6A, 7A, 7H, 7J, 7I,

	8B, 9B, 9C, 9D, 10A, 12C
User-Defined data Types.UDT (A.K.A.- structures).	1G, 2A, 2B, 5C, 6A, 7A, 7H, 7J, 7I, 8B, 9B, 9C, 9D, 10A, 12C
Data base file creation.	1G, 4A, 4B, 5B, 5C, 6A, 7A, 7E, 7J, 7I, 7K, 9B, 9C, 9D, 10A, 12C
How to sort information in an array of structures	1G, 2A, 2B, 4A, 4B, 5B, 5C, 6A, 7A, 7E, 7J, 7I, 7K, 7H, 8B, 9B, 9C, 9D, 10A, 12C
Searching a database for selected data.	1G, 2A, 2B, 4A, 4B, 5B, 5C, 6A, 7A, 7E, 7J, 7I, 7K, 7H, 8B, 9B, 9C, 9D, 10A, 12C
Timer Control.	7F, 7G, 9B, 9C, 9D, 10A, 12C
Shape control and how to use timers to animate them.	7F, 7G, 5A, 5B, 9B, 9C, 9D, 10A, 12C
Creating interactive animations.	1G, 2A, 2B, 5A, 5B, 5C, 6A, 7A, 7F, 7G, 7H, 7J, 7I, 8B, 9B, 9C, 9D, 10A, 12C
Sending output to printer using the .print command.	1G, 7A, 11A, 9B, 9C, 9D, 10A, 12C
Dialog Box and how to use it to open and close files.	1G, 11A, 9B, 9C, 9D, 10A, 12C
Final Project: Use all concepts learned.	1G, 2A, 2B, 6B, 4A, 5B, 7A, 7B, 7C, 7D, 7G, 7E, 8A, 8B, 8C, 8D, 9A, 9C, 9E, 9D, 10A, 10B, 11B, 12A, 12B
How to add OLE into a program.	1G, 2A, 2B, 9B, 9C, 9D, 10A, 12C

COMPUTER SCIENCE II

Unit	TEKS
Architecture of the computer system.	7J
Benefits of C++ and how it's different from earlier languages.	1A, 5A, 5B
Top-Down design, Six steps to good programming habits.	1C, 6A, 9C, 9D
Demonstrate how to write an algorithm.	6A, 6D
Software life cycle and how OOP helps to extend the life.	1A, 1C, 6A, 9D, 12B
Basic programming components.	1B, 2A, 2B
Data types; int, double, char and strings	1B, 2A, 2B, 12A
Math operators;+, -, *, /, % for integers and reals.	1B, 2A, 2B
Variables; rules, assignment, memory location, expressions, and compound assignments.	1B, 2A, 2B
Interactive programming using the cin statement	1B, 2A, 2B
String variables using apstring.h in conjunction with cin and getline.	1B, 2A, 2B
Copyright Laws and issues concerning computer usage and the information highway.	3A, 3B, 5A, 5B
Issues concerning protecting your computer system, including password and virus protection.	2A, 2B, 3B, 3C
Use of constants and typecasting in programs.	1B, 2A, 2B
Modular programming and writing functions.	1B, 2A, 2B
Parameter passing with call by value and call by reference	1B, 2A, 2B
Scope of a variable; local and global variables	1B, 2A, 2B
Writing header files.	1B, 2A, 2B
Boolean expressions and comparing different data types	1B, 2A, 2B, 7E

If statement and compound if statements	1B, 2A, 2B, 7E
If...else and the nested if statements.	1B, 2A, 2B, 7E
Switch statement..	1B, 2A, 2B, 7E
Fixed repetition pretest loop.	1B, 2A, 2B, 7E
Pretest variable condition loop.	1B, 2A, 2B, 7E
Post-test variable condition loop.	1B, 2A, 2B, 7E, 7F
Nested loops.	1B, 2A, 2B, 7E
Using condition statements and repetition statements together.	1B, 2A, 2B, 7E
Writing data to an output file.	1B, 2A, 2B, 7D, 7E, 11A, 11B
Getting data from an input file stream	1B, 2A, 2B, 7D, 7E, 11A, 11B
Array data type and the concept of indexes.	1B, 2A, 2B, 7E, 9E, 10A
Using loops for input and output of arrays	1B, 2A, 2B, 7E, 9E, 10A
Array parameters and passing arrays to functions.	1B, 2A, 2B, 7E, 10A
Sorting array using the selection sort.	1B, 2A, 2B, 4A, 4B, 7D, 7E, 10A
Searching an array using the linear search.	1B, 2A, 2B, 4A, 4B, 7E, 7D, 10A
Two-dimensional arrays and their application	1B, 2A, 2B, 7E, 9E, 10A
Struct abstract data type.	1B, 2A, 2B, 7B, 7E, 7I, 9A, 9E, 10A, 11A, 11B, 12C
Creating arrays of structs.	1B, 2A, 2B, 7B, 7E, 7I, 9A, 9E, 10A, 11A, 11B, 12C
Classes as abstract data types.	1A, 1B, 2A, 2B, 7E, 7I, 9E, 10A, 10B, 11A, 11B, 12C
Pros and cons of OOP including software maintenance and reuse of software.	1A, 1B, 2A, 2B, 7E, 7I, 9A, 9E, 10A, 10B, 11A, 11B, 12C
Classes that go with the AP computer science class	1B, 2A, 2B, 7B, 7D, 7E, 10A, 12C
Linked lists and the use of pointer variables.	1B, 2A, 2B, 7G, 10A
Recursion and its correct application	1B, 2A, 2B, 7A, 7E, 10A
How to analyze an algorithm using various methods.	1B, 2A, 2B, 9B
Binary search and the quick sort as other possible sorts and searches..	1B, 2A, 2B, 4A, 4B, 7E, 10A
Explore data structures using stacks, queues and trees.	7G, 7H
Students will demonstrate knowledge learned in this class by creating a final large project.	1B, 2A, 2B, 3D, 6B, 7C, 7E, 7I, 8A, 8B, 8C, 8D, 9E, 10A, 10B, 11A, 11B, 12A, 12B, 12C

WEB MASTERING

Unit	TEKS
Introduction To Computers, Networking, and the Internet	1A, 1B, 1C, 1D, 1E, 1F, 1G, 2A, 2B, 3A, 3B, 3C, 4A, 4B
Frontpage 2000 (Other programs can be used here as your main web-design software.)	1A, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 10A, 10B, 10C, 12B
HTML	1A, 4A, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 8A, 8B, 8C, 8D, 8E, 8F, 8G
Input/Output	1A, 1B, 4A, 5A, 5B, 7B, 7F, 8A, 9A, 9B
Frontpage 2000 II (Other software can be used instead of Frontpage 2000)	1A, 4A, 4B, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 10A, 10B, 10C

Web-site Design	1A, 2A, 2B, 4A, 6A, 6B, 6C, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 8E, 8F, 8G, 9A, 9B, 12A, 12B
Java Script	10B, 10C
Web publishing to the WWW and search engines	9A, 9B, 9C, 11A, 11B

LANGUAGES OTHER THAN ENGLISH

SPANISH I

Unit	TEKS
Lección Preliminar: The Influence Of Hispanic Culture In the U.S..	1A, 1B, 1C, 2A, 3A, 4A, 4C, 5B
Unidad 1: Greetings And Identifying People.	1A, 1B, 1C, 2A, 3A, 3B, 4A, 4B, 4C, 5A, 5B
Unidad 2: Reading And Exchanging Information About School	1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5A, 5B
Unidad 3: Giving Information About Destinations.	1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 5A, 5B
Unidad 4: Identifying, Describing, And Inquiring About Family Members	1A, 1B, 1C, 2B, 3A, 3B, 4A, 4B, 4C, 5A, 5B
Unidad 5: Describing The Location Of A Particular Place.	1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5A, 5B
Unidad 6: Describing Activities In The Past.	1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5A, 5B

SPANISH II

Unit	TEKS
Unit I - Tu y tus amistades (Lesson I - Tu y tus amigos; Lesson II - Tu y tus amigos de compras; Lesson III - Tu y la tradicion oral)	1A, 1B, 2A, 2B, 3A, 3B
Unit II - Tu y otras culturas (Lesson I - Tu y tus amigos venezolanos; Lesson II - Tu y la diversidad cultural; Lesson III - Tu y el medio ambiente)	1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5A, 5B
Unit III - Tu y los medios de comunicacion (Lesson I - Tu y las noticias; Lesson II - Tu y los anuncios comerciales; Lesson III - Tu y el mundo del misterio)	1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5A, 5B
Unit IV - Tu y el pasado (Lesson I - Tu y la ninez; Lesson II - Que hacias tu?; Lesson III - Tu y la historia)	1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5A, 5B
Unit V - Tu y tu salud (Lesson I - Tu y el ejercicio; Lesson II - Tu y la nutricion; Lesson III - Tu y la inseguridad)	1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5A, 5B
Unit VI - Tu en las montanas (Lesson I - Tu en el campamento; Lesson II - Tu en excursion; Lesson III - Tu, el narrador)	1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5A, 5B
Unit VII - Tu en busca de empleo (Lesson I - Tu propio carro?; Lesson II - Tu en busca de dinero; Lesson III - Tu en busca de experiencia)	1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5A, 5B
Unit VIII- Tu de vacaciones! (Lesson I - Tu y tus planes para el verano; Lesson II - Tu llevas demasiado!; Lesson III - Tu y el mundo hispano)	1A, 1B, 2A, 2B, 3A, 3B, 4A, 4B, 5A, 5B

SPANISH III

Unit	TEKS
Leccion Preliminar: El espanol: Pasaporte al mundo 21 Unit 1-1 to 1-2: Los chicanos/ Los Puertorriquenos en E.E.U.U.	1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5A, 5B
Unit 1-3 : Los Cubanoamericanos Unit 2-1 to 2-2 Los Origenes/al presente	1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5A, 5B
Unit 3 Leccion 1-3 Mexico, Guatemala, Teotihuacan	1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5A, 5B
Unit 4 Leccion 1-2 Cuba / Republica Dominicana Unit 6 (Future tense/ Conditional Unit 7 (Present perfect)	1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5A, 5B

FINE ARTS

ART I - MIDDLE SCHOOL

Unit	TEKS
BRAIN VS. BRAIN	1A, 2A, 2B, 2C, 4A, 4B
STILL LIFE DRAWING	1A, 1B, 2A, 2B, 2C, 3C, 4A, 4B
ART HISTORY/ ART APPRECIATION	1A, 1B, 3A, 3B, 3C, 4A, 4B
COLOR WHEEL	1A, 1B, 2A, 4A, 4B
WATER COLOR PAINTING	1A, 1B, 2A, 2C, 3A, 3B, 3C, 4A, 4B
PRINTMAKING	1A, 1B, 2A, 2B, 2C, 4A, 4B
TEXTILE MAKING (WEAVING, BASKETS, RUG,OR MACRAMÉ)	1A, 1B, 2A, 2C, 3A, 3B, 4A, 4B
CERAMICS	1A, 1B, 2A, 2B, 2C, 3B, 3C, 4A, 4B
SCULPTURE	1A, 1B, 2A, 2B, 2C, 3C, 4A, 4B

ART II - MIDDLE SCHOOL

Unit	TEKS
3-D STILL LIFE	1A, 1B, 2A, 2B, 2C, 3C, 4A, 4B
ART HISTORY/ART	1A, 1B, 3A, 3B, 3C, 4A, 4B
PAINTING	1A, 1B, 2A, 2B, 2C, 3C, 4A, 4B
OIL PASTELS	1A, 1B, 2A, 2B, 2C, 3A, 3C, 4A, 4B
SUMI-E INK PAINTING/SUMI-E TILE PAINTING	1B, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4B
MASK MAKING	1A, 1B, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4B
SILK SCREEN PRINTING	1A, 1B, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4B
TEXTILE (Batiks, 3-D weavings, Basket Shields Making)	1A, 1B, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4B
ADVERTISEMENTS	1A, 1B, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4B

MUSIC APPRECIATION - MIDDLE SCHOOL

Unit	TEKS
Historical And Cultural Roots of Today's Music & Musical Form	1C, 5A, 5B, 5C
20th Century Music	1B, 1C, 2A, 2B, 2C, 3C, 5A, 5B,

	5C
Musical Theatre	2A, 2B, 2C, 2D, 5C, 6A, 6B, 6C, 6D
Introductory Guitar and Keyboard	1A, 1B, 1C, 2C, 3A
Musical Theory, Musical Proficiency and Musical Performance	1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C, 4A, 4B, 5D, 6A, 6B, 6C, 6D

ART - LEVEL I

Unit	TEKS
Recognizing and Utilizing the Elements of Design Line	1A, 1B, 2A, 2B, 2C
Drawing Line Quality Contour Drawing	1A, 1B, 2A, 2B, 2C
Color and Introduction to Painting Color Wheel	1A, 1B, 2A, 2B, 2C
Sculpture Ceramics	1A, 1B, 2A, 2B, 2C
Printmaking Linoleum Block Monoprints	1A, 1B, 2A, 2B, 2C
Careers in Art	3C
Art History	3A, 3B, 3C
Art Criticism	4A, 4B
Sketchbook Assignments	1A, 1B, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4B

ART - LEVEL II - DRAWING

Unit	TEKS
Drawing from Objects Mediums	1A, 1B, 2A, 2B, 2C
Drawing - Anatomy and the Figure Mediums	1A, 1B, 2A, 2B, 2C
Drawing - Structures and Landscapes Mediums	1A, 1B, 2A, 2B, 2C
Drawing - Careers in Art	3C
Drawing - Personal Expression	1A, 1B, 2A, 2B, 2C, 4A, 4B
Drawing - Sketchbook Activities	1A, 1B, 2A, 2B, 2C
Drawing - Art Criticism Concepts	3A, 3B, 3C, 4A, 4B
Drawing - Art History Study of the History of Drawing	3B, 3C, 4A

PHYSICAL EDUCATION AND HEALTH

GRADE 6

Unit	TEKS
Physical fitness pre-testing/post-testing	1D, 1F, 2D, 2G, 3E, 4A, 4I, 5A, 5E, 6B, 7A
Basketball	1A, 1H, 2B, 3B, 3E, 4A, 4E, 7A
Gym Activity Games Mash Super Kickball Ball-	1A, 1C, 1G, 2C, 2G, 3D, 4D, 4H, 5E, 6A, 7D
Parachute	1A, 1C, 1G, 2C, 2G, 3D, 4D, 5E
Dance	1D, 1E, 2C
Volleyball	1G, 2E, 3A, 5E, 6A, 7C
Track and Field	1F, 3C, 3E, 4C, 4I, 7B
Soccer	1B, 1G, 2A, 2E, 3A, 3D, 4B, 4I, 5C, 7A

GRADE 7

Unit	TEKS
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Volleyball	1A, 1F, 2D, 2E, 3B, 5D, 7C
Football	1B, 2C, 2F, 3C, 4D, 4F, 7C
Track and	1F, 3C, 3E, 4C, 4I, 7B
Basketball	1A, 1H, 2B, 3B, 3E, 4A, 4E, 7A
Softball	1E, 2C, 3A, 4A, 4F, 5A, 6A, 7B
Soccer	1B, 1G, 2A, 2E, 3A, 3D, 4B, 4I, 5C, 7A
Fitness Testing	1D, 1F, 2D, 2G, 3E, 4A, 4I, 5A, 5E, 6B, 7A
Gym Activity Games Mash Super Kickball Ball-	1A, 1C, 1G, 2C, 2G, 3D, 4D, 4H, 5E, 6A, 7D

GRADE 8

Unit	TEKS
Tennis	1A, 1E, 2B, 3C, 4D, 5E, 7D
Weight Training	1B, 2D, 3B, 5A, 5D
Floor Hockey	1D, 2C, 3E, 4A, 4E, 5B, 7E
Tumbling	1C, 2E, 3D, 3F, 4F, 6B
Conditioning and Agility Activities	1G, 1H, 2G, 3H, 4B, 4H, 7C
Frisbee Golf	2A, 3A, 4C, 4G, 5C, 7A
Archery	1F, 2F, 3G, 6A
Volleyball	1G, 2E, 3A, 5E, 6A, 7C

FOUNDATIONS OF PERSONAL FITNESS

Unit	TEKS
Introduction-Key terms dealing with personal fitness	1a, 4a, 5a
Terms related to physical activity and safe exercise.	1a, 1b, 2a, 3a, 3b, 4a, 4b, 4e, 4f, 4g, 5a, 5b, 5e, 5f,
Principle of overload (frequency, intensity, and time/duration)	1a, 1b, 2a, 2b, 3a, 3b, 3c, 3d, 4a, 4c, 4d, 4e, 4f, 4g, 4h, 5a, 5b, 5c, 5f, 5g
Explanation of parts of physical fitness	1a, 1b, 2a, 2b, 3a, 3c, 3d, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 5a, 5b, 5c, 5d, 5e, 5f, 5g
Weight training and its benefits	1a, 1b, 2a, 2b, 3a, 3b, 3c, 4a, 4c, 4f, 4g, 4h, 5a, 5b, 5d, 5e, 5f, 5g
Weight-training exercise circuits	1a, 1b, 2a, 2b, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4f, 4g, 4h, 5a, 5b, 5c, 5d, 5e, 5f, 5g
Three basic food nutrients (carbohydrates, fats and proteins) and their importance	1a, 1b, 2a, 2b, 3a, 3b, 3c, 3d, 4a, 4d, 4f, 4g, 4h, 5a, 5c, 5d, 5e, 5f, 5g

HEALTH

Unit	TEKS
First-aid And Heart Disease	1F, 7F, 12A
Making Healthy Choices: Wellness	1A, 1I, 2B, 4A, 6A, 6B, 16A, 16B, 16D, 17A, 17B, 17C
Substance Abuse: Tobacco	2B, 3C, 5A, 5B, 5D, 7A, 7B, 7C, 7D, 7G, 8A, 13A, 13E, 13G, 14A, 16A, 16D
Substance Abuse: Coordination And Control	2B, 3C, 5A, 5B, 5D, 7A, 7B, 7C, 7D, 7G, 8A, 13A, 13E, 13G, 14A, 16A, 16D
Human Development: Human Relationships	1I, 3A, 3B, 3D, 5C, 5D, 6C, 7B, 7G, 7H, 7I, 7J, 7K, 7L, 8A, 9A, 9B, 13A, 13B, 13C, 13F, 13G, 14A, 14C, 16A

Infectious Disease	1A, 1C, 1I, 2A, 2B, 2C, 2D, 4A, 4B, 5D, 6B, 6C, 7B, 7G, 7H, 7I, 7J, 7K, 7L, 11A, 13B, 13C, 13D, 13E, 14C
Personal Health And Fitness	1A, 1B, 1C, 1D, 1F, 1I, 2A, 2C, 2D, 4B, 6A, 6B, 8B, 17C
Mental Health: Personality	1E, 1G, 1H, 7E, 7G, 7H, 7J, 8A, 13A, 13D, 13E, 13F, 13G, 14A, 14B, 15A, 15B, 15C, 16C
A Safe Environment	4B, 7F, 10A, 10B, 10C, 11A, 11B, 12A, 12B, 17C

Special Education Program

Special education services shall be provided to eligible students in accordance with applicable federal law and regulations, state statutes and rules, HSA-College Station policies and procedures.

To be eligible to receive special education services, a student must have been determined to have one or more of the disabilities listed in federal regulations or in state law or both, and have an identified educational need .

HSA-College Station will provide a comprehensive special education instructional program for eligible students, as mandated by constitutional and statutory laws and regulations and ensure that students with disabilities are educated, to the extent appropriate, with students who are not disabled.

A variety of instructional arrangements and settings will be provided along a continuum from the least restrictive to the most restrictive environment. The Admission, Review and Dismissal (ARD) committee, when placing a student in special education, will consider all available options in the process of determining the most appropriate instructional setting(s) for the student.

ESL/BE Program

HSA-College Station will be committed to meet the needs of students who are identified as limited English proficient (LEP) and to provide an equal educational opportunity by providing bilingual education (BE) and English as a Second Language (ESL) programs that will emphasize the mastery of basic English language skills that will enable students to participate effectively in the regular program and to master the essential knowledge and skills of the state curriculum.

HSA-College Station views BE/ESL as a program, which utilizes the students' native language, and English in the learning process. The BE/ESL Program considers the students' native language, culture and knowledge to be the foundation for academic and social growth. Integrating language and literacy skills across the curriculum provides students with the opportunity to acquire a high level of literacy and fluency in English while developing their native language.

The goal of BE/ESL education programs will be to enable second language learners to become competent in the comprehension, speaking, reading, and composition of the English language through the development of literacy and academic skills in the primary language and English.

ESL I

Unit	TEKS
Survival Skills:	2A, 2B, 2C, 14A, 14B, 14C, 14D, 14E, 21D, 22A, 23A, 24A
Clothing (identifying, shopping, using money)	14A, 14B, 14C, 14D, 14E, 16B, 16C, 19B, 19C, 21E, 22D, 22E, 22F, 22G, 23A, 23B, 23C, 23E, 23F
Talking About People, Using the Telephone, Asking Questions	14A, 14B, 14C, 14D, 14E, 15A, 16C, 16D, 16E, 16F, 16G, 22A, 22B, 22C, 22E, 22F, 22G, 23A, 23B, 23C, 23D, 23E, 23F, 24B, 24C, 24D, 24E, 24F
Household Words (rooms, furniture, location words, possessives)	2A, 2B, 2C, 2D, 2E, 6A, 6B, 6C, 6D, 6E, 6F, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 9B, 14A, 18B, 19C, 22A, 23F, 25D
Mythology	6A, 6B, 6C, 6D, 6E, 6F, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 7J, 8A, 8B, 8C, 8D, 9A, 9B, 10A, 10B, 10C, 13A, 14A, 14B, 14C, 14D, 14E, 15A, 16B, 16C, 16D, 16E, 16F, 16G, 19A, 19B, 22B, 22C, 22D, 22E, 22F, 22G, 23A, 23B, 25A, 25B, 25C, 25D, 25E, 25F, 25G, 25H, 25I, 25J, 25K
Short Story (terms, selected stories)	6A, 6B, 6D, 6F, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 8A, 8B, 8C, 8D, 9A, 11A, 11B, 11D, 11E, 11F, 14A, 14B, 14C, 14E, 15A, 16E, 16F, 19A, 19B, 22A, 22B, 22C, 22D, 22E, 22F, 22G, 23A, 24A, 25B, 25H, 25I, 25J
Talking About Self, Hobbies, Pastimes, Family, Sports, Likes, Dislikes	14A, 14B, 14C, 14D, 14E, 15A, 16A, 16B, 16C, 16D, 16E, 16F, 16G, 17A, 17B, 17C, 21D, 21E, 22F, 22G, 23A
Writing Sentences and Paragraphs (descriptive, expository, narrative)	1A, 1B, 1C, 1D, 2A, 2B, 2C, 2D, 2E, 3A, 3B, 3C, 3D, 5A, 5B, 26A, 26B, 26C, 26Ei, 26Eii, 26Eiii, 26Eiv, 26F, 26G, 26H
Writing Poetry (Diamantes, Color Poems, Concrete Poems)	1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C, 3D, 5A, 5B, 14D, 14E, 15B, 15C, 21E, 22C, 22D, 22E, 23A, 23B, 24E, 24F
Vocabulary Development	6A, 6B, 6C, 6D, 6E, 6F, 14B, 22F, 22G, 23A

ESL II

Unit	TEKS
Personal Writing:	1A, 1B, 1C, 1D, 2A, 3A, 5A
Daily Oral Writing:	3A, 3B, 3C, 3D
Short Story Unit	7G, 7H, 7I, 8A, 8B, 8C, 8D, 9A, 9B, 10A, 10B, 10C, 11A, 11B
Writing and Reading Skills	2A, 2B, 2C, 2D, 3C, 3D, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I
Vocabulary / Spelling	6A, 6B, 6C, 6D, 6E, 6F, 6G
Legends Around the World	7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 8A, 8B, 8D, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 11C, 14B, 19A, 20F, 22F, 23A
Sustained Silent Reading	6G, 7A, 7B, 10A, 16B, 21A, 21B, 25B, 25C, 25D, 25F, 25G, 25H, 25I, 25J, 25K
Persuasive Essay Writing	1A, 1B, 1C, 1D, 2A, 2B, 2C, 2D, 2E, 3A, 3B, 3C
Journal Writing	1A, 1B, 1C, 1D, 2A, 3A
Novel Unit	7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 8A, 9A, 10A, 11A, 11F
Oral Reading	14A, 14B, 14C, 14D, 15A, 15B, 15C, 15D, 15E, 16A, 16B, 16F, 16G, 18A, 25H, 25I, 25J, 25K
Poetry	9A, 9B, 10A, 10B, 10C, 11A, 11B, 11C, 14B, 14C

ESL III

Unit	TEKS
The Short Story: concepts, comprehension, comparison/evaluation cultural comparisons	7I, 8A, 8B, 8C, 8D, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 12C, 13A, 14A, 16B, 18A, 18B, 19A, 19B, 19C, 20A, 20B, 20C, 20D, 20E, 20F
Writing a Short Story: combining elements of the short story into an original story	7I, 8A, 8B, 8C, 8D, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 12C, 13A, 14A, 16B, 16C, 16D, 18A, 18B, 19A, 19B, 19C, 20A, 20B, 20C, 20D, 20E, 20F, 21A, 21B, 21C, 21D, 21E
Vocabulary/Spelling	6A, 6B, 6C, 6D, 6E, 6F, 6G
Reading Comprehension: Drawing conclusions Synthesizing, Analyzing, Recognizing fact, opinion, propaganda (advertising)	7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 8A
Conventions of English: grammar, punctuation, spelling	1A, 1B, 1C, 2A, 2B, 2C, 2D, 2E, 3A, 3B, 3C, 3D, 3E
The American Novel: To Kill a Mocking Bird or other American novel selected by teacher	1A, 3A, 4F, 5A, 5B, 6E, 7E, 8A, 8B, 8C, 8D, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 14E, 15F, 16A, 16B, 17A, 18B, 18C, 19A, 19B, 19C, 20A, 20B, 20C, 20D, 20E, 20F, 21A, 21B, 21C, 21D, 21E
Research: The American South at the time of To Kill a Mocking Bird	1C, 2E, 3A, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 5A, 8A, 9A, 9B, 10A, 10B, 11A, 11B, 11C, 13A, 13B, 13C, 13D, 13E, 15A, 18A, 18B, 18C, 19A, 19B, 19C, 20A, 21A, 21B, 21C, 21D, 21E
Letter Writing: thank you notes, invitations, letters of complaint, business letters, envelopes	1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C, 3D, 3E, 5A, 5B, 15A, 15B, 15C, 15D, 15E, 15F, 16A, 16B, 16C, 16D, 17A, 17B, 17C, 17D, 17E, 17F, 21B, 21C, 21D, 21E
Listening/Speaking Pronunciation drill, oral reading; choral reading	6A, 6B, 6C, 6D, 6E, 6F, 6G, 7A, 14E, 15A, 15B, 15C, 15D, 15E, 15F, 16A
American Drama: Twelve Angry Men or other play selected by teacher	3C, 4D, 8C, 8D, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 14A, 14B, 14C, 14D, 14E, 15A, 15B, 15C, 15D, 15E, 15F, 16A, 16B, 16C, 16D, 18A, 18B, 18C, 19A, 19B, 19C, 20A, 20B, 20C, 20D, 20E, 20F

b) HSA-College Station will implement the graduation requirements mandated by §74.D. (Subchapter D issued under the Texas Education Code, §§7.102, 28.002, 28.023, 28.025, 28.054, and 38.003). §74.D presents three graduations options as: Minimum Graduation Plan (22 credits), Recommended High School Program-RHSP (24 credits) and Distinguished Achievement Program-DAP (24 credits). HSA-COLLEGE STATION will strongly encourage its students towards RHSP and DAP.

These graduation plans are briefly summarized below:

Minimum High School Program (Minimum Graduation Plan).

A student must earn at least 22 credits to complete the Minimum High School Program. And must demonstrate proficiency in the following.

English language arts (four credits). The credits must consist of:

(A) English I, II, and III (**English I for Speakers of Other Languages and English II for Speakers of Other Languages may be substituted for English I and II only for immigrant students with limited English proficiency**); and

(B) Fourth credit of English, which may be satisfied by English IV, Research/Technical Writing, Creative/Imaginative Writing, Practical Writing Skills, Literary Genres, Business Communication, Journalism, or concurrent enrollment in a college English course.

Mathematics (three credits) to include Algebra I and Geometry.

Science (two credits). The credits must consist of Biology and Integrated Physics and Chemistry (IPC). A student may substitute Chemistry or Physics for IPC and then must use the second of these two courses as the academic elective credit.

Social studies (two and one-half credits). The credits must consist of World History Studies (one credit) or World Geography Studies (one credit), United States History Studies Since Reconstruction (one credit), and United States Government (one-half credit).

Economics, with emphasis on the free enterprise system and its benefits (one-half credit).

Academic elective (one credit). The credit must be selected from World History Studies, World Geography Studies, or any science course approved by the State Board of Education (SBOE) for science credit (relating to Texas Essential Knowledge and Skills for Science). If a student elects to replace IPC with either Chemistry or Physics as described above, the academic elective must be the other of these two science courses.

Physical education (one and one-half) credits to include Foundations of Personal Fitness (one-half credit).

A student may not earn more than two credits in physical education toward state graduation requirements.

Issue Identified:

P. 114. State that the proper procedures for allowing students to graduate under the minimum high school program will be followed.

Response:

- b) HSA-College Station will implement the graduation requirements mandated by §74.D. (Subchapter D issued under the Texas Education Code, §§7.102, 28.002, 28.023, 28.025, 28.054, and 38.003). §74.D presents three graduations options as: Minimum Graduation Plan (22 credits), Recommended High School Program-RHSP (24 credits) and Distinguished Achievement Program-DAP (24 credits). HSA-COLLEGE STATION will strongly encourage its students towards RHSP and DAP.

The proper procedures for allowing students to graduate under the minimum high school program will be followed

TEACHER TO STUDENT RATIO:

Issue Identified:

P. 8 Change the statement that the ratio is 1/15.

Response:

The statement regarding teacher to student ratio on P. 8 is changed to 1 to 22.

HUMAN RESOURCES INFORMATION:

Issue Identified:

Please demonstrate that the board of the charter holder is ultimately responsible for management and administrative practices (p.143) and reporting requirements, including PEIMS (P. 144)

HSA-College Station will allow a student to substitute certain physical activities for the required credits in physical education, including the Foundations of Personal Fitness. The substitutions must be based on the physical activity involved in drill team, marching band, and cheerleading during the fall semester; Junior Reserve Officer Training Corps (JROTC); athletics; Dance I-IV; two- or three-credit career and technology work-based training courses, and off-campus physical education.

Health education (one-half credit), which may be satisfied by Health 1 or Advanced Health.

Speech (one-half credit). The credit must consist of Communication Applications.

Technology applications (one credit), which may be satisfied by the following courses:

A) Computer Science I, Computer Science II, Desktop Publishing, Digital Graphics/Animation, Multimedia, Video Technology, Web Mastering, or Independent Study in Technology Applications;

B) Business Computer Information Systems I or II, Business Computer Programming, Telecommunications and Networking, or Business Image Management and Multimedia; or

C) Computer Applications, Technology Systems (modular computer laboratory-based), Communications Graphics (modular computer laboratory-based), or Computer Multimedia and Animation Technology.

Elective Courses (five and one-half credits). The credits must be selected from the list of courses specified in §74.41(f) of §74D (relating to High School Graduation Requirements).

Recommended High School Program.

A student must earn at least 24 credits to complete the Recommended High School Program and must demonstrate proficiency in the following:

English language arts (four credits). The credits must consist of English I, II, III, and IV (**English I for Speakers of Other Languages and English II for Speakers of Other Languages may be substituted for English I and II only for immigrant students with limited English proficiency**).

Mathematics (three credits). The credits must consist of Algebra I, Algebra II, and Geometry.

Science (three credits). One credit must be a biology credit (Biology, Advanced Placement (AP) Biology, or International Baccalaureate (IB) Biology). Students must choose the remaining two credits from the following areas. Not more than one credit may be chosen from each of the areas to satisfy this requirement. Students on the Recommended High School Program are encouraged to take courses in biology, chemistry, and physics to complete the science requirements.

Integrated Physics and Chemistry (IPC);

Chemistry, AP Chemistry, or IB Chemistry; and

Physics, Principles of Technology I, AP Physics, or IB Physics.

Social studies (three and one-half credits). The credits must consist of World History Studies (one credit), World Geography Studies (one credit), United States History Studies Since Reconstruction (one credit), and United States Government (one-half credit).

Economics, with emphasis on the free enterprise system and its benefits (one-half credit).

Languages other than English (two credits). The credits must consist of Level I and Level II in the same language.

Physical education (one and one-half credits) to include Foundations of Personal Fitness (one-half credit).

A student may not earn more than two credits in physical education toward state graduation requirements.

HSA-COLLEGE STATION will allow a student to substitute certain physical activities for the required credits in physical education, including the Foundations of Personal Fitness. The substitutions must be based on the physical activity involved in drill team, marching band, and cheerleading during the fall semester; Junior Reserve Officer Training Corps (JROTC); athletics; Dance I-IV; and two- or three-credit career and technology work-based training courses.

Health education (one-half credit), which may be satisfied by Health 1 or Advanced Health.

Speech (one-half credit). The credit must consist of Communication Applications.

Technology applications (one credit), which may be satisfied by the following courses:

A) Computer Science I, Computer Science II, Desktop Publishing, Digital Graphics/Animation, Multimedia, Video Technology, Web Mastering, or Independent Study in Technology Applications;

B) Business Computer Information Systems I or II, Business Computer Programming, Telecommunications and Networking, or Business Image Management and Multimedia; or

C) Computer Applications, Technology Systems (modular computer laboratory-based), Communications Graphics (modular computer laboratory-based), or Computer Multimedia and Animation Technology.

Fine arts (one credit), which may be satisfied by any course in Chapter 117, Subchapter C, of this title (relating to Texas Essential Knowledge and Skills for Fine Arts).

Elective Courses (three and one-half credits). The credits may be selected from the list of courses specified in §74.41(f) of this title (relating to High School Graduation Requirements). All students who wish to complete the Recommended High School Program are encouraged to study each of the four foundation curriculum areas (English language arts, mathematics, science, and social studies) every year in high school.

Distinguished Achievement High School Program—Advanced High School Program

A student must earn at least 24 credits to complete the Distinguished Achievement High School Program and must demonstrate proficiency in the following:

English language arts (four credits). The credits must consist of English I, II, III, and IV (**English I for Speakers of Other Languages and English II for Speakers of Other Languages may be substituted for English I and II only for immigrant students with limited English proficiency**).

Mathematics (three credits). The credits must consist of Algebra I, Algebra II, and Geometry.

Science (three credits). One credit must be a biology credit (Biology, Advanced Placement (AP) Biology, or International Baccalaureate (IB) Biology). Students must choose the remaining two credits from the following areas. Not more than one credit may be chosen from each of the areas to satisfy this requirement. Students on the Distinguished Achievement High School Program are encouraged to take courses in biology, chemistry, and physics to complete the science requirements.

A) Integrated Physics and Chemistry (IPC);

B) Chemistry, AP Chemistry, or IB Chemistry; and

C) Physics, Principles of Technology I, AP Physics, or IB Physics.

Social studies (three and one-half credits). The credits must consist of World History Studies (one credit), World Geography Studies (one credit), United States History Studies Since Reconstruction (one credit), and United States Government (one-half credit).

Economics, with emphasis on the free enterprise system and its benefits--one-half credit.

Languages other than English (three credits). The credits must consist of Level I, Level II, and Level III in the same language.

Physical education (one and one-half credits) to include Foundations of Personal Fitness (one-half credit).

A student may not earn more than two credits in physical education toward state graduation requirements.

HSA-COLLEGE STATION will allow a student to substitute certain physical activities for the required credits in physical education, including the Foundations of Personal Fitness. The substitutions must be based on the physical activity involved in drill team, marching band, and cheerleading during the fall semester; Junior Reserve Officer Training Corps (JROTC); athletics; Dance I-IV; and two- or three-credit career and technology work-based training courses.

Health education (one-half credit), which may be satisfied by Health 1 or Advanced Health.

Speech (one-half credit). The credit must consist of Communication Applications.

Technology applications (one credit), which may be satisfied by the following courses:

A) Computer Science I, Computer Science II, Desktop Publishing, Digital Graphics/Animation, Multimedia, Video Technology, Web Mastering, or Independent Study in Technology Applications;

B) Business Computer Information Systems I or II, Business Computer Programming, Telecommunications and Networking, or Business Image Management and Multimedia; or

C) Computer Applications, Technology Systems (modular computer laboratory-based), Communications Graphics (modular computer laboratory-based), or Computer Multimedia and Animation Technology.

Fine arts (one credit), which may be satisfied by any course in Chapter 117, Subchapter C, of this title (relating to Texas Essential Knowledge and Skills for Fine Arts).

Elective Courses (two and one-half credits). The credits may be selected from the list of courses specified in §74.41(f) of this title (relating to High School Graduation Requirements). All students who wish to complete the Distinguished Achievement High School Program are encouraged to study each of the four foundation curriculum areas (English language arts, mathematics, science, and social studies) every year in high school.

Advanced measures. A student also must achieve any combination of four of the following advanced measures. Original research/projects may not be used for more than two of the four advanced measures. The measures must focus on demonstrated student performance at the college or professional level. Student performance on advanced measures must be assessed through an external review process. The student may choose from the following options:

(1) original research/project that is:

(A) judged by a panel of professionals in the field that is the focus of the project; or

(B) conducted under the direction of mentor(s) and reported to an appropriate audience; and

(C) related to the required curriculum set forth in §74.1 of this title (relating to Essential Knowledge and Skills);

(2) test data where a student receives:

(A) a score of three or above on the College Board advanced placement examination;

(B) a score of four or above on an International Baccalaureate examination; or

(C) a score on the Preliminary Scholastic Assessment Test (PSAT) that qualifies the student for recognition as a commended scholar or higher by the National Merit Scholarship Corporation, as part of the National Hispanic Scholar Program of the College Board or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the National Merit Scholarship Corporation. The PSAT score shall count as only one advanced measure regardless of the number of honors received by the student; or

(3) college academic courses and tech-prep articulated college courses with a grade of 3.0 or higher.

Elective credits in all three graduation programs may be selected from the following:

(1) the list of courses approved by the State Board of Education (SBOE) for Grades 9-12 as specified in §74.1 of this title (relating to Essential Knowledge and Skills);

(2) state-approved innovative courses as specified in §74.27 of this chapter (relating to Innovative Courses and Programs);

(3) Junior Reserve Officer Training Corps (JROTC)--one to four credits;

(4) Driver Education--one-half credit.

College Board advanced placement and International Baccalaureate courses may be substituted for courses required in appropriate areas in all three high school graduation programs. College Board advanced placement and International Baccalaureate courses may be used as electives in all three high school graduation programs.

Students shall be given the opportunity each year to select courses in which they intend to participate from a list that includes all courses cited above. If all required courses are not offered simultaneously in one school year, then the school will give notice of such fact to the enrolled students. In any case, the school will provide all required courses at least every other year.

If a minimum of ten students enroll in a course required for graduation, then the school will offer that course. If there are fewer than ten students enrolled for a course required for graduation, then the school may help those students take the course using alternative delivery of the course such as web-based instruction.

Personal Graduation Plan

HSA-College Station will develop and implement personal graduation plans for those students who do not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39; or who are not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade 9 (as determined by the district) (TEC §28.0212). Additionally, HSA-COLLEGE STATION will provide accelerated instruction to a student enrolled in the school who has taken the secondary exit-level assessment instrument and has not performed satisfactorily on each section or who is at risk of dropping out of school (TEC §29.081).

Each personal graduation plan will:

- 1) identify educational goals for the student;
- 2) include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;
- 3) include an intensive instruction program described by Section 28.0213;
- 4) address participation of the student's parent or guardian, including consideration of the parent's or guardian's educational expectations for the student; and
- 5) provide innovative methods to promote the student's advancement, including flexible scheduling, alternative learning environments, on-line instruction, and other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability.

For students receiving special education services, an individualized education program developed under TEC §29.005 may be used as the student's Personal Graduation Plan.

Graduation Methods and Requirements for Special Education Students.

The secondary program of a student with disabilities shall terminate either with graduation or when the student has mastered the IEP and no longer meets the age requirement for eligibility in Texas Education Code § 21.501. A student with disabilities who has not reached his or her 22nd birthday on September 1 of a scholastic year shall be eligible for services through the end of that scholastic year or until graduation, whichever comes first.

A student may be graduated upon determination by the ARD committee that these requirements have been met according to the provisions specified below:

1. Graduation Method I (Regular Graduation)

A student receiving special education services may graduate by meeting both the general education curriculum and credit requirements and passing the exit level TAKS, or by meeting both requirements and being exempted from the exit level TAKS. (Please note that students, who meet the curricular and credit requirements for the recommended and distinguished plans without content modifications, may graduate under those plans.)

2. Graduation Method II (Employment)

A student receiving special education services may also be graduated upon the determination by the ARD committee that the student has completed requirements specified in the IEP which have resulted in the following:

full-time employment, including VAC and vocational education programs, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain the employment without direct and on-going educational support of HSA-COLLEGE STATION.

3. Graduation Method III (Skills Training).

The student has demonstrated mastery of specific employability skills, successful part time employment, successful completion of regular education vocational education classes, and/or successful mastery of functional curriculum IEP and self-help skills which do not require direct on-going educational support of HSA-COLLEGE STATION.

4. Graduation Method IV (Access to Services)

The student has gained access to services that are not within the legal responsibility of public education, or employment or further educational opportunities for which the student has been prepared by the academic program of the district.

Graduation Considerations.

1. When considering graduation under one of the methods described above, the ARD committee shall, when appropriate, request written recommendations from acceptable adult service agencies, the parent, and the student.

2. Employability and self-help skills referred in the methods described above are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.

3. A student with disabilities may also be graduated upon the determination by the ARD committee that the student no longer meets age eligibility requirements and has completed the requirements specified in the IEP.

4. The school may service a person over the school age in accordance with the provisions of the TEC §21.040.

For students who graduate according to the above, the ARD committee shall determine whether educational services will be resumed upon the request of the student or parent as appropriate so long as the student meets the age eligibility requirements of the HSA-COLLEGE STATION.

c) Students will be provided with opportunities to expand their mental and physical abilities in socially acceptable activities. Students and teachers will be considered as partners in the students' educational program, where there will be mutual respect and support. We believe that addressing students' successes and setbacks are equally important for the students' growth. Because thought and expression develop out of experience, learning should nurture a sense of caring for other people and the environment. The following list is examples of teaching methods that will be utilized by the instructional staff through out the year at Harmony Science Academy-College Station.

The thematic approach will be used as the basis for planning a five-or six-week academic term. The theme topic will be driven by student interest and group consensus. Once a theme topic is chosen, a variety of core activities across the curriculum will be brainstormed by group members. Students will then examine these activities and choose several to complete, based on time constraints, group and individual interest, availability of camp and community resources, and general compatibility with the school program. The group will then set a schedule of completion with input from program, education, and other support staff.

Cooperative learning will be integral and essential to all learning experiences. Success will be measured at the group level as well as the individual level. Group work and portfolio work will be an essential part of the therapy that will take place in the program, so it will become a natural part of instructional opportunities as well.

Goal-setting will be another strategy that bridges academic and therapeutic boundaries. Students will be expected to write long-term and short-term goals for every aspect of their life. Educational goals will be evaluated for every activity throughout the day. Goals will be expected to be realistic, reliable, and measurable.

Individualized instruction will be one of the most important instructional strategies of Harmony Science Academy-College Station, which will be provided to students all the time they need. It will be accommodated in group settings because of the favorable student/teacher ratio. Each student's education plan will be individualized according to his or her education, emotional, and psychological needs.

By using a **multi-sensory** approach to learning, students will be provided opportunities to learn through auditory, visual, tactile, and kinesthetic activities. Students will be guided through the process of determining which learning style is best suited to their needs.

In **Role modeling**, teachers will actively participate in the daily routine and educational process of the group. The power of role modeling is especially important in demonstrating a respect for others and the environment.

Modular Instruction; A learner-centered and self-directed learning experience will be designed for individuals or for small teams in the school. Learning teams will be randomly assigned so cooperation will be required of students who may be from diverse backgrounds or groups.

Simulation is a learning process that involves students as participants in role-playing presentations and/or problem-solving games imitating real-life situations or workplace environments will be used as instructional strategies.

Demonstrations; Showing practical applications of theory, product, or equipment; will be done by teacher, guest, and/or students.

There are many forms of **Multiple Intelligence**; many ways by which we know, understand, and learn about the world. Seven intelligences have been identified: verbal/linguistic, logical/mathematical, visual/spatial, body/kinesthetic, musical/rhythmic, interpersonal, and intrapersonal. Instructional staff will use the following areas to challenge the students' various intelligences.

- **Visual/Spatial:** charts, graphs, photography, visual awareness, organizers, visual metaphors, visual analogies, visual puzzles, 3D experiences, painting, illustrations, story maps, visualizing, sketching, patterning, mind maps, color, and symbols.
- **Verbal/Linguistic:** stories, retelling, journals, process writing, reader's theatre, storytelling, choral speaking, rehearsed reading, book making, speaking, nonfiction reading, research, speeches, presentations, listening, reading, reading aloud, and drama.
- **Bodily Kinesthetic:** field trips, activities, creative movement, hands on experiments, body language, manipulative, physical education activities, crafts, and drama.
- **Logical/Mathematical:** problem solving, tangrams, coding, geometry, measuring, classifying, predicting, logic games, data collecting, serializing, attributes, experimenting, puzzles, manipulative, scientific model, money, time, sequencing, and critical thinking.
- **Musical/Rhythmic:** singing, humming, rhythms, rap, background music, music appreciation, mood music, patterns, form, rhythm, and playing instruments.
- **Intrapersonal:** individual study, personal goal setting, individual projects, journal log keeping, personal response, personal choice, individualized reading, and self-esteem activities.
- **Interpersonal:** co-operative learning, sharing, group work, peer teaching, social awareness, conflict mediation, discussion, peer editing, cross age tutoring, social gathering, study groups, clubs, and brainstorming.

Instructional Arrangements for Special Education Students

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

Each student with disabilities will have available a six-hour instructional day and seven-hour school day as provided for all other students. The ARD committee shall determine the appropriate instructional setting and length of the instructional day as appropriate for each student with disabilities.

As determined by the ARD committee, students may be served in a combination of appropriate instructional arrangements during any given semester. Some of these arrangements are: Mainstream, Resource Room, Self-contained, Mild and Moderate, Regular Campus, Self-contained, Severe, Regular Campus, Vocational Adjustment Class, Homebound, Hospital Class, Speech Therapy.

Instructional Arrangements for BE/ESL Students

The approaches to ESL and Bilingual education programs are multifaceted due to diverse student populations and variant languages groups represented by those culturally diverse language groups. Often, the variety of programs, the definitions and the legal requirements for program implementation are confusing to educators. Services provided for second language learners should be addressed as an instructional continuum, and delivery should be dependent on the students' needs and the program in which those needs are served. ESL, the primary program of second language instruction, focuses on assisting the student to learn content area subject matter. The following are descriptions of specific second language programs.

ESL Program Models define diversity and are dependent on state and federal laws. Texas law mandates that if a district has at least one limited proficient student (LEP), the local school district must provide ESL services. The students considered ESL in this scenario are those who are in transition from bilingual education to regular education classes. The sole use of ESL as an instructional medium is likely to be used in districts where language minority groups are diverse and represent many different language groups. ESL programs can accommodate students from different backgrounds in the same classroom, and teachers do not need to be proficient in the student's home language(s).

Sheltered English is an approach to teaching content area subject matter through specific teaching techniques to homogeneous language leveled groups. Sheltered English teaching techniques facilitate the acquisition of the second language through content area curriculum. Teachers use challenging materials at appropriate reading levels, which help the student acquire the content, as well as vocabulary in the target language. The teacher uses clear concrete language with plenty of visuals, supporting clues, and relevant teaching strategies combined with appropriate manipulatives allowing the students to have real world experiences. Teachers control their speech speed and vocabulary and use few idiomatic expressions.

ESL Class Period Students receive ESL instruction during a regular class period and also receive course credit for the class. Students may be grouped for instruction according to their second language proficiency level.

ESL Resource Center is a variation of the pull out design bringing students from several classroom or schools to a central location. The resource center, which will be located in the campus, concentrates material and staff in one place and is generally staffed by at least one certified ESL teacher. A resource center can also provide services for recent arrival, such as general school and community orientation classes for students and parents.

d) Teacher-to-student ratio will be around 1:15. Number of students per classroom will not exceed 22. maximum enrollment will be 900 (PK-12) students. HSA-College Station will enroll only 350 students in its first year of operation. The school officilas will maintain 1 to 15 (teacher-to-student) ratio by adding new employee as enrollment increases.

e) The followings are the unique programs that will be offered at Harmony Science Academy College Station School.

Computer Courses and Technology Applications: Students will be introduced computer/electronic related terms, concepts, and data input strategies. Students learn to make informed decisions about computers and its applications to the core courses. The efficient

acquisition of information includes the identification of task requirements; the plan for using search strategies; and the use of computer to access, analyze, and evaluate the acquired information. Harmony Science Academy-College Station students will be able to access desktop or a laptop computer in a Computer lab environment. Students are expected to: • demonstrate knowledge and appropriate use of hardware components, software programs, and their connections; • use data input skills appropriate to the task; • use a variety of strategies to acquire information from electronic resources, with appropriate supervision; • evaluate the acquired electronic information; • use appropriate computer-based productivity tools to create and modify solutions to problems; • use research skills and electronic communication, with appropriate supervision, to create new knowledge; • deliver the product electronically in a variety of media, with appropriate supervision; • use computer applications to facilitate evaluation of communication, both process and product.

Diversity Awareness and Multicultural Education Course: Demographic structure of the proposed school location is very diverse. Thus we believe students will gain invaluable life long experience from this program for their future endeavors. Students with a basic knowledge will feel more comfortable to interact with their peer in another culture and learn to respect different cultural values and ideas. Interacting with different cultures will help students to improve their social and communication skills.

This course will explore the theme of human diversity within families, communities, and the world. The goal of the course is to examine the complexity, importance, and challenges of diversity for families and communities. Diversity will be explored according to culture, age, gender, socio-economic status, geography and other factors.

Character Education: A Character Education course will be offered to all students in K thru 8 grades at least one hour per week. The objective of the Character Education Class is to encourage students to take responsibility for their actions, to familiarize them with good character traits, to place role models before them and to help develop good citizens with high moral values. During the year, we will put into practice a well-structured character education plan by means of the Character Education Class, homeroom announcements, quotes displayed on the board, special events and activities, and curriculum integration. Homeroom teachers will read announcements in the morning. Quotes and messages will be displayed on walls. Parents will be regularly informed about the topic of the week to ensure that they also be involved in our effort in inspiring positive principles of conduct in our future leaders. Each month, a character trait (i.e., honesty, responsibility, respect, and integrity) will be announced. Some other traits will also be included for student participation throughout the entire year, in order for students to be frequently reminded of these values and be given the opportunity to make connections between various concepts. The curriculum for the Character Education Program at Harmony Science Academy-College Station will be built by using 3 widely-used and approved resource guides; *Building Good Citizens for Texas*, *Character Counts*, and *Project Wisdom*.

Foreign Language (Spanish): A foreign language course will be offered in grade 4-12, although the ground work for foreign language study will begin at the kindergarten level, the goal of the fourth grade Spanish program is communicative competence in speaking and listening. Emphasis will be placed on building vocabulary for skilled conversation. At the end of the year, students should have developed a working vocabulary for a variety of topics including: greetings, colors, numbers, clothing, food, weather, body parts, animals, family, transportation, and school. Cultural concepts and a wide range of Spanish and Latin American customs will also be discussed. Students will be engaged in different projects and activities related to both the Spanish language and Latin American culture. The goal of the fifth grade Spanish program is to build upon communicative skills. In addition to speaking and listening, students will develop reading and writing skills and will be

introduced to grammatical concepts. Students will utilize previously learned words and structures, paying special attention to oral and written accuracy. New concepts will be introduced to better understand and express thoughts and opinions, addressing topics such as: descriptions of people, *making comparisons and expressing likes and dislikes*. Students will continue to learn customs, and should show familiarity with Spanish speaking countries and their geography. Students will accomplish these goals by working in small groups, role playing, and completing language and cultural projects. Additional foreign languages will be offered based on parent request.

Family Support Team: HSA-COLLEGE STATION will organize family support teams consisting of a facilitator, a parent liaison (if any), a counselor, a principal, and any other staff the school deems appropriate. The team will promote parental involvement in the school--providing information, organizing school-related activities, and conducting workshops for parents. The team will also intervene to help solve behavior and other problems, act as a resource for teachers and parents, and help coordinate services with community-based health, social service, and juvenile justice agencies.

Reading Groups: HSA-COLLEGE STATION acknowledges that literacy is essential to success in any area of study. Hence, HSA-COLLEGE STATION will implement procedures to increase students' reading abilities. HSA-COLLEGE STATION will provide a library that will be available to both school staff and students. Moreover, HSA-COLLEGE STATION will regroup students across different grade levels for reading. These groups will have a common 60-90 minute reading period accompanied by teachers, librarians and tutors.

f) Harmony Science Academy-College Station School is committed to implement a Gifted and Talented (GT) program that meets the unique social, emotional, and intellectual needs of gifted and talented students through the collaboration of students, educators, parents and community members that ensures opportunities for maximum growth and development for life long success.

A GT student is defined as a child or a youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who. (1) exhibits high performance capability in an intellectual, creative, or artistic area; (2) possesses an unusual capacity for leadership; or (3) excels in a specific academic field.

Goals: a) GT students will develop understanding of self and others. develop self-confidence, and recognize the worth of others, b) GT students will utilize higher level thinking skills to foster creative results, which demonstrate an understanding of advanced content, c) GT students will have the opportunity to develop and maximize their cognitive and creative abilities to the fullest, within the framework of each task.

Objectives: GT students will a) Develop critical thinking skills in order to solve problems logically, b) Develop research skills and use information gathered implementing a group research project, c) Demonstrate the ability to use creative problem solving strategies, d) Recognize how change in and around their world affects their relationships.

G/T Program Services: Students in G/T Program at HSA-College Station will be offered the following services:

- Identified students are provided with the options of taking GT courses where they have the opportunity to work with other GT students, non-identified students, and to work independently.

- Differentiated, GT curriculum is taught in the academic core areas of Reading, Math, Science, Social Studies, and Computer Technologies.
- Pull-Out Program Option is available in the academic core areas of Math, Science, and Computer Technologies.
- A Gifted and Talented Mentorship Program.

Identification Process: Identification of a GT student encompasses a three step procedure;

- 1) Nomination: students may be nominated by a) Parent, b) peers, c) teachers, d) other professional personnel, and e) themselves.
- 2) Assessment/Testing: Students seeking admission to G/T Program of HSA-College Station take three tests (Ability, Achievement, Interviews).
- 3) Selection: The G/T Committee convenes to make selection decisions. The decision is based on both Quantitative and Qualitative data.
- 4) Notification: Parents are notified in writing of the Campus Selection Committee's decision.

The following assessment instrument(s) will be used to identify GT students.

Along with ITBS, the Cognitive Abilities Test (CogAT) will be used to identify gifted and talented students. The Cognitive Abilities Test (CogAT) appraises the level and pattern of cognitive development of students from kindergarten through grade 12 (the pertinent section will be used only). The test measures both general and specific reasoning abilities. The general reasoning abilities reflect the overall efficiency of cognitive processes and strategies that enable individuals to learn new tasks and solve problems, especially in the absence of direct instruction. These abilities are assessed in three CogAT batteries: the Verbal, Quantitative, and Nonverbal batteries. Each is represented by two or three different reasoning tasks. Having multiple measures in each domain greatly increases the dependability of the score profile that is reported for each student. The Cognitive Abilities Test measures developed abilities, not innate abilities.

As a part of qualitative assessment, teachers and/or parents will complete student observation forms.

g) Harmony Science Academy-College Station will offer a wide range of clubs and athletics activities. Additional programs and activities will be offered during and after school hours. Leadership activities such as Honor Society, Boy Scouts, Girl Scouts, 4H, and Student Council will be organized.

Harmony Science Academy-College Station is also planning to develop agreements with several charter schools to conduct joint hands-on science and mathematics education programs, joint arts exhibitions, and joint sports competitions at all grade level. HSA-College Station has contacted with the City Police Department to provide a Drug Free America program at HSA-College Station. The officers of the police department will hold seminars to inform the students about the dangers of drug use.

Clubs that will be offered for HSA-College Station students are:

Computer Club: Students with an interest in computer technology will have the opportunity to learn new skills and practice those previously learned. Projects will be developed around areas that the club members suggest. Possible areas of exploration will be Internet searching and Hyper Studio. The members of this club will introduce new developments in computer technology to other students.

Math Club: Math Club is an after-school activity which will use a variety of games designed to promote math skills and thinking strategies. Students with a high interest in math and related areas will learn to make better use of their skills. Peer tutoring and coaching will also occur among students who excel in math and those who struggle with the subject. Peer tutoring and coaching will take place between the upper grades.

Science Club: Students with an interest in science will be given an opportunity to experience hands-on activities and experiments in the various areas of science. This club will organize small competitions and exhibits about science and increase the popularity of science in HSA-College Station. This club will occupy the most important place in the co-curricular life at HSA-College Station.

Chess Club: The purpose of the chess club will be to give students the opportunity to practice the strategy of chess. Students will take turns pairing with other during each session. At the end of the year, there will be a contest to determine who is the champion chess player for that year. During the winter, there will be a district contest held at HSA-College Station.

Art Club: Students with an interest in art will have an opportunity to work with different ideas and materials not usually experienced in art class. Students need not be registered in an art class to join. Students will do fun art activities along with an emphasis on community service.

Soccer Club: Open to any student who is interested in soccer. This club will support drug prevention programs by encouraging the students in sport activities. They will meet regularly to improve their soccer skills.

Recreational Activities: HSA-College Station will organize several teams sport, which includes but not limited to soccer, basketball, and volleyball.

h) HSA-College Station plans to develop agreements with several charter schools to conduct joint advanced science and mathematics education programs, joint arts exhibitions, and joint sports programs. HSA-College Station will develop plans with other public or private agencies to facilitate and enhance the enjoyment of student life.

i) Academic assessment is an integral part of the curriculum at HSA-College Station. Students will be tested periodically throughout the each school year to measure academic progress. Many types of assessments will take place in the classroom, both formal and informal.

The Harmony Science Academy-College Station School will meet all applicable state assessment requirements (TAKS, RPTE, SDAA, and LDAA) prescribed by law for all Texas public schools. In addition to the State assessment tests, students will be given the Iowa Test of Basic Skills (ITBS). The ITBS is administered to gauge the progress of students and to create a standardized basis for measuring schools' achievement and growth. This nationally norm-referenced test will be administered to all students during the fall semesters of the first year to measure first-year growth, and to establish a norm-referenced baseline. The results of these tests will be used to evaluate school programs and, in conjunction with other assessments, classroom performance, student progress. Students will be divided into sections within each grade level according to the school wide testing so that teachers can teach subject material to more homogeneous student cohorts. This ability grouping will enable teachers to provide effective classroom management practices.

ITBS will be administered in core courses (i.e., reading, mathematics, science, and language Arts). The ITBS will then be administered during the fall each of each subsequent year. The goal will be to increase same cohort performance on the ITBS by at least five percentile ranks each year thereafter, or 25% over the life of the charter. This nationally recognized test when viewed with daily work performance, report cards, work portfolio, and attitude toward learning, give a balanced picture of each student's progress.

Harmony Science Academy-College Station will use the Iowa Test of Basic Skills (ITBS) instrument to gather student baseline information. The ITBS Form A and Form B measures the skills and achievement of students from Kindergarten through Grade 12 (the pertinent section will be used only). Developed at The University of Iowa and backed by a tradition of more than 70 years of educational research and test development experience, the ITBS provides an in-depth assessment of students' achievement of important educational objectives. Tests in Reading, Language Arts, Mathematics, Social Studies, Science, and Sources of Information yield reliable and comprehensive information both about the development of students' skills and about their ability to think critically.

In addition to these assessments, a benchmark assessment will also be given to the students. The Benchmark Assessments have several important purposes. Their primary goal is to help teachers improve their classroom instruction by providing regular feedback regarding the students' knowledge of particular strands of instruction. Students' retention within a strand can be monitored and graphed to provide important information to teachers during their lesson planning. The benchmark system is based on monthly assessments administered in writing, reading, and math in all grades. The Benchmarks allow the identification of strengths and weaknesses of individual students as they apply to the students' achievement of their educational goals and performance standards. The Benchmark Assessments are designed to support a comprehensive program of teaching and learning. The Benchmarks offer teachers the unique opportunity for a monthly gauge of students' knowledge and national testing strands. These assessments take the form of short quizzes that mirror criterion-referenced and norm-referenced tests. This means, for example, that certain tests will require open-ended problem solving or persuasive writing along with traditional multiple-choice questions. Teachers evaluate and score the work of their own students using common scoring guides, or rubrics.

Teachers will use the results to adjust their instruction to meet individual student needs. The Benchmarks will be available online through an Internet-based system. HSA-College Station will report annually on all student achievement measures via quarterly School Report Cards.

j) The connection among TEKS, TAKS objectives, and classroom instruction will be aligned through out the school year. Upon completion of a subject unit, students will be given an assessment tool to measure mastery of those specific objectives that were thought. For majority of the courses, teachers will develop tests for periodic administration to give students opportunity to demonstrate their knowledge and understanding. Teachers will maintain a checklist of TEKS objectives that will updated periodically on each students regarding mastery of specific objectives corresponding to TAKS objectives. At the end of each school year, checklists will be compared to TAKS results to estimate effectiveness of classroom instruction. Objective of this comparison is to measure correlation between classroom instruction and TEKS objectives. High test scores will be an indication of an effective correlation between TAKS and classroom instruction.

k) At the end of each school year, student test scores from state mandated (TAKS, SDAA, and RPTE), locally adopted (IBTS), and other tests will be plotted over time to see improvement in students' achievement. This will enable teachers and administrators to identify the educational strengths and needs of an individual's students and extent to which educational goals and performance standards are being met. Those objectives that are not being mastered will be an indication of an area that needs for improvement in instructional techniques.

Regular course grades will also be a program evaluation and effectiveness. Students who are failing in a particular subject area or course objectives will be tutored during after school hours or on the weekends until the subject is mastered.

Finally student surveys will be used to collect information and suggestion for improving classroom instruction, overall school environment, and educational program.

4. Student Goals

a) Board of directors of the sponsoring entity are committed to creating a safe, enriched and challenging educational environment, which supports and promotes the intellectual, social, emotional and physical growth and development of each child. Staff, students and parents will work together, and share the responsibility of creating an optimum educational environment that responds to student and community needs. At Harmony Science Academy-College Station students' unique abilities and talents will be valued and nurtured.

In addition to the indicators set by the state accountability rating system, Harmony Science Academy-College Station expects its students to achieve the goals given in the tables below.

b) Individual student progress shall be monitored by the classroom teacher, the principal of HSA-College Station, and the students. The school shall demonstrate student improvement on standardized tests and compare favorably with schools having similar student populations. The following tables indicate the student goals and strategies and describe how the progress will be measured relative to each student goal.

GOAL-1: READING

Student Goals: **Student proficiency and achievement in reading will improve**

Strategies	Performance Measure
1-Teachers will develop individual instructional plans for all students who require remediation or enrichment.	Performance on daily practice activities.
2-Teachers will instruct all students at instructional reading levels.	
3-Expose all students to a wide variety of literary genres.	Classroom logs of family/at home reading time
4-Specially trained teachers will employ strategies in reading to meet the needs of individual learners.	
5-Complete TAKS Item analysis to determine program strengths and areas of concern.	Varied writing assignments, portfolios, exhibition, and standardized tests
6-Family at home reading will be encouraged	
7-A school-wide celebration of reading will occur.	

GOAL-2: WRITING

Student Goals: **Student proficiency and achievement in written language will improve**

Strategies	Performance Measure
1-Complete TAKS item analysis to determine program strengths and areas of concern.	Classroom assessments
2-Students will practice writing daily.	
3-Special trained teachers will employ differentiation strategies in writing across all curriculum areas to meet the	

needs of individual learners, including LEP, G/T, Special Education, and Dyslexic.	Varied writing assignments, portfolios, exhibition, and standardized tests
4-Teachers will demonstrate and model examples of good writing across grade levels.	
5-Teachers will use targeted writing skills across grade levels.	
6- Writing will be integrated into other curricular areas.	
7- Maintain student-writing portfolios.	

GOAL-3: MATHEMATICS

Student Goals: **Students will demonstrate improved math skills**

Strategies	Performance Measure
1-Every grade level will increase the use of math manipulative.	Performance on daily practice activities.
2-Students will complete daily problem solving activities in the grade levels.	
3-Specially trained teachers will employ strategies in math to meet the needs of individual learners, including BE, G/T, and Special Education.	Essays, exams, standardized tests, portfolios, exhibitions, lab practical and oral examinations.
4-Complete TAKS item analysis to determine program strengths and areas of concern.	
5-Provide staff training to assist in the implementation of the new math adoption.	
6-Develop site-based pre and posttests for math skills at each grade level.	
7-Start a Math Olympics team after school program.	

GOAL-4: SCIENCE

Student Goals: **Students will improve in gathering research, understanding content, and making connections.**

Strategies	Performance Measure
1-Teachers will increase the number of hands-on activities and investigate labs at every grade level.	Classroom assessments
2-Implement technological applications as appropriate.	
3-Teachers will implement activities and provide resources to meet the individual needs of all students, including LEP, G/T, and Special Education.	
4-Staff will continue to develop technical skills through in-service, training, classes, and mentors.	
5- Students will utilize classroom, lab, and library technology as appropriate to the learning activities.	Essays, exams, standardized tests, portfolios, exhibitions, lab practical and oral examinations.

GOAL-5: TECHNOLOGY

Student Goals: **Students will use technology as an integrated tool in learning and teaching**

Strategies	Performance Measure
1- Staff will continue to develop technical skills through in-service, training, classes, and mentors.	Classroom documentation of usage
2- Staff will utilize school technology and the district technology specialist.	
3- <i>Students will utilize classroom, lab, and library technology as appropriate to the learning activities.</i>	Check list of classroom software use
4- Staff will investigate to inform and facilitate discussion surrounding the issue of computer lab vs. classroom technology.	Pre/Post keyboarding assessment in grades 4 and 5
5- Purchase and utilize needed software, hardware, and technology tools.	
6- Support and encourage after school parent and student computer use.	
7- Assign a staff member to monitor the computer lab.	

GOAL-6: CITIZENSHIP

Student Goals: **The school will provide an exemplary academic program while instilling strong character education built upon respect and responsibility, including violence and drug prevention strategies.**

Strategies	Performance Measure
1-Counselor will provide weekly lessons and morning announcements to all students.	narratives, notebook
2-Students will develop leadership skills through character education and Student Council.	
3-Counselor and DARE program will promote responsible behavior including violence and drug prevention.	
4-Diversity Club will promote cultural awareness by highlighting various cultures in the community.	Volunteer hours
5-Students will participate in community service projects via Club activities.	
6- The principal will plan avenues for effective communication among parents, staff and administration.	Possible Parent Council parent involvement survey
7- A strong parent council will work toward activities and projects that enhance the educational programs and school climate.	

GOAL-7: ATTENDANCE

Strategies	Performance Measure
1-Maintain current monitoring of attendance by staff.	Daily recording and Informing parents monthly and immediately if student is not attending regularly
2-Maintain current recognition of attendance and current incentives.	
3-Teachers will conference with parents.	

5. Human Resources Information

a) See **Attachment A** (Biographical Affidavits).

b) The school officers of the HSA-College Station will be a superintendent, a principal, assistant principals, and a business manager. Additional administrative staff and positions may be added as the enrollment increases. School officers must have a minimum of a bachelor's degree. Following is a list of roles and responsibilities of the school officers. Non-delegable duties that are listed in TAC §100.1033(6)(C) will be supervised by the Board of Directors of the sponsoring entity.

CEO/SUPERINTENDENT:

Primary Role and Purpose: Operate as the educational leader and chief educational officer of the charter while implementing policies set by the board of directors. Assume administrative responsibility for the planning, operation, supervision, and evaluation of the education programs, services, facilities of the charter, and for the annual evaluations of the charter staff.

Skills:

- Knowledge of school law, finance, and curriculum.
- Able to manage budget and personnel.
- Able to interpret policy, procedures, and data.
- Exceptional organizational, communication, public relations, and interpersonal skills.

Responsibilities and Duties:

Instructional Leadership

- Be knowledgeable about all aspects of the instructional program and analyze data to confirm continuous focus on improving student academic performance.
- Work with staff, board, parents, and community to plan curriculum.
- Develop, evaluate, and revise the charter improvement plan annually with the input of all charter school committees.
- Compile reports and assist the board in the evaluation of the effectiveness of charter programs.

Charter Morale

- Demonstrate skill in anticipating, managing, and resolving conflict.
- Assure ongoing communication with charter personnel.

School Improvement

- Analyze periodic evaluations of programs and operations to establish improvements needed to attain goals of charter.
- Use a collaborative decision-making and problem solving process when possible.
- Encourage goal-oriented achievement and support the efforts of charter performance objectives (academic excellence indicators).

Personnel Management

- Advise on the number and types of positions needed to fulfill the charter functions effectively and organize the charter's central administration.
- Encourage a positive work environment that promotes high staff morale and excellence in the charter.
- Employ non-contractual personnel. Advise contractual personnel of employment.
- Designate assignments for all personnel. Exercise final authority over transfer of educators

due to enrollment shifts or program needs.

- Designate the duties of all personnel.
- Oversee the staff evaluation program.
- Oversee the termination or suspension of employees or non-renewal of term-contract personnel. Terminate non-contractual personnel.
- Serve as a liaison between the board and staff.
- Advise charter staff on pay systems, pay increases, or pay adjustments for personnel.
- Administer pay systems.
- Encourage all professional development activities.

Management of Fiscal, Administrative and Facilities Functions

- Keep informed on laws and public policy dealing with education on the local, state, and federal level.
- Incorporate procedures and regulations to manage charter operations and apply policies adopted by the board.
- Ensure all essential documents are compiled as requested by the board, the Texas Education Agency, and other federal and state agencies and any records subpoenaed by a court of law.
- Compile and submit annual proposed budget to the charter board.
- Consult with all financial accounting staff and ensure that approved budget is being managed in accordance with policy.
- Ensure all state and federal requirements are met.
- Ensure that the charter facilities are maintained and that provisions are made for the safety of students, employees, and other users of charter facilities.
- Keep informed on the status of charter property, casualty, and workers' compensation loss experience to ensure that appropriate risk management and loss control strategies are employed.

Student Management

- Provide positive education environment through the practice of an impartial and effective system of student discipline management.
- Collaborate with staff, board and community to ensure implementation of support services for students.

Charter and Community Relations

- Produce and apply open communication between the charter, the parents, and the community
- Encourage support and involvement with the charter.
- Represent the charter in activities involving other charters and professional and community groups.

Professional Growth and Development

- Ensure a professional development plan is reviewed annually with the board and collaborate with board members on the criteria for the CEO's performance evaluation.
- Engage in professional development through educational participation in conferences, organizations, and reading of professional development material.

Board Relations

- Collaborate with the board in monitoring individual and team training needs. Provide training opportunities.
- Compile board agendas and meeting materials with the board president.
- Ensure the board is informed on issues, needs, and operations of the charter.
- Advise on policies presented to the board for adoption and monitor the adaptation of adopted policies.
- Employ discretion and judgment on issues not covered by board policy.
- Communicate board policy to the staff and community and ensure the policies are maintained.

- Manage all board minutes and records.
- Advise charter staff on all litigation or potential litigation unless board instructs otherwise.

Supervisory Responsibilities:

Maintain general supervision exercise authority over all charter employees and over programs they are responsible for maintaining. Ensure fiscal, academic and charter accountability to the board.

Job Related Conditions:

- Maintain control in stressful situations.
- Travel may be required.
- Extended and irregular hours.

PRINCIPAL:

Principal shall operate as chief operating subordinates to the Superintendent/Director in orchestrating program and service delivery to students through teaching and auxiliary staff including the following duties:

Supervisory Responsibilities:

Supervise and evaluate the performance of staff assigned to campus including assistant principal(s), teacher(s), counselor(s), librarian(s), instructional aides, clerical support staff, and custodians.

Skills:

- Knowledge of school law, finance, and curriculum.
- Able to manage personnel.
- Able to interpret policy, procedures, and data.
- Exceptional organizational, communication, public relations, and interpersonal skills.

Working Conditions:

Maintain emotional control under stress. Occasional district wide and statewide travel; moderate bending, lifting kneeling, and stopping; frequent prolonged and irregular hours.

Responsibilities and Duties:

Management:

- Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use findings to take corrective actions.
- Regularly consult the campus-level committee about planning, operation, supervision, and evaluation of campus education program. Include students and community representatives when appropriate.

School or Organization Morale:

- Provide instructional resources and materials to support teaching staff in accomplishing instructional goals.
- Foster collegiality and team building among staff members. Encourage their active enrolment in decision-making process.
- Provide for two way communications with superintendent, staff, students, parents, and community.
- Communicate and promote expectations for high-level performance to staff and students. Recognize excellences and achievement
- Ensure the effective and quick resolution of conflicts

School or Organization Improvement

- Build common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure attainment of school's mission.

- Develop and set annual campus performance objectives for each of the Academic Excellence Indicators using the campus planning process and site-based decision making committee.
- Develop, maintain, and use information systems and records necessary to show campus progress on performance objectives addressing each Academic Excellence Indicator.

Personnel Management:

- Interview, select, and orient new staff. Approve all personnel assigned to campus.
- Define expectation for staff performance with regard to instructional strategies, classroom management, and communication with public.
- Observe employee performance, record observations and conduct evaluation conferences with staff:
- Work with campus-level planning and decision-making committees to plan professional development activities.

Management of Fiscal, Administrative, Facilities Functions:

- Comply with district policies and state and federal laws and regulations affecting the schools.
- Develop campus budgets based on documented programs needs, estimated enrollment, personal, and other fiscal needs. Keep programs within budget limit
- Maintain fiscal control. Accurately report fiscal information.
- Compile, maintain, and file all physical and computerized report, records, and other documents *required including accurate and timely reports of maximum attendance to requisition textbook.*
- Manage use of school facilities. Supervise maintenance of facilities to ensure a clean, orderly and safe campus.
- Direct and manage extra curricular and intramural programs. Including management of multiple activity funds.

Student Management:

- Work with faculty and student to develop a student discipline management systems that results in positive student behavior and enhances the school climate.
- Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with Student code of Conduct and student handbook.
- Conduct conferences about student and school issues with parents, student, and teachers.

School or Community Relations:

- Demonstrate awareness of school and community needs and initiate activities to meet those needs.
- Use appropriate and effective techniques to encourage community and parent involvement.

ASSISTANT PRINCIPALS:

Assistant Principals will assist principal in instructional program administration, human resources organizations, student activities and services.

Skills:

- Working knowledge of charter operations.
- Exceptional organizational, communication and interpersonal skills.
- Capable of coordinating charter support operations.

Responsibilities and Duties:

Share supervisory duties for charter professional staff with charter principal. Oversee teachers, custodians, paraprofessionals, clerical personnel and others as assigned

Instructional Management

- Assist in planning and assessing the educational programs.

- Encourage planning of innovative education programs, assist teachers in implementing such efforts when appropriate.
- Encourage the use of technology in the instructional process.

Charter Atmosphere

- Encourage a constructive, thoughtful climate for learning.
- Promote fairness of students and staff from all cultural backgrounds.
- Communicate with students and staff in an effective manner.

Charter Improvement

- Assist in organization of school improvement plan with staff, parents and community members.
- Help principal design, manage and implement information systems to manage and track progress on charter goals and academic excellence indicators.

Personnel Management

- Hold employee evaluation conferences based on records of performance evaluation.
- Assist principal in interviewing, selecting and orienting new charter employees.

Administration and Fiscal/Facilities Management

- Oversee charter operations in principal's absence.
- Assist in scheduling student activities by participating in the development of class schedules, teacher assignments and extracurricular activity schedules.
- Oversee student attendance records and assist the attendance clerk on truancy issues.
- Requisition supplies, textbooks and equipment; verify inventory; manage records; and confirm receipts for materials.
- Aid in safety drill practices and inspections.
- Manage support services including transportation, custodial and cafeteria.
- Abide by all federal and state laws that apply to charter schools, Commissioner's Rules that apply to charter schools and charter policy.

Student Management

- Provide for supervision of students during non-instructional hours.
- Help students develop a positive behavior through a student discipline management system.
- Provide for uniform enforcement of school rules and oversee appropriate and reasonable student discipline.
- Hold parent/teacher/student conferences in regard to student and school issues.
- Demonstrate use of productive and efficient skills to raise community and parent involvement.

BUSINESS MANAGER:

The Primary Role and Purpose of the business manager is to oversee and maintain the operation of all financial and business affairs of the charter including accounting, payroll, purchasing, and risk management and act as the chief financial adviser to the CEO and charter board. Business manager must have a understanding of school accounting principals.

Skills:

- Applicable knowledge of school finance, budgeting, accounting systems, and economics.
- Effective communication, public relations, and interpersonal skills.
- Knowledge of personal computers and software to compile spreadsheets, perform data analysis, and do word processing.
- Capable of interpreting policy, procedures, and data.
- Capable of managing budget and personnel.
- Capable of coordinating charter activities.

Responsibilities and Duties:

Fiscal Management

- Ensure CEO is advised on the business affairs of the charter school.
- Analyze accounting practices, systems, and controls in all charter departments and advise on improvements in their structure, implementation, and maintenance.
- Manage a revolving auditing program for all funds and work with the charter's *independent and* internal auditors while conducting audits.
- Maintain accounting systems that comply with laws and regulations.
- Devise period cash flow analysis to determine cash available for investment and payment of bills.
- Manage charter investment portfolio.
- Supervise monthly bank settlement preparations for the operating, special revenue, debt service, construction, tax, cafeteria, and athletic accounts. Audit statements of vendor and payroll clearing accounts.
- Compile and enter all budget adjustments, additions, and deletions.
- Assess and authorize all purchase orders and check requests and manage budget by certifying availability of funds.
- Help with drafting of budget and assessing the long- and short-range objectives for the business operations of the charter.
- Oversee needs evaluation for the enhancement of the charter business operations.
- Collaborate with charter personnel to project student enrollments, staff needs, building and facilities needs, energy needs, capital equipment needs and other cost items for the charter and individual school improvement.
- Monitor the business office budget and see that programs are cost effective and funds are managed effectively.
- Act as charter leader to achieve cost-effective practices throughout the school.
- Confirm that business operations support the charter mission.

Documentation and Law

- Ensure policies established by federal and state law that apply to charter schools, Commissioner's Rules that apply to charter schools, and local board policy in area of business operations are being followed.
- Manage all hardcopy and computerized reports, records, and other documents required.
- Compile and review monthly financial statements and budget reports.
- Draft comprehensive annual financial report.
- Compile semi-annual financial reports to TEA for submission
- Draft quarterly and final reports for all federal funds.

Inventory

- Ensure accurate computerized inventory records of all of the charter's assets.
- Maintain and direct sales of surplus salvage equipment for disposal.
- Oversee maintenance of replacement cost-asset inventory for insurance purposes.
- Receive and register bids, calculate results and draft written recommendations.
- Oversee the drafting of bids and bid specifications.

Personnel Management

- Compile, check and revise business department job descriptions.
- Devise training options and/or improvement plans to maintain superior business operations.
- Assess job performance of employees to maintain effectiveness.
- Oversee personnel and make accurate recommendations in regards to assignments, retention, discipline, and dismissal.

Community Affairs

- Show knowledge of charter and community needs and implement programs to meet those needs.

Supervisory Responsibilities:

Supervise and assess the performance of the risk manager, purchasing manager, bookkeeper, accounts payable clerk, and payroll clerk.

Job Related Conditions:

- Maintain control in stressful situations.
- Travel may be required.
- Extended or irregular hours.

c) See **Attachment B** (Organizational Chart).

d) Average school administrative and teacher salary at several school districts and charter schools are listed in Table 5.1. A salary schedule was created based on the comparison of size and location of the area school districts and charter schools and tabulated in Table 5.2.

Table 5.1 Salary Analysis for the State of Texas

	AVERAGE CENTRAL ADMINISTRATIVE SALARY	AVERAGE SCHOOL ADMINISTRATIVE SALARY	AVERAGE PROFESSIONAL SUPPORT SALARY	AVERAGE TEACHER SALARY
All Charters	55,075	42,480	33,853	40,287
State of Texas (excludes Charters)	72,745	59,966	47,808	40,085
State of Texas (includes charters)	72,252	59,603	47,667	39,974
Region 6				
Brazos ISD	52,900	55,668	40,436	39,005
College Station ISD	75,032	57,590	46,735	39,765
Eagle Project-Bryan (Charter School)	0	31,250	0	21,250
Bryan ISD	68,645	60,864	42,895	35,957
Raven School (Charter School)	109,091	50,017	43,985	34,196
Buffalo ISD	69,770	54,818	29,306	35,061

SOURCE: Texas Education Agency, Division of Performance Reporting, Snapshot 2003 School District Profiles, Snapshot 2003

Table 5.2 Salary Schedules

Harmony Science Academy-College Station						
Exp	Teachers			Administrators		
	Bachelors	Masters	Doctorate	Bachelors	Masters	Doctorate
0	24,500- 30,500	26,000- 32,500	30,500- 42,000	33,000- 45,500	35,500- 47,500	38,000- 49,500
1	25,000- 35,000	26,500- 35,000	33,000- 48,500	36,500- 49,000	38,000- 51,000	41,500- 55,000
2 - 3	26,000- 36,000	27,500- 37,000	35,000- 52,000	39,000- 52,500	40,500- 54,000	43,500- 59,500
4 - 6	27,500- 40,000	29,000- 42,500	38,000- 55,500	42,500- 55,500	44,500- 57,500	46,000- 63,000
7 - 9	31,000- 45,000	32,500- 47,500	41,500- 58,000	45,000- 58,500	46,000- 59,500	48,500- 69,500
10 - 13	34,500- 49,000	35,000- 52,500	44,000- 61,500	48,000- 61,000	50,000- 62,500	52,500- 77,500
14 - 17	38,000- 50,000	37,500- 53,000	47,000- 65,000	51,500- 65,500	52,500- 66,500	55,500- 83,500
17 - 20	40,500- 53,500	39,000- 57,000	51,500- 68,000	54,000- 69,500	55,500- 71,500	58,500- 89,000
20+	41,500+	44,500+	54,000+	57,000+	59,500+	63,000+

Exp: Experience in years

Superintendent's salary may range from \$45,000 up to 95,000 depending on experience degree and previous achievement. Board of directors may decide final decision regarding salary and the benefits for the superintendent.

Benefits will be determined annually by the sponsoring entity and may include health insurance (preferably TRS-Active Care), 5 sick or personal days. Additionally the school will meet all state and federal requirements regarding unemployment issues.

e) School officers will be required to participate in various workshops, training, conferences, and seminars (i.e., ILD, ILT, and leadership skills) throughout each school year. School officers will be mandated to meet and exceed the annual training hours that are required by the TEC §12.123. Following each training, the school officers will be required to disseminate information and share documents with other members of the school officers. Members of the administrative team will be encouraged to join professional associations such as Texas Association of School Board Officials (TASBO) and Texas Association of School Administrators (TASA). Additionally, regional education service center and its services will be utilized for professional development of the school officers.

f) The Board of Directors will have the ultimate responsibility of evaluating the Superintendent/CEO. In turn, the superintendent will be responsible evaluating the school officers and teacher. The Superintendent and the Principal will be responsible keeping the School fiscally viable. Together they will to work to assess progress of students and teachers in meeting the program and academic goals for the School. The Superintendent and school officers are ultimately

responsible to enact the goals of the HSA-College Station school. The School officers will be evaluated according to the degree to which those goals are achieved.

The Board of Directors will develop an evaluation process for the Superintendent and school officers. The school officer evaluation criteria will be based on job performance, professionalism, and officer's efforts to contribute to the positive learning environment of the school. Board of Directors of the sponsoring entity will adopt TEC §21.354, TEC §39.054, and the commissioner's recommendation to establish a procedure evaluating school officers. TEC and the commissioner's recommendations includes the following domains for school officers evaluation; 1) Instructional management, 2) School or organization morale, 3) School or organization improvement, 4) Personnel management, 5) Management of administrative, fiscal and facilities, 6) Student management, 7) School or community relations, 8) Professional growth and development, 9) Academic excellence indicators and campus performance, 10) School Board relations (for Superintendent), 11) A student performance domain.

g) The school officers and the governing bodies of the school understand that they are ultimately responsible for the following items listed below. Also a detailed explanation is given for each these items in this section.

- student and school performance;
- management and administrative practices;
- student attendance accounting reporting requirements;
- compliance with generally accepted accounting principles and generally accepted standards of fiscal management;
- compliance with special education and bilingual/English as a second language (ESL) program requirements;
- financial accounting reporting requirements, including grant reporting requirements;
- reporting requirements, including those through the Public Education Information Management System (PEIMS);
- reporting annual school and student performance to students, parents, and the public; and
- distributing to parents information related to the qualifications of each professional employee of the program, including any professional or educational degree held by each employee, a statement of any certification under Subchapter B, Chapter 21, held by each employee, and any relevant experience of each employee.

The Board of Directors of the Sponsoring Entity and the school officers are aware of the roles and responsibilities of the following items (i.e . items 1 through 9).

1) student and school performance

The School officers will be accountable for the performance of the school campus and will report to the Superintendent/CEO. As part of the annual evaluation process, goals, benchmarks and measures will be clearly delineated for measurement against actual performance. Baseline testing using a norm referenced pre-test/posttest will benchmark and measure student performance on a national scale; TAKS/RPTE/SDAA/LDAA, a criterion referenced test, will measure performance on achieving state academic standards; and AEIS indicators compiled as required by the state. These objective measurements will be used to evaluate the performance of the principal and hold her or him accountable to the board for student and school performance. The Superintendent will be responsible to the Board of Directors for student success and academic performance for the school.

2) management and administrative practices

The Superintendent will be held accountable to the Sponsoring Entity for management and administrative practices. The Principal will be held accountable for his or her management and administration of the school. The Business Manager will be held accountable for the management and administrative practices of the business office.

3) student attendance accounting reporting requirements

The Board of Directors and the Superintendent are responsible for the safekeeping of all attendance records and reports. The superintendent may determine whether the properly certified attendance records or reports for the school year is to be filed in the central office or properly stored on campus. Regardless of where such records are filed or stored, they must be readily available for audit by the School Financial Audits Division of the Texas Education Agency. Auditors have the authority to examine attendance records for any year the district is required to retain records.

The Board of Directors and the School Officials will ensure that student attendance and reporting are done according to the Students Attendance Accounting Handbook published by the TEA. The school will have a clerk to perform daily attendance and other clerical duties.

4) compliance with generally accepted accounting principles and generally accepted standards of fiscal management

The Sponsoring Entity will oversee all aspects of the fiscal management and have the Superintendent and the Business manager to develop financial statements and accounting that ensure compliance with state and federal reporting guidelines. The Superintendent is to ensure that generally accepted accounting principals and standards are adhered to and each campus will have an attendance clerk. The attendance clerk will perform daily attendance and other clerical duties.

5) compliance with special education and bilingual/English as a second language (ESL) program requirements

It is the policy of the Sponsoring Entity that the Board of Directors and the School Officials shall ensure that the school develops and implements an IEP for each of its children with disabilities. The school officers shall ensure that the school establishes and implements procedural safeguards that meet the requirements of appropriate education codes. In addition, the school officers shall monitor compliance through procedures such as written reports and parent questionnaires.

Finally, the school officers will be responsible for ensuring that a child with a disability who is placed in the school program, is provided special education and related services; **1)** in conformance with an IEP that meets the requirements of appropriate education codes. **2)** at no cost to the parents.

It is the policy of the Sponsoring Entity that every student at HSA-College Station school who has a home language other than English and who is identified as limited English proficient shall be provided a full opportunity to participate in a bilingual education or English as a second language program, as required in the Texas Education Code, Chapter 29, Subchapter B. To ensure equal educational opportunity, as required in the Texas Education Code, §1.002(a), the school will; **1)** identify limited English proficient students based on criteria established by the state; **2)** provide bilingual education and English as a second language programs, as integral parts of the regular program as described in the Texas Education Code, §4.002; **3)** seek certified teaching personnel to

Response:

The board of the charter holder understands that they are ultimately responsible for management and administrative practices and reporting requirements listed below. A detailed explanation is already given for each these items on pages 142 through 145 of the application:

- student and school performance;
- management and administrative practices;
- student attendance accounting reporting requirements;
- compliance with generally accepted accounting principles and generally accepted standards of fiscal management;
- compliance with special education and bilingual/English as a second language (ESL) program requirements;
- financial accounting reporting requirements, including grant reporting requirements;
- reporting requirements, including those through the Public Education Information Management System (PEIMS);
- reporting annual school and student performance to students, parents, and the public; and
- distributing to parents information related to the qualifications of each professional employee of the program, including any professional or educational degree held by each employee, a statement of any certification under Subchapter B, Chapter 21, held by each employee, and any relevant experience of each employee.

Issue Identified:

On P. 144 it states that teacher resumes will be available for parents to review and posted on school web page. P. 148(i) states that resumes will be available at the front office for parents and public to review. If teacher resumes will be available by both means, please state so on both pages which address teacher qualifications.

Response:

The teacher resumes will be available for parents and public to review at the front office. Additionally, the resumes that address teacher qualifications will be posted on school's web page. This statement supersedes the statements regarding availability of teacher resumes by both means.

Issue Identified:

The "qualification requirements" for the PEIMS Coordinator (PP 149-150) are inconsistent. Please correct whether the applicant is required to have a high school diploma and at least one year experience in this field or whether an applicant is required to have either a high school diploma or experience in a school environment. · P. 150

ensure that limited English proficient students are afforded full opportunity to master the essential skills and knowledge required by the state; and 4) assess achievement for essential skills and knowledge in accordance with the Texas Education Code, Chapter 39, to ensure accountability for limited English proficient students.

6) financial accounting reporting requirements, including grant reporting requirements

The superintendent will prepare or cause to prepare a calendar to the Sponsoring Entity that includes all grants expenditure requirements to be reported to the TEA. The Business Manager will provide mid-year and/or final accounting reports to the TEA on a timely manner. The Business Manager will be held accountable for the results of the external audit. Exceptions noted by external auditor will be reported to the Board of Directors and will be considered during the annual review.

7) reporting requirements, including those through the Public Education Information Management System (PEIMS)

To ensure compliance with all TEA rules and regulations Harmony Science Academy-College Station will have an PEIMS Coordinator on campus. The PEIMS Coordinator will collate and prepare the necessary PEIMS submission and reports. The Principal will oversee the process to ensure that all reports are prepared in a timely fashion and are accurate.

8) reporting annual school and student performance to students, parents, and the public

The Sponsoring Entity will have the Superintendent to prepare an annual report to inform the students, parents, and the public describing the educational performance of the school in a public meeting (i.e., an open house at the school location). The annual report must include the performance rating of the school. The report shall include a comparison provided by the Texas Education Agency of a variety of performance, student, staff, and financial information. Supplemental information to be included in the reports shall be determined by the Sponsoring Entity.

9) distributing to parents information related to the qualifications of each professional employee of the program, including any professional or educational degree held by each employee, a statement of any certification under Subchapter B, Chapter 21, held by each employee, and any relevant experience of each employee

It will be the policy of Sponsoring Entity to hire highly qualified teacher for HSA-College Station students. The Sponsoring Entity will ensure that the school will provide a notification to parents about the qualifications of each teacher employed by the school. The school will hold public meetings at the school location to introduce each teacher that are qualified to teach at Harmony Science Academy-College Station. Resumes of each teacher will be made available for parents to review. Resumes of each teacher will also be posted at school web page. Additionally the school will provide each parent with a timely notice in the event that the parent's child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not "highly qualified." The notice and information provided to parents will be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

h) The Cosmos Foundation will be in compliance with the *No Child Left Behind* Act and will seek to hire teachers that are highly qualified in core academic subjects (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography) area. Teachers who are employed at the school will have minimum bachelor's degree and will demonstrate competency in the area of assignment. Special Education and BE/ESL teacher will be certified or licensed in the area of assignment. Teaching faculty will be encouraged to seek Texas Teacher's Certification during their employment at the school.

TEACHER:

The primary role and purpose of a teacher is to provide students with appropriate educational activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. Teachers will help students develop the skills necessary to be a productive member of society.

Skills:

- Understanding of subjects assigned.
- Working knowledge of curriculum and instruction.
- Capable of instructing students and managing their behavior.
- Exceptional organizational, communication and interpersonal skills.

Responsibilities and Duties:

Instructional Strategies

- Design, write and use lesson plans that conform to the charter's curriculum. Ensure written plans are available for review.
- Ensure lesson plans show modifications for differences in student learning styles.
- Teach instructional subjects according to guidelines established by Texas Education Agency charter policies and administrative regulations.
- Implement appropriate instructional and learning strategies, activities, materials and equipment to ensure comprehension of learning styles and student needs.
- Design instructional activities by using data from student learning style assessments.
- Collaborate with special education teachers on student Individual Education Plans to ensure all modifications are met.
- Collaborate with staff to determine charter requirement for the instructional goals, objectives and methods.
- Produce and oversee teacher aide and volunteer assignments.
- Employ technology practices to strengthen the instructional process.

Growth and Development

- Help students assess and enhance their study methods and habits.
- Produce formal and informal testing to evaluate student success.
- Coordinate and manage extracurricular duties as assigned. Sponsor outside activities approved by the charter principal.
- Serve as an example for students, support mission of charter.

Classroom Management and Organization

- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students.
- Control student behavior in agreement with the student handbook

- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities.
- Provide input on book, equipment and material selection.

Communication

- Establish communication rapport with parents, students, principals and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills.

Professional

- Enrich job skills through professional development activities.

Other

- Keep up to date on and abide by state and charter regulations and policies for classroom teachers.
- Gather, manage and file all reports, records and other documents required.
- Be active in faculty meeting and assist in staff committees as necessary.

Job Related Conditions:

- Maintain control in stressful situations.
- Extended hours may be required.
- Some lifting may be required.

SPECIAL EDUCATION TEACHER:

The primary role and responsibility is to provide services to special education students with appropriate learning activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. The Special Education teacher will develop *student ability level instructional materials through modified curriculum and prepared lesson plans*. Special Education teacher will conduct work in self-contained, team, departmental or itinerant capacity as necessary

Skills:

- Complete knowledge of special needs of students in assigned area.
- Complete knowledge of Admission, Review, and Dismissal (ARD) Committee process and Individual Education Plan (IEP) goal setting process and implementation.
- Working knowledge of curriculum and instruction.

Responsibilities and Duties:

Instructional Strategies

- Work in conjunction with students, parents and other members of staff to develop IEPs through the ARD Committee process for each student assigned.
- Design, write and use instructional, therapeutic or skill development program for assigned students and ensure written plan is available for review.
- Ensure comprehension of learning styles and student needs are met through creation and implementation of appropriate instructional and learning strategies, activities, materials and equipment.
- Collaborate with classroom teacher on student IEP to ensure all modifications are met and help special education students in regular class when appropriate
- Participate in ARD Committee meetings on an ongoing basis.

- Design instructional activities by using data from students learning styles assessment.
- Ensure IEP guidelines are met when presenting subject matter.
- Use an assortment of media and techniques to meet the needs and capabilities of each student assigned.
- Produce and oversee the teacher aide and volunteer assignments.
- Employ technology practices to strengthen the instructional process.

Growth and Development

- Produce formal and informal testing to evaluate student success.
- Oversee or ensure personal care, medical care and feedings of students as stated in IEP.
- Manage and care for all extracurricular duties as assigned. Sponsor outside activities approved by charter principal.
- Serve as an example for students; support mission of charter.

Classroom Management

- Prepare classroom to enhance learning and aid in the physical, social and emotional development of the students.
- Control student behavior and implement discipline plan. This includes handling crisis situations and physically restraining students as necessary according to IEP.
- Collaborate with the classroom teachers regarding student behavior management programs according to IEP.
- Collaborate with charter and outside resource people regarding education, social, medical and personal needs of student.
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities.
- Provide input on books, equipment and material selection.

Communication

- Ensure good communication rapport with parents, students, principals and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills.

Other

- Enrich job skills through professional development activities.
- Keep up to date and abide by federal, state and charter policies for special education teachers.
- Gather, manage and file all reports, records and other documents required.
- Be active in faculty meetings and assist in staff committees as required.

Job Related Conditions:

- Maintain control in stressful situations.
- Some lifting may be required.
- May be required to restrain students to control behavior.

SPECIAL EDUCATION AIDE:

Primary role and purpose of a Special Education Aid is to provide assistance to the Special Education teacher for the physical and instructional needs of the charter student with disabilities in the special education program. The Special Education Aid will help implement educational programs, including self-help, behavior management and instructional programs for students. The Special Education Aid will work under direct supervision of a certified teacher and indirect supervision of the principal.

Skills:

- Capable of working with children with disabilities.
- Capable of following verbal and written instructions.
- Capable of communicating effectively.
- Able to use general office equipment.

Responsibilities and Duties:**Instructional Support**

- Prepare educational materials and displays for the classroom with the assistance of the classroom teacher.
- Assist in keeping class neat and orderly.
- Assist teacher in handling administrative records and reports.
- Help substitute teachers with classroom layout, or other pertinent classroom management.
- Assist with inventory, care and maintenance of equipment.

Student Management

- Help physically disabled students according to their needs, including but not limited to, transferring to and from wheelchairs, lifting or positioning.
 - Help students with physical needs and personal care, including but not limited to, feeding, bathroom needs, and personal hygiene.
 - Assist in student behavior management. This includes handling crisis situations and restraining disruptive or dangerous students as needed.
 - Take responsibility for learning and conforming to each student's special medical, physical, communicative and emotional needs.
 - Coordinate educational activities assigned by the teacher; help individual students or small groups.
 - Assist in overseeing students throughout school day, inside and outside classroom. This includes lunchroom, bus and playground duty.
 - Advise teacher on special needs or problems of individual students.
- Other**
- Ensure confidentiality.
 - Enhance job skills by participating with staff development programs.
 - Be active in faculty meetings and special events as assigned.

i) The superintendent will be responsible to provide a written notice to the parents or guardians of each student enrolled at Harmony Science Academy-College Station about the qualification of the teacher employed by the school. The school will be in compliance with TEC, §12.130. Additionally resumes of each teacher will be made available at the front office for parents and public to review.

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT. after page 143

j) Average school administrative and teacher salary at several school district and charter school are listed in Table 5.1 above. A salary schedule was created based on the

comparison of size and location of the area school districts and charter schools (see Table 5.2 Salary Schedule).

The same benefits offered school officials will be offered to the teachers. Benefits may be determined annually by the sponsoring entity and may include health insurance (preferably TRS-Active Care), 5 sick or personal days. Additionally the school will meet all state and federal requirements regarding unemployment issues.

k) The Board of Directors believes that professional development opportunities provide teachers the skills to enhance student learning. Thus the superintendent will make every effort to provide best possible professional developments opportunities for teachers. Professional development will be essential in core subject areas and will be emphasized throughout the school year.

The superintendent along with the principal will bring colleagues, mentors, and outside experts to the school to provide up to date and research based applications. Faculty and staff will also be encouraged to participate in professional development workshop at Region XI and other locations. Technical assistance will be sought from Charter School Resource Center of Texas and Association of Charter School Educators. Teachers and administrators will be encouraged to attend state conferences and TEA sponsored staff development.

The School Officers will be committed to pursue of a new and innovative instructional strategies and pedagogy that support the philosophy of the school.

l) The superintendent will develop a teacher appraisal system similar to PDAS used by certified administrators. This Locally Developed Appraisal System (LDAS) will be utilized to evaluate teachers and instructional staff. Teacher will be evaluated annually. LDAS will be based on the teacher's performance in fields and teaching assignments for which he or she is qualified. Domains of LDAS instrument for teacher evaluation will include: **a)** active, successful student participation in the learning process, **b)** learner-centered instruction, **c)** evaluation and feedback on student progress, **d)** management of student discipline, **e)** instructional strategies, time, and materials, **f)** professional communication, **g)** professional development, **h)** compliance with policies, operating procedures and requirements, **i)** improvement of academic performance of students.

PEIMS Coordinator, Student Attendance Staff, and Other Staff

m) PEIMS COORDINATOR

Primary Responsibility of the PEIMS Coordinator is to coordinate the collection and reporting of district PEIMS data to the TEA.

Qualification Requirements:

Minimum a high school diploma or experience in a school environment

Special Knowledge/Skills:

Ability to maintain accurate and auditable records, use personal computer and software to develop spreadsheets, databases, and word processing. Also, have the ability to meet established deadlines, strong organizational, communication, and interpersonal skills.

Duties:

- Coordinate the collection, integration and formatting of all data required for PEIMS submission according to PEIMS Data Standards.
- Work cooperatively with campus, business office, and business office, and personnel office staff to collect, organize, and format data required for submitting district PEIMS data in a timely manner.
- Run edits, reports, and verification checks on data to ensure accuracy of information.
- Distribute edits and reports to appropriate staff for analysis, verification, and correction.
- Submit complete and accurate PEIMS data to Texas Education Agency (TEA) in prescribed format.
- Verify data submitted to TEA and submit corrections in a timely manner.
- Provide training and support to campuses and to business and personnel office staff responsible for processing PEIMS data.
- Receive PEIMS-related information from ESC and TEA and disseminate to other staff in a timely manner.
- Attend all regional PEIMS workshops and disseminate information to appropriate staff.
- Compile, maintain, and file all physical and computerized reports, records and other documents required.

The PEIMS coordinator may be a full time employee who also functions as the Registrar. ~~He will be required to have at least a high school diploma. He should have at least one year experience in this field.~~ A person who has previously worked as PEIMS coordinator will be preferred. From the outset, the PEIMS coordinator will also work as student attendance clerk, however, as the number of enrollment increases, the school officials will hire an additional employee with similar qualifications as student attendance staff.

n) See **Table 5.2** Salary Schedule PEIMS Coordinator will be treated as Administrative personnel regarding to salary requirements.

o) The PEIMS Coordinator, attendance clerk, and other staff will be required to attend workshop, training, and seminars along with professional workshops that are offered at the school. Following the employment of the PEIMS Coordinator and attendance clerk will be trained in the rules and regulations regarding attendance tracking, transcripts, grade reporting, admissions procedures, creation and maintenance of cumulative folders. All support staff will be given confidentiality and security training that will cover relevant state and federal laws.

PEIMS Coordinator will work closely with ESC personnel to submit accurate data. Technical assistant will be requested from the Charter School Resource Center of Texas (CSRCTX) and Association of Charter Educators (ACE) as needed.

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT. after page 151

p) PEIMS Coordinator, attendance clerk, and other staff will be evaluated based on:

- 1) job performance,
- 2) professionalism, and
- 3) their effort to contribute to the success of the school.

PEIMS error rate will be a good indicator of job performance for the PEIMS Coordinator. The Superintendent or principal will be responsible evaluating PEIMS coordinator. The other personnel will be evaluated by their supervisors. The following criteria will be used evaluating PEIMS Coordinator's;

- 1) Ability to meet PEIMS timelines
- 2) Ability to meet Student Attendance report timelines.
- 3) Ability to generate grading reports within timelines.
- 4) Proficiency in the use student application software.
- 5) Ability to generate ADA and other reports timely.
- 6) Ability to work with various data input sources.
- 7) Ability to verify and reconcile data (ex. Daily attendance).
- 8) Ability to work with students, parents, school personnel and community.
- 9) Ability to work under pressure.
- 10) Work cooperatively with campus, business office, and personnel office staff to collect, organize and format data required to submit District PEIMS data in a timely manner.
- 11) Run edits, reports, and verification checks on data to ensure accuracy of information.
- 12) Distribute edicts and reports to appropriate staff for analysis, verification and corrections.
- 13) Submit complete and accurate PEIMS data in Texas Education Agency (TEA) prescribed format to ESC for processing using computer terminal or personal computer.
- 14) Attend all regional PEIMS workshops and disseminate information to appropriate staff.

The student attendance staff/Secretary will be trained and evaluated by the Principal, using Locally Developed Appraisal System (LDAS). The student attendance staff is required to know the procedures and aspects of the education code related to attendance accountability. They will be monitored for accuracy and reliability in maintaining student records and attendance records.

State whether or not you mean for the PEIMS coordinator to be paid as an administrator as listed on Table 5.2.

Response:

An applicant required to have either a high school diploma or experience in a school environment.

Issue Identified:

P. 150 State whether or not you mean for the PEIMS coordinator to be paid as administrator as listed on Table 5.2.

Response:

We meant that the PEIMS Coordinator's salary will be coded under administrative salaries. PEIMS Coordinator's salary will be in between \$20,000-\$60,000 depending on years of experience, qualifications, and competence.

Issue Identified:

P. 151 Provide job descriptions for the following positions listed on the organizational chart (P. 207): special ed. coordinator, counselor, BE/ESL coordinator, gifted/talented coordinator, administrative assistant, food services supervisor, custodian, school nurse, attendance clerk, AP clerk, benefits coordinator, and payroll coordinator.

Response:

Followings are job descriptions for every job noted on the organizational chart.

SPECIAL EDUCATION COORDINATOR:

Primary Role and Purpose:

Coordinate and oversee the special education program to provide establishment of needed services for special needs students. Complete individualized education plans to meet the needs of all students and comply with all state, federal and local requirements.

Skills:

- Understanding of federal and state special education law.
- Comprehending the individual needs of special education students.
- Capable of communicating with all levels of special needs students and their parents.
- Capable of interpreting policy, procedures and data.
- Capable of managing budget and personnel.
- Capable of coordinating charter functions.
- Exceptional organizational, communication and interpersonal skills.

Responsibilities and Duties:

Instructional and Program Management

- Oversee and maintain special education programs and services to meet students' needs.
- Ensure that student progress is reviewed on an ongoing basis and that the results are used to make adjustments to IEPs.
- Combine the use of technology in the instructional atmosphere.
- Collaborate and support pilot program with staff that leads to effective, innovative instruction when appropriate.
- Establish program to support staff in achieving educational goals.
- Ensure special education referral process requirements are met. Arrange for, or conduct evaluations, advise on placement and program management for each student.
- Oversee and examine the Admission, Review and Dismissal (ARD) process for the charter.
- Confirm student placement and development of Individual Education Plan is appropriate through committee meetings according to charter policy.
- Oversee the change in services for special education students who are entering and leaving the charter system.
- Administer guidance in composing and implementing outside service contracts for special education students.
- Evaluate special education program efficiency through assessment findings, including student achievement data.
- Assist in the creation and outfitting of facilities for students with disabilities.
- Continually supervise curriculum program to ensure it is pertinent to student's needs.

Student Management

- Support charter's special education program in relation to student management policies and expected student behavior.
- Collaborate with parents, students and teachers through conferencing on vital issues.

Documentation and Law

- Advise on policy improvement through beneficial programs.
- Confirm that policies established by federal and state law, Commissioner's Rules, and local charter policy in area of special education are being met.
- Gather, manage and file all hardcopy and computerized reports, records, and other documents required by charter, state and federal regulations.

Budget and Inventory

- Direct the special education department budget and confirm that programs are cost effective and funds are managed sensibly.
- Provide budgets and cost guidelines based on documented needs of program.
- Oversee that adequate supplies and equipment are available and advise for the disposal of unnecessary equipment.
- Authorize and advise accounting department of purchase orders for the special education department.

Personnel Management

- Compile, assess and revise job descriptions in special education department.
- Guarantee outstanding operations in the special education arena through ongoing training and improvement guidelines.
- Assess job performance of staff to guarantee effectiveness.
- Aid in the employment and training of personnel and make effective recommendations in regards to personnel assignment, retention, discipline and dismissal.

Communication and Community Affairs

- Ensure two-way communications between parents, students and community agencies to notify families of services available.
- Participate in professional organizations and serve on community boards.
- Convey to the community the charter's purpose and goals in special education and encourage support in understanding the charter's purpose.
- Show understanding through initiation of activities to meet the charter community needs.
- Solicit charter community parent involvement with suitable and positive methods.

Supervisory Responsibilities:

Oversee and assess the performance of special education teachers, aides and support staff.

Job Related Conditions:

- Maintain control in stressful situations.
- Travel may be required.

Extended hours may be required.

COUNSELOR:**Primary Role and Purpose:**

Develop, implement, and assess a comprehensive guidance program for the charter including counseling services. Promote a guidance program that shows students how their personal growth and development can be maximized.

Skills:

- Working knowledge of counseling procedures, student appraisal and career development.
- Superior organizational, communication and interpersonal skills.
- Capable of instructing students and managing their behavior.

Responsibilities and Duties:**Guidance**

- Communicate the guidance program to students and parents.
- Assist teachers to include guidance program with charter curriculum.
- Administer education programs and career awareness to individuals and student groups on an ongoing basis.

- Ensure individual and small group counseling needs are met.

Consultation

- Confer with individuals associated with students to enhance their work with students.
- Collaborate with charter personnel and community residents to obtain resources for students.
- Ensure special programs and services are utilized by students with an efficient referral process.

Evaluation

- Assist in devising and assessing a charter standardized testing program.
- Evaluate test and assessment results effectively.

Program Management

- Develop a comprehensive guidance/counseling program that meets the identified needs of the student.
- Plan and implement an ongoing assessment of the guidance program and make adaptations based on the results.
- Gather, manage and file all required hardcopy and computerized reports, records and other documents.

Administration

- Abide by policies established by federal and state law that apply to charter schools, Commission's Rules that apply to charter schools, and charter policy in guidance and counseling area.
- Abide by all charter routines and regulations.
- Ensure a positive and constructive relationship with supervisors.
- Communicate with colleagues, students and parents in an effective manner.

Professional

- Provide role model behavior that is professional, ethical and responsible.
- Partake in professional development to enhance skills related to job assignment.

Supervisory Responsibilities:

Oversee assigned counseling aides and clerical employees.

Job Related Conditions:

- Maintain control in stressful situations.

BE/ESL COORDINATOR:

Primary Role and Purpose:

Oversee the charter program for bilingual students. Provide educational opportunities to bilingual students through communication with charter staff and outside personnel.

Qualifications:

Skills:

- Capable of organizing and coordinating charter-wide program.
- Skill at interpreting data.
- Understanding of curriculum and instruction.
- Understanding of strategies and materials for the education of bilingual students.
- Exceptional organizational, communication and interpersonal skills.
- Effective communication skills with bilingual parents and students.

Responsibilities and Duties:

Program Management

- Construct procedures and implement the process to recognize bilingual students at all grade levels, including review of student information and testing of students.
- Adapt bilingual curriculum as needed.
- Ensure bilingual students have appropriate curriculum modifications, acceleration, etc., of course work through collaboration with teachers.
- Design and provide for professional staff training sessions on various instructional methods, classroom settings, and identifying methods for bilingual students.
- Design and implement an ongoing assessment of the bilingual program and make adaptations based on the results.

Consultation

- Ensure aide staff has appropriate resources and materials to accomplish program goals.
- Confer with individuals associated with bilingual students in regards to program goals.
- Oversee parent meetings, including parent advisory committee meetings.

Finance and Inventory

- Manage the bilingual budget and see that programs are efficient and that bilingual funds are managed appropriately.
- Assess program needs to calculate budget and cost estimates.
- Assist in grant-writing activities to secure program funding.
- Participate in acquiring supplemental equipment and supplies for the program.

Documentation and Law

- Gather, manage and file all hardcopy and computerized reports, records and other documents required.
- Abide by all policies established by federal and state law that apply to charter schools, Commissioner's Rules that apply to charter schools, and the local charter policy.

Supervisory Responsibilities: None

Job Related Conditions:

- Maintain control in stressful situations.
- Extended hours may be required.
- Some travel may be required.

GIFTED/TALENTED COORDINATOR:**Primary Role and Purpose:**

Oversee the charter program for gifted and talented students. Provide educational opportunities to students through communication with school staff and outside personnel.

Qualifications:

Bachelor's Degree

Skills:

- Capable of organizing and coordinating school-wide program.
- Strong communication and interpersonal skills
- Ability to develop, implement and revise the G/T curriculum, as needed
- Skill at interpreting data.
- Understanding of curriculum and instruction.
- Understanding of strategies and materials for the Gifted/Talented education.
- Exceptional organizational, communication and interpersonal skills.
- Effective communication skills with parents and students.

Responsibilities and Duties:**Program Management**

- Construct procedures and implement the process to recognize G/T students at all grade levels, including review of student information and testing of students.
- Adapt G/T curriculum as needed.
- Ensure G/T students have appropriate curriculum modifications, acceleration, etc., of course work through collaboration with teachers.
- Design and provide for professional staff training sessions on various instructional methods, classroom settings, and identifying methods for G/T students.
- Design and implement an ongoing assessment of the G/T program and make adaptations based on the results.

Consultation

- Ensure aide staff has appropriate resources and materials to accomplish program goals.
- Confer with individuals associated with G/T students in regards to program goals.
- Oversee parent meetings, including parent advisory committee meetings.

Finance and Inventory

- Manage the G/T budget and see that programs are efficient and that G/T funds are managed appropriately.
- Assess program needs to calculate budget and cost estimates.
- Assist in grant-writing activities to secure program funding.
- Participate in acquiring supplemental equipment and supplies for the program.

Documentation and Law

- Gather, manage and file all hardcopy and computerized reports, records and other documents required.
- Abide by all policies established by federal and state law that apply to charter schools, Commissioner's Rules that apply to charter schools, and the local charter policy.

Supervisory Responsibilities: None

Job Related Conditions:

- Maintain control in stressful situations.
- Extended hours may be required.
- Some travel may be required.

ADMINISTRATIVE ASSISTANT:

Primary Role and Purpose:

Organize and maintain the normal work activities of the office of administration. Provide clerical duties to the Chief Education Officer (CEO) and other charter staff.

Skills:

- Exceptional keyboarding, word processing and file maintenance skills.
- Strong communication and interpersonal skills.
- Basic math skills.
- Knowledge of personal computer and software in order to compile spreadsheets and databases and do word processing.

Responsibilities and Duties:

Records and Correspondence

- Draft correspondence, forms, reports, etc., for the CEO and other department staff members using a personal computer.
- Prepare data as needed when completing state and local reports.
- Organize and manage hardcopy and computerized departmental files.
- Manage student records as needed.

Accounting

- Attend to routine bookkeeping duties, including basic math operations, for the department.
- Assist with the completion of purchase orders and payment authorizations.
- Maintain personnel time records including leave requests and reports. Draft and submit information to the central office.

Other

- Answer incoming calls, take accurate messages and transfer to appropriate staff.
- Oversee appointment schedule and make travel arrangements for department staff.
- Receive, sort and deliver mail and other documents to department staff.
- Ensure confidentiality of information.

Supervisory Responsibilities: None

Job Related Conditions:

- Maintain control in stressful situations.
- Manage time with frequent interruptions.
- Extended computer time.

FOOD SERVICE SUPERVISOR:**Primary Role and Purpose:**

Supervise and run the food service operation. Develop and direct programs that meet regulatory and nutritional requirements for students. Encourage development of healthy nutritional practices and ensure a safe and clean environment.

Skills:

- Capable of menu planning, food purchasing and preparation of foods in food service environment.
- Capable of managing budget and personnel.
- Capable of coordinating charter functions.
- Capable of interpreting policies, procedures and data.
- Exceptional organization, communication and interpersonal skills.

Responsibilities and Duties:**Food Service Operations**

- Oversee charter food service programs.
- Provide meals that meet nutritional requirements for students.
- Consult with charter principal to plan effective lunch schedules and work out personnel issues.
- Oversee the process of providing free and reduced lunch applications following United States Department of Agriculture and Texas Education Agency guidelines for meal eligibility and reimbursement of federal funds.
- Produce and manage written procedures for all food service operations.

Documentation and Law

- Abide by all federal and state law that apply to charter schools, Commissioner's Rules that apply to charter schools and board policy in food service area.
- Gather, manage and file all hardcopy and computerized reports, records and other documents required.
- Ensure data for processing food service payroll is prepared.

Finance

- Oversee food service budget and verify that programs are cost efficient and managed appropriately.
- Record program needs in order to provide budget and cost estimates.
- Help devise a cost-effective and efficient system of purchasing food which meets federal procurement and Texas Education Agency (TEA) standards.
- Write purchase orders and bids within charter budget and following charter policy.

- Approve and forward food service invoices and purchase orders to accounting department.
- Propose disposal of obsolete equipment and update equipment as necessary.
- Oversee equipment and supply inventory and stock control program.

Personnel Responsibilities

- Draft and revise job description in food service department.
- Ensure outstanding performance in the food service area through training options and improvement plans.
- Assess job performance of employees to guarantee efficiency.
- Employ, train, oversee and make accurate recommendations about personnel placement, transfer, retention and dismissal.

Safety

- Protect food, supplies and equipment in school cafeterias, lunchrooms and warehouse through effective operating procedures.
- Operate safety standards that abide by federal, state and insurance regulations and design a proactive safety program.

Other

- Participate in growth activities to keep up to date on new techniques for food service operations.

Supervisory Responsibilities:

Supervise and evaluate performance of cafeteria managers and support staff assigned to the food service area.

Job Related Conditions:

- Maintain control in stressful situations.
- Extended hours may be required.

CUSTODIAN:

Primary Role and Purpose:

Oversee charter's maintenance and custodial operations. Maintain facilities so that full educational use may be made at all times. Ensure facilities provide an excellent working environment that is safe, clean, attractive and functional.

Skills:

- Working knowledge of basic principles of construction, school plant maintenance and custodial operations.
- Capable of managing maintenance department budget and personnel.
- Capable of coordinating district functions.
- Capable of interpreting policy, procedures and data.
- Capable of reading blueprints and schematics.
- Effective organizational, communication and interpersonal skills.

Responsibilities and Duties:

Facility Maintenance

- Supervise custodial, maintenance and repair, security and central warehouse operations of charter.
- Process work orders for repair and maintenance of charter facilities and grounds.
- Provide written working procedures for maintenance, repair, operations and security of all charter facilities and equipment.
- Organize plans and requirements for contracted repair work and locations improvement for submission to appropriate department for bids.

Documentation and Law

- Follow federal and state laws that apply to charter schools, Commissioner's Rules that apply to charter schools, and local charter policy in maintenance area.
- Gather, manage and file all reports, records and other documents required in maintenance area.
- Compile necessary information to process maintenance payroll.

Finance and Inventory

- Oversee maintenance budget and verify that programs are cost efficient and funds are managed accordingly.
- Record program needs in order to provide budget and cost estimates.
- Supervise inventory and stock control program for equipment and supplies.
- Write purchase orders and bids within charter budget and following charter policies.
- Replace and maintain an adequate inventory of supplies and parts.
- Approve and forward maintenance department invoices and purchase orders to accounting department.
- Propose disposal of obsolete equipment and acquire updated equipment as necessary.

Personnel

- Assign work to maintenance personnel and supervise job completion.
- Draft and revise maintenance department job descriptions.
- Assess effectiveness of employees' job performance.
- Employ, train, oversee and make sound recommendations about maintenance personnel placement, transfer, retention and dismissal.

Safety

- Implement safety standards that abide by federal, state, and insurance regulations and implement a safety prevention program.
- Keep all equipment in ideal operating condition.

Other

- Work as disaster duty personnel when needed.
- Participate in professional growth activities to keep informed of new methods in maintenance operations.
- Be available for after-hours emergencies.

Supervisory Responsibilities:

Oversee performance of craftsmen, head custodian, grounds foreman, warehouse supervisor, head security, and support staff assigned to maintenance department.

Job Related Conditions:

- Maintain control in stressful situations.
- Frequent travel required.
- Extend hours may be required.

SCHOOL NURSE:**Primary Role and Purpose:**

Ensure complete health services program for charter. Provide students with health services. Incorporate students into health education program and teach preventive health practices.

Skills:

- Ability to evaluate students to identify health defects.
- Exceptional organizational, communication and interpersonal skills.
- Capable of implementing policies and procedures.

Responsibilities and Duties:**Nursing Services**

- Provide medical care, minor or emergency, to students and staff according to charter policy.
- Act as health mentor for students.
- Contact parents or guardian in cases of accident or illness. Obtain outside medical care in emergency cases when parents or guardian cannot be reached.
- Implement plan to ensure student medications are administered properly. Ensure plan is in compliance with charter policy and procedures.
- Issue health screening for staff and students as required by Texas Department of Health, Texas Education Agency and charter policy. Make referrals as necessary.
- Plan and implement an ongoing evaluation of charter health program and make adaptations based on the results.

Instruction

- Assist in drafting of charter health education curriculum and teach health education to individuals and groups.
- Ensure individual students receive health counseling and instruction.

Consultation

- Work as health partner between school, physicians, parents and community.
- Assess and refer student problems with the assistance of students, teachers, parents and medical and health care professionals as needed.
- Assist with Admission, Review, and Dismissal Committee, crisis team and school committees.
- Assess and report cases of suspected child abuse.
- Initiate home health care for students with health problems with permission of the charter administration.
- Keep ongoing communication with principal and health services coordinator on issues of health services.

Administration

- Manage and assess immunization records.
- Ensure correct program administration by following program charter procedures.
- Oversee nurse aides and ensure training of clinic policies according to charter regulations.
- Gather, manage and file all reports and other documents required, including clinic records and accurate, updated health records on all students.
- Maintain clinic inventory as needed by requisition of supplies and equipment.
- Abide by policies established by federal and state laws that apply to charter schools, Texas Department of Health rule that apply to charter schools, Commission's Rules that apply to charter schools and local charter policy in health services area.
- Inform principal of potential health and safety hazards.
- Abide by all charter routines and regulations.

Professional Development

- Keep current CPR, vision and hearing screening and health screening certification.
- Provide role model behavior that is professional, ethical and responsible.

Supervisory Responsibilities:

Direct the work of assigned nurse aides.

Job Related Conditions:

- Maintain control in stressful situations.

Possible exposure to bacteria and communicable diseases.

ATTENDANCE CLERK (DATA ENTRY CLERK):**Primary Role and Purpose:**

Perform data entry including accounting, personnel, budget, demographics or Public Education Information Management System (PEIMS) data; attendance; or grades into computer databases with direct supervision.

Skills:

- Capable of using a personal computer to design and maintain spreadsheets, databases and complete word processing.
- Efficient typing, keyboarding, file maintenance and 10-key skills.
- Able to comply with established deadlines.

Responsibilities and Duties:**Documentation and Reports**

- Using appropriate technology to enter alphabetic, numeric or symbolic data from source document.
- Validate and record results according to charter guidelines.
- Identify and edit corrections in original data prior to processing.

- Identify deficiencies in source documents and relay them to originator for correction.
- Publish reports using database information including attendance reports, class or personnel roster, end-of-semester reports or accounting reports.

Other

- Ensure confidentiality.

Supervisory Responsibilities:

- None

Job Related Conditions:

Extended computer time.

AP CLERK, BENEFIT/PAYROLL COORDINATOR:

Duties and responsibilities of AP clerk, benefit, and payroll coordinator are very similar and interconnected and these duties will be conducted by one person depending on the student enrollment and number of employees. The primary role and purpose of the AP clerk, benefit, and payroll coordinator is to support business manager in conducting all financial and business affairs of the charter school including accounting, payroll, and purchasing.

Skills:

- Applicable knowledge of school finance, budgeting, accounting systems.
- Effective communication, public relations, and interpersonal skills.
- Knowledge of personal computers and software to compile spreadsheets, perform data analysis, and do word processing.

Responsibilities and Duties:

Fiscal Management

- Ensure that business manager is advised on the business affairs of the school.
- Compile and prepare invoices and record transactions.
- Maintain all payment records.
- Coordinate all payroll activities and functions.
- Monitors payroll inputs to ensure that accurate data is received in accordance with prescribed timetables.
- Process school-wide payroll and make all associated entries and adjustments.
- Develop schedules for processing payrolls.
- Perform routine and non-routine data retrieval, research, analysis, and reporting from the payroll records as requested.
- Complete the quarterly Employer's Tax Return, Form 941, for the IRS.
- Assists with the production of W-2's, 1099-R's, and 1042-S tax forms and ensures the accuracy of the information extracted from the file.
- Maintains the database tables and Payroll Procedures manual.
- Analyze accounting practices, systems, and controls in all charter departments and advise on improvements in their structure, implementation, and maintenance.
- Perform balance reconciliations
- Maintain accounting systems that comply with laws and regulations.

- Confirm that business operations support the charter mission.

Supervisory Responsibilities:

- None

Job Related Conditions:

- Maintain control in stressful situations.
- Travel may be required.
- Extended or irregular hours.

COMMUNITY SUPPORT:

Issue Identified:

On P. 159 it states that the school will be located in Jefferson County but if the school will be located in College Station then the county should be Brazos County. Please correct the County where the school will be located.

Response:

The following change is made.

Current:

The school will be located in Jefferson County. This location is chosen because the sponsoring entity believes that there exists huge demand in this county.

Revised:

The school will be located in Brazos County. This location is chosen because the sponsoring entity believes that there exists huge demand in this county.

GEOGRAPHIC BOUNDARIES:

Issue Identified:

Please remove charter schools listed in this section (P. 160).

Response:

The charter schools listed in this section are removed.

**Sections to be Reviewed by Texas Education
Agency Staff**

6. Governance

a)

President : Oner U. Celepcikay
V. President : Dr. Burhanettin Kuruscu
Treasurer : Levent Bulut
Secretary : Fatih Yigit
Member : Mustafa Atik

b) See **Attachment C** (the 501(c)(3) determination letter from the IRS).

c) See **Attachment D** (the Articles of Incorporation).

d) See **Attachment E** (the Bylaws)

e) The Cosmos Foundation Inc. (the sponsoring entity) was established on July 5, 1999 in Houston, TX.

f) The primary purpose of the corporation is to organize and operate exclusively for charitable, educational, scientific and literary purposes. No part of its net earnings shall inure to the benefit of any private shareholder or individual, no substantial part of its activities shall conduct propaganda or otherwise attempting to influence legislation, and it shall not participate in or intervene in (including the publishing or distributing of statements), any political campaign on behalf of or in opposition to any candidate for public office.

The Board of Directors of the Cosmos Foundation is dedicated to quality education and promotes science, mathematics and educational technology in school environments. Within this frame of primary objective, the foundation was established to conduct the followings;

- a. establish open enrollment charter schools (i.e., Harmony Science Academy-Houston, HSA-Austin, HSA-Dallas, and Harmony Elementary) in order to have a positive impact in education and to emphasize importance and increase awareness of technology, mathematics, science education among students and parents.
- b. provide free of charge after school activities such SAT and PSAT preparation courses and,
- c. organize supplemental after school tutorials in core subjects (i.e., Math, Science, English, Social Studies).

Additionally, the ancillary purpose is to perform charitable activities within the meaning of Internal Revenue Code Section 501(C)(3) and Texas Tax Code Section 11.18(C)(1), consistent with the primary purpose listed above.

g) The Board of Directors of the Cosmos Foundation is dedicated to quality education and promotes science, mathematics and educational technology in school environments. Within this frame of primary objective, the foundation has been conducting the followings;

- a. Establishing open enrollment charter schools (Harmony Science Academy-Houston, -Dallas, -Fort worth, -San Antonio, -El Paso and -Austin) in order to have a positive impact in education and to emphasize importance and increase awareness of technology, mathematics, science education among students and parents. All of these schools are serving students in grades 6 through 12.
- b. The foundation engages in several after school activities such as (i) offering free SAT and PSAT preparation courses; (ii) organizing supplemental courses in core subjects (i.e., Math, Science, English, Social Studies). Currently, these services are offered to the middle and high school students only. The Board Members are planning to provide similar services to the elementary students upon approval of this proposal.

Faculty and staff members at Harmony Science Academies (HSA) have been providing exemplary education to its students and surrounding community since August 2000 in Houston, since August 2002 in Austin, since August 2004 in Dallas, and since August 2005 in Houston, Texas at elementary level. Over the last five years, HSA (an open enrollment charter school) demonstrated its high quality education on students' success. In its fourth year in operation, Houston campus was rated exemplary, in its Second year of operation Austin campus was rated 'Recognized and in its first year of operation Dallas campus was also rated Recognized.

h) Cosmos Foundation has not operated a private daycare, private school, public daycare, or public school. As mentioned in the previous section, Cosmos Foundation has been operating four charter schools.

i) The sponsoring entity, Cosmos Foundation Inc., is not a religious or faith-based organization. The Sponsoring Entity does not own or control by any religious organization in part or in whole. The Sponsoring Entity is not affiliated with any religious organization or engages in any activity with a religious purpose.

j) There has been a false claim against the sponsoring entity filed on October 15, 2002 by Harrison Pearson Associates Inc., ("the Plaintiff"). The plaintiff alleges that it is a licensed real estate broker and that it entered into an Exclusive Commercial Buyer/Tenant Representative Agreement ("the Agreement") on August 8, 2001 with the sponsoring entity. The plaintiff claims that as a result of that agreement, the broker earned 6% of a sale commission. However, the sponsoring entity has never purchased or sold any property since its inception. Trial date was set for June 15, 2004. The sponsoring entity retained a law firm (Bracewell & Patterson L.L.P.) to defend itself. The case was settled before the court date. Neither party made any payment, commission, or a penalty.

k) The Sponsoring Entity has not been sanctioned by any state regulatory agency.

l) The Board of Directors of the Cosmos Foundation is made up of dedicated educators from distinguished universities such as the University of Texas at Austin, Texas A&M University, University of Houston, Baylor College of Medicine, and Rice University. The Board Directors of the Sponsoring Entity have a lot of experience in science, mathematics, and computer education at a national as well as at an international level. Members of this unique board are volunteers and no member is paid for the services he or she provides. The foundation and the School are supported by

various community members and businessman in the Houston area. The founding members are very excited about the opportunity that will be given to prepare elementary school students for this new millennium.

Oner U. Celepcikay (President): Mr. Celepcikay is pursuing his Ph.D. in the Computer Science Department at University of Houston where he also acquired his M.S. Degree. Mr. Celepcikay has been working at University of Houston Educational Technology Outreach (ETO) Department since August of 2000. His primary responsibilities are to help faculty members to integrate technology into their conventional and/or online courses mainly through web technologies. He also develops tools for distance education, and provides necessary training for the faculty members as well as technical support. He has been assigned to various departments for this job by ETO including Department of Curriculum and Instruction, Department of Human and Health Performance, and Law School. He has worked on various projects and developed number of courses for Gifted and Talented students (i.e., Practicum in Gifted/Talented Education, Curriculum and Management Systems for Gifted and Talented Students, Teaching the At-risk Gifted Students in the Regular Grade (K-12).

Dr. Burhanettin Kuruscu (V. President): Dr. Kuruscu is an assistant professor at University of Texas at Austin. After receiving his B.S. degree in industrial engineering, He attended to Ph. D program at University of Rochester. He completed his Ph.D. in 2002 and offered a faculty position at Austin. Dr. Kuruscu has taught many undergraduate and graduate level courses at various institutions. Currently he is teaching macroeconomics and related subjects. His academic research focuses on labor market and savings policies.

Levent Bulut (Treasurer): Mr. Bulut is a Ph.D. candidate at the Department Economics of University of Houston where he acquired his M.A. Degree in Economics. He holds another Master degree in Economics from Marmara University in Istanbul. During his undergraduate years, Mr. Bulut actively involved in proctoring the very talented high school students in various public and private schools. During his undergraduate years, he also worked as a after school math instructor at Alpha Education Center Programs in Ankara, Turkey. Upon completion of his master's degree, he worked as a Research Assistant at Fatih University. Mr. Bulut worked as an editorial assistant of the *Journal of Economic and Social Research* which is an indexed journal in Econ-Lit, Sociological Abstracts, Social Services Abstracts, Political Science and Government Abstracts and Linguistics & Language Behavior Abstracts. Mr. Bulut is currently working on special topics in International Finance and Macroeconomic Policies.

Fatih Yigit (Secretary): Fatih Yigit received his law degree at Marmara University, School of Law Istanbul, Turkey. He attended graduate school and studied International Commercial law at Temple University, Beasley School of Law, in Philadelphia and received his Masters of Law degree. He worked at various U.S. and International Law firms and he is currently working in Houston based law firms, The Karadag PLLC. He is practicing immigration, international and international tax law and helping multinational companies during their course of investment in the United States.

Mr. Yigit is always interested in education. During his undergraduate years, Mr. Yigit worked as a volunteer educational counselor at Maltepe Education Center and tutored many students who were pursuing college education. Mr. Yigit voluntarily served as an accountant for Cosmos Foundation, Inc. and helped to manage Harmony Science Academy-Austin's startup budget in 2001 and 2002.

Mustafa A. Atik (Member): Mustafa Atik is a physician and currently working at Baylor College of Medicine as a researcher. Dr. Atik received his undergraduate degree from Hacettepe University School of Medicine in 1985. Following his graduation, he worked at Anayurt, Afyon Medical Center for two years. He completed his residency in the field of Pulmonary Medicine at Ataturk Chest

Diseases Institute in Ankara, Turkey. Between 1992 and 2001, Dr. Atik worked as Pulmonary Medicine Specialist for the Ministry of Health. In 2001, Dr. Atik moved to the United States for his children's education and established a business in Houston, Texas. In 2005, he was hired as Medical Researcher by Baylor College of Medicine. Dr. Atik is married and has four children.

m) The sponsoring entity recruits its members, founders, organizers, and from the volunteers who always participate in activities of the charter school. In general, these volunteers share the similar goals and objectives of the foundation.

n) The governing body of the sponsoring entity will not delegate final authority to hear or decide employee grievances, citizen complaints, or parental concerns. The Board will establish fair and efficient procedures to facilitate the resolution of disputes, and to preserve the integrity of the Cosmos Foundation and the proposed school. The Board of Directors will adopt policies to notify parents of its students about their rights and due process during the admission and registration. Parents and students will be given a students' handbook outlining students' and parents right. The following guidelines will be established:

The officers of the Harmony Science Academy-College Station and the governing bodies of the school assure you that 19 TAC §100.1033 (C)(6) will be followed and implemented regarding employee grievances, citizen complaints, or parental concerns.

If a dispute/disagreement arises between individuals or with the policies of the School, a person should follow the hierarchy listed below. Nevertheless the complainant will be given to option to follow the chain of command or speak before the Board.

- **Step 1)** Attempt resolution with the person with whom he or she has conflict first. After a good faith effort if the dispute remains unresolved then;
- **Step 2)** Bring the matter to the attention of the principal. If after a good faith effort to resolve the problem does not yield satisfactory results then;
- **Step 3)** Bring the matter before the Superintendent in writing. If after a good faith effort to resolve the problem does not yield satisfactory results within ten school days then;
- **Step 4)** ~~Ask for a hearing before the Board. If after a good faith effort to resolve the problem does not yield satisfactory results within twenty school days then, the sponsoring entity will request mediation from a third party or TEA.~~

All complaints may be appealed to the Board of Directors for a hearing. All complaints to be considered must be submitted in writing within ten school days of occurrences and responded to by the charter school within twenty school days.

o)

1) The officers of the Corporation shall be a president, two vice presidents, a secretary, and a treasurer. The Board of Directors may create additional officer positions, define the authority and duties of each such position, and elect or appoint persons to fill the positions. Any two or more offices may be by the same person, except the offices of president and secretary.

2) **Election of Officers:** The officers of the Corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers is not held at this meeting, the election shall be held as soon thereafter as conveniently as possible.

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

OTHER:

Issue Identified:

How will the Europe trip be funded? Explain how a Europe trip will be financially feasible every year (P. 13).

Response:

The international field trips (including the Europe trip) are paid or funded by parents of those students who would like to join. It is not paid by school funds at all.

Issue Identified:

Please provide assurance that you will follow 19 TAC §100.1033 (C)(6) regarding employee grievances, citizen complaints, or parental concerns. In step 4, on P. 156 it says, "Ask for a hearing before the Board. If after a good faith effort to resolve the problem does not yield satisfactory results within twenty school days then; the sponsoring entity will request mediation from a third party or TEA," TEA does not mediate.

Response:

Cosmos Foundation provides assurance that we will follow 19 TAC §100.1033 (C)(6) regarding employee grievances, citizen complaints, or parental concerns. The school will not request mediation from a third party or TEA.

Issue Identified:

Please correct the grade level range on P. 162 if the school plans to serve Pre-K3 through 12th grade.

Legal Review

GOVERNANCE STRUCTURE:

Issue Identified:

The response to 6 (o) (4) is not consistent with article 2.05 of the bylaws. Please revise this section.

Response:

The following change is made:

Current:

Vacancies: Any vacancy occurring in the Board of Directors, and any director position to be filled due to an increase in the number of directors, shall be filled by the Board of Directors. A vacancy is filled by the affirmative vote of a majority of the remaining directors, even if it is less than a quorum of the Board of Directors, or if it is a sole remaining director. A director elected to fill a vacancy shall be elected for the unexpired term of the predecessor in office.

Revised:

Vacancies: Any vacancy occurring in the board of directors, and any director position to be filled due to an increase in the number of directors, shall be filled by the affirmative vote of a majority of the remaining board of directors. When a vacancy on the Board exists, nominations for new members may be received from present board members one week in advance of a board meeting.

Issue Identified:

An incorrect version of the bylaws was included with the application. The correct version has been provided.

Response:

Please find the correct version of bylaws attached in Exhibit B.

**REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.**

Each officer shall hold office until a successor is duly selected and qualified. An officer may be elected to succeed himself or herself in the same office.

Removal of Officers: Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors with or without good cause. The removal of an officer shall be without prejudice to the contract rights, if any, of the officer.

3) **Election of Directors:** A person who meets the qualification requirements to be a director and who has been duly nominated may be elected as director. Directors shall be elected by the vote of the a majority of the Board of Directors. Each director shall hold office until a successor is qualified and elected. A director may – not be elected to succeed himself or herself as director.

Removal of Directors: The Board of Directors or members may vote to remove a director at any time, only for good cause. Good cause for removal of a director shall include the unexcused failure to attend four consecutive meetings of the Board of Directors. A meeting to consider the removal of a director may be called and noticed following the procedures provided in the bylaws. The notice of the meeting shall state the issue of possible removal of the director that will be on the agenda the notice shall state the possible cause for removal. The director shall have the right to be represented by an attorney at and before the meeting. At the meeting, the Corporation shall consider possible arrangements for resolving the problems that are I the mutual interest of the Corporation and the director. A director may be removed by the affirmative vote of fifty (50) percent of the Board of Directors.

4) ~~**Vacancies:** Any vacancy occurring in the Board of Directors, and any director position to be filled due to an increase in the number of directors, shall be filled by the Board of Directors. A vacancy is filled by the affirmative vote of a majority of the remaining directors, even if it is less than a quorum of the Board of Directors, or if it is a sole remaining director. A director elected to fill a vacancy shall be elected for the unexpired term of the predecessor in office.~~

5) **Terms:** The officers of the Corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers is not held at this meeting, the election shall be held as soon thereafter as conveniently as possible. Each officer shall hold office until a successor is duly selected and qualified. An officer may be elected to succeed himself or herself in the same office.

6) Currently, terms are not staggered.

p) A governing body for the charter school does not exist.

q) Not applicable.

r) Not applicable

s) The Cosmos Foundation does not intend to use a private entity or a third part management company to operate the school.

7. Community Support

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT. after page 151

a. ~~The school will be located in Jefferson County. This location is chosen because the sponsoring entity believes that there exists huge demand in this county.~~

b. Since the beginning year of 2004 community members have been advocating for a need for a school, in College Station, with similar mission and educational program. The community members are excited about the positive outcome of this proposal. Parents have expressed interest and support for the proposed elementary school.

Local business owners/officers have shown interest in establishing a school with an outlined mission and educational programs. Members of this community have always been involved in HSA-Houston operation since its establishment. Members will continue to be involved in the school's operation and advertisement upon approval. Harmony Science Academy-College Station will continue to collaborate with these community groups.

c. See **Attachment F** (Published Notice of Public Hearing).

d. See **Attachments G** (Synopsis of the Public Hearing).

8. Geographic Boundary

a) Harmony Science Academy-College Station will accept students from the following school districts.

Districts and Charter Schools

ANDERSON-SHIRO CISD	CONROE ISD	MILANO ISD
APPLE SPRINGS ISD	CORRIGAN-CAMDEN ISD	MONTGOMERY ISD
BELLVILLE ISD	CROCKETT ISD	MUMFORD ISD
BIG SANDY ISD	FRANKLIN ISD	NAVASOTA ISD
BRAZOS ISD	GAUSE ISD	NEW CANEY ISD
BREMOND ISD	GOODRICH ISD	NEW WAVERLY ISD
BRENHAM ISD	GRAPELAND ISD	NORMANGEE ISD
BRYAN ISD	GROVETON ISD	NORTH ZULCH ISD
BUCKHOLTS ISD	HEARNE ISD	OAKWOOD ISD
BUFFALO ISD	HUNTSVILLE ISD	ONALASKA ISD
BURTON ISD	IOLA ISD	RICHARDS ISD
CALDWELL ISD	KENNARD ISD	ROCKDALE ISD
CALVERT ISD	LATEXO ISD	SEALY ISD
CAMERON ISD	LEGGETT ISD	SHEPHERD ISD
CENTERVILLE ISD	LEON ISD	SNOOK ISD
CENTERVILLE ISD	LIVINGSTON ISD	SOMERVILLE ISD
COLDSPRING-OAKHURST	LOVELADY ISD	SPLENDORA ISD
CISD	MADISONVILLE CISD	TRINITY ISD
COLLEGE STATION ISD	MAGNOLIA ISD	WILLIS ISD

~~BRAZOS SCHOOL FOR INQUIRY & CREATIVITY~~

~~EAGLE ACADEMY OF BRYAN~~

~~RAVEN SCHOOL~~

~~TEXAS SERENITY ACADEMY~~

*REVISED DURING CONTINGENCY PROCESS.
SEE INSERT. after page 151*

b) Copies of the return receipts showing the dates the forms were received by the districts and charter schools have been included as **Attachment H**.

9. Admissions Policy

a) Harmony Science Academy-College Station will require the applicants to complete and submit a complete application form starting January 10, 2007 until June 25, 2007 for the first year of operation. For the following years, beginning and ending dates of the application period shall be January 10th and March 15th of each year, respectively.

b) A lottery will be conducted if the number of applicants exceeds the maximum enrollment. The lottery will take place within 10 days after the closing date of the admission. Each student will be assigned a number, and numbers will be selected at random by the principal or his designee under the supervision of at least two members of the sponsoring entity and a notary public. It is the policy of Cosmos Foundation not to discriminate during the admission and lottery process on the basis of gender, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability.

c) The lottery will be paused momentarily once number of student names reach proposed enrollment cap. Then the drawing will continue and a waiting list will be developed by pulling the remaining names until all names are pulled.

d) Harmony Science Academy-College Station will exempt from the lottery the siblings of returning students and/or the children of the school's founders (so long as the total number of students allowed constitutes only a small percentage of the total enrollment) as permitted by the federal guidance on the Charter Schools Program.

e) If a student applies to school outside of the designated application period, the student will be placed on a waiting list in the order of the date that application received.

f) Harmony Science Academy-College Station will comply with all state and federal regulations regarding admission and the school shall not discriminate in admissions based on gender, athletic ability, national origin, ethnicity, religion, disability, academic ability, or artistic ability or the district the child would otherwise attend.

g) Not applicable

h) Students who have a documented history of a criminal offense, juvenile court adjudication, listed in TEC, §12.111(6), or other serious discipline problems listed under TEC, Chapter 37, Subchapter A will be excluded from enrollment.

i) Applicants must submit a completed application form in order to be considered for admission. The application form must be signed and dated by the parent(s). Applicants will not be required to provide transcript or other academic records until after they are offered admission. The application form must include the following items for both the student and the parents:

- 1) Name,
- 2) Birth Date,
- 3) Grade level,
- 4) Name of the student's School,
- 5) Home Address, and
- 6) Phone numbers.

7) Parents' name(s) and Signature(s).

j) Charter schools that are operated by the sponsoring entity have always been in compliance with the Civil Action 5281. Harmony Science Academy-College Station will also comply with reporting transfer students pursuant to Civil Action 5281 by using the student transfer system provided on TEA website under PEIMS section.

PK
Harmony Science Academy-College Station will serve grades ~~K~~ through 12 grades having maximum enrollment of 900 students. The majority of the potential students enrolling to Harmony Science Academy-College Station will come from College Station ISD and surrounding districts. Thus the school population diversity will be reflective of those districts.

**REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.**

Response:

Harmony Science Academy-College Station plans to serve grades Pre-K3 through 12 grades. Thus this correction should clarify the grade levels being served.

ASSURANCE DOCUMENTS:

Issue Identified:

Signed Assurances related to the requirements of bilingual ESL programs, Section 504 of the Rehabilitation Act of 1973, and dyslexia programs will be required if a charter is awarded. In addition, a special education and federal assurance document is required prior to the execution of a charter contract.

Response:

Assurances regarding bilingual/ESL, Section 504 of the Rehabilitation Act of 1973, dyslexia programs will be executed upon approval of these contingencies. Special education and federal assurance documents are provided in Exhibit A.

10. Special Needs Students and Programs

a) HSA-College Station will have in effect policies and procedures to ensure that all children with disabilities residing in HSA-College Station's jurisdiction, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated. This assurance is achieved in collaboration with the regional education service centers that provide technical assistance support to the school districts and charter schools that provide direct services to eligible students with disabilities. To further assure that appropriate services for students with disabilities are provided, division staff members are involved in a number of statewide initiatives and coordinate implementation activities with other state agencies.

With the assistance of the Texas Education Agency and the education service centers (ESC), HSA-College Station will ensure that a free appropriate public education (FAPE) is provided to all individuals with disabilities, ages 3-21, who qualify for special education services. To carry out these responsibilities, HSA-College Station will implement: a comprehensive system of "Child Find" in which the HSA-College Station personnel actively search for all individuals with disabilities or developmental delay who are 0-21 years of age.

HSA-College Station will continuously inform the community concerning programs available for students who are eligible for special education services by means of public awareness announcements and articles, HSA-College Station newsletters sent home as a letter to parents, brochures, parent night presentations, and meetings open to public. HSA-College Station will maintain a list of its dissemination network including community agencies and facilities, individuals, and locations that child find information, and evidence of on-going communication. When the local ECI agencies identify and refer students to HSA-College Station, the school will assess and provide evaluation reports to ECI providers according to the locally developed timelines. The assigned HSA-College Station teacher will attend individual education plan (IEP) meetings and collaboratively develop the IEP.

Referral of students enrolled in HSA-College Station for a full and individual initial evaluation for possible special education services will be a part of the school's overall, general education referral and screening system. Prior to referral, students experiencing difficulty in the general classroom will 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, HSA-College Station personnel will 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.

Once a student is referred, HSA-College Station will conduct a full and individual initial evaluation before the initial provision of special education and related services to the child with a disability. HSA-College Station will ensure that the following requirements are met during the process of testing.

1. Tests and other evaluation materials used to assess a child are selected and administered so as not to be discriminatory on a racial or cultural basis; and are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so.
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.
3. 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—
 - a. Whether child is a child with disability such as having mental retardation, a hearing impairment including deafness, a speech or a language impairment, a visual impairment including blindness, emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities.
 - b. The content of child's IEP.
 4. Any standardized tests that are given to a child have been validated for the specific purpose for which they are used; and are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the tests. 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.
 5. 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.
 6. 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).
 7. 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.
 8. 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.
 9. In evaluating each child with a disability, 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.
 10. The public agency uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
 11. The public agency uses assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child.

Once the test is conducted, an IEP Team will be formed for each individual that has been tested for possible inclusion to Special Education. HSA-College Station will ensure that the IEP Team for each child with a disability will include-

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 public agency 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 public agency;
5. An individual who can interpret the instructional implications of evaluation results;
6. At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel appropriate; and
7. If appropriate, the child.

As part of initial evaluation (if appropriate) and as part of reevaluation, the IEP Team will review existing evaluation data on the child, including

1. Evaluations and information provided by the parents of the child;
2. Current classroom-based assessment and observations; and
3. Observations by teachers and related service providers.

On the bases of that review, and input from the child's parents, IEP Team will identify what additional data are needed to determine-

- i. whether the child has a particular category of disability, 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.

Upon completing the administration of tests and other evaluation materials, the IEP Team will determine if the child is a child with a disability. A child may not be determined to be eligible if the determinant factor for that eligibility determination is because of either lack of instruction in reading or math; or Limited English Proficiency.

In interpreting evaluation data for the purpose of determining if a child is a child with disability, HSA-College Station will draw upon information from variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior; and ensure that information obtained from all of these sources is documented and carefully considered. If a determination is made that a child has a disability and needs special education and related services, an IEP will be developed for the child. In developing each child's IEP, the IEP team will 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;
- iii. As appropriate, the results of the child's performance on any general State or district-wide assessment programs.
- iv. 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;
- v. 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;
- vi. 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; and
- vii. 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.

Upon developing an IEP, HSA-College Station will ensure that a reevaluation of each child is conducted if conditions warrant reevaluations, or if the child's parent or teacher requests a reevaluation, but at least once every three years.

An IEP team in HSA-College Station will determine that a child has a specific learning disability if the child does not achieve commensurate with his or her age and ability levels in one or more of the areas, and if the team finds that a child 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.
- Mathematics reasoning.

The team may not identify a child as having a specific learning disability if 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

HSA-College Station will ensure that to the maximum extent appropriate, children with disabilities are educated with children who are non-disabled; and 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.

Upon determining that a student is eligible for Special Education, the educational placement of the child with a disability, including a preschool child with disability, the HSA-College Station will ensure that the placement decision is made by an ARD committee,- Admission, Review and Dismissal Committee-, including the parents, and other persons knowledgeable about the child; the meaning of the evaluation data; and the placement options; and is made in conformity with Least Restricted Environment provisions mentioned in the previous paragraph.

b) The Harmony Science Academy-College Station school's Special Education Professional Support personnel will render services to the special education program in support of the instructional program, related services program, and student evaluation services. The Harmony Science Academy-College Station school staff will be able to access the multidisciplinary evaluation team members including licensed specialist in school psychology (LSSP), speech pathologist, educational diagnostician, counselor, physical therapist, occupational therapist, audiologist, and social worker whenever needed. An educational diagnostician or LSSP will be responsible for coordinating the full and individual process except in the case of speech only referrals. For speech only referrals, the speech pathologist will head the multidisciplinary team. The primary functions of the LSSP will include meeting the mental health needs of students with disabilities; conducting full and individual evaluations of students referred for special education services; participating in the development of individual educational plans; consulting with teachers, parents, and community agencies concerning prevention or intervention strategies related to learning and behavioral problems of students and parents; and counseling and skills development of staff with training in managing children with special needs and students with learning and behavioral difficulties. The educational diagnostician will be responsible for the evaluation of intelligence and of educational functioning of intelligence and for collection and analysis of data pertaining to sociological variables for the students. Educational diagnostician may provide consultation to teachers, parents, and other support personnel, and community agencies including, but not limited to consultation concerning individual educational plan implementation and strategies for learning.

Harmony Science Academy-College Station ensures that all special education staff will be certified, endorsed, or licensed in the area of assignment.

c) Harmony Science Academy-College Station will provide special education services to eligible students as the disability condition is described and documented in the full and individual evaluation (FIE) report and ARD documents. As described above, Harmony Science Academy-College Station special education staff will have available the services of a special education supervisor, an educational diagnostician, licensed specialist in school psychology (LSSP), speech pathologist, counselor, physical therapist, occupational therapist, audiologist, and social worker whenever needed.

Teachers assigned full time to teaching students who are orthopedically impaired or other health impaired with the teaching station in home or a hospital will be required to have in their personnel file an official transcript indicating that s/he has completed a three-semester-hour survey course in the education of students with disabilities and three semester hours directly related to teaching students with physical impairments or other health impairments.

Provisions for receiving related services will be determined by the admission, review, and dismissal committee as reflected in the student's individual educational plan. The ratio of related service personnel will be determined by the type or intensity of services designated in the individual educational plan.

Related services personnel of Harmony Science Academy-College Station may include audiologists, counseling services personnel, medical diagnostic services personnel, occupational therapists, physical therapists, psychological services personnel, recreation therapists, school health services personnel, and speech pathologists.

Harmony Science Academy-College Station's related service personnel may perform evaluations in areas for which they have appropriate training to determine need and eligibility for the related service, provide input to the ARD committee in its deliberations and contribute to the development of the individual educational plan.

d) Special education services will be provided in a variety of instructional settings. Instructional settings will be based on the percentage of time or number of periods that the student receives direct, regularly scheduled special education services as required by the Individual Educational Plan (IEP), and not on the student's disability.

Each student with disabilities will have available six-hour instructional day and seven-hour school day as provided for all other students. The ARD committee will determine the appropriate instructional setting and length of the instructional day as appropriate for each student with disabilities. As determined by ARD committee, students may be served in a combination of appropriate instructional arrangements during any given semester. Instructional arrangements will include the following options:

- 1) No Instructional Setting: When a special education setting is not appropriate, but special services are required, such as speech therapy or special transportation.
- 2) Mainstream: For students whose instruction and related services are provided in the regular education classroom with special education support.
- 3) Resource Room: For eligible students who need special education instruction and related services in a setting other than regular education for less than 50% of the student's day. This includes Content Mastery services that serve students with and without disabilities.
- 4) Self-Contained Classroom: For students who need special education instruction and related services for 50% or more of the student's school day on the regular school campus.
- 5) Vocational Adjustment Class: For students who are placed on a job with regularly scheduled supervision by special education teachers. This applies to full- or part-time job training/employment, as documented in a student's IEP.
- 6) Homebound. For eligible students who are served at home or hospital bedside. Students served on a homebound or hospital bedside basis are expected to be confined for a minimum of four consecutive weeks as documented by a physician. Other possible instructional arrangements included in the IEP continuum of placements will be included.

- 7) Hospital Class: For students in a classroom in a hospital facility or an approved residential care and treatment facility not operated by the school district.
- 8) State School for Persons with Mental Retardation-For students who currently reside at a state school.
- 9) Residential Care and Treatment Facility: For students who reside in approved care and treatment facilities within school boundaries, but whose parents do not reside within the boundaries of the school. This includes students living in licensed foster homes.

e) Harmony Science Academy-College Station will develop and implement written procedures and policies which set forth the necessary steps to be followed when taking disciplinary actions with respect to students with disabilities:

- for short term removals totaling more than 10 school days in a school year which do not constitute a change of placement; and
- for short term removals totaling more than 10 school days in a school year which do constitute a change in placement; and
- for long-term removals of more than 10 consecutive school days

For removals not constituting a change of placement, an ARD committee meeting will be convened either before or not later than 10 business days after first removing the student for more than 10 school days in a school year.

For removals constituting a change of placement, not later than the date on which the decision to take action made, the parents must be notified of that decision and provided the procedural safeguards notice and immediately, a review by the ARD committee and other qualified personnel will be conducted of the relationship between the student's disability and the behavior subject to disciplinary action.

After a child with a disability has been removed from his or her current placement for more than 10 school days in the same school year, during any subsequent days of removal Harmony Science Academy-College Station will provide services to the extent required under §300.121(d).

The ARD committee will determine the educational services to be provided during the expulsion period, and these services will be designed to assist in returning the student to school and to prevent significant regression. The interim educational setting will be determined by IEP team. This setting will be selected so as to enable the child to continue to progress in the general curriculum, although in another setting.

f) Harmony Science Academy-College Station will determine the initial placement of new students eligible for special education services as follow: Harmony Science Academy-College Station school personnel will determine eligibility for special education services by obtaining the verification from the parents that the student was receiving special education services in the previous school district; or, verification, in writing or by telephone, from the previous school district that the student was receiving special education services.

For a student who is new to Harmony Science Academy-College Station, the ARD committee does not need to meet, if the following conditions are met:

- Previous district is in Texas
- A copy of the student's current IEP is available
- The parents indicate in writing that they are satisfied with the current IEP

- Harmony Science Academy-College Station determines that the current IEP is appropriate and can be implemented as written

If the conditions above are not met, then an ARD Meeting will be held. In this case the ARD committee will authorize the provision of temporary special education services pending receipt of valid evaluation data from the previous school district or the collection of new evaluation data by Harmony Science Academy-College Station. In this situation, a second ARD committee meeting will 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.

g) Extended school year (ESY) is defined as individualized instructional programs beyond the regular school year for students enrolled in Harmony Science Academy-College Station's special education program. The need for ESY will be determined on individual student basis by the ARD/IEP committee. The need for ESY will be documented from formal or informal evaluations by Harmony Science Academy-College Station or parents. The documentation should demonstrate that in one or more critical areas addressed in the current IEP objectives, the student has exhibited, or reasonably may be expected to exhibit, severe or substantial regression that cannot be recouped within a reasonable time period. Severe or substantial regression means that the student has been, or will be, unable to maintain one or more acquired critical skills because of the absence of ESY.

Harmony Science Academy-College Station special education coordinator will perform administrative and managerial duties as needed to implement extended school year program. The coordinator will assume responsibility for coordinating all facets of the program. Special education teachers will assume responsibility of teaching the students.

The reasonable period of time for recoupment of acquired critical skills is to 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 will not exceed eight weeks.

A skill is critical when a loss of that skill results, or is reasonably expected to result, in any of the following unplanned occurrences during the first eight weeks of the next regular school year:

- Placement in a more restrictive instructional arrangement;
- 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;
- Loss of access to community-based independent living skills instruction or an independent living environment provided by non-educational sources as a result of regression in skills; or
- Loss of access to on-the-job training or productive employment as result of regression in skills

h) The board of trustees of Harmony Science Academy-College Station will ensure that procedures for identifying a student with dyslexia or a related disorder and for providing appropriate instructional services to the student are implemented in the charter school.

The school will administer early reading instruments to all students in kindergarten and grades 1 and 2 to diagnose their reading development and comprehension. If, on the basis of the reading instrument results, students are determined to be at risk for dyslexia or other reading difficulties, Harmony Science Academy-College Station will notify the students' parents/guardians.

Harmony Science Academy-College Station will also implement an accelerated (intensive) reading program that appropriately addresses students' reading difficulties and enables them to "catch up" with their typically performing peers.

During kindergarten and grades 1 and 2 some students may demonstrate the characteristics of dyslexia or may struggle with reading, writing, and spelling during the intensive reading instruction. Harmony Science Academy-College Station will initiate procedures to recommend these students for assessment for dyslexia. The information from the early reading instruments will be one source of information in deciding whether or not to recommend a student for assessment for dyslexia. The early reading instruments may or may not be part of the measures used to assess a student for dyslexia and must not be the only measures used to assess a student for dyslexia.

Harmony Science Academy-College Station will provide a parent education program for parents/guardians of students with dyslexia and related disorders. This program will include: awareness of characteristics of dyslexia and related disorders; information on testing and diagnosis of dyslexia; information on effective strategies for teaching dyslexic students; and awareness of information on modification, especially modifications allowed on standardized testing.

Harmony Science Academy-College Station will establish written procedures for recommending and assessing students for dyslexia within general education. In addition to following federal and state guidelines, Harmony Science Academy-College Station will also develop procedures that address the needs of its students. The procedures will begin for students when they continue to struggle with one or more components of reading. At any time that a student continues to struggle with one or more components of reading, school will collect additional information about the student. School personnel will use this information to evaluate the student's academic progress and determine what actions are needed to ensure the student's improved academic performance.

Information that will be gathered includes the results from some or all of the following:

- Vision screening;
- Hearing screening;
- Teacher reports of classroom concerns;
- Basal reading series assessment;
- Accommodations and modifications provided by classroom teachers;
- Academic progress reports (report cards);
- Samples of school work;
- Parent conferences;
- Testing for limited English proficiency;
- Speech and language screening through a referral process;
- The K-2 reading instrument as described in TEC §28.006; and/or
- State student assessment program as described in TEC §39.022.

i) Harmony Science Academy-College Station will provide a free appropriate education to school-age children within the charter's jurisdiction who qualify under Section 504. Instruction will be individually designed to meet the student's needs as adequately as the needs of non-handicapped students. Before the child can be placed and receive special services, the parents will be notified and the child will be evaluated using validated tests and trained personnel. Placement decisions will be made by a group of persons knowledgeable about the child, the evaluation dates, and placement options, and the child will be placed in the least restrictive environment appropriate. Periodic reevaluations will be conducted, including prior to any significant change in placement.

Harmony Science Academy-College Station will ensure that the student has access to all programs offered at school and is not subject to discrimination. The charter will establish policies and procedures for evaluating and placing students which assure that tests and other evaluation materials:

- have been validated and are administered by trained personnel;
- are tailored to assess educational need and are not based solely on IQ scores;
- reflect aptitude or achievement or other elements the tests purport to measure and do not reflect the student's impaired sensory, manual, or speaking skills (unless the test is designed to measure these particular deficits).

11. Business Plan

Financial History of Sponsoring Entity

a) The sponsoring entity is financially and fiscally sound. Even though during its initial years when there was not enough financial history and capital, there have been no major financial problems since its establishment. Current schools depended on its Board members' personal credit backing for its start-up cost. The board members were grantor for many lease agreements (i.e. for copy machine, phone system etc) and co-signer for purchase of school furniture and computers. The board members are always committed to provide their personal credit whenever necessary to carry the mission and vision of the charter schools. The members will continue to do so for the proposed school. The foundation has always been fortunate to have dedicated board members to carry the mission and the vision the school. Members of this unique board are volunteers and no member is paid for the services he or she provides, thus the board members are very excited about the opportunity that will be given to prepare elementary students for their future.

Upon approval of this proposal, the board members will organize an aggressive fundraising campaign. The fundraising plan will include the following strategies:

- Soliciting funds from the corporations and local businesses,
- Soliciting funds from private foundations,
- Conducting business roundtable meetings with lenders and potential donors,
- Solicit donations from potential parents.

Bank of America has already opened a line of credit based on the financial history of the two existing schools. Additional line of credit applications were submitted to other banks and they will be willing to provide line of credit as soon as we receive the approval. To raise the start-up funding several grant applications will be made and the preparations for writing grants are already in progress. The governing board and some community members have already pledged donations and loans to fund the start-up cost for the elementary school.

b) Harmony Science Academies have been in operation for six years. In the last three years we opened three new schools.

Assets

Cash	146,205
Grants receivable	512,071
Other receivable	10,300
Building and improvements	510,101
Equipment and furniture	163,679
Accumulated depreciation	(114,725)
Other assets	<u>32,485</u>
Total Assets	<u>1,260,167</u>

c) Liabilities and Net Assets

Accounts payable	654,503
Payroll taxes payable	1,589
Accrued Payroll and Benefits	360,762
Notes payable	<u>365,919</u>
Total Liabilities	<u>1,082,772</u>
Net Assets:	
Unrestricted	177,395
Restricted	
Total Net Assets	<u>177,395</u>
Total Liabilities and Net Assets	<u>1,260,167</u>

d) There has been no sanctions from any local any local, state and/or federal regulatory agency against the sponsoring entity since its establishment.

e) Currently, the following charter schools are held by Cosmos Foundation:

- 1) Harmony Science Academy-Houston
- 2) Harmony Science Academy-Austin
- 3) Harmony Elementary-Houston

Harmony Science Academy-Houston location was late twice submitting financial audit report in the past. This was discussed with both the auditor and the Region IV ESC Financial Service. The problem was corrected by changing the auditor. The last year's and this year's financial audit report were filled before the deadline. Additionally these three charter schools have been providing accurate PEIMS data on a timely manner. Error rates for the PEIMS data reporting was below 1%.

f) Please see **Attachment I** (the Audit Report)

g) Please refer to **Attachment J** (the Credit Report).

h) Please refer to **Attachment L** (the Copy of IRS Form 990).

Current Operations of Sponsoring Entity

i) The sponsoring entity has no non-charter programs.

j) The sponsoring entity has no plans to have non-charter programs.

- k) The sponsoring entity has no plans to have non-charter programs.

Start Up of Charter School Operations

l) The board of directors of the foundation is committed to balancing the school's operating budget and operation on a solid financial foundation. These efforts are based on a mixture of fund-raising, Federal, State and local revenues. The basic sources of the school's revenue for start-up are the donations, pledges, federal start-up grant, and line of credits from local banks. The following table outlines the sources and the amounts of start-up funding.

Source	Type	Amount
Bank of America	Line of Credit	\$25,000
The Foundation (Cosmos Foundation Inc.)	Donation/Loan	\$50,000
Federal Grant through TEA	Grant (Start-up)	\$100,000
TOTAL		\$175,000

- m) Please refer to **Attachment L** (Letters from Donors and Loan Agreements).

n) Not later than July 20th of each year, the superintendent (or designee) shall prepare a proposed budget for the school district. The budget will be itemized in detail according to classification and purpose of expenditure, and will be prepared according to generally accepted accounting principles, rules adopted by the State Board of Education. Then the budget must be submitted the board of Directors of the sponsoring entity for approval. The board minutes will be used to record the adoption of the budget and any amendments to the budget.

- o) Please see **Attachment M** (Start-up Budget)

The major funding source is the Federal Grant of \$100,000 to be received through TEA. In addition \$10,000 of loan is to be received from Cosmos Foundation.

The major expense items in the Start-Up budget are derived as follows:

Payroll: An administrator and a secretary are to be employed for 4 months.

Position	Annual Salary	Salary for 4 months
Administrator	\$45,000	\$15,000
Secretary	\$24,000	\$8,000

Rent: Actual building lease payment is to start in September 2006. The rent of \$20,000 is included in the budget to cover the cost of office space.

Capital expenditure and supplies: \$25,000 is budgeted to cover the cost of equipment, furniture and supplies.

p) Please see **Attachment M** (Bidders to prepare bid).

Management Company and Other Contracted Services

q) The school board shall have the school fiscal accounts audited annually at school expense by a certified or public accountant. The audit must be completed within 120 days following the close of each fiscal year. The independent audit must meet at least the minimum requirements and be in the format prescribed by the State Board of Education, subject to review and comment by the state auditor. The audit shall include an audit of the accuracy of the fiscal information provided by the school through the Public Education Information Management System (PEIMS).

r) RSCCC, via Region 4, will be used for financial accounting, payroll, and tax accounting services. HSA-Houston has been already receiving consultation from Region 4.

s) The financial accounting software RSCCC (Regional Service Centers Computer Cooperative), via Region 4, will be used. Currently, over 700 school districts throughout the state are on-going clients of the cooperative's RSCCC software.

t) Please refer to **Attachment O** (Negotiated Service Agreements).

u) The sponsoring entity will not adopt the provisions of the TEC, Chapter 44, Subchapter B, as the process for awarding a contract for the construction, repair, or renovation of a structure, road, highway, or other improvement or addition to real property.

Financial Accounting System

v) RSCCC has been developed by Business Advisory Committee (BAC) of TCC (Texas Computer Cooperative), which consists of business consultants from member education service centers and ESC-20 Information Systems developers, to address software requirements based on school district needs.

The RSCCC Business system includes Finance, Human Resources, Requisition, Budget, and Asset Management applications and has the ability to submit financial accounting data to be included in the Public Education Information Management System (PEIMS). The major components of the RSCCC Business Applications are as follows:

Finance

- Archiving of multiple years of general ledger accounts and transactions
- Automatic assigning of vendor and cash receipt numbers
- Bank reconciliation
- Complete budget amendment system
- Complete interface from Human Resources Payroll
- Comprehensive general ledger system
- Full inquiry and maintenance systems
- Real-time multi-year/multi-month processing

- User-defined bank account groups, cash objects and investment objects
- Vendor data system

Human Resources

- Automatic assigning of employee IDs
- Automatic void of issued checks
- Bank reconciliation
- Creation, archiving and printing of teacher service records
- Deduction check processing
- EFT/direct deposit
- Employee education history
- Employee leave sequencing
- Employee payroll simulation
- Full accruals
- Individual employee history
- Mass update and mass delete utilities
- Permit data maintenance
- State and district salary tables
- Support of multiple job assignments

Requisition

- Creation and multi-level approval of requisitions
- Complete purchase order system
- Interface to Finance
- Mass deletion of requisitions
- Mass purchase order reversal
- Next year requisition posting
- Posting of receipt of purchase orders
- Reprinting of purchase orders
- Requisition and expenditure inquiries
- Setup of user profiles

Business System Features

- A real-time relational database
- Data access using Open Database Connectivity (ODBC) compliant software
- Laser printing of reports, forms, and checks
- Update and read-only security at the control of the district
- User-created reports
- Windows-based screens with online Help

Student Attendance Accounting

w) HSA-College Station will be using the software RSCCC (Regional Service Center Computer Cooperative) student systems. RSCCC has been developed by Student Advisory Committee (SAC) of TCC (Texas Computer Cooperative), which consists of business consultants from member education service centers and ESC-20 Information Systems developers, to address software requirements based on school district needs.

Currently, over 700 school districts throughout the state are on-going clients of the cooperative's RSCCC software. The RSCCC Student system incorporates state-of-the-art functionality.

The RSCCC Student system includes Attendance, Discipline, Grade Reporting, Registration, Scheduling, Special Education Management System (SEMS), and Student Health Assessment, Records, and Evaluation (SHARE) applications and capable of producing the required reports and track student-related data required in PEIMS.

The major components of RSCCC Student Systems are as follows:

Attendance

- Excessive absence tracking
- Multi-course period attendance
- Multi-track attendance calendars
- Perfect attendance tracking
- Period-by-period attendance posting
- Period patterns
- Single class period posting
- User-defined absence reason codes

Discipline

- Deletion of discipline records for a specific school year
- Digital photos saved in the database for evidence
- Mass assignment of incident numbers
- Referral system management
- Staff response management
- Student behavior management

Grade Reporting

- Blank/incomplete/failing grade tracking
- Complete credit awarding
- Exporting/importing of district course records
- Grade averaging history
- Individual/group course changes
- Interface to various grade book systems
- Manual master schedule build
- Scanning and manually inputting of grades
- User-defined grade averaging/weighting

Registration

- Assignment of next year campus number
- Exporting/importing of district/campus data
- Mass reset of specific student information
- Move to Grade Reporting
- Prior social security number update for PEIMS
- Retrieval of students from directory
- Student enrollment in special programs
- Student/scheduling transfers

Scheduling

- An efficient scheduler that processes quickly and produces the best possible student schedules

- Comprehensive scheduling reports
- Scanning or manual entry of student course requests
- SOLSTAR Resource Allocator (a Master Schedule Builder) or MSALGO that provides information through charts for building sections
- Use of section restrictions to limit or group specific populations

Special Education Management System

- Communication of Individualized Education Programs to parents
- Compliance verification
- Current year/next year data capability
- Recording of special education transportation
- Student profiling

Student Health Assessment, Records, and Evaluation

- Coordination of immunization schedules
- Coordination of screening processes
- Emergency management
- Facilitating of physical exam procedures
- Immunization verification
- Provisional enrollment management
- Referral process coordination
- Screening problem management
- Streamlining of parent information

Facility Management

x) The Board of Directors of Cosmos Education Foundation will finalize the leasing process of the school building immediately upon the approval of charter. The school's location will be in compliance with all state and federal regulations.

y) The Cosmos Foundation Board will make sure that the facilities to be leased or purchased will meet the requirements of ADA and any other requirements imposed by state and local agencies pertaining to disabled persons.

z) This is not applicable since no facility has been identified yet.

aa) The foundation has no immediate plan for partnership developments or future steps towards the acquisition of a facility or a land.

bb) No building has been identified yet. Cosmos Foundation will finalize the leasing process of the school building immediately upon the approval of charter. It will then forward the lease agreement of the facility to the State Board of Education.

Please see Attachment P.

cc) This not applicable.

dd) Harmony Science Academy-College Station will be the only tenant in the building.

Transportation and Food Service

- ee)** Harmony Science Academy-College Station will not provide transportation for its students. Families will provide their own transportation through carpooling, parents' vehicles, or public transportation. Special education students may be served by private school bus or by a third party contractor, if they are qualified for the bus transportation services. The ARD committee will make the determination. HSA-College Station will ensure that the third party provider will be a qualified driver who understands the students' needs pursuant to IEP.

- ff)** HSA-College Station will have an agreement with a private company to provide breakfast and lunch for its students. The food service company will be required to comply with all federal, state, and local health requirements. If 10% of the students qualify for free or reduced breakfast, the school will provide a breakfast program for eligible students.

Attachments

ATTACHMENT A NOTARIZED BIOGRAPHICAL AFFIDAVITS

Twelfth Generation Open-Enrollment Charter Applicant Biographical Affidavit Form
(MUST COMPLETE ONLINE VERSION, PRINT, and NOTARIZE)

Check all that apply:

- ☒ Member of the governing body of the sponsoring entity
It should be understood that a member's resignation may not be effective until a replacement is duly appointed by the board, and a member may be personally liable for any actions taken by the charter holder or charter school even after a resignation has been tendered.

☐ Member of the governing body of the charter school

☐ School officer:

State Position as defined in TEC, §12.1012

Full Name of Sponsoring Entity: Cosmos Foundation Inc.

Full Name of Proposed Charter School: Harmony Science Academy-College Station

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

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

1. Full Name (Initials Not Acceptable): Oner Ulvi Celepcikay

2. Have you ever had your name changed or used another name? ☐ Yes ☒ No If yes, give

reason for the change:

Maiden Name (if female):

Other names used at any time:

3. Current home address: 2111 Holly Hall St. Apt #4506 Houston TX 77054

4. Current home telephone number: 713-796-2780

5. Education: Dates, Names, Locations and Degrees

College: 1997, Istanbul University, Istanbul/Turkey, B.S. in Electrical Engineering

Graduate Studies: 2003, University of Houston, Houston/TX, M.S. in Computer Science

Others: 2003-Present, University of Houston, Houston/TX, Ph.D. Candidate in Computer Sci.

6. List membership(s) in professional societies and associations:

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

DATES	EMPLOYER	ADDRESS	POSITION
Sept. 2000-Present	Univ. of Houston	4600 Calhoun, Houston TX	Technology Assistant
Sept. 1998-Dec. 1999	DIS Trade Bank	Istanbul, Turkey	System Analyst

8. List all businesses or organizations of which you are a partner or in which you have a majority interest.

NONE

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

DATES	CHARTER SCHOOL/CHARTER HOLDER	ADDRESS	POSITION
Jan. 2002	Harmony Science Academy	5435 S. Braeswood Houston, TX	Board Member
Jan. 2002-Present	Cosmos Foundation Inc.	5435 S. Braeswood Houston, TX	Board Member

10. List all previous experience with any charter school management company:

DATES	MANAGEMENT COMPANY	ADDRESS	POSITION
NONE			

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination):

NONE

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

13. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? ☐ Yes ☒ No If so, please state the compensation you expect to receive. Enter \$ Amount. Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

14. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school? ☐ Yes ☒ No If so, give details:

15. Will any relative(s) within the third degree of consanguinity or affinity (see definitions in Question 14 above) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? ☐ Yes ☒ No If so, give details:

16. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? ☐ Yes ☒ No If so, give details:

17. Have you ever been adjudged bankrupt? ☐ Yes ☒ No If so, give details:

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ Yes ☒ No If so, give details:

Dated and signed this 18th day of February, 2006.

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

[Signature]
(Signature of Affiant)

VERIFICATION

State of Texas
County of Harris

On this day, OVERCELEPCIKAY (name of affiant) appeared before me the undersigned notary public and depose 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 18th day of February, 2006.

[Signature]
(Notary Public)

(SEAL)

My commission expires 08-06-09



Twelfth Generation Open-Enrollment Charter Applicant Biographical Affidavit Form
(MUST COMPLETE ONLINE VERSION, PRINT, and NOTARIZE)

Check all that apply:

- ☐ Member of the governing body of the sponsoring entity
It should be understood that a member's resignation may not be effective until a replacement is duly appointed by the board, and a member may be personally liable for any actions taken by the charter holder or charter school even after a resignation has been tendered.
- ☐ Member of the governing body of the charter school
- ☒ School officer:
State Position as defined in TEC, §12.1012

Full Name of Sponsoring Entity:

Full Name of Proposed Charter School:

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

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

1. Full Name (Initials Not Acceptable):
2. Have you ever had your name changed or used another name? ☐ Yes ☒ No If yes, give reason for the change:
Maiden Name (if female):
Other names used at any time:
3. Current home address:
4. Current home telephone number:
5. Education: Dates, Names, Locations and Degrees
College:
Graduate Studies:
Others:
6. List membership(s) in professional societies and associations:

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

DATES	EMPLOYER	ADDRESS	POSITION
Dec. 95-Aug.99	Sule College	163 Kurrajong Road Prestons NSW 2170 Australia	Principal
Aug.99-May 01	Feza Foundation Ltd.	163 Kurrajong Road Prestons NSW 2170 Australia	Education Coord.
Aug. 01-Jun. 02	Dove Science Academy	919 NW 23rd St. Oklahoma City, OK 73112	Principal
Jun.02-Present	Harmony Science Acad.-Austin	930 E. Rundberg Lane Austin, TX 78753	CEO

8. List all businesses or organizations of which you are a partner or in which you have a majority interest.

None

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

DATES	CHARTER SCHOOL/CHARTER HOLDER	ADDRESS	POSITION
Aug. 01-Jun. 02	Dove Science Academy	919 NW 23rd St. Oklahoma City, OK 73112	Principal
Jun.02-Present	Harmony Science Acad.-Austin	930 E. Rundberg Lane Austin, TX 78753	CEO

10. List all previous experience with any charter school management company:

DATES	MANAGEMENT COMPANY	ADDRESS	POSITION
None			

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination):

None

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

13. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? ☒ Yes ☐ No If so, please state the compensation you expect to receive. \$79,000. Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

14. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school? ☐ Yes ☒ No If so, give details:

15. Will any relative(s) within the third degree of consanguinity or affinity (see definitions in Question 14 above) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? ☐ Yes ☒ No If so, give details:

16. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? ☐ Yes ☒ No If so, give details:

17. Have you ever been adjudged bankrupt? ☐ Yes ☒ No If so, give details:

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ Yes ☒ No If so, give details:

Dated and signed this _____ day of _____, 200____.
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)

VERIFICATION

State of Texas
County of Harris

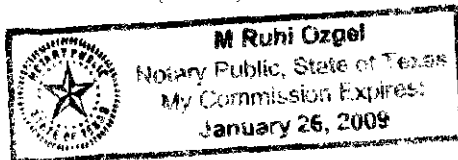
On this day, Abrohin Jel (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 18th day of February, 2008.

(Notary Public)

My commission expires 01/26/2009

(SEAL)



Twelfth Generation Open-Enrollment Charter Applicant Biographical Affidavit Form
(MUST COMPLETE ONLINE VERSION, PRINT, and NOTARIZE)

Check all that apply:

- ☒ Member of the governing body of the sponsoring entity
It should be understood that a member's resignation may not be effective until a replacement is duly appointed by the board, and a member may be personally liable for any actions taken by the charter holder or charter school even after a resignation has been tendered.
- ☐ Member of the governing body of the charter school
- ☐ School officer: _____

State Position as defined in TEC, §12.1012

Full Name of Sponsoring Entity: _____
Cosmos Foundation Inc.

Full Name of Proposed Charter School: _____
Harmony Science Academy-College Station

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

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

1. Full Name (Initials Not Acceptable): _____
Fatih Yigit
2. Have you ever had your name changed or used another name? ☐ Yes ☒ No If yes, give reason for the change: _____
Maiden Name (if female): _____
Other names used at any time: _____
3. Current home address: _____
2111 Holly Hall St. Apt #4808 Houston TX 77054
4. Current home telephone number: _____
713-796-9930
5. Education: Dates, Names, Locations and Degrees
College: _____
October 2000, Marmara University, Istanbul, Bachelors of Law (LLB)
Graduate Studies: _____
May 2003, Temple University, Philadelphia, Masters of Law (LLM)
Others: _____
6. List membership(s) in professional societies and associations:

NONE

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

DATES	EMPLOYER	ADDRESS	POSITION
11/2003-07/2004	The Machetta Law Firm	14624 Falling Creek ste.125 Houston TX	Case Manager
07/2004-Present	The Karadag Law Firm	5555 San Felipe ste.1675 Houston TX	Case Manager

8. List all businesses or organizations of which you are a partner or in which you have a majority interest.

NONE

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

DATES	CHARTER SCHOOL/CHARTER HOLDER	ADDRESS	POSITION
2000-2002	Cosmos Foundation, Inc	930 E. Rundberg Ln. Austin, TX 78753	Volunteer Accountant
2004-Present	Cosmos Foundation	5435 S. Braeswood Houston, TX 77096	Board Member

10. List all previous experience with any charter school management company:

DATES	MANAGEMENT COMPANY	ADDRESS	POSITION
NONE			

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination):

NONE

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

13. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? ☐ Yes ☒ No If so, please state the compensation you expect to receive. Enter \$ Amount. Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

14. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school? ☐ Yes ☒ No If so, give details:

15. Will any relative(s) within the third degree of consanguinity or affinity (see definitions in Question 14 above) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? ☐ Yes ☒ No If so, give details:

16. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? ☐ Yes ☒ No If so, give details:

17. Have you ever been adjudged bankrupt? ☐ Yes ☒ No If so, give details:

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ Yes ☒ No If so, give details:

Dated and signed this 18th day of February, 2006.

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

[Signature]
(Signature of Affiant)

VERIFICATION

State of Texas
County of Tarrant

On this day, FATIH YIGIT (name of affiant) appeared before me the undersigned notary public and deposed 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 18 day of February, 2006.

[Signature]
(Notary Public)

(SEAL)

My commission expires 08-06-09

Twelfth Generation Open-Enrollment Charter Applicant Biographical Affidavit Form
(MUST COMPLETE ONLINE VERSION, PRINT, and NOTARIZE)

Check all that apply:

- ☒ Member of the governing body of the sponsoring entity
It should be understood that a member's resignation may not be effective until a replacement is duly appointed by the board, and a member may be personally liable for any actions taken by the charter holder or charter school even after a resignation has been tendered.
- ☐ Member of the governing body of the charter school
- ☐ School officer: _____

State Position as defined in TEC, §12.1012

Full Name of Sponsoring Entity: _____
Cosmos Foundation Inc.

Full Name of Proposed Charter School: _____
Harmony Science Academy-College Station

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

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

1. Full Name (Initials Not Acceptable): _____
Mustafa Ata Atik
2. Have you ever had your name changed or used another name? ☐ Yes ☒ No If yes, give
reason for the change: _____
Maiden Name (if female): _____
Other names used at any time: _____
3. Current home address: _____
6035 Sanford Rd. Houston, TX 77096
4. Current home telephone number: _____
713-728-9302
5. Education: Dates, Names, Locations and Degrees
- College: _____
1985, Hacettepe Univ., Medical School, Ankara, Turkey, M.D.
- Graduate Studies: _____
1992, Ataturk Chest Diseases Institute, Ankara, Turkey, MD Residency
- Others: _____
6. List membership(s) in professional societies and associations:

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

DATES	EMPLOYER	ADDRESS	POSITION
1993-2001,	Konya City Hospital, Konya, Turkey		Deputy Director and Pulmonary Specialist
2001-2005,	ATIKS Trade Inc, Houston, TX,		President and General Manager
2005-Present,	Baylor College of Medicine, Houston, TX,		Sr. Research Assistant

8. List all businesses or organizations of which you are a partner or in which you have a majority interest.

ATIKS Trade Inc., Houston, TX - Partner
Marka Trade Inc., Houston, TX - Partner

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

DATES	CHARTER SCHOOL/CHARTER HOLDER	ADDRESS	POSITION
Sep. 2005-Present	Cosmos Foundation Inc.	5435 S. Braeswood Houston, TX	Board Member

10. List all previous experience with any charter school management company:

DATES	MANAGEMENT COMPANY	ADDRESS	POSITION
NONE			

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination):

NONE

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

13. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? ☐ Yes ☒ No If so, please state the compensation you expect to receive. Enter \$ Amount. Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

14. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school? ☐ Yes ☒ No If so, give details:

15. Will any relative(s) within the third degree of consanguinity or affinity (see definitions in Question 14 above) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? ☐ Yes ☒ No If so, give details:

16. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? ☐ Yes ☒ No If so, give details:

17. Have you ever been adjudged bankrupt? ☐ Yes ☒ No If so, give details:

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ Yes ☒ No If so, give details:

Dated and signed this 13th day of FEBRUARY, 2006.

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.

ltt
(Signature of Affiant)

VERIFICATION

State of Texas
County of Harris

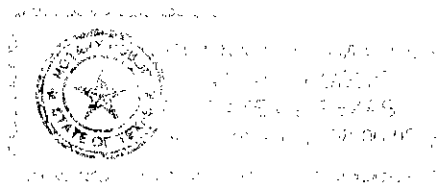
On this day, MUSTAFA ATIK (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 13 day of February, 2006.

Donna G. Schaefer
(Notary Public)

(SEAL)

My commission expires 08-06-07



Twelfth Generation Open-Enrollment Charter Applicant Biographical Affidavit Form
(MUST COMPLETE ONLINE VERSION, PRINT, and NOTARIZE)

Check all that apply:

- ☒ Member of the governing body of the sponsoring entity
It should be understood that a member's resignation may not be effective until a replacement is duly appointed by the board, and a member may be personally liable for any actions taken by the charter holder or charter school even after a resignation has been tendered.
- ☐ Member of the governing body of the charter school
- ☐ School officer: _____

State Position as defined in TEC, §12.1012

Full Name of Sponsoring Entity: Cosmos Foundation Inc.

Full Name of Proposed Charter School: Harmony Science Academy-College Station

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

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

1. Full Name (Initials Not Acceptable): Levent Bulut
2. Have you ever had your name changed or used another name? ☐ Yes ☒ No If yes, give reason for the change: _____
Maiden Name (if female): _____
Other names used at any time: _____
3. Current home address: 2111 Holly Hall St. Apt #408 Houston TX 77054
4. Current home telephone number: 713-799-9220
5. Education: Dates, Names, Locations and Degrees
College: Bilkent University, 1996-2000, Ankara/TURKEY, B.A. in Economics
Graduate Studies: Marmara University, 2000-2002, Istanbul/TURKEY, M.A. in Economics
Others: 2002-Present, University of Houston, Houston/TX, Ph.D. Candidate in Economics
6. List membership(s) in professional societies and associations:
NONE

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

DATES	EMPLOYER	ADDRESS	POSITION
2002-2005,	University of Houston,	4800 Calhoun Rd, Houston/TX 77204,	Teaching Fellow in Economics
2001-2002,	Fatih University, Buyukcekmece ,	Istanbul/Turkey,	Editorial Assistant of the Journal of Economic and Social Research (JESR)
2000-2002,	Fatih University, Dept. of Economics Buyukcekmece,	Istanbul/Turkey,	Research Assistant,

8. List all businesses or organizations of which you are a partner or in which you have a majority interest.

NONE

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

DATES	CHARTER SCHOOL/CHARTER HOLDER	ADDRESS	POSITION
9/2005-Present	Cosmos Foundation, Inc.	5435 S. Braeswood Houston, TX 77096	Board Member

10. List all previous experience with any charter school management company:

DATES	MANAGEMENT COMPANY	ADDRESS	POSITION
NONE			

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination):

NONE

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

13. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? ☐ Yes ☒ No If so, please state the compensation you expect to receive. Enter \$ Amount. Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

14. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school? ☐ Yes ☒ No If so, give details:

15. Will any relative(s) within the third degree of consanguinity or affinity (see definitions in Question 14 above) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? ☐ Yes ☒ No If so, give details:

16. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? ☐ Yes ☒ No If so, give details:

17. Have you ever been adjudged bankrupt? ☐ Yes ☒ No If so, give details:

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ Yes ☒ No If so, give details:

Dated and signed this 18th day of February, 2006.

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

[Signature]
(Signature of Affiant)

VERIFICATION

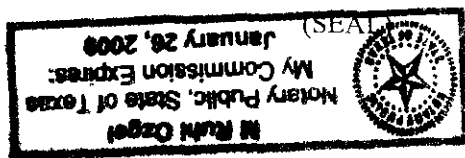
State of Texas
County of Harris

On this day, 4th 18th Levent Bulut (name of affiant) appeared before me the undersigned notary public and depose 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 18th day of February, 2006.

[Signature]
(Notary Public)

My commission expires 01/29/2006



Twelfth Generation Open-Enrollment Charter Applicant Biographical Affidavit Form
(MUST COMPLETE ONLINE VERSION, PRINT, and NOTARIZE)

Check all that apply:

- ☒ Member of the governing body of the sponsoring entity
It should be understood that a member's resignation may not be effective until a replacement is duly appointed by the board, and a member may be personally liable for any actions taken by the charter holder or charter school even after a resignation has been tendered.

☐ Member of the governing body of the charter school

☐ School officer: _____

State Position as defined in TEC, §12.1012

Full Name of Sponsoring Entity: COSMOS FOUNDATION Inc.

Full Name of Proposed Charter School: Harmony Science Academy-College Station

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

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

1. Full Name (Initials Not Acceptable): Burhanettin Kuruscu

2. Have you ever had your name changed or used another name? ☐ Yes ☒ No If yes, give

reason for the change: _____

Maiden Name (if female): _____

Other names used at any time: _____

3. Current home address: 4600 Seton Center Parkway, Apt: 411, AUSTIN, TX 78759

4. Current home telephone number: 512-4669153

5. Education: Dates, Names, Locations and Degrees

College: 1996, Bilkent University, Ankara/Turkey, B.Sc. Industrial Engineering

Graduate Studies: 2002, University of Rochester, Rochester/NY, Ph.D. Economics

Others: _____

6. List membership(s) in professional societies and associations:

NONE.

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

DATES	EMPLOYER	ADDRESS	POSITION
2002-Present,	U. of Texas, Dept. of Economics,	Austin, TX 78712,	Assistant Professor

8. List all businesses or organizations of which you are a partner or in which you have a majority interest.

NONE.

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

DATES	CHARTER SCHOOL/CHARTER HOLDER	ADDRESS	POSITION
Aug 2003-present,	Cosmos Foundation Inc.	5435 South Braeswood, Houston, TX 77096	Board Member
Nov 2002-present,	HSA-Austin	930 East Rundberg Lane., Austin, TX 78753	Board Member

10. List all previous experience with any charter school management company:

DATES	MANAGEMENT COMPANY	ADDRESS	POSITION
NONE.			

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination):

NONE.

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

13. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? ☐ Yes ☒ No If so, please state the compensation you expect to receive. Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

NONE.

14. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school? ☐ Yes ☒ No If so, give details:

15. Will any relative(s) within the third degree of consanguinity or affinity (see definitions in Question 14 above) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? ☐ Yes ☒ No If so, give details:

16. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? ☐ Yes ☒ No If so, give details:

17. Have you ever been adjudged bankrupt? ☐ Yes ☒ No If so, give details:

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ Yes ☒ No If so, give details:

Dated and signed this 22 day of February, 2006.

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

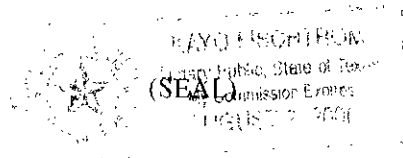
[Signature]
(Signature of Affiant)

VERIFICATION

State of Texas
County of Tarrant

On this day, Barbara Ann K. [unclear] (name of affiant) appeared before me the undersigned notary public and depose 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.

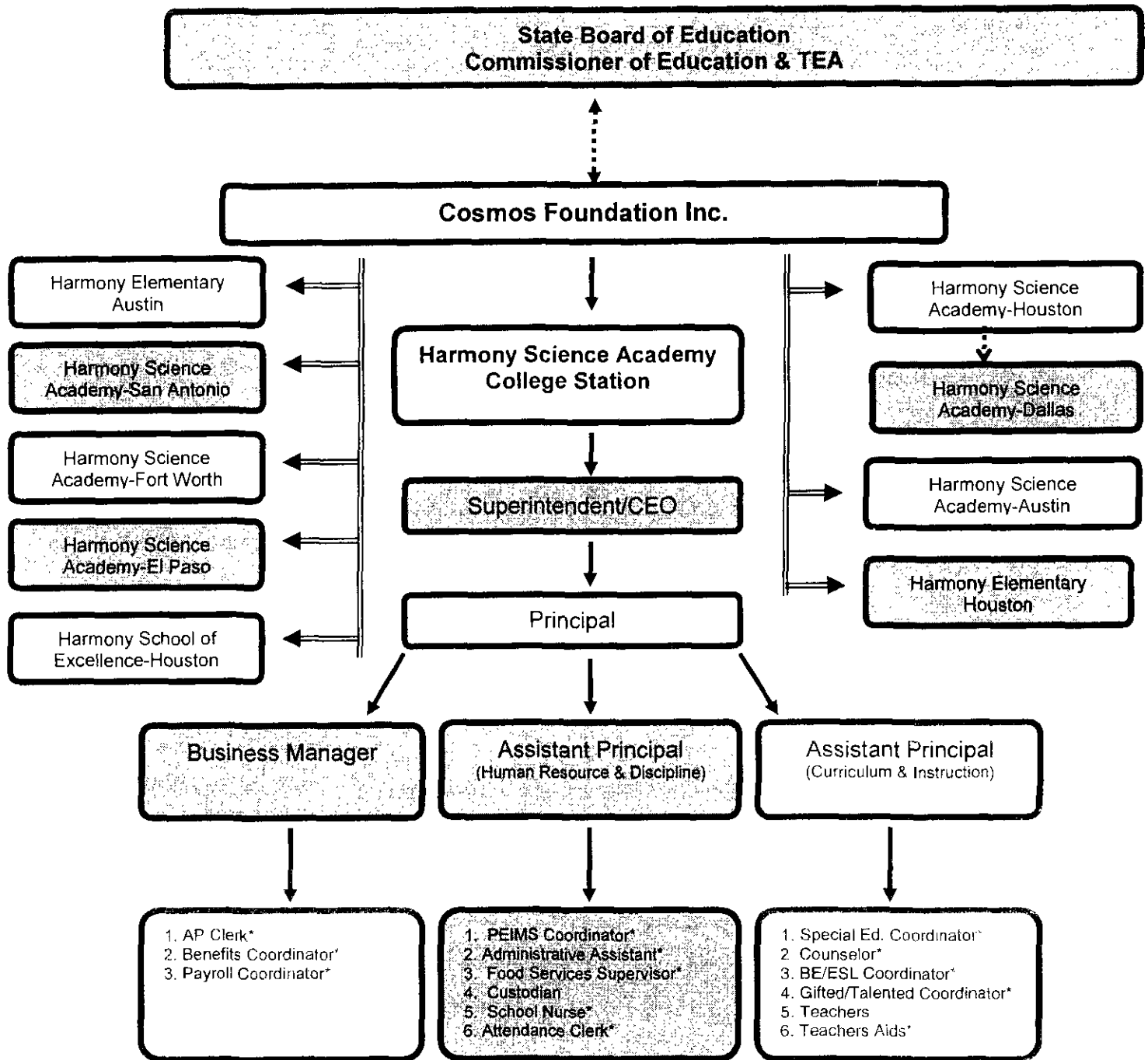
Subscribed and sworn to before me this 22 day of February, 2006.



[Signature]
(Notary Public)

My commission expires August 2, 2008

ATTACHMENT B ORGANIZATIONAL CHART



***Please Note:** That the chart above is designed to show administrative functions rather than individual positions. In other words, multiple tasks can be performed by the same person if need arises (i.e. a payroll coordinator can be account payable clerk and benefit coordinator). Additional positions may be created as needed.

ATTACHMENT C 501(C)(3) DETERMINATION LETTER FROM IRS

DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
WASHINGTON, D.C. 20224

Date: MAY 18 2000

Cosmos Foundation, Inc.
712 Bering
Houston, TX 77057

Employer Identification Number:
76-0615245
Issuing Specialist:
Terrell Berkovsky ID# 50-00524
Toll Free Customer Service Number:
877-829-5500
Accounting Period Ending:
December 31
Foundation Status Classification:
509(a)(1) & 170(b)(1)(A)(ii)
Form 990 Required:
Yes

Dear Applicant:

Based on the information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3). This ruling applies to your two schools located in Houston and Austin, Texas.

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are a school described in section 170(b)(1)(A)(ii).

You are not subject to the publishing requirements of Rev. Proc. 75-50, 1975-2 C.B. 587, so long as you operate as a charter school. If your method of operation changes to the extent that your charter is terminated, canceled or not renewed, you should notify your Key District Office. If you continue to operate a school thereafter, you will be required to comply with the publishing requirements of Rev. Proc. 75-50.

Please notify the Ohio Employee Plans/Exempt Organizations (EP/EO) Customer Service office if there is any change in your name, address, sources of support, purposes, or method of operation. If you amend your organizational document or bylaws, please send a copy of the amendment to the Ohio EP/EO Customer Service office. The mailing address for that office is: Internal Revenue Service, EP/EO Customer Service, P.O. Box 2508, Cincinnati, OH 45201.

You are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act.

If you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958 of the Code. In this letter we are not determining whether any of your present or proposed arrangements would be considered an excess benefit transaction resulting in tax under section 4958. Additionally, you are not automatically exempt from other federal excise taxes.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Donors (including private foundations) may rely on this ruling unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your 509(a) status as indicated above, donors (other than private foundations) may not rely on the classification indicated above if they were in part responsible for, or were aware of, the act that resulted in your loss of such status, or they acquired knowledge that the Internal Revenue Service had given notice that you would be removed from that classification. Private

Cosmos Foundation, Inc.

foundations may rely on the classification as long as you were not directly or indirectly controlled by them or by disqualified persons with respect to them. However, private foundations may not rely on the classification indicated above if they acquired knowledge that the Internal Revenue Service had given notice that you would be removed from that classification.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fund-raising events may not necessarily qualify as fully deductible contributions, depending on the circumstances. If your organization conducts fund-raising events such as benefit dinners, shows, membership drives, etc., where something of value is received in return for payments, you are required to provide a written disclosure statement informing the donor of the fair market value of the specific items or services being provided. To do this you should, in advance of the event, determine the fair market value of the benefit received and state it in your fund-raising materials such as solicitations, tickets, and receipts in such a way that the donor can determine how much is deductible and how much is not. Your disclosure statement should be made, at the latest, at the time payment is received. Subject to certain exceptions, your disclosure responsibility applies to any fund-raising circumstance where each complete payment, including the contribution portion, exceeds \$75. In addition, donors must have written substantiation from the charity for any charitable contribution of \$250 or more. For further details regarding these substantiation and disclosure requirements, see the enclosed copy of Publication 1771. For additional guidance in this area, see Publication 1391, *Deductibility of Payments Made to Organizations Conducting Fund-Raising Events*, which is available at many IRS offices or by calling 1-800-TAX-FORM (1-800-829-3676).

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt from Income Tax. If "Yes" is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. If your gross receipts each year are not normally more than \$25,000, we ask that you establish that you are not required to file Form 990 by completing Part I of that Form for your first year. Thereafter, you will not be required to file a return until your gross receipts exceed the \$25,000 minimum. For guidance in determining if your gross receipts are "normally" not more than the \$25,000 limit, see the instructions for the Form 990. If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. The maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so please be sure your return is complete before you file it. Form 990 should be filed with the Ogden Service Center, Ogden, UT 84201-0027.

The law requires you to make your annual return available for public inspection without charge for three years after the due date of the return. You are also required to make available for public inspection a copy of your exemption application, any supporting documents, and this exemption letter to any individual who requests such documents in person or in writing. You can charge only a reasonable fee for reproduction and actual postage costs for the copied materials. The law does not require you to provide copies of public inspection documents that are made widely available, such as by posting them on the Internet (World Wide Web). You may be liable for a penalty of \$20 for each day you do not make these documents available for public inspection (up to a maximum of \$10,000 in the case of an annual return).

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

Cosmos Foundation, Inc.

Please use the employer identification number indicated in the heading of this letter on all returns you file and in all correspondence with the Internal Revenue Service. Because this letter could help resolve any questions about your exempt status, you should keep it in your permanent records. If you have any questions about this letter, or about filing requirements, excise, employment, or other federal taxes, please contact the Ohio EP/EO Customer Service office at 877-829-5500 (a toll free number) or correspond with that office using the address indicated above.

Sincerely,



Gerald V. Sack
Chief, Exempt Organizations
Technical Branch 4

Enclosure:
Pub. 1771

ATTACHMENT D COMPLETE COPY OF ARTICLES OF INCORPORATION

COPY

ARTICLES OF INCORPORATION

OF

COSMOS FOUNDATION, INC.
A NON-PROFIT CORPORATION

FILED
In the Office of the
Secretary of State of Texas

JUL 05 1999

Corporations Section

The undersigned natural person acting as incorporator of a corporation (the "Corporation") under the provisions of the Texas Non-Profit Corporation Act (as amended from time to time), adopts the following Articles of Incorporation:

ARTICLE 1

The name of the corporation is Cosmos Foundation, Inc.

The duration of this corporation is perpetual.

ARTICLE 2

Purposes and Powers

Section 2.01. Purposes. The Purposes for which the Corporation is organized are as follows:

Primary Purpose: The corporation is organized and shall be operated exclusively for charitable, educational, scientific and literary purposes. No part of its net earnings shall inure to the benefit of any private shareholder or individual, no substantial part of its activities shall be carrying on propaganda or otherwise attempting to influence legislation, and it shall not participate in or intervene in (including the publishing or distributing of statements), any political campaign on behalf of or in opposition to any candidate for public office.

Ancillary Purpose: To perform charitable activities within the meaning of Internal Revenue Code Section 501(C)(3) and Texas Tax Code Section 11.08 (C)(1), consistent with the primary purpose listed above.

Section 2.02. Powers. The Corporation, subject to any specific written limitations or restrictions imposed by Texas Business Corporation Act (as amended from time to time) or these Articles of Incorporation, shall have and exercise the following powers:

- a. Statutory Powers. To have and exercise all of the powers specified in the Texas Non-Profit Corporation Act.
- b. Implied Powers. To have and exercise all implied powers necessary and proper to carry out its express powers.

- c. **Construction of Powers.** Each of the foregoing clauses of this Section shall be construed as independent powers and the matters expressed in each clause shall not, unless otherwise expressly provided, be limited by reference to, or inference from, the terms of any other clause. The enumeration of specific powers shall not be construed to be limiting or restricting in any manner either the meaning of general terms used in any of these clauses, or the scope of the general powers of the Corporation created by them; nor shall the expression of one thing in any of these clauses be deemed to exclude another not expressed, although it be of like nature.

Section 2.03. Carrying Out of Purposes and Exercise of Powers in any Jurisdiction. The Corporation may carry out its purposes and exercise its powers in any state, territory, district, or possession of the United States, or in any foreign country, to the extent that these purposes and powers are not forbidden by the law of the state, territory, district or possession of the United States, or by the foreign country; and it may limit the purpose of purposes that it proposes to carry out or the powers it proposes to exercise in any application to do business in any state, territory, district, or possession of the United States, or foreign country.

Section 2.04. Director of Purposes and Exercise of Powers by Directors. The Board of Directors, subject to any specific written limitations or restrictions imposed by the Act or by these Articles of Incorporation, shall direct the carrying out of the purposes and exercise the powers of the Corporation without previous authorization or subsequent approval by the shareholders of the Corporation.

ARTICLE 3

Section 3.01. Members. The Corporation shall have no members.

ARTICLE 4

Provisions for Regulation of the Internal Affairs of the Corporation

Section 4.01. Bylaws. The initial Bylaws shall be adopted by the Board of Directors. The power to alter, amend, or repeal the Bylaws or to adopt new Bylaws shall be vested in the Board of Directors. The Bylaws may contain any provisions for the regulation and management of the affairs of the Corporation not inconsistent with the Act or these Articles of Incorporation. Any action which can be taken at any annual or special meeting of Directors may be taken without a meeting, if consent in writing, setting forth the action so taken, shall be signed by the number of Directors that would be necessary to take such action at a meeting at which all Directors who were eligible to vote were present and voted.

Section 4.02. Directors and management. The direction and management of the affairs of the Corporation and the control and disposition of its properties and funds shall be vested in the Board of Directors composed of such number (not less than five) as may be fixed by the Bylaws. Until changed by the Bylaws the original number of Directors shall be five (5).

Section 4.03. Indemnification and Related Matters. To the fullest extent permitted by Texas Non-Profit Corporation Act Article 1396-2.22A (as amended, except that any repeal or modification will be prospective only, and shall not effect any limitation of indemnity existing at such time), the Board of Directors shall authorize the Corporation to indemnify any present or future Director, officer, employee, or agent of the Corporation against judgments, penalties (including excise and similar taxes), fines, settlements, and reasonable expenses actually incurred by the person in connection with a proceeding in which the person was, is, or is threatened to be made a named defendant or respondent because the person is or was a Director, officer, employee, or agent of the corporation.

Section 4.04. Prohibited activities. The Corporation and its Directors shall not engage, participate or intervene in any activity or transaction which would result in the loss of the corporation of its status as an organization exempt under section 501 (a) of the Internal Revenue Code of 1986 (the "Code") or corresponding provisions hereinafter in effect, as an organization described in section 501 (c)(3) of the Code, or corresponding provisions hereinafter in effect, and the use, directly or indirectly, of any part of the Corporation's assets in any such activity or transaction is hereby prohibited.

Section 4.05. Property of the Corporation. The property of the Corporation is irrevocably pledged to charitable purposes. In the event of the dissolution of the Corporation, by the lapse of time or otherwise, when it has, or is entitled to, any interest in funds or property of any kind, real, personal or mixed, such funds or property rights thereto shall not be transferred to private ownership, but the board of Directors , after paying or making provision for the payment of all liabilities of the Corporation, shall transfer and set over such property to an organization which is exempt from federal taxation under section 501 (c)(3) of the Code or corresponding provisions hereafter in effect, and which is engaged in activities substantially similar to those of the Corporation carried out in furtherance to the purposes specified herein, or, if none is in existence, then such funds or property or rights thereto shall be transferred and set over in such manner and to such organization(s) which shall at such time of dissolution qualify as an organization(s) exempt from federal taxation under section 501(a) of the Code, or corresponding provisions hereafter in effect, as the Board of Directors in its sole discretion shall determine.

ARTICLE 5

Address of Initial Registered Office And Name of Initial Registered Agent

Section 5.01. Registered Office. The address of the initial registered office of the Corporation is: 712-G Bering, Houston, Texas 77057

Section 5.02. Registered Agent The name of the initial registered agent of the Corporation, an individual resident in Houston, Texas, whose business office is at such address, is Soner Tarim.

ARTICLE 6
Data Respecting Directors

Section 6.01. Initial Board of Directors. The initial Board of Directors shall consist of five (5) members, who need not be residents of the State of Texas or shareholders of the Corporation.

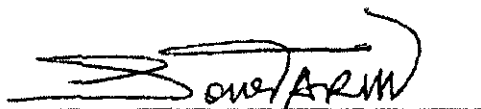
Section 6.02. Names and Addresses. The names and addresses of the persons who are to serve as Directors until the first annual meeting of shareholders and until their successors shall be elected and qualified, follow:

<u>Name</u>	<u>Address</u>
Soner Tarim	7611 Vicki John Houston, Texas 77071
M. Ruhi Ozgel	712-G Bering Houston, Texas 77057
Ayhan Ekinici	712-G Bering Houston, Texas 77057
Yetkin Yildirim	3351 Lake Austin Blvd., #B Austin, Texas 78703
Hokki Muratli	10602 Stone Canyon Rd., #365 Dallas, Texas 75230

Section 6.03. Increase or Decrease of Directors. The number of Directors may be increased or decreased from time to time by amendment of the Code of Bylaws; but no decrease shall have the effect of reducing such number below five (5) or for shortening the term of any incumbent director. In the absence of a provision in the Bylaws fixing the number of Directors, the number shall be five (5).

ARTICLE 7
Data Respecting Incorporator

The name and address of the incorporator of the Corporation, a natural person, is Soner Tarim, 7611 Vicki John, Houston, Texas 77071.


Soner Tarim

VERIFICATION

STATE OF TEXAS

*

*


COUNTY OF *BRAZOS*

*

BEFORE ME, a Notary Public, on this day personally appeared Soner Tarim, known to me to be the person whose name is subscribed to the foregoing document and, being by me duly sworn, declared that the statements therein contained are true and correct.

Given under my hand and seal of office this 1 day of July, 1999.




Notary Public in and for the
STATE OF TEXAS

My commission expires:

5-16-03

ATTACHMENT E COMPLETE COPY OF CORPORATE BYLAWS

BYLAWS

COSMOS FOUNDATION, INC.

ARTICLE 1

OFFICES

Principal Office

- 1.01. The principal office of the Corporation in the State of Texas shall; be located at 5435 S. Braeswood Blvd. Houston, TX 77096. The Corporation may have such other offices, either in Texas or elsewhere, as the Board of Directors may determine. The Board of Directors may change the location of any office of the Corporation.

Registered Office and Registered Agent

- 1.02. The Corporation shall comply with the requirements of the Act and maintain a registered office and registered agent in Texas. The registered office may, but need not, be identical with the Corporation's principal office in Texas. The Board of Directors may change the registered office and the registered agent as provided in the Act.

ARTICLE 2

BOARD OF DIRECTORS

Management of the Corporation

- 2.01. The affairs of the Corporation shall be managed by the Board of Directors.

Number Qualifications and Tenure of Directors

- 2.02. The number of Directors shall be five (5), or as subsequently amended by majority vote of the directors. Directors need not be residents of Texas.

Nomination of Directors

- 2.03. At any meeting at which the election a director occurs, a director may nominate a person with the second of any other director. In addition to nominations made at meetings, a nominating committee shall consider possible nominees and, make nominations for each election of directors. The secretary shall include the names nominated by the nomination committee, and any report of the committee, with the notice of the meeting at which the election occurs.

Election of Directors

- 2.04. A person who meets any qualification requirements to be a director and who has been duly nominated may be elected as director. Directors shall be elected by the vote of the majority of the Board of Directors. Each director shall hold office until a successor is elected and qualified. A director may- [if desired, add: not] be elected to succeed himself or herself as director.

Vacancies

- 2.05. Any vacancy occurring in the board of directors, and any director position to be filled due to an increase in the number of directors, shall be filled by the affirmative vote of a majority of the remaining board of directors. When a vacancy on the Board exists, nominations for new members may be received from present board members one week in advance of a board meeting.

Annual Meeting

- 2.06. The annual meeting of the Board of Directors shall be held on the second Saturday of September of each year. The date of the annual meeting may be changed with a written notice by the President who shall also set the time and place of that delayed meeting. The president or the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

Regular meeting

- 2.07. Regular meetings of the board shall be held at the principal office on the second Saturday of every other month starting September of each year. Number of meeting may be increased or decreased by a resolution of the board. The president or the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

Special Meetings

- 2.08. Special meetings of the Board of Directors may be called by or at the request of the president or any two directors. A person or persons authorized to call special meetings of the Board of Directors may fix any place for holding a special meeting. The person or persons calling a special meeting shall notify the secretary of the information required to be included in the notice of the meeting. Then, the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

Notices

- 2.09. All meeting (Annual, Regular, and Special Meetings) notices must be in writing. The written notices must be posted and must be readily accessible by the general public at all times for at least 72 hours before the scheduled time of the meeting. The written notice shall include agenda items, day, time, and the location of the meeting. The written notice shall use plain, concise English.

Quorum

- 2.10. A majority of the number of directors then in the office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. Directors present by proxy may not be counted toward a quorum. The directors present at a duly called or held meeting at which a quorum is present may continue the meeting even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If less than a quorum is present at any meeting, a majority of the directors present may adjourn the meeting at any time without further notice.

Duties of Directors

- 2.11. Directors shall exercise ordinary business judgements in managing the affairs of the Corporation. Directors shall act as fiduciaries with respect to the interests of the members. In acting in their

official capacity as directors of this corporation, directors shall act in good faith and take actions they reasonably believe to be in not take any action that they should reasonably believe would be opposed to the Corporation's best interests or would be unlawful. A director shall not be liable if, in the exercise of ordinary care, the director acts in good faith relying on written financial and legal statements provided by an account or attorney retained by the Corporation.

Actions of Board of Directors

- 2.12. The Board of Directors shall try to act by consensus. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board unless the act of a greater number is required by law or these bylaws. If a quorum is present but thereafter a sufficient number of Directors leave such meeting so that a quorum no longer present, then any action taken by the remaining Directors shall not be the act of the Board.

Proxies

- 2.13. Board of Directors may not issue a proxy or may not be represented by a proxy.

Compensation

- 2.14. Directors shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for a reimbursement payment according to the state law to the Directors for their expenses of attendance, if any, for attendance at each meeting of the Board of Directors.

Removal of Directors

- 2.15. The Board of Directors or members may vote to remove a director at any time, only for good cause. Good cause for removal of a director shall include the unexcused failure to attend four consecutive meetings of the Board of Directors. A meeting to consider the removal of a director may be called and noticed following the procedures provided in the bylaws. The notice of the meeting shall state the issue of possible removal of the director that will be on the agenda the notice shall state the possible cause for removal. The director shall have the right to be represented by an attorney at and before the meeting. At the meeting, the Corporation shall consider possible arrangements for resolving the problems that are in the mutual interest of the Corporation and the director. A director may be removed by the affirmative vote of fifty (50) percent of the Board of Directors.

ARTICLE 3

OFFICERS

Officer Positions

- 3.01. The officers of the Corporation shall be a president, two] vice presidents, a secretary, a treasurer. The Board of Directors may create additional officer positions, define the authority and duties of each such position, and elect or appoint persons to fill the positions. Any two or more offices may be held by the same person, except the offices of president and secretary.

Election and Term of Office

- 3.02. The officers of the Corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers is not held at this meeting, the election shall be held as soon thereafter as conveniently as possible. Each officer shall hold office

until a successor is duly selected and qualified. An officer may be elected to succeed himself or herself in the same office.

Removal

- 3.03 Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors with or without good cause. The removal of an officer shall be without prejudice to the contract rights, if any, of the officer.

Vacancies

- 3.04. A vacancy in any office may be filled by the Board of Directors for the unexpired portion of the officer's term.

President

- 3.05. The president shall be the chief executive officer of the Corporation. The president shall supervise and control all of the business and affairs of the Corporation. The president shall preside at all meetings of the members and of the Board of Directors. The president may execute any deeds, mortgages, bonds, contracts, or other instruments that the Board of Directors has authorized to be executed. However, the president may not execute instruments on behalf of the Corporation if this power is expressly delegated to another officer or agent of the Corporation by the Board of Directors, the bylaws, or statute. The president shall perform other duties prescribed by the Board of Directors and all duties incident to the office of president.

Vice President

- 3.06. When the president is absent, is unable to act, or refuses to act, a vice president shall perform the duties of the president. When a vice president acts in place of the president, the vice president shall have all the powers of and be subject to all the restrictions upon the president. If there is more than one vice president, the vice presidents shall act in place of the president in the order of the votes received when elected. A vice president shall perform other duties as assigned by the president or board of directors.

Treasurer

- 3.07. The treasurer shall:
- (a) Have charge and custody of and be responsible for all funds and securities of the Corporation.
 - (b) Receive and give receipts for moneys due and payable to Corporation from any source.
 - (c) Deposit all moneys in the name of Corporation in banks, trust companies, or other depositories as provided in the bylaws or as directed by the Board of Directors or president.
 - (d) Write checks and disburse funds to discharge obligations of the Corporation.
 - (e) Maintain the financial books and record of the Corporation.
 - (f) Prepare financial reports at least annually.
 - (g) Perform other duties as assigned by the president or by the Board of Directors.
 - (h) If required by the Board of Directors, give a bond for the faithful discharge of his or her duties in a sum and with a surety as determined by the Board of Directors.
 - (i) Perform all of the duties incident to the office of treasurer.

Secretary

- 3.08 The secretary shall:
- (a) Give all notices as provided in the bylaws or as required by law.

- (b) Take minutes of the meetings of the members and the Board of Directors and keep the minutes as part of the corporate records.
- (c) Maintain custody of the corporate records and of the seal of the Corporation.
- (d) Affix the seal of the Corporation to all documents as authorized.
- (e) Keep a register of the mailing address of each [if corporation has members, add: member], director, officer, and employee of the Corporation.
- (f) Perform duties as assigned by the president or by the Board of Directors.
- (g) Perform all duties incident to the office of secretary.

ARTICLE 4

COMMITTEES

Establishment of Committees

- 4.01. The Board of Directors may adopt a resolution establishing one or more committees delegating specified authority to a committee, and appointing or removing members of a committee. A committee shall include two or more directors and may include persons who are not directors. If the Board of Directors delegates any of its authority to a committee, the majority of the committee shall consist of directors. The Board of Directors may establish qualifications for membership on a committee. The Board of Directors may delegate to the president its power to appoint and remove members of a committee that has not been delegated any authority to it shall not relieve the Board of Directors, or any individual director, of any responsibility imposed by the Bylaws or otherwise imposed by law. No committee shall have the authority of the Board of Directors to:
- (a) Amend the articles of incorporation.
 - (b) Adopt a plan of merger or a plan of consolidation with another corporation.
 - (c) Authorize the sale, lease, exchange, or mortgage, of all or substantially all of the property and assets of the Corporation.
 - (d) Authorize the voluntary dissolution of the Corporation.
 - (e) Revoke proceedings for the voluntary dissolution of the Corporation.
 - (f) Adopt a plan for the distribution of the assets of the Corporation.
 - (g) Amend, alter, or repeal the bylaws.
 - (h) Eject, appoint, or remove a member of a committee or a director or officer of the Corporation.
 - (i) Approve any transaction to which the Corporation is a party and that involves a potential conflict of interests as defined in paragraph 5.04, below.
 - (j) Take any action outside the scope of authority delegated to it by the Board of Directors.

Authorization of Specific Committee

- 4.02. There shall be the following committees: Membership, Nominating and Program Committees. The Board of Directors shall define the activities and scope of authority of each committee by resolution.

Term of Office

- 4.03. Each member of a committee shall continue to serve on the committee until the next annual meeting of the Directors of the Corporation and until a successor is appointed. However, the term of a committee member may terminate earlier if the committee is terminated or if the member dies, ceases to qualify, resigns, or, is removed as a member. A vacancy on a committee may be filled by an appointment made in the same manner as an original appointment. A person appointed to fill a vacancy on a committee shall serve for the unexpired portion of the terminated committee member's term.

Chair and Vice-Chair

- 4.04. One member of each committee shall be designated as the chair of the committee and the other member of each committee shall be appointed by the president of the Corporation. The chair and vice-chair shall be appointed by the president of the Corporation. The chair shall call and preside at all meetings of the committee. When the chair is absent, is unable to act, or refuses to act, the vice-chair shall perform the duties of the chair. When a vice-chair acts in place of the chair, the vice-chair shall have all the powers of and be subject to all the restrictions upon the chair.

Notice of Meetings

- 4.05. Written or printed notice of a committee meeting shall be delivered to each member of a committee not less than, seven nor more than 30 days before the date of the meeting. The notice shall state the place, day, and time of the meeting, and the purpose or purposes for which the meeting is called.
- 4.06. A majority of the number of persons shall constitute a quorum of a committee for the transaction of business at any meeting of the committee. The directors present at a duly called or held meeting at which a quorum is present may continue the meeting even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If less than a quorum is present at any meeting, a majority of the directors present may adjourn the meeting at any time without further notice.

Actions of Committees

- 4.07. Committees shall try to take action by consensus. However, the vote of a majority of committee members present and voting at a meeting at which a quorum is present shall be sufficient to constitute the act of the committee unless the act of a greater number is required by law or the bylaws. A committee member who is present at a meeting and abstains from a vote is not considered to be present and voting for the purpose of determining the act of the committee.

Proxies

- 4.08. A committee member may not vote by a proxy.

Compensation

- 4.09. Committee members shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for the payment to committee members of a fixed sum and expenses of attendance, if any, for attendance at each meeting of the committee. A committee member may serve the Corporation in any other capacity and receive compensation for those services. Any compensation that the Corporation pays to a committee member shall be commensurate with the services performed and shall be reasonable in amount.

Rules

- 4.10. Each committee may adopt rules for its own operation not inconsistent with the bylaws or with rules adopted by the Board of Directors.

ARTICLE 5

TRANSACTIONS OF THE CORPORATION

Contracts

- 5.01. The Board of Directors may authorize any officer or agent of the Corporation to enter into a contract or execute and deliver any instrument in the name of and on behalf of the Corporation. This authority may be limited to a specific contract or instrument or it may extend to any number and type of possible contracts and instruments.

Deposit

- 5.02. All funds of the Corporation shall be deposited to the credit of the Corporation in banks, trust companies or other depositaries that the Board of Directors selects.

Gifts

- 5.03. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation. The Board of Directors may make gifts and give charitable contributions that are not prohibited by the bylaws, the articles of incorporation, state law, and any requirements for maintaining the Corporation's federal and state tax status.

Potential Conflicts of Interest

- 5.04. The corporation shall not make any loan to a director or officer of the corporation. The Corporation shall not borrow money from or otherwise transacts business with a member, director, officer, or committee member of the Corporation unless the transaction is described fully in a legally binding instrument and is in the best interests of the Corporation. The Corporation shall not borrow money from or otherwise transact business with a director, officer, or committee member of the Corporation without full disclosure of all relevant facts and without the approval of the Board of Directors, not including the vote of any person having a personal interest in the transaction. Additionally, the Board of Directors shall be subject to the conflict of interest provisions according to the TEC Chapter 12 Section 12.1054.

Prohibited Acts

- 5.05. As long as the Corporation is in existence, and except with the prior approval of the Board of Directors, no director, officer or committee member shall:
- (a) Do any act in violation of the bylaws or a binding obligation of the Corporation.
 - (b) Do any act with the intention of harming the Corporation or any of its operations.
 - (c) Do any act that would make it impossible or unnecessarily difficult to carry on the intended or ordinary business of the Corporation.
 - (d) Receive an improper benefit from the operation of the Corporation.
 - (e) Use the assets of the Corporation, directly or indirectly, for any purpose other than carrying on the business of the Corporation.
 - (f) Wrongfully transfer or dispose of Corporation property, including intangible property such as good will.
 - (g) Use the name of the Corporation (or any substantially similar name) or any trademark or tradename adopted by the Corporation, except on behalf of the Corporation in the ordinary course of the Corporation's business.
 - (h) Disclose any of the Corporation business practices, trade secrets, or any other information not generally known to the business community to any person not authorized to receive it.

ARTICLE 6

BOOKS AND RECORDS

Required Books and Records

- 6.01. The Corporation shall keep complete books and records of account. The Corporation's books and records shall include:
- (a) A file-endorsed copy of all documents filed with Texas Secretary of State relating to the Corporation, including, but not limited to, the articles of Corporation, and any articles of amendment, restated articles, articles of merger, articles of consolidation, and statement of change of registered office or registered agent.
 - (b) A copy of the bylaws, and any amended versions or amendments to the bylaws.
 - (c) Minutes of the proceedings of the Board of Directors, and committees having any of the authority of the Board of Directors.
 - (d) A list of the names and addresses of the directors, officers and any committee members of the Corporation.
 - (e) A financial statement showing the assets, liabilities and net worth of the Corporation at the end of the three most recent fiscal years.
 - (f) A financial statement showing the income and expenses of the Corporation for the three most recent fiscal years.
 - (g) All rulings, letters, and other documents relating to the Corporation's federal, state, and local tax status.

ARTICLE 7

FISCAL YEAR

- 7.01 The fiscal year of the Corporation shall begin on the first day of January and end on the last day in December in each year.

ARTICLE 8

INDEMNIFICATION

When Indemnification is Required, Permitted, and Prohibited

- 8.01. (a) The Corporation shall indemnify a director, officer, committee member, employee or agent of the Corporation who was, is or may be named defendant or respondent in any proceeding as a result of his or her actions or omissions within the scope of his or her official capacity in the Corporation. For the purposes of this article, an agent includes one who is or was serving at the request of the Corporation as a director, officer, partner, venturer, proprietor, trustee, partnership, joint venture, sole proprietorship, trust, employee benefit plan, or other enterprise. However, the Corporation shall indemnify a person only if he or she acted in good faith and reasonably believed that the conduct was in the Corporation's best interests. In a case of criminal proceeding, the person may be indemnified only if he or she had no reasonable cause to believe that the conduct was unlawful. The Corporation shall not indemnify a person who is found liable to the Corporation or is found to be liable to another on the basis of improperly receiving a personal benefit. A person is conclusively considered

to have been found liable in relation to any claim, issue, or matter if the person has been adjudged liable by a court of competent jurisdiction and all appeals have been exhausted.

- (h) The termination of a proceeding by judgement, order, settlement, conviction, or on a plea of *nolo contendere* or its equivalent does not necessarily preclude indemnification by the Corporation.
- (i) The Corporation shall pay or reimburse expenses incurred by a director, officer, committee member, employee, or agent of the Corporation in connection with the person's appearance as a witness or other participation in a proceeding involving or affecting the Corporation when the person is not a named defendant or respondent in the proceeding.
- (j) In addition to the situations otherwise described in this paragraph, the Corporation may indemnify a director, officer, committee member, employee, or agent of the Corporation to the extent permitted by law. However, the Corporation shall not indemnify any person in any situation in which indemnification is prohibited by the terms of paragraph 8.01., above.
- (k) Before the final disposition of a proceeding, the Corporation may pay indemnification expenses permitted by the bylaws and authorized by the Corporation. However, the Corporation shall not pay indemnification expenses to a person before the final disposition of a proceeding. If the person is a named defendant or respondent in a proceeding brought by the Corporation; or the person is alleged to have improperly received a personal benefit or committed other willful or intentional misconduct.
- (l) If the Corporation may indemnify a person under the bylaws, the person may be indemnified against judgement, penalties, including excise and similar taxes, fines, settlements, and reasonable expenses (including attorney's fees) actually incurred in connection with the proceeding. However, if the proceeding was brought by or on behalf of the Corporation, the indemnification is limited to a reasonable expenses actually incurred by the person in connection with the proceeding.

Procedures Relating to Indemnification Payments

- 8.02. (a) Before the Corporation may pay any indemnification expenses (including attorney's fees), and determine that expenses to be reimbursed are reasonable, except as provided in paragraph 8.02(c), below. The Corporation may make these determinations and decisions by any one of the following procedures:
- (i) Majority vote of the quorum consisting of directors who, at the time of the vote, are not named defendants or respondents in the proceeding.
 - (ii) If such a quorum cannot be obtained, by a majority vote of committee of the Board of Directors, designated to act in the matter by a majority vote of all directors, consisting solely of two or more who at the time of the vote are not named defendants or respondents in the proceeding.
 - (iii) Determination by special legal counsel selected by the Board of Directors by votes as provided in paragraph 10.02(a)(I) or 10.02(a)(ii), or if such a quorum cannot be obtained and such a committee cannot be established, by a majority vote of all directors.
- (b) The Corporation shall authorize indemnification and determine that expenses to be reimbursed are reasonable in the same manner that it determines whether indemnification is permissible. If the determination that the facts then known to those making the determination would not preclude indemnification and authorization of payment shall be made in the same manner as a determination that indemnification is permissible under paragraph 8.02(a), above. The person's written affirmation shall state that he or she has met the standard of conduct necessary for indemnification under the bylaws. The written undertaking shall provide for repayment of the amount paid or reimbursed by the Corporation if it is ultimately determined that the person has not met the requirements for indemnification. The undertaking shall be an unlimited general obligation of the person, but it need not be secured and it may be accepted without reference to financial ability to make repayment.

ARTICLE 9

NOTICES

Notice by Mail or Telegram

- 9.01. Any notice required or permitted by the bylaws to be given to a director, officer or member of a committee of the Corporation may be given by mail or telegram. If mailed a notice shall be deemed to be delivered when deposited in the United States mail addressed to the person at his or her address as it appears on the records of the Corporation, with postage prepaid. If given by telegram, a notice shall be deemed to be delivered when accepted by the Telegram Company and addressed to the person at his or her address as it appears on the records of the Corporation. A person may change his or her address by giving written notice to the secretary of the Corporation.

Signed Waiver of Notice

- 9.02. Whenever any notice is required to be given under the provisions of the act or under the provisions of the articles of incorporation or the bylaws, a waiver in writing signed by a person entitled to receive a notice shall be deemed equivalent to the giving of the notice. A waiver of the notice shall be effective whether signed before or after the time stated in the notice being waived.

Waiver of Notice by Attendance

- 9.03. The attendance of a person at a meeting shall constitute a waiver of notice of the meeting unless the person attends for the express purpose of objecting to the transaction or any business because the meeting is not lawfully called or convened.

ARTICLE 10

SPECIAL PROCEDURES CONCERNING MEETINGS

Meeting by Telephone or Internet

- 10.01. A. Subject to the provisions required or permitted by the Texas Open Meetings Act or notice of meetings, unless otherwise restricted by the articles of incorporation or bylaws, members of the board of directors of the corporation, or members of any committee designated by such board may participate in and hold a meeting of such members, board, or committee by means of: (1) conference telephone or similar communications equipment by which all persons participating in the meeting can hear each other; or (2) another suitable electronic communications system, including videoconferencing technology or the Internet, only if: (a) each member entitled to participate in the meeting consents to the meeting being held by means of that system; and (b) the system provides access to the meeting in a manner or using a method by which each member participating in the meeting can communicate concurrently with each other participant.

B. Participation in a meeting pursuant to this Article shall constitute presence in person at such meeting, except where a person participates in the meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

ARTICLE 11

AMENDMENTS TO BYLAWS

- 11.01 The bylaws may be altered, amended, or repealed, and new bylaws may be adopted a majority vote by the Board of Directors. The notice of any meeting at which the bylaws are altered, amended, or repealed, or at which new bylaws are adopted shall include the text of the proposed bylaw provisions as well as the text of any existing provisions proposed to be altered, amended, or repealed. Alternatively, the notice may include a fair summary of those provisions.

ARTICLE 12

MISCELLANEOUS PROVISIONS

Legal Authorities Governing Constructions of Bylaws

- 12.01. The bylaws shall be construed in accordance with the laws of the State of Texas. All references in the bylaws to statutes, regulations, or other sources of legal authority shall refer to the authorities cited, or their successors, as they may be amended from time to time.

Legal Construction

- 12.02. If any bylaw provision is held to be invalid, illegal, or unenforceable in any respect, the invalidity, illegality, or unenforceability shall not any other provision and the bylaws shall be construed as if the invalid, illegal, or unenforceable provision had not been included in the bylaws.

Headings

- 12.03. The headings used in the bylaws are used for inconvenience and shall not be considered in contouring the terms of the bylaws.

Gender

- 12.04. Wherever the context requires, all words in the bylaws in the male gender shall be deemed to include female or neuter gender, all singular words shall include the plural, and all plural words shall include the singular.

Seal

- 12.05 The Board of Directors may provide for a corporate seal Such a seal would consist of two concentric circles containing the words Cosmos Foundation, Inc., "Texas," in on encircle and the word "Incorporated" together with the date of incorporation of the Corporation in the other circle.

Power of Attorney

- 12.06. A person may execute any instrument related to the Corporation by means of a power of attorney if an original executed copy of the Corporation to be kept with the Corporation records.

Parties Bound

- 12.07. The bylaws shall be binding upon and inure to the benefits of the directors, officers, committee members, employees, and agents of the Corporation and their respective heirs, executors, administrators, legal representatives, successors, and assigns except as otherwise provided in the bylaws.

ARTICLE 13

THE NON-DISCRIMINATORY STATEMENT

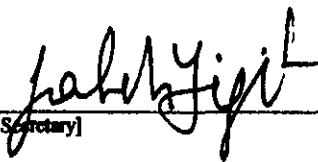
- 13.01. It is the policy of Cosmos Foundation not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, gender, veteran status, or political affiliation, in its educational or employment programs and activities.

-----End of the text-----

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting secretary of Cosmos Foundation, Inc. and that the foregoing Bylaws constitute the Bylaws of the Corporation. These Bylaws were duly adopted at a meeting of the Board of Directors held on 03-7-2005, 20 .

[Signature of Secretary]



Date (mm, dd, yyyy)

3 / 7 / 2005

[Name of Secretary]

Fatih Yigit

BYLAWS FOR COSMOS FOUNDATION, INC.

ARTICLE 1

OFFICES

Principal Office

1.01. The principal office of the Corporation in the State of Texas shall be located at 712 G, Bering, Houston, Texas 77057. The Corporation may have such other offices, either in Texas or elsewhere, as the Board of Directors may determine. The Board of Directors may change the location of any office of the Corporation.

Registered Office and Registered Agent

1.02. The Corporation shall comply with the requirements of the Act and maintain a registered office and registered agent in Texas. The registered office may, but need not, be identical with the Corporation's principal office in Texas. The Board of Directors may change the registered office and the registered agent as provided in the Act.

ARTICLE 2

BOARD OF DIRECTORS

Management of the Corporation

2.01. The affairs of the Corporation shall be managed by the Board of Directors.

Number, Qualifications, and Tenure of Directors

2.02. The number of Directors shall be five (5), or as subsequently amended by majority vote of the directors. Directors need not be residents of Texas.

Nomination of Directors

2.03. At any meeting at which the election of a director occurs, a director may nominate a person with the second of any other director. In addition to nominations made at meetings, a nominating committee shall consider possible nominees and make nominations for each election of directors. The secretary shall include the names nominated by the nomination committee, and any report of the committee, with the notice of the meeting at which the election occurs.

Election of Directors

2.04. A person who meets any qualification requirements to be a director and who has been duly nominated may be elected as a director. Directors shall be elected by the vote of the a majority of the Board of Directors. Each director shall hold office until a successor is elected and qualified. A director may [if desired, add: not] be elected to succeed himself or herself as director.

Vacancies

2.05. Any vacancy occurring in the Board of Directors, and any director position to be filled due to an increase in the number of directors, shall be filled by the Board of Directors. A vacancy is filled by the affirmative vote of a majority of the remaining directors, even if it is less than a quorum of the Board of Directors, or if it is a sole remaining director. A director elected to fill a vacancy shall be elected for the unexpired term of the predecessor in office.

Annual Meeting

2.06. The annual meeting of the Board of Directors may be held without notice other than these Bylaws. Such meeting shall be held on the 10th day of September each year.

Regular Meetings

2.07. The Board of Directors may provide for regular meetings by resolution stating the time and place of such meetings. The meetings may be held either within or without the State of Texas and shall be held at the Corporation's registered office in Texas if the resolution does not specify the location of the meetings. No notice of regular meetings of the Board is required other than a resolution of the Board of Directors stating the time and place of the meetings.

Special Meetings

2.08. Special meetings of the Board of Directors may be called by or at the request of the president or any two directors. A person or persons authorized to call special meetings of the Board of Directors may fix any place within or without Texas as the place for holding a special meeting. The person or persons calling a special meeting shall notify the secretary of the information required to be included in the notice of the meeting. The secretary shall give notice to the directors as required in the Bylaws.

Notice

2.09. Written or printed notice of any special meeting of the Board of Directors shall be delivered to each director not less than seven nor more than 30 days before the date of the meeting. The notice shall state the place, day, and time of the meeting, who called the meeting and the purpose or purposes for which the meeting is called.

Quorum

2.10. Three directors or A majority of the number of directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. The directors present at a duly called or held meeting at which a quorum is present may continue to transact business even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If a quorum is present at no time during a meeting, a majority of the directors present may adjourn and reconvene the meeting one time without further notice.

Duties of Directors

2.11. Directors shall exercise ordinary business judgment in managing the affairs of the Corporation.

Directors shall act as fiduciaries with respect to the interests of the members. In acting in their official capacity as directors of this corporation, directors shall act in good faith and take actions they reasonably believe to be in the best interests of the Corporation and that are not unlawful. In all other instances, the Board of Directors shall not take any action that they should reasonably believe would be opposed to the Corporation's best interests or would be unlawful. A director shall not be liable if, in the exercise of ordinary care, the director acts in good faith relying on written financial and legal statements provided by an accountant or attorney retained by the Corporation.

Actions of Board of Directors

2.12. The Board of Directors shall try to act by consensus. However, the vote of a majority of directors present and voting at a meeting at which a quorum is present shall be sufficient to constitute the act of the Board of Directors unless the act of a greater number is required by law or the bylaws. A director who is present at a meeting and abstains from a vote is not considered to be present and voting for the purpose of determining the decision of the Board of Directors. For the purpose of determining the decision of the Board of Directors, a director who is represented by proxy in a vote is considered present.

Proxies

2.13. A director may vote by proxy executed in writing by the director. No proxy shall be valid after three (3) months from the date of its execution.

Compensation

2.14. Directors shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for payment to directors of a fixed sum and expenses of attendance, if any, for attendance at each meeting of the Board of Directors. A director may serve the Corporation in any other capacity and receive compensation for those services. Any compensation that the Corporation pays to a director shall be commensurate with the services performed and reasonable in amount.

Removal of Directors

2.15. The Board of Directors or members may vote to remove a director at any time, only for good cause. *Good cause for removal of a director shall include the unexcused failure to attend four consecutive meetings of the Board of Directors.* A meeting to consider the removal of a director may be called and noticed following the procedures provided in the bylaws. The notice of the meeting shall state that the issue of possible removal of the director will be on the agenda the notice shall state the possible cause for removal. The director shall have the right to present evidence at the meeting as to why he or she should not be removed, and the director shall have the right to be represented by an attorney at and before the meeting. At the meeting, the Corporation shall consider possible arrangements for resolving the problems that are in the mutual interest of the Corporation and the director. A director may be removed by the affirmative vote of fifty (50) percent of the Board of Directors.

ARTICLE 3

OFFICERS

Officer Positions

3.01. The officers of the Corporation shall be a president, two] vice presidents, a secretary, a treasurer. The Board of Directors may create additional officer positions, define the authority and duties of each such position, and elect or appoint persons to fill the positions. Any two or more offices may be held by the same person, except the offices of president and secretary.

Election and Term of Office

3.02. The officers of the Corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers is not held at this meeting, the election shall be held as soon thereafter as conveniently possible. Each officer shall hold office until a successor is duly selected and qualified. An officer may be elected to succeed himself or herself in the same office.

Removal

3.03. Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors with or without good cause. The removal of an officer shall be without prejudice to the contract rights, if any, of the officer.

Vacancies

3.04. A vacancy in any office may be filled by the Board of Directors for the unexpired portion of the officer's term.

President

3.05. The president shall be the chief executive officer of the Corporation. The president shall supervise and control all of the business and affairs of the Corporation. The president shall preside at all meetings of the members and of the Board of Directors. The president may execute any deeds, mortgages, bonds, contracts, or other instruments that the Board of Directors have authorized to be executed. However, the president may not execute instruments on behalf of the Corporation if this power is expressly delegated to another officer or agent of the Corporation by the Board of Directors, the bylaws, or statute. The president shall perform other duties prescribed by the Board of Directors and all duties incident to the office of president.

Vice President

3.06. When the president is absent, is unable to act, or refuses to act, a vice president shall perform the duties of the president. When a vice president acts in place of the president, the vice president shall have all the powers of and be subject to all the restrictions upon the president. If there is more than one vice president, the vice presidents shall act in place of the president in the order of the votes received when elected. A vice president shall perform other duties as assigned by the president or board of directors.

Treasurer

3.07. The treasurer shall:

- (a) Have charge and custody of and be responsible for all funds and securities of the Corporation.
- (b) Receive and give receipts for moneys due and payable to the Corporation from any source.
- (c) Deposit all moneys in the name of the Corporation in banks, trust companies, or other depositories as provided in the bylaws or as directed by the Board of Directors or president.
- (d) Write checks and disburse funds to discharge obligations of the Corporation.
- (e) Maintain the financial books and records of the Corporation.
- (f) Prepare financial reports at least annually.
- (g) Perform other duties as assigned by the president or by the Board of Directors.
- (h) If required by the Board of Directors, give a bond for the faithful discharge of his or her duties in a sum and with a surety as determined by the Board of Directors.
- (i) Perform all of the duties incident to the office of treasurer.

Secretary

3.08. The Secretary shall:

- (a) Give all notices as provided in the bylaws or as required by law.
- (b) Take minutes of the meetings of the members and of the Board of Directors and keep the minutes as part of the corporate records.
- (c) Maintain custody of the corporate records and of the seal of the Corporation.
- (d) Affix the seal of the Corporation to all documents as authorized.
- (e) Keep a register of the mailing address of each [if corporation has members, add: member], director, officer, and employee of the Corporation.
- (f) Perform duties as assigned by the president or by the Board of Directors.
- (g) Perform all duties incident to the office of secretary.

ARTICLE 4

COMMITTEES

Establishment of Committees

4.01. The Board of Directors may adopt a resolution establishing one or more committees delegating specified authority to a committee, and appointing or removing members of a committee. A committee shall include two or more directors and may include persons who are not directors. If the Board of Directors delegates any of its authority to a committee, the majority of the committee shall consist of directors. The Board of Directors may establish qualifications for membership on a committee. The Board of Directors may delegate to the president its power to appoint and remove members of a committee that has not been delegated any authority of the Board of Directors. The establishment of a committee or the delegation of authority to it shall not relieve the Board of Directors, or any individual director, of any responsibility imposed by the Bylaws or otherwise imposed by law. No committee shall have the authority of the Board of Directors to:

- (a) Amend the articles of incorporation.
- (b) Adopt a plan of merger or a plan of consolidation with another corporation.
- (c) Authorize the sale, lease, exchange, or mortgage of all or substantially all of the property and assets of the Corporation.
- (d) Authorize the voluntary dissolution of the Corporation.
- (e) Revoke proceedings for the voluntary dissolution of the Corporation.
- (f) Adopt a plan for the distribution of the assets of the Corporation.
- (g) Amend, alter, or repeal the bylaws.
- (h) Elect, appoint, or remove a member of a committee or a director or officer of the Corporation.
- (i) Approve any transaction to which the Corporation is a party and that involves a potential conflict of interest as defined in paragraph 5.04. below.
- (j) Take any action outside the scope of authority delegated to it by the Board of Directors.

Authorization of Specific Committees

4.02. There shall be the following committees: Membership, Nominating, and Program Committees. The Board of Directors shall define the activities and scope of authority of each committee by resolution.

Term of Office

4.03. Each member of a committee shall continue to serve on the committee until the next annual meeting of the Directors of the Corporation and until a successor is appointed. However, the term of a committee member may terminate earlier if the committee is terminated, or if the member dies, ceases to qualify, resigns, or is

removed as a member. A vacancy on a committee may be filled by an appointment made in the same manner as an original appointment. A person appointed to fill a vacancy on a committee shall serve for the unexpired portion of the terminated committee member's term.

Chair and Vice-Chair

4.04. One member of each committee shall be designated as the chair of the committee and another member of each committee shall be designated as the vice-chair. The chair and vice-chair shall be appointed by the president of the Corporation. The chair shall call and preside at all meetings of the committee. When the chair is absent, is unable to act, or refuses to act, the vice-chair shall perform the duties of the chair. When a vice-chair acts in place of the chair, the vice-chair shall have all the powers of and be subject to all the restrictions upon the chair.

Notice of Meetings

4.05. Written or printed notice of a committee meeting shall be delivered to each member of a committee not less than , seven nor more than 30 days before the date of the meeting. The notice shall state the place, day, and time of the meeting, and the purpose or purposes for which the meeting is called.

4.06. One half of the number of members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. The committee members present at a duly called or held meeting at which a quorum is present may continue to transact business even if enough committee members leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of committee members required to constitute a quorum. If a quorum is present at no time during a meeting, the chair may adjourn and reconvene the meeting one time without further notice.

Actions of Committees

4.07. Committees shall try to take action by consensus. However, the vote of a majority of committee members present and voting at a meeting at which a quorum is present shall be sufficient to constitute the act of the committee unless the act of a greater number is required by law or the bylaws. A committee member who is present at a meeting and abstains from a vote is not considered to be present and voting for the purpose of determining the act of the committee.

Proxies

4.08. A committee member may vote by proxy executed in writing by the committee member. No proxy shall be valid after 4 months from the date of its execution.

Compensation

4.09. Committee members shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for payment to committee members of a fixed sum and expenses of attendance, if any, for attendance at each meeting of the committee. A committee member may serve the Corporation in any other capacity and receive compensation for those services. Any compensation that the Corporation pays to a committee member shall be commensurate with the services performed and shall be reasonable in amount.

Rules

4.10. Each committee may adopt rules for its own operation not inconsistent with the bylaws or with rules adopted by the Board of Directors.

ARTICLE 5

TRANSACTIONS OF THE CORPORATION

Contracts

5.01. The Board of Directors may authorize any officer or agent of the Corporation to enter into a contract or execute and deliver any instrument in the name of and on behalf of the Corporation. This authority may be limited to a specific contract or instrument or it may extend to any number and type of possible contracts and instruments.

Deposits

5.02. All funds of the Corporation shall be deposited to the credit of the Corporation in banks, trust companies, or other depositories that the Board of Directors selects.

Gifts

5.03. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation. The Board of Directors may make gifts and give charitable contributions that are not prohibited by the bylaws, the articles of incorporation, state law, and any requirements for maintaining the Corporation's federal and state tax status.

Potential Conflicts of Interest

5.04. The Corporation shall not make any loan to a director or officer of the Corporation. A member, director, officer, or committee member of the Corporation may lend money to and otherwise transact business with the Corporation except as otherwise provided by the bylaws, articles of incorporation, and all applicable laws. Such a person transacting business with the Corporation has the same rights and obligations relating to those matters as other persons transacting business with the Corporation. The Corporation shall not borrow money from or otherwise transact business with a member, director, officer, or committee member of the Corporation unless the transaction is described fully in a legally binding instrument and is in the best interests of the Corporation. The Corporation shall not borrow money from or otherwise transact business with a director, officer, or committee member of the Corporation without full disclosure of all relevant facts and without the approval of the Board of Directors, not including the vote of any person having a personal interest in the transaction.

Prohibited Acts

5.05. As long as the Corporation is in existence, and except with the prior approval of the Board of Directors, no director, officer, or committee member of the Corporation shall:

- (a) Do any act in violation of the bylaws or a binding obligation of the Corporation.

- (b) Do any act with the intention of harming the Corporation or any of its operations.
- (c) Do any act that would make it impossible or unnecessarily difficult to carry on the intended or ordinary business of the Corporation.
- (d) Receive an improper personal benefit from the operation of the Corporation.
- (e) Use the assets of this Corporation, directly or indirectly, for any purpose other than carrying on the business of this Corporation.
- (f) Wrongfully transfer or dispose of Corporation property, including intangible property such as good will.
- (g) Use the name of the Corporation (or any substantially similar name) or any trademark or trade name adopted by the Corporation, except on behalf of the Corporation in the ordinary course of the Corporation's business.
- (h) Disclose any of the Corporation business practices, trade secrets, or any other information not generally known to the business community to any person not authorized to receive it.

ARTICLE 6

BOOKS AND RECORDS

Required Books and Records

6.01. The Corporation shall keep correct and complete books and records of account. The Corporation's books and records shall include:

- (a) A file-endorsed copy of all documents filed with the Texas Secretary of State relating to the Corporation, including, but not limited to, the articles of incorporation, and any articles of amendment, restated articles, articles of merger, articles of consolidation and statement of change of registered office or registered agent.
- (b) A copy of the bylaws, and any amended versions or amendments to the bylaws.
- (c) Minutes of the proceedings of the Board of Directors, and committees having any of the authority of the Board of Directors.
- (d) A list of the names and addresses of the directors, officers, and any committee members of the Corporation.
- (e) A financial statement showing the assets, liabilities, and net worth of the Corporation at the end of the three most recent fiscal years.
- (f) A financial statement showing the income and expenses of the Corporation for the three most recent fiscal years.
- (g) All rulings, letters, and other documents relating to the Corporation's federal, state, and local tax status.

(h) The Corporation's federal, state, and local information or income tax returns for each of the Corporation's three most recent tax years.

Inspection and Copying

6.02. Any director, officer, or committee member of the Corporation may inspect and receive copies of all books and records of the Corporation required to be kept by the bylaws. Such a person may inspect or receive copies if the person has a proper purpose related to the person's interest in the Corporation and if the person submits a request in writing. Any person entitled to inspect and copy the Corporation's books and records may do so through his or her attorney or other duly authorized representative. A person entitled to inspect the Corporation's books and records may do so at a reasonable time no later than five working days after the Corporation's receipt of a proper written request. The Board of Directors may establish reasonable fees for copying the Corporation's books and records by members. The fees may cover the cost of materials and labor, but may not exceed - cents per page. The Corporation shall provide requested copies of books or records no later than five working days after the Corporation's receipt of a proper written request.

ARTICLE 7

FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of January and end on the last day in December in each year.

ARTICLE 8

INDEMNIFICATION

When Indemnification is Required, Permitted, and Prohibited

8.01. (a) The Corporation shall indemnify a director, officer, committee member, employee, or agent of the Corporation who was, is, or may be named defendant or respondent in any proceeding as a result of his or her actions or omissions within the scope of his or her official capacity in the Corporation. For the purposes of this article, an agent includes one who is or was serving at the request of the Corporation as a director, officer, partner, venturer, proprietor, trustee, partnership, joint venture, sole proprietorship, trust, employee benefit plan, or other enterprise. However, the Corporation shall indemnify a person only if he or she acted in good faith and reasonably believed that the conduct was in the Corporation's best interests. In a case of a criminal proceeding, the person may be indemnified only if he or she had no reasonable cause to believe that the conduct was unlawful. The Corporation shall not indemnify a person who is found liable to the Corporation or is found liable to another on the basis of improperly receiving a personal benefit. A person is conclusively considered to have been found liable in relation to any claim, issue, or matter if the person has been adjudged liable by a court of competent jurisdiction and all appeals have been exhausted.

(b) The termination of a proceeding by judgment, order, settlement, conviction, or on a plea of nolo contendere or its equivalent does not necessarily preclude indemnification by the Corporation.

(c) The Corporation shall pay or reimburse expenses incurred by a director, officer, committee member, employee, or agent of the Corporation in connection with the person's appearance as a witness or other

participation in a proceeding involving or affecting the Corporation when the person is not a named defendant or respondent in the proceeding.

(d) In addition to the situations otherwise described in this paragraph, the Corporation may indemnify a director, officer, committee member, employee, or agent of the Corporation to the extent permitted by law. However, the Corporation shall not indemnify any person in any situation in which indemnification is prohibited by the terms of paragraph 8.01(a), above.

(e) Before the final disposition of a proceeding, the Corporation may pay indemnification expenses permitted by the bylaws and authorized by the Corporation. However, the Corporation shall not pay indemnification expenses to a person before the final disposition of a proceeding if the person is a named defendant or respondent in an proceeding brought by the Corporation; or the person is alleged to have improperly received a personal benefit or committed other willful or intentional misconduct.

(f) If the Corporation may indemnify a person under the bylaws, the person may be indemnified against judgments, penalties, including excise and similar taxes, fines, settlements, and reasonable expenses (including attorney's fees) actually incurred in connection with the proceeding. However, if the proceeding was brought by or on behalf of the Corporation, the indemnification is limited to reasonable expenses actually incurred by the person in connection with the proceeding.

Procedures Relating to Indemnification Payments

8.02. (a) Before the Corporation may pay any indemnification expenses (including attorney's fees), the Corporation shall specifically determine that indemnification is permissible, authorize indemnification, and determine that expenses to be reimbursed are reasonable, except as provided in paragraph 8.02(c), below. The Corporation may make these determinations and decisions by any one of the following procedures:

(i) Majority vote of a quorum consisting of directors who, at the time of the vote, are not named defendants or respondents in the proceeding.

(ii) If such a quorum cannot be obtained, by a majority vote of a committee of the Board of Directors, designated to act in the matter by a majority vote of all directors, consisting solely of two or more directors who at the time of the vote are not named defendants or respondents in the proceeding.

(iii) Determination by special legal counsel selected by the Board of Directors by vote as provided in paragraph 10.02(a)(i) or 10.02(a)(ii), or if such a quorum cannot be obtained and such a committee cannot be established, by a majority vote of all directors.

(b) The Corporation shall authorize indemnification and determine that expenses to be reimbursed are reasonable in the same manner that it determines whether indemnification is permissible. If the determination that indemnification is permissible is made by special legal counsel, authorization of indemnification and determination of reasonableness of expenses shall be made in the manner specified by paragraph 8.02(a)(iii), above, governing the selection of special legal counsel. A provision contained in the articles of incorporation, the bylaws, or a resolution of members or the Board of Directors that requires the indemnification permitted by paragraph 8.01, above, constitutes sufficient authorization of indemnification even though the provision may not have been adopted or authorized in the same manner as the determination that indemnification is permissible.

(c) The Corporation shall pay indemnification expenses before final disposition of a proceeding only after the Corporation determines that the facts then known would not preclude indemnification and the Corporation receives a written affirmation and undertaking from the person to be indemnified. The

determination that the facts then known to those making the determination would not preclude indemnification and authorization of payment shall be made in the same manner as a determination that indemnification is permissible under paragraph 8.02(a), above. The person's written affirmation shall state that he or she has met the standard of conduct necessary for indemnification under the bylaws. The written undertaking shall provide for repayment of the amount paid or reimbursed by the Corporation if it is ultimately determined that the person has not met the requirements for indemnification. The undertaking shall be an unlimited general obligation of the person, but it need not be secured and it may be accepted without reference to financial ability to make repayment.

ARTICLE 9

NOTICES

Notice by Mail or Telegram

9.01. Any notice required or permitted by the bylaws to be given to a director, officer, or member of a committee of the Corporation may be given by mail or telegram. If mailed, a notice shall be deemed to be delivered when deposited in the United States mail addressed to the person at his or her address as it appears on the records of the Corporation, with postage prepaid. If given by telegram, a notice shall be deemed to be delivered when accepted by the telegraph company and addressed to the person at his or her address as it appears on the records of the Corporation. A person may change his or her address by giving written notice to the secretary of the Corporation.

Signed Waiver of Notice

9.02. Whenever any notice is required to be given under the provisions of the Act or under the provisions of the articles of incorporation or the bylaws, a waiver in writing signed by a person entitled to receive a notice shall be deemed equivalent to the giving of the notice. A waiver of notice shall be effective whether signed before or after the time stated in the notice being waived.

Waiver of Notice by Attendance

9.03. The attendance of a person at a meeting shall constitute a waiver of notice of the meeting unless the person attends for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

ARTICLE 10

SPECIAL PROCEDURES CONCERNING MEETINGS

Meeting by Telephone or Internet

10.01. The Board of Directors, and any committee of the Corporation may hold a meeting by telephone conference call procedures or email/internet conference in which all persons participating in the meeting can hear each other or proper security measures and transactional criteria acceptable to the Board of Directors have been instituted and are followed. The notice of a such a meeting by telephone conference or email/internet conference must state the fact that the meeting will be held by telephone or email/internet conference as well as

all other matters required to be included in the notice. Participation of a person in a such a meeting constitutes presence of that person at the meeting.

Decision Without Meeting

10.02. Any decision required or permitted to be made at a meeting of the Board of Directors, or any committee of the Corporation may be made without a meeting. A decision without a meeting may be made if a written consent to the decision is signed by all of the persons entitled to vote on the matter. The original signed consents shall be placed in the Corporation minute book and kept with the Corporation's records.

Voting by Proxy

10.03. A person who is authorized to exercise a proxy may not exercise the proxy unless the proxy is delivered to the officer presiding at the meeting before the business of the meeting begins. The secretary or other person taking the minutes of the meeting shall record in the minutes the name of the person who executed the proxy and the name of the person authorized to exercise the proxy. If a person who has duly executed a proxy personally attends a meeting, the proxy shall not be effective for that meeting. A proxy filed with the secretary or other designated officer shall remain in force and effect until the first of the following occurs:

- (a) An instrument revoking the proxy is delivered to the secretary or other designated officer.
- (b) The proxy authority expires under the terms of the proxy.
- (c) The proxy authority expires under the terms of the Bylaws.

ARTICLE 11

AMENDMENTS TO BYLAWS

The bylaws may be altered, amended, or repealed, and new bylaws may be adopted a majority vote by the Board of Directors. The notice of any meeting at which the bylaws are altered, amended, or repealed, or at which new bylaws are adopted shall include the text of the proposed bylaw provisions as well as the text of any existing provisions proposed to be altered, amended, or repealed. Alternatively, the notice may include a fair summary of these provisions.

ARTICLE 12

MISCELLANEOUS PROVISIONS

Legal Authorities Governing Construction of Bylaws

12.01 The bylaws shall be construed in accordance with the laws of the State of Texas. All references in the bylaws to statutes, regulations, or other sources of legal authority shall refer to the authorities cited, or their successors, as they may be amended from time to time.

Legal Construction

12.02. If any bylaw provision is held to be invalid, illegal, or unenforceable in any respect, the invalidity, illegality, or unenforceability shall not affect any other provision and the bylaws shall be construed as if the invalid, illegal, or unenforceable provision had not been included in the bylaws.

Headings

12.03. The headings used in the bylaws are used for convenience and shall not be considered in construing the terms of the bylaws.

Gender

12.04. Wherever the context requires, all words in the bylaws in the male gender shall be deemed to include the female or neuter gender, all singular words shall include the plural, and all plural words shall include the singular.

Seal

12.05. The Board of Directors may provide for a corporate seal. Such a seal would consist of two concentric circles containing the words Cosmos Foundation, Inc., "Texas," in one circle and the word "Incorporated" together with the date of incorporation of the Corporation in the other circle.

Power of Attorney

12.06. A person may execute any instrument related to the Corporation by means of a power of attorney if an original executed copy of the power of attorney is provided to the secretary of the Corporation to be kept with the Corporation records.


Parties Bound

12.07. The bylaws shall be binding upon and inure to the benefit of the directors, officers, committee members, employees, and agents of the Corporation and their respective heirs, executors, administrators, legal representatives, successors, and assigns except as otherwise provided in the bylaws.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting secretary of Cosmos Foundation, Inc. and that the foregoing Bylaws constitute the Bylaws of the Corporation. These Bylaws were duly adopted at a meeting of the Board of Directors held on August 25, 1999.

DATED: 08/27, 1999.

 [signature]
Ayhan Ekinici

Secretary of the Corporation

ARTICLES OF AMENDMENT
OF
COSMOS FOUNDATION INC.

FIRST The name of the corporation is Cosmos Foundation, Inc.

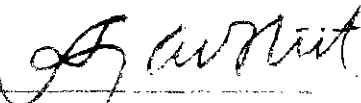
SECOND A non-discriminatory statement shall be amended as an eighth article of the corporation. Article eight reads as follows:

It is the policy of Cosmos Foundation not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, gender, veteran status, or political affiliation, in its educational or employment programs and activities.

THIRD The foregoing amendment was adopted during the annual meeting on September 10th, 1999.

FOURTH This amendment was adopted by at least two-thirds of the directors of the corporation, without member action because the corporation has no members.

I certify that I am the duly elected and acting secretary of Cosmos Foundation, Inc. and that the foregoing amendment was duly adapted at a meeting of the Board of Directors held on September 10th 1999

By: 
Ayhan Ekinçi, Secretary

By: 
Sener TARIM, President

AMMENDMENTS

BYLAWS

COSMOS FOUNDATION, INC.

October 2, 2004

ARTICLE 2

BOARD OF DIRECTORS

Vacancies

~~2.05. Any vacancy occurring in the Board of Directors, and any director position to be filled due to an increase in the number of directors, shall be filled by the Board of Directors. A vacancy is filled by the affirmative vote of a majority of the remaining directors, even if it is less than a quorum of the Board of Directors, or if it is a sole remaining director. A director elected to fill a vacancy shall be elected for the unexpired term of the predecessor in office.~~

2.05 (Revised)

Any vacancy occurring in the board of directors, and any director position to be filled due to an increase in the number of directors, shall be filled by the affirmative vote of a majority of the remaining board of directors. When a vacancy on the Board exists, nominations for new members may be received from present board members one week in advance of a board meeting.

Annual Meeting

~~2.06. The annual meeting of the Board of Directors may be held on any date other than the second day of each year, such meeting shall be held on the second day of September of each year.~~

2.06 (Revised)

The annual meeting of the Board of Directors shall be held on the second Saturday of September of each year. The date of the annual meeting may be changed with a written notice by the President who shall also set the time and place of that delayed meeting.

Regular meeting

~~2.07. The Board of Directors may, from time to time, meet by telephonic or electronic means, or by any other means for which the members present and acting constitute a quorum of the Board of Directors, and shall establish the applicable rules of procedure for such telephonic or electronic meetings, or other means of communication, and shall establish the applicable rules of procedure for such telephonic or electronic meetings.~~

2.07 (Revised)

Regular meetings of the board shall be held at the principal office on the second Saturday of every other month starting September of each year. Number of meeting may be increased or decreased by a resolution of the board.

Special Meetings

2.08. Special meetings of the Board of Directors may be called by or at the request of the president or any two directors. A person or persons authorized to call special meetings of the Board of Directors may fix any place within or without Texas as the place for holding a special meeting. The person or persons calling a special meeting shall notify the secretary of the information required to be included in the notice of the meeting. The secretary shall give notice to the directors as required in the Bylaws.

2.08 (Revised)

Special meetings of the Board of Directors may be called by or at the request of the president or any two directors. A person or persons authorized to call special meetings of the Board of Directors may fix any place for holding a special meeting. The person or persons calling a special meeting shall notify the secretary of the information required to be included in the notice of the meeting. The secretary shall give notice to the directors as required in the Bylaws.

Quorum

2.10. Three directors or A majority of the number of directors then in the office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. The directors present at a duly called or held meeting at which a quorum is present may continue to transact business even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If a quorum is present at no time during a meeting, a majority of the directors present may adjourn the meeting at any time without further notice.

2.10 (Revised)

A majority of the number of directors then in the office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. Directors present by proxy may not be counted toward a quorum. If the directors present at a duly called or held meeting at which a quorum is present may continue the meeting even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If less than a quorum is present at any meeting, a majority of the directors present may adjourn the meeting at any time without further notice.

Actions of Board of Directors

2.11. The Board of Directors may take any action that is within the powers of the corporation. The Board of Directors may also take any action that is within the powers of the corporation that is not required to be taken by the corporation. The Board of Directors may also take any action that is within the powers of the corporation that is not required to be taken by the corporation. The Board of Directors may also take any action that is within the powers of the corporation that is not required to be taken by the corporation.

~~meeting of the Board of Directors shall be held by a majority of the Directors present at a meeting of the Board of Directors. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board unless the act of a greater number is required by law or these bylaws. If a quorum is present but thereafter a sufficient number of Directors leave such meeting so that a quorum no longer present, then any action taken by the remaining Directors shall not be the act of the Board.~~

2.12 (Revised)

The Board of Directors shall try to act by consensus. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board unless the act of a greater number is required by law or these bylaws. If a quorum is present but thereafter a sufficient number of Directors leave such meeting so that a quorum no longer present, then any action taken by the remaining Directors shall not be the act of the Board.

Proxies

~~2.12 — A Director may vote by proxy executed in writing by the director. No proxy shall be valid after three (3) months from the date of its execution.~~

2.13 (Revised)

Directors of record may vote at any Board meeting, either in person or by proxy executed in writing by the director and the proxy shall be filed with the Secretary of the meeting before being voted. No proxy shall be valid after three (3) months from the date of its execution.

Compensation

~~2.14 — Directors shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for payment to directors of a fixed sum and expenses of attendance, if any, for attendance at each meeting of the Board of Directors. A director may serve the Corporation in any other capacity and receive compensation for those services. Any compensation that the Corporation pays to a director shall be commensurate with the services performed and reasonable in amount.~~

2.14 (Revised)

Directors shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for a reimbursement payment according to the state law to the Directors for their expenses of attendance, if any, for attendance at each meeting of the Board of Directors.

ARTICLE 4

COMMITTEES

Notice of Meetings

~~4.01 — The qualified the number of members of a committee shall be stated in the notice of meeting or record of meeting of the committee. These committee members present at a duly called first held meeting at which a quorum is present may in their discretion add business to be considered and proposed after notice is given by regular procedure. The committee shall have the right to call a meeting of its members at any time and place. The committee shall have the right to call a meeting of its members at any time and place. The committee shall have the right to call a meeting of its members at any time and place. The committee shall have the right to call a meeting of its members at any time and place.~~

4.06 (Revised)

A majority of the number of persons shall constitute a quorum of a committee for the transaction of business at any meeting of the committee. The directors present at a duly called or held meeting at which a quorum is present may continue the meeting even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If less than a quorum is present at any meeting, a majority of the directors present may adjourn the meeting at any time without further notice.

Proxies

~~4.08. A committee member may vote by proxy executed in writing by the committee member. No proxy shall be valid after 4 months from the date of its execution.~~

4.08 (Revised)

A committee member may not vote by proxy.

ARTICLE 5

TRANSACTIONS OF THE CORPORATION

Potential Conflicts of Interest

~~5.04. The corporation shall not make any loan to a director or officer of the corporation. A member, director, officer or committee member of the Corporation may lend money to and otherwise transact business with the Corporation except as otherwise provided by the bylaws, articles and incorporation and all applicable laws. Such a person transacting business with the Corporation has the same rights and obligations relating to those matters as other persons transacting business with the Corporation. The Corporation shall not borrow money from or otherwise transact business with a member, director, officer or committee member of the Corporation unless the transaction is described fully in a legally binding instrument and is in the best interests of the Corporation. The Corporation shall not borrow money from or otherwise transact business with a director, officer, or committee member of the Corporation without full disclosure of all relevant facts and without the approval of the Board of Directors, not including the vote of any person having a personal interest in the transaction.~~

5.04 (Revised)

The corporation shall not make any loan to a director or officer of the corporation. The Corporation shall not borrow money from or otherwise transact business with a member, director, officer, or committee member of the Corporation unless the transaction is described fully in a legally binding instrument and is in the best interests of the Corporation. The Corporation shall not borrow money from or otherwise transact business with a director, officer, or committee member of the Corporation without full disclosure of all relevant facts and without the approval of the Board of Directors, not including the vote of any person having a personal interest in the transaction.

ARTICLE 10

SPECIAL PROCEDURES CONCERNING MEETINGS

Meetings by Telephone Conference or other Remote Communications Technology

~~10.01~~—The Board of Directors and any committee of the Corporation may hold a meeting by telephone conference call procedures or email/internet conference in which all persons participating in the meeting can hear each other if proper security measures and transactional criteria acceptable to the Board of Directors have been instituted and are followed. The notice of such a meeting by telephone or email/internet conference must state the fact that the meeting will be held by telephone or email/internet conference as well as all other matters required to be included in the notice. Participation of a person in such a meeting constitutes presence of that person at the meeting.

10.01 (Revised)

A. Subject to the provisions required or permitted by the Texas Open Meetings Act or notice of meetings, unless otherwise restricted by the articles of incorporation or bylaws, members of the board of directors of the corporation, or members of any committee designated by such board may participate in and hold a meeting of such members, board, or committee by means of: (1) conference telephone or similar communications equipment by which all persons participating in the meeting can hear each other; or (2) another suitable electronic communications system, including videoconferencing technology or the Internet, only if: (a) each member entitled to participate in the meeting consents to the meeting being held by means of that system; and (b) the system provides access to the meeting in a manner or using a method by which each member participating in the meeting can communicate concurrently with each other participant.

B. Participation in a meeting pursuant to this Article shall constitute presence in person at such meeting, except where a person participates in the meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

~~10.02~~—Any decision required or permitted to be made at a meeting of the Board of Directors, or any committee thereof, or any other committee made validly by a meeting of directors without a meeting may be made if a written consent or dissension is signed by all of the persons whose names are on the original signed consents that be placed in the Corporation's minute book or be kept with the Corporation's records.

10.02 (Revised)

This paragraph 10.02 has been omitted from the bylaws.

Voting by Proxy

~~10.03~~—A person who is authorized to exercise proxies may not exercise the proxies if delivered to the officer presiding at the meeting before the business of the meeting begins. The secretary, or a person taking the place of the secretary, may not exercise proxies if delivered to the secretary, or a person taking the place of the secretary, before the business of the meeting begins. If a person is authorized to exercise proxies and the person is not the secretary, the proxy holder shall be required to sign the proxy, and the person shall be required to sign the proxy. If a person is authorized to exercise proxies and the person is the secretary, the proxy holder shall be required to sign the proxy, and the person shall be required to sign the proxy. If a person is authorized to exercise proxies and the person is the secretary, the proxy holder shall be required to sign the proxy, and the person shall be required to sign the proxy.

~~10.04~~—The person who is authorized to exercise proxies may not exercise the proxies if delivered to the officer presiding at the meeting before the business of the meeting begins. The secretary, or a person taking the place of the secretary, may not exercise proxies if delivered to the secretary, or a person taking the place of the secretary, before the business of the meeting begins.

Revised 10.03

This paragraph 10.03 has been omitted from the bylaws.

ATTACHMENT F PUBLISHED NOTICE OF PUBLIC HEARING

699 Legal Notices

699 Legal Notices

PUBLIC MEETING

The Cosmos Foundation will hold a public meeting about a new Charter School, *Harmony Science Academy - College Station*, on Tuesday, February 21, 2006 at 3:00 p.m. The meeting will take place in Room 501 in the Rudder Tower at Texas A&M University in College Station.

All interested people are invited to attend.

HSA-College Station Board members are Oner U. Calpçikay (President), Burhanettin Kusu (Vice President), Fatih Yigit (Secretary), Levent Bulut (Treasurer), Mustafa Atik (Member).

2-17-06

ATTACHMENT G SYNOPSIS OF THE PUBLIC HEARING

Public hearing to discuss the proposed charter school, Harmony Science Academy-College Station, was held in the Rudder Tower Room 501 at the Texas A&M University, in College Station on February 21, 2006. Mr. Okumus, the Assistant Principal of HSA-Houston, presented a slide show explaining:

- Charter school system
- Harmony science academies: Brief history, programs and achievements.
- Proposed school: Curricular and extra-curricular activities, special programs, student support, etc.

This presentation was followed by a question and answer session. The following list is the questions from the participants and the responses from Dr. Sel:

1- What grades will the school be serving?

PreK-Grade 8 at the beginning. We will be adding a grade each year.

2. Will parents pay tuition?

No. Charter schools are public schools and do not charge tuition.

3. What are the admission requirements?

HSA-College Station is an open enrollment charter school. There is no selection process. Anyone can apply.

4. Which clubs do you have?

A variety of clubs exists: Chess, math, science, drama, choir, sports teams, and newsletter.

5. How do you select students for the after school program?

After school program is open to all students. It has two components: Tutorial for the students who need extra help and club activities.

6. Where will the school be located?

The school will be located in McLennan County, possibly in the city of Waco. However, the exact location is yet to be determined.

ATTACHMENT H SIGNED CERTIFIED MAIL RECEIPT CARDS

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

CAVEN SCHOOL
 ATTN: Superintendent/Board President
 183 FOREST SERVICE RD #103
 NEW WAVERLY, TX 77358

COMPLETE THIS SECTION ON DELIVERY

A. Signature ☐ Agent
☒ Addressee
 B. Received by (Printed Name)
 C. Date of Delivery
 D. Is delivery address different from item 1? ☐ Yes
 If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.
 4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number
 (Transfer from service lab)

7005 1820 0004 8939 8015

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

TEXAS SERENITY ACADEMY
 ATTN: Superintendent/Board President
 530 N SAM HOUSTON PKWY STE 213
 HOUSTON, TX 77060

2. Article
 (Transfer from service lab)

PS Form

COMPLETE THIS SECTION ON DELIVERY

A. Signature ☐ Agent
☒ Addressee
 B. Received by (Printed Name)
 C. Date of Delivery
 D. Is delivery address different from item 1? ☐ Yes
 If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.
 4. Restricted Delivery? (Extra Fee) ☐ Yes

102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

BRAZOS SCHOOL FOR INQUIRY & CREATIVITY
 ATTN: Superintendent/Board President
 4637 GANO ST
 HOUSTON, TX 77009

2. Article
 (Transfer from service lab)

PS Form

COMPLETE THIS SECTION ON DELIVERY

A. Signature ☐ Agent
☒ Addressee
 B. Received by (Printed Name)
 C. Date of Delivery
 D. Is delivery address different from item 1? ☐ Yes
 If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.
 4. Restricted Delivery? (Extra Fee) ☐ Yes

102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
 - Print your name and address on the reverse so that we can return the card to you.
 - Attach this card to the back of the mailpiece, or on the front if space permits.
- Article Addressed to:

BRYAN ISD

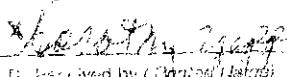
ATTN: Superintendent/Board President

101 N TEXAS AVE

BRYAN, TX 77803-5335

COMPLETE THIS SECTION ON DELIVERY

A. Signature


☐ Agent☐ Addressee

B. Received by (Printed Name)

C. Date of Delivery

D. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☐ No

3. Service Type

☐ Certified Mail☐ Express Mail☐ Registered☐ Return Receipt for Merchandise☐ Insured Mail☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

2. Article Number

(Transfer from service label)

7005 1820 0004 8939 7933

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
 - Print your name and address on the reverse so that we can return the card to you.
 - Attach this card to the back of the mailpiece, or on the front if space permits.
1. Article Addressed to:

BURTON ISD

ATTN: Superintendent/Board President

P O BOX 37

BURTON, TX 77835-0037

COMPLETE THIS SECTION ON DELIVERY

A. Signature


☐ Agent☐ Addressee

B. Received by (Printed Name)

C. Date of Delivery

D. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☐ No

3. Service Type

☐ Certified Mail☐ Express Mail☐ Registered☐ Return Receipt for Merchandise☐ Insured Mail☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

2. Article Number

(Transfer from service label)

7005 2570 0001 0875 8485

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
 - Print your name and address on the reverse so that we can return the card to you.
 - Attach this card to the back of the mailpiece, or on the front if space permits.
1. Article Addressed to:

SOMERVILLE ISD

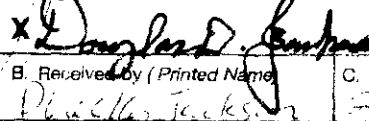
ATTN: Superintendent/Board President

P O BOX 997

SOMERVILLE, TX 77879-0997

COMPLETE THIS SECTION ON DELIVERY

A. Signature


☐ Agent☐ Addressee

B. Received by (Printed Name)

C. Date of Delivery

D. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☐ No

3. Service Type

☐ Certified Mail☐ Express Mail☐ Registered☐ Return Receipt for Merchandise☐ Insured Mail☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

2. Article Number

(Transfer from service label)

7005 1820 0004 8939 7896

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
 - Print your name and address on the reverse so that we can return the card to you.
 - Attach this card to the back of the mailpiece, or on the front if space permits.
- Article Addressed to:

ANDERSON-SANTOCELESTI

ATTN:Superintendent/Board President

1139 HWY 90 N

ANDERSON, TX 77836-0289

2. Article Number

(Transfer from service label)

7005 2570 0001 0875 8249

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1-46

COMPLETE THIS SECTION ON DELIVERY

A. Signature

☐ Agent☐ Addressee

B. Received by (Printed Name)

C. Date of Delivery

D. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☐ No

3. Service Type

☐ Certified Mail☐ Express Mail☐ Registered☐ Return Receipt for Merchandise☐ Insured Mail☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
 - Print your name and address on the reverse so that we can return the card to you.
 - Attach this card to the back of the mailpiece, or on the front if space permits.
1. Article Addressed to:

NORMANGEE ISD

ATTN:Superintendent/Board President

P O BOX 219

NORMANGEE, TX 77871-0219

2. Article Number

(Transfer from service label)

7005 2570 0001 0875 8478

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1546

COMPLETE THIS SECTION ON DELIVERY

A. Signature

☐ Agent☐ Addressee

B. Received by (Printed Name)

C. Date of Delivery

D. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☐ No

3. Service Type

☐ Certified Mail☐ Express Mail☐ Registered☐ Return Receipt for Merchandise☐ Insured Mail☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
 - Print your name and address on the reverse so that we can return the card to you.
 - Attach this card to the back of the mailpiece, or on the front if space permits.
1. Article Addressed to:

BRAZOS ISD

ATTN:Superintendent/Board President

P O BOX 819

WALLIS, TX 77485-0819

2. Article Number

(Transfer from service label)

7005 2570 0001 0875 8270

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1546

COMPLETE THIS SECTION ON DELIVERY

A. Signature

☒ Agent☐ Addressee

B. Received by (Printed Name)

C. Date of Delivery

D. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☐ No

3. Service Type

☒ Certified Mail☐ Express Mail☐ Registered☐ Return Receipt for Merchandise☐ Insured Mail☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

Article Addressed to:

NORTH ZULCH ISD

ATTN: Superintendent/Board President

P O BOX 158

NORTH ZULCH, TX 77872-0158

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

☐ Agent☐ Addressee

B. Received by (Printed Name)

C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes

If YES, enter delivery address below:

3. Service Type

☒ Certified Mail☐ Express Mail☐ Registered☐ Return Receipt for Merchandise☐ Insured Mail☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

2. Article Number

(Transfer from service label)

7005 1820 0004 8939 8060

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

LIVINGSTON ISD

ATTN: Superintendent/Board President

P O BOX 1297

LIVINGSTON, TX 77351-1297

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

☒ Agent☐ Addressee

B. Received by (Printed Name)

C. Date of Delivery

X Shirley Jackson

2-17-06

D. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☐ No

3. Service Type

☐ Certified Mail☐ Express Mail☐ Registered☐ Return Receipt for Merchandise☐ Insured Mail☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

2. Article Number

(Transfer from service label)

7005 2570 0001 0876 0037

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

ONALASKA ISD

ATTN: Superintendent/Board President

P O BOX 2289

ONALASKA, TX 77360-2289

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

☐ Agent☐ Addressee

B. Received by (Printed Name)

C. Date of Delivery

Thomas A. Brown

2-17-06

D. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☐ No

3. Service Type

☒ Certified Mail☐ Express Mail☐ Registered☐ Return Receipt for Merchandise☐ Insured Mail☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

2. Article Number

(Transfer from service label)

7005 1820 0004 8939 7815

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

HEARNE ISD

ATTN: Superintendent/Board President
900 WHEELLOCK ST
HEARNE, TX 77859-3096

COMPLETE THIS SECTION ON DELIVERY

- A. Signature ☒ Agent ☐ Addressee
X [Signature]
B. Received by (Printed Name) C. Date of Delivery
[Signature] [Signature]
D. Is delivery address different from item 1? ☐ Yes ☒ No
If YES, enter delivery address below: []

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number
(Transfer from service label)

7005 2570 0001 0875 8393

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

CALDWELL ISD

ATTN: Superintendent/Board President
203 N GRAY ST
CALDWELL, TX 77826-1549

COMPLETE THIS SECTION ON DELIVERY

- A. Signature ☐ Agent ☒ Addressee
X [Signature]
B. Received by (Printed Name) C. Date of Delivery
[Signature] [Signature]
D. Is delivery address different from item 1? ☐ Yes ☒ No
If YES, enter delivery address below: []

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number
(Transfer from service label)

7005 2570 0001 0875 8454

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

NAVASOTA ISD

ATTN: Superintendent/Board President
P O BOX 511
NAVASOTA, TX 77868-0511

COMPLETE THIS SECTION ON DELIVERY

- A. Signature ☒ Agent ☐ Addressee
X [Signature]
B. Received by (Printed Name) C. Date of Delivery
[Signature] [Signature]
D. Is delivery address different from item 1? ☐ Yes ☒ No
If YES, enter delivery address below: []

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number
(Transfer from service label)

7005 2570 0001 0875 8442

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece or on the front if space permits.

GAUSE ISD

ATTN: Superintendent/Board President
P O BOX 38
GAUSE, TX 77857-0038

COMPLETE THIS SECTION ON DELIVERY

- A. Signature ☐ Agent ☐ Addressee
B. Received by (Printed Name) C. Date of Delivery
D. Is delivery address different from item 1? ☐ Yes ☐ No
If YES, enter delivery address below.

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number
(Transfer from service label)

7005 2570 0001 0875 8379

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

CONROE ISD

ATTN: Superintendent/Board President
3205 W DAVIS
CONROE, TX 77304

COMPLETE THIS SECTION ON DELIVERY

- A. Signature ☐ Agent ☐ Addressee
B. Received by (Printed Name) C. Date of Delivery
D. Is delivery address different from item 1? ☐ Yes ☐ No
If YES, enter delivery address below:

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number
(Transfer from service label)

7005 2570 0001 0875 8317

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece or on the front if space permits.

1. Article Addressed to:

MADISONVILLE CISD

ATTN: Superintendent/Board President
P O BOX 879
MADISONVILLE, TX 77864-0879

COMPLETE THIS SECTION ON DELIVERY

- A. Signature ☐ Agent ☐ Addressee
B. Received by (Printed Name) C. Date of Delivery
D. Is delivery address different from item 1? ☐ Yes ☐ No
If YES, enter delivery address below:

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number
(Transfer from service label)

7005 1820 0004 8939 8091

Receipt

102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
 - Print your name and address on the reverse so that we can return the card to you.
 - Attach this card to the back of the mailpiece, or on the front if space permits.
1. Article Addressed to:

WILLIS ISD

ATTN: Superintendent/Board President
204 W ROGERS ST
WILLIS, TX 77378-9239

COMPLETE THIS SECTION ON DELIVERY

- A. Signature ☒ Agent ☐ Addressee
- B. Received by (Printed Name) C. Date of Delivery
- D. Is delivery address different from item 1? ☐ Yes ☒ No
If YES, enter delivery address below:

3. Service Type

- ☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number
(Transfer from service label)

7005 1820 0004 8939 7889

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
 - Print your name and address on the reverse so that we can return the card to you.
 - Attach this card to the back of the mailpiece, or on the front if space permits.
1. Article Addressed to:

SPLENDORA ISD

ATTN: Superintendent/Board President
23419 FM 2090
SPLENDORA, TX 77372-6211

COMPLETE THIS SECTION ON DELIVERY

- A. Signature ☐ Agent ☐ Addressee
- B. Received by (Printed Name) C. Date of Delivery
- D. Is delivery address different from item 1? ☐ Yes ☒ No
If YES, enter delivery address below:

3. Service Type

- ☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number
(Transfer from service label)

7005 1820 0004 8939 8039

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
 - Print your name and address on the reverse so that we can return the card to you.
 - Attach this card to the back of the mailpiece, or on the front if space permits.
1. Article Addressed to:

BRENHAM ISD

ATTN: Superintendent/Board President
P O BOX 1147
BRENHAM, TX 77834-1147

COMPLETE THIS SECTION ON DELIVERY

- A. Signature ☒ Agent ☐ Addressee
- B. Received by (Printed Name) C. Date of Delivery
- D. Is delivery address different from item 1? ☐ Yes ☒ No
If YES, enter delivery address below:

3. Service Type

- ☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number
(Transfer from service label)

7005 1820 0004 8939 7740

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

Article Addressed to:

GOODRICH ISD

ATTN: Superintendent/Board President

P O BOX 789

GOODRICH, TX 77335-0789

2. Article Number

(Transfer from service label)

7005 2570 0001 0875 8324

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

[Signature]

B. Received by (Printed Name)

[Printed Name]

C. Date of Delivery

☐ Agent
☐ Addressee

3. Service Type

- ☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

COLDSPRING-OAKHURST CISD

ATTN: Superintendent/Board President

P O BOX 39

COLDSPRING, TX 77321-0039

2. Article Number

(Transfer from service label)

7005 2570 0001 0875 8447

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

[Signature]

B. Received by (Printed Name)

[Printed Name]

☐ Agent
☐ Addressee

C. Date of Delivery

D. Is delivery address different from item 1?

☐ Yes

If YES, enter delivery address below:

☐ No

3. Service Type

- ☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

MONTGOMERY ISD

ATTN: Superintendent/Board President

P O BOX 1475

MONTGOMERY, TX 77356-1475

2. Article Number

(Transfer from service label)

7005 1820 0004 8739 8084

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

[Signature]

B. Received by (Printed Name)

[Printed Name]

☐ Agent☐ Addressee

C. Date of Delivery

D. Is delivery address different from item 1?

☐ Yes

If YES, enter delivery address below:

☐ No

3. Service Type

- ☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

BELLVILLE ISD

ATTN:Superintendent/Board President

404 E MAIN ST

BELLVILLE, TX 77418-1599

COMPLETE THIS SECTION ON DELIVERY

A. Signature

[Signature]☐ Agent☐ Addressee

B. Received by (Printed Name)

C. Date of Delivery

D. Is delivery address different from item 1?

☐ Yes

If YES, enter delivery address below:

3. Service Type

☐ Certified Mail☐ Express Mail☐ Registered☐ Return Receipt for Merchandise☐ Insured Mail☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

2. Article Number

(Transfer from service label)

7005 2570 0001 0875 8263

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

LEGGETT ISD

ATTN:Superintendent/Board President

P O BOX 68

LEGGETT, TX 77350-0068

COMPLETE THIS SECTION ON DELIVERY

A. Signature

[Signature]☐ Agent☐ Addressee

B. Received by (Printed Name)

DALENE TALBERT

C. Date of Delivery

2/16/06

D. Is delivery address different from item 1?

☐ Yes

If YES, enter delivery address below:

☐ No

3. Service Type

☐ Certified Mail☐ Express Mail☐ Registered☐ Return Receipt for Merchandise☐ Insured Mail☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

2. Article Number

(Transfer from service label)

7005 1820 0004 8934 7995

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

MAGNOLIA ISD

ATTN:Superintendent/Board President

P O BOX 88

MAGNOLIA, TX 77353-0088

COMPLETE THIS SECTION ON DELIVERY

A. Signature

[Signature]☐ Agent☐ Addressee

B. Received by (Printed Name)

Holly Gain

C. Date of Delivery

2/16/06

D. Is delivery address different from item 1?

☐ Yes

If YES, enter delivery address below:

☐ No

3. Service Type

☐ Certified Mail☐ Express Mail☐ Registered☐ Return Receipt for Merchandise☐ Insured Mail☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

2. Article Number

(Transfer from service label)

7005 2570 0001 0876 0044

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.
- Article Addressed to:

FRANKLIN ISD

ATTN: Superintendent/Board President
PO BOX 909
FRANKLIN, TX 77856-0909

COMPLETE THIS SECTION ON DELIVERY

- A. Signature ☐ Agent ☐ Addressee
- B. Received by (Printed Name) Date of Delivery
- C. Is delivery address different from item 1? ☐ Yes ☒ No
If YES, enter delivery address below:
3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number
(Transfer from service label)

7005 2570 0001 0875 8409

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

RICHARDS ISD

ATTN: Superintendent/Board President
P O BOX 308
RICHARDS, TX 77873-0308

COMPLETE THIS SECTION ON DELIVERY

- A. Signature ☐ Agent ☒ Addressee
- B. Received by (Printed Name) C. Date of Delivery
- Willow Walker 2-16-06
- D. Is delivery address different from item 1? ☐ Yes ☒ No
If YES, enter delivery address below:
3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number
(Transfer from service label)

7005 1820 0004 8939 8053

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

SNOOK ISD

ATTN: Superintendent/Board President
P O BOX 67
SNOOK, TX 77878-0067

COMPLETE THIS SECTION ON DELIVERY

- A. Signature ☐ Agent ☒ Addressee
- B. Received by (Printed Name) C. Date of Delivery
- Reshida WASHIDA 2-16-06
- D. Is delivery address different from item 1? ☐ Yes ☒ No
If YES, enter delivery address below:
3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number
(Transfer from service label)

7005 1820 0004 8939 7843

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
 - Print your name and address on the reverse so that we can return the card to you.
 - Attach this card to the back of the mailpiece, or on the front if space permits.
1. Article Addressed to:

MUMFORD ISD

ATTN: Superintendent/Board President

P O BOX 268

MUMFORD, TX 77867-0268

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *[Signature]*☐ Agent☐ Addressee

B. Received by (Printed Name)

X *[Signature]*

C. Date of Delivery

D. Is delivery address different from item 1?

If YES, enter delivery address below:

3. Service Type

☐ Certified Mail☐ Express Mail☐ Registered☐ Return Receipt for Merchandise☐ Insured Mail☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

2. Article Number

(Transfer from service label)

7005 2570 0001 0876 0051

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
 - Print your name and address on the reverse so that we can return the card to you.
 - Attach this card to the back of the mailpiece, or on the front if space permits.
1. Article Addressed to:

COLLEGE STATION ISD

ATTN: Superintendent/Board President

1812 WELSH AVE

COLLEGE STATION, TX 77840 4851

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *[Signature]*☐ Agent☐ Addressee

B. Received by (Printed Name)

X *[Signature]*

C. Date of Delivery

D. Is delivery address different from item 1?

If YES, enter delivery address below:

3. Service Type

☐ Certified Mail☐ Express Mail☐ Registered☐ Return Receipt for Merchandise☐ Insured Mail☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

2. Article Number

(Transfer from service label)

7005 2570 0001 0875 8423

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
 - Print your name and address on the reverse so that we can return the card to you.
 - Attach this card to the back of the mailpiece, or on the front if space permits.
1. Article Addressed to:

IOLA ISD

ATTN: Superintendent/Board President

P O BOX 159

IOLA, TX 77861-0159

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *[Signature]*☐ Agent☐ Addressee

B. Received by (Printed Name)

X *[Signature]*

C. Date of Delivery

D. Is delivery address different from item 1?

If YES, enter delivery address below:

3. Service Type

☐ Certified Mail☐ Express Mail☐ Registered☐ Return Receipt for Merchandise☐ Insured Mail☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

2. Article Number

(Transfer from service label)

7005 2570 0001 0875 8355

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the back of this card so that we can return the card to you.
- Attach this card to the back of the envelope or on the front if space permits.

1. Article Addressed to:

GRAZOS SCHOOL FOR INQUIRY & DEVELOPMENT
ATTN: Superintendent/Board President
802 AUTUMN CIR
COLLEGE STATION, TX 77840

COMPLETE THIS SECTION ON DELIVERY

A. Signature

[Handwritten Signature]

☐ Agent

☐ Addressee

B. The Addressee (Printed Name)

☐ Same as Label

C. Delivery address different from item B?

☐ Yes

If so, enter delivery address below.

☐ No

3. Service Type

☐ Certified Mail

☐ Express Mail

☐ Registered

☐ Return Receipt for Merchandise

☐ Insured Mail

☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

2. Article Number

(Transfer from service label)

7005 1820 0004 8939 7865

PS Form 3811, February 2004

Domestic Return Receipt

102585-02-M-1540

7005 2570 0001 0875 8254

CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

GROVETON, TX 77837

Postage	\$ 0.39	UNIT ID: 0054
Certified Fee	2.40	
Return Receipt Fee (Endorsement Required)	1.85	
Restricted Delivery Fee (Endorsement Required)		
Total Postage	4.64	02/15/06

CALVERT ISD

ATTN: Superintendent/Board President
P O BOX 7
CALVERT, TX 77837-0007

US Form 3800, June 2002 See Reverse for Instructions

7005 2570 0001 0875 8461

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

GROVETON, TX 75845

Postage	\$ 0.39	UNIT ID: 0054
Certified Fee	2.40	
Return Receipt Fee (Endorsement Required)	1.85	
Restricted Delivery Fee (Endorsement Required)		
Total Postage	4.64	02/15/06

CENTERVILLE ISD

ATTN: Superintendent/Board President
10327 N STATE HWY 94
GROVETON, TX 75845-2651

US Form 3800, June 2002 See Reverse for Instructions

7005 2570 0001 0875 8014

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

BUCKHOLTS, TX 76518

Postage	\$ 0.39	UNIT ID: 0054
Certified Fee	2.40	
Return Receipt Fee (Endorsement Required)	1.85	
Restricted Delivery Fee (Endorsement Required)		
Total Postage	4.64	02/15/06

BUCKHOLTS ISD

ATTN: Superintendent/Board President
P O BOX 248
BUCKHOLTS, TX 76518-0248

US Form 3800, June 2002 See Reverse for Instructions

7005 2570 0001 0875 0020

CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

CAMERON, TX 76520

Postage	\$ 0.39	UNIT ID: 0054
Certified Fee	2.40	
Return Receipt Fee (Endorsement Required)	1.85	
Restricted Delivery Fee (Endorsement Required)		
Total Postage	4.64	02/15/06

CAMERON ISD

ATTN: Superintendent/Board President
BOX 712
CAMERON, TX 76520-0712

US Form 3800, June 2002 See Reverse for Instructions

7005 2570 0001 0875 8300

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

GROVETON, TX 75845

Postage	\$ 0.39	UNIT ID: 0054
Certified Fee	2.40	
Return Receipt Fee (Endorsement Required)	1.85	
Restricted Delivery Fee (Endorsement Required)		
Total Postage	4.64	02/15/06

CENTERVILLE ISD

ATTN: Superintendent/Board President
10327 N STATE HWY 94
GROVETON, TX 75845-2651

US Form 3800, June 2002 See Reverse for Instructions

7005 2570 0001 0875 8254

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

BUFFALO, TX 75831

Postage	\$ 0.39	UNIT ID: 0054
Certified Fee	2.40	
Return Receipt Fee (Endorsement Required)	1.85	
Restricted Delivery Fee (Endorsement Required)		
Total Postage	4.64	02/15/06

BUFFALO ISD

ATTN: Superintendent/Board President
708 CEDAR CREEK RD
BUFFALO, TX 75831-0703

US Form 3800, June 2002 See Reverse for Instructions

7005 2570 0001 0875 8551

U.S. Postal Service™ CERTIFIED MAIL™ RECEIPT (Domestic Mail Only; No Insurance Coverage Provided)		
For delivery information visit our website at www.usps.com		
GRAPELAND, TX 75844		
Postage	\$ 0.39	UNIT ID: 0054
Certified Fee	2.40	
Return Receipt Fee (Endorsement Required)	1.85	
Restricted Delivery Fee (Endorsement Required)		
Total Postage	4.64	
Clerk: KN790C		
GRAPELAND ISD		
ATTN: Superintendent/Board President P O BOX 249 GRAPELAND, TX 75844-0249		
Form 3800, June 2002 See Reverse for Instructions		

7005 2570 0001 0875 8562

U.S. Postal Service™ CERTIFIED MAIL™ RECEIPT (Domestic Mail Only; No Insurance Coverage Provided)		
For delivery information visit our website at www.usps.com		
GROVETON, TX 75845		
Postage	\$ 0.39	UNIT ID: 0054
Certified Fee	2.40	
Return Receipt Fee (Endorsement Required)	1.85	
Restricted Delivery Fee (Endorsement Required)		
Total Postage	4.64	
Clerk: KN790C		
GROVETON ISD		
ATTN: Superintendent/Board President P O BOX 728 GROVETON, TX 75845-0728		
Form 3800, June 2002 See Reverse for Instructions		

7005 2570 0001 0875 8416

U.S. Postal Service™ CERTIFIED MAIL™ RECEIPT (Domestic Mail Only; No Insurance Coverage Provided)		
For delivery information visit our website at www.usps.com		
CROCKETT, TX 75835		
Postage	\$ 0.39	UNIT ID: 0054
Certified Fee	2.40	
Return Receipt Fee (Endorsement Required)	1.85	
Restricted Delivery Fee (Endorsement Required)		
Total Postage	4.64	
Clerk: KN790C		
CROCKETT ISD		
ATTN: Superintendent/Board President 704 BURNET AVE CROCKETT, TX 75835-2111		
Form 3800, June 2002 See Reverse for Instructions		

7005 2570 0001 0875 8348

U.S. Postal Service™ CERTIFIED MAIL™ RECEIPT (Domestic Mail Only; No Insurance Coverage Provided)		
For delivery information visit our website at www.usps.com		
HUNTSVILLE, TX 77320		
Postage	\$ 0.39	UNIT ID: 0054
Certified Fee	2.40	
Return Receipt Fee (Endorsement Required)	1.85	
Restricted Delivery Fee (Endorsement Required)		
Total Postage	4.64	
Clerk: KN790C		
HUNTSVILLE ISD		
ATTN: Superintendent/Board President 441 FM 2821 E HUNTSVILLE, TX 77320-9298		
Form 3800, June 2002 See Reverse for Instructions		

7005 2570 0001 0875 8388

U.S. Postal Service™ CERTIFIED MAIL™ RECEIPT (Domestic Mail Only; No Insurance Coverage Provided)		
For delivery information visit our website at www.usps.com		
BREMOND, TX 76629		
Postage	\$ 0.39	UNIT ID: 0054
Certified Fee	2.40	
Return Receipt Fee (Endorsement Required)	1.85	
Restricted Delivery Fee (Endorsement Required)		
Total Postage	4.64	
Clerk: KN790C		
BREMOND ISD		
ATTN: Superintendent/Board President P O BOX 190 BREMOND, TX 76629-0190		
Form 3800, June 2002 See Reverse for Instructions		

7005 2570 0001 0875 8388

U.S. Postal Service™ CERTIFIED MAIL™ RECEIPT (Domestic Mail Only; No Insurance Coverage Provided)		
For delivery information visit our website at www.usps.com		
KENNARD, TX 75847		
Postage	\$ 0.39	UNIT ID: 0054
Certified Fee	2.40	
Return Receipt Fee (Endorsement Required)	1.85	
Restricted Delivery Fee (Endorsement Required)		
Total Postage	4.64	
Clerk: KN790C		
KENNARD ISD		
ATTN: Superintendent/Board President P O BOX 38 KENNARD, TX 75847-0038		
Form 3800, June 2002 See Reverse for Instructions		

7005 2570 0001 0076 0082

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

ROCKDALE, TX 76567

Postage	\$ 0.39	UNIT ID: 0054
Certified Fee	2.40	
Return Receipt Fee (Endorsement Required)	1.85	
Restricted Delivery Fee (Endorsement Required)		
Total Postage	4.64	

Clerk: KN790C
02/15/06

ROCKDALE ISD
ATTN: Superintendent/Board President
P O BOX 632
ROCKDALE, TX 76567-0632

7005 1620 0004 8939 7971

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

SEALY, TX 77474

Postage	\$ 0.39	UNIT ID: 0054
Certified Fee	2.40	
Return Receipt Fee (Endorsement Required)	1.85	
Restricted Delivery Fee (Endorsement Required)		
Total Postage	4.64	

Clerk: KN790C
02/15/06

SEALY ISD
ATTN: Superintendent/Board President
939 TIGER LN
SEALY, TX 77474-3211

7005 1620 0004 8939 8046

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

SHEPHERD, TX 77371

Postage	\$ 0.39	UNIT ID: 0054
Certified Fee	2.40	
Return Receipt Fee (Endorsement Required)	1.85	
Restricted Delivery Fee (Endorsement Required)		
Total Postage	4.64	

Clerk: KN790C
02/15/06

SHEPHERD ISD
ATTN: Superintendent/Board President
1401 S BYRD AVE
SHEPHERD, TX 77371

7005 1620 0004 8939 7971

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

MILANO, TX 76555

Postage	\$ 0.39	UNIT ID: 0054
Certified Fee	2.40	
Return Receipt Fee (Endorsement Required)	1.85	
Restricted Delivery Fee (Endorsement Required)		
Total Postage	4.64	

Clerk: KN790C
02/15/06

MILANO ISD
ATTN: Superintendent/Board President
P O BOX 145
MILANO, TX 76556-0145

7005 1570 0001 0076 0082

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

NEW WAVERLY, TX 77358

Postage	\$ 0.39	UNIT ID: 0054
Certified Fee	2.40	
Return Receipt Fee (Endorsement Required)	1.85	
Restricted Delivery Fee (Endorsement Required)		
Total Postage	4.64	

Clerk: KN790C
02/15/06

NEW WAVERLY ISD
ATTN: Superintendent/Board President
355 FRONT ST
NEW WAVERLY, TX 77358-0527

7005 1620 0004 8939 7971

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

TRINITY, TX 75862

Postage	\$ 0.39	UNIT ID: 0054
Certified Fee	2.40	
Return Receipt Fee (Endorsement Required)	1.85	
Restricted Delivery Fee (Endorsement Required)		
Total Postage	4.64	

Clerk: KN790C
02/15/06

TRINITY ISD
ATTN: Superintendent/Board President
P O BOX 752
TRINITY, TX 75862-0752

7005 2570 0001 0875 0075

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OAKWOOD, TX 75855

Postage	\$ 0.39	UNIT ID: 0054
Certified Fee	2.40	
Return Receipt Fee (Endorsement Required)	1.85	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	4.64	02/15/06

OAKWOOD ISD
 ATTN: Superintendent/Board President
 631 N HOLLY
 OAKWOOD, TX 75855

Form 3800, June 2002 See Reverse for Instructions

7005 1820 0004 8939 8000

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LEWISVILLE, TX 75067

Postage	\$ 0.39	UNIT ID: 0054
Certified Fee	2.40	
Return Receipt Fee (Endorsement Required)	1.85	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	4.64	02/15/06

EAGLE ACADEMY OF BRYAN
 ATTN: Superintendent/Board President
 405 SH 121 BYPASS, BLDG D, STE 100
 LEWISVILLE, TX 75067-8192

Form 3800, June 2002 See Reverse for Instructions

7005 1820 0004 8939 8077

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NEW CANEY, TX 77357

Postage	\$ 0.39	UNIT ID: 0054
Certified Fee	2.40	
Return Receipt Fee (Endorsement Required)	1.85	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	4.64	02/15/06

NEW CANEY ISD
 ATTN: Superintendent/Board President
 21580 LOOP 494
 NEW CANEY, TX 77357

Form 3800, June 2002 See Reverse for Instructions

7005 1820 0004 8939 7957

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DALLARDSVILLE, TX 77322

Postage	\$ 0.39	UNIT ID: 0054
Certified Fee	2.40	
Return Receipt Fee (Endorsement Required)	1.85	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	4.64	02/15/06

BIG SANDY ISD
 ATTN: Superintendent/Board President
 P O BOX 188
 DALLARDSVILLE, TX 77322-0188

Form 3800, June 2002 See Reverse for Instructions

7005 2570 0001 0875 8450

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CORRIGAN, TX 75939

Postage	\$ 0.39	UNIT ID: 0054
Certified Fee	2.40	
Return Receipt Fee (Endorsement Required)	1.85	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	4.64	02/15/06

CORRIGAN-CAMDEN ISD
 ATTN: Superintendent/Board President
 504 S HOME ST
 CORRIGAN, TX 75939-0501

Form 3800, June 2002 See Reverse for Instructions

7005 1820 0004 8939 7454

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APPLE SPRINGS, TX 75926

Postage	\$ 0.39	UNIT ID: 0054
Certified Fee	2.40	
Return Receipt Fee (Endorsement Required)	1.85	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	4.64	02/15/06

APPLE SPRINGS ISD
 ATTN: Superintendent/Board President
 P O BOX 125
 APPLE SPRINGS, TX 75926-0125

Form 3800, June 2002 See Reverse for Instructions

7005 2570 0001 0875 8256

LATEXO, TX 75849

Postage	\$ 0.39	UNIT ID: 0054
Certified Fee	2.40	
Return Receipt Fee (Postage not Required)	1.85	
Recorded Delivery Fee (Postage not Required)		
Total	4.64	02/15/06

LATEXO ISD

ATTN: Superintendent/Board President
P O BOX 975
LATEXO, TX 75849-0975

7005 1620 0004 8939 8022

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For delivery information visit our website at www.usps.com

JEWETT, TX 75846

Postage	\$ 0.39	UNIT ID: 0054
Certified Fee	2.40	
Return Receipt Fee (Postage not Required)	1.85	
Recorded Delivery Fee (Postage not Required)		
Total	4.64	02/15/06

LEON ISD

ATTN: Superintendent/Board President
P O BOX 157
JEWETT, TX 75846-0157

7005 1620 0004 8939 7988

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For delivery information visit our website at www.usps.com

LOVELADY, TX 75851

Postage	\$ 0.39	UNIT ID: 0054
Certified Fee	2.40	
Return Receipt Fee (Postage not Required)	1.85	
Recorded Delivery Fee (Postage not Required)		
Total	4.64	02/15/06

LOVELADY ISD

ATTN: Superintendent/Board President
P O BOX 99
LOVELADY, TX 75851-0099

ATTACHMENT I AUDIT REPORT

COSMOS FOUNDATION, INC. dba HARMONY SCIENCE ACADEMY

**FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION**

FOR THE YEAR ENDED AUGUST 31, 2005

TABLE OF CONTENTS

	Page No.
CERTIFICATE OF BOARD	
Independent Auditor's Report	1
FINANCIAL STATEMENTS	
- Statement of Financial Position	2
- Statement of Activities	3
- Statement of Cash Flows	4
Notes to Financial Statements	5
Independent Auditor's Report on Supplementary Information	10
SUPPLEMENTAL FINANCIAL STATEMENTS	
- Statement of Financial Position for Houston Campus	11
- Statement of Financial Position for Austin Campus	12
- Statement of Financial Position for Houston Elementary Campus	13
- Statement of Activities for Houston Campus	14
- Statement of Activities for Austin Campus	16
- Statement of Activities for Houston Elementary Campus	18
- Statement of Cash Flows for Houston Campus	19
- Statement of Cash Flows for Austin Campus	20
- Statement of Cash Flows for Houston Elementary Campus	21
- Schedule of Expenses for Houston Campus	22
- Schedule of Expenses for Austin Campus	23
- Schedule of Expenses for Houston Elementary Campus	24
- Schedule of Capital Assets for Houston Campus	25
- Schedule of Capital Assets for Austin Campus	26
- Schedule of Capital Assets for Houston Elementary Campus	27
- Budgetary Comparison Schedule for Houston Campus	28
- Budgetary Comparison Schedule for Austin Campus	29
- Budgetary Comparison Schedule for Houston Elementary Campus	32
Independent Auditor's Report on Compliance and Internal Control over Financial Reporting Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards	33
Independent Auditor's Report on Compliance with Requirements Applicable to Each Major Program and Internal Control over Compliance in Accordance with OMB Circular A-133	34
Schedule of Findings and Questioned Costs	35
Schedule Expenditures of Federal Awards	37
Notes to Schedule of Expenditures of Federal Awards	38

COSMOS FOUNDATION, INC. dba HARMONY SCIENCE ACADEMY

101-846-001


227-616-093

101-846-041

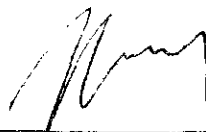
CERTIFICATE OF BOARD

August 31, 2005

We, the undersigned, certify that the attached Annual Financial and Compliance Report of Cosmos Foundation, Inc. dba Harmony Science Academy was reviewed and ☒ approved ☐ disapproved for the year ended August 31, 2005, at a meeting of the governing body of said charter school on the 7th day of January, 2006.



Signature of Board Secretary



Signature of Board President

GOMEZ & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS

8750 W. LOOP SOUTH, SUITE 520

HOUSTON, TEXAS 77401

TEL: (713) 666-5500

FAX: (713) 666-1049

<http://www.gomezcpas.com>

INDEPENDENT AUDITOR'S REPORT

To The Board of Directors of
Cosmos Foundation, Inc. dba Harmony Science Academy
Houston, Texas

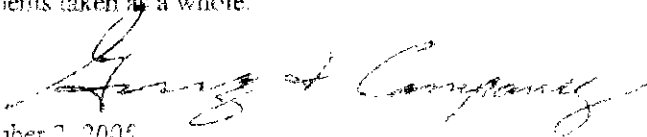
We have audited the accompanying statement of financial position of Cosmos Foundation, Inc. dba Harmony Science Academy (HSA) as of August 31, 2005, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of HSA management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of HSA as of August 31, 2005, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, we have also issued our report dated December 2, 2005, on our consideration of HSA internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grants. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be read in conjunction with this report in considering the results of our audit.

Our audit was performed for the purpose of forming an opinion on the basic financial statements of HSA taken as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-123, "Audits of States, Local Governments, and Non-Profit Organizations", and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.


December 2, 2005

OCMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2005

ASSETS

Assets:

Cash	\$	146,255
Grants receivable		512,071
Other receivable		10,300
Building and improvements		510,101
Equipment and furniture		163,679
Accumulated depreciation		(114,725)
Other assets		<u>32,485</u>

Total Assets	\$	<u>1,260,167</u>
--------------	----	------------------

LIABILITIES AND NET ASSETS

Liabilities:

Accounts payable	\$	354,503
Payroll taxes payable		1,589
Accrued Payroll and Benefits		360,762
Notes payable		<u>365,919</u>

Total Liabilities		<u>1,082,772</u>
-------------------	--	------------------

Net Assets:

Unrestricted		<u>177,395</u>
--------------	--	----------------

Total Net Assets		<u>177,395</u>
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Total Liabilities and Net Assets	\$	<u>1,260,167</u>
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See accompanying notes to financial statements

COSMOS FOUNDATION INC. dba HARMONY SCIENCE ACADEMY

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2005

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
SUPPORT AND REVENUE			
Federal grants	\$ 0	\$ 639,466	\$ 639,466
State and local grants		5,101,165	5,101,165
Donations	25,500		25,500
Other income	150,139		150,139
Net Assets released from restrictions	<u>5,740,631</u>	<u>(5,740,631)</u>	<u>0</u>
Total Support and Revenue	<u>5,916,270</u>	<u>0</u>	<u>5,916,270</u>
EXPENSES			
Program Services	<u>5,528,669</u>	<u>0</u>	<u>5,528,669</u>
Total Expenses	<u>5,528,669</u>	<u>0</u>	<u>5,528,669</u>
Increase in net assets	387,601	0	387,601
Net assets, beginning of year	<u>(210,206)</u>		<u>(210,206)</u>
Net assets, end of year	<u>\$ 177,395</u>	<u>\$ 0</u>	<u>\$ 177,395</u>

See accompanying notes to financial statements.

COSMOS FOUNDATION FOR THE HARMONY SCIENCE ACADEMY

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2005

Cash Flows From Operating Activities	
Increase (Decrease) in net assets	\$ 387,601
Adjustments to reconcile net income (loss) to net cash provided (used) by operating activities	
Depreciation	56,333
(Increase) decrease in accounts receivable	(366,239)
(Increase) decrease in other assets	(14,100)
Increase (decrease) in accounts payable	156,893
Increase (decrease) in other accrued liabilities	198,154
Increase (decrease) in payroll taxes	<u>(642)</u>
Net Cash Provided (Used) by Operating Activities	<u>418,000</u>
Cash Flows From Investing Activities	
Purchases of fixed assets	<u>(460,998)</u>
Net Cash Provided (Used) by Investing Activities	<u>(460,998)</u>
Cash Flows From Financing Activities	
Proceeds from debt	263,647
Payments on debt	<u>(142,963)</u>
Net Cash Provided (Used) by Financing Activities	<u>120,684</u>
NET INCREASE (DECREASE) IN CASH	77,686
CASH AT BEGINNING OF YEAR	<u>66,569</u>
CASH AT END OF YEAR	<u>144,255</u>

Supplemental Disclosures

Cash Paid During the Year for:

Interest	\$ <u>5,900</u>
----------	-----------------

See accompanying notes to financial statements

COSMOS FOUNDATION, INC. dba HARMONY SCIENCE ACADEMY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2008

A. Organization:

Cosmos Foundation, Inc., dba Harmony Science Academy (HSA), a nonprofit organization, provides curricula for students in grades kindergarten through 12. The school was incorporated in the State of Texas in September 1999, under the Texas Non-Profit Corporation Act. The Internal Revenue Service determined that the organization was exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3).

Pursuant to its charter granted by the State Board of Education in accordance with Texas Education Code Section 12, Subchapter D, Open-Enrollment Charter School, the Organization operates as part of the state public school system subject to all federal and state laws and rules governing public schools. The Organization is also subject to all laws and rules pertaining to open-enrollment charter schools in section 12 of the Texas Education Code.

B. Summary of Significant Accounting Policies:

BASIS OF PRESENTATION

The Corporation adopted Statement of Financial Accounting Standards (SFAS) No. 117, "Financial Statements of Not-for-Profit Organizations". Under SFAS No. 117, the Corporation is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted; temporarily restricted; and permanently restricted. In addition, the Corporation is required to present a statement of cash flows.

SUPPORT AND REVENUE:

Support and revenue are recorded based on the accrual method.

CASH DONATIONS AND DONATED SERVICES:

Cash donations are considered to be available for unrestricted use unless specifically restricted by the donor. No amounts have been reflected in the financial statements for donated services since no objective basis is available to measure the value of such donations. Nevertheless, a substantial number of volunteers have donated their time in connection with the program service and administration of the organization.

COSMOS FOUNDATION FOR GLOBAL AFFAIRS SCIENCE ACADEMY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2003

B. Summary of Significant Accounting Policies: (Continued)

CONTRIBUTIONS:

In accordance with Statement of Financial Accounting Standards (SFAS) No. 116, "Accounting for Contributions Received and Contributions Made," contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence or nature of any donor restrictions.

PROPERTY AND EQUIPMENT:

Property and equipment purchased by HSA are recorded at cost. Donations of property and equipment are recorded at their fair value at the date of the gift. All assets acquired with a value in excess of \$1,000 are recorded as fixed assets. Depreciation is provided on the straight-line method based upon estimated useful lives of ten years for equipment. Gains or losses on retired or on sale of property and equipment are reflected in income for the period. The proceeds from such sales which are not legally required or expected to be reinvested in property and equipment are transferred to unrestricted net assets.

PLEDGES AND ACCOUNTS RECEIVABLE:

Contributions are recognized when the donor makes a promise to give to HSA which is in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

No provision has been made for uncollectible promises to give and accounts receivable as of the statement of financial position date, given that none have been identified.

FUNCTIONAL EXPENSES:

Expenses are charged to each program based on direct expenditures incurred. Functional expenses which cannot readily be related to a specific program are charged to the various programs based upon hours worked, square footage, number of program staff, or other reasonable methods for allocating the organization's multiple function expenditures.

COSMOS FOUNDATION, INC. dba HARMONY SCIENCE ACADEMY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2005

B. Summary of Significant Accounting Policies: (Continued)

INCOME TAXES:

HSA qualifies as a tax-exempt organization under section 501(c) (3) of the Internal Revenue Code and, therefore, has no provision for income taxes.

CASH AND CASH EQUIVALENTS:

For purpose of the statement of cash flows, cash and cash equivalents are comprised of cash on hand and in banks.

ESTIMATES:

The preparation of financial statements in conformity with generally accepted accounting principles requires HSA management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

C. Pension Plan:

Plan Description

The Academy contributes to the Teacher Retirement System of Texas (the system), a public employee retirement program. It is a cost-sharing, multi-employer defined benefit pension plan with one exception; all risks and costs are not shared by the charter school, but are the liability of the state of Texas. The System provides service retirement, disability retirement benefits, and death benefits to plan members and beneficiaries. The System operates under the authority of provisions contained primarily in Texas Government Code, Title 8, Public Retirement Systems, Subtitle C, Teacher Retirement System of Texas, which is subject to amendment by the Texas Legislature. The System's annual financial report and other required disclosure information are available by writing the Teacher Retirement System of Texas, 1400 Red River, Austin, Texas, 78701-3698 or by calling (800) 827-9123.

Funding Policy

Under provisions in State law, plan members are required to contribute 6.9% of their annual covered salary, and the State of Texas contributes an amount equal to 6.0% of the charter school's covered payroll. In certain instances, the reporting entity (school district, charter school, college, university, or state agency) is required to make all or a portion of the State's 6.0% contribution.

COSMOS FOUNDATION, INC. dba HARMONY SCIENCE ACADEMY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2005

C. Pension Plan: Funding Policy: (Continued)

Contribution requirements are not actuarially determined but are legally established each biennium pursuant to the following funding policy: (1) The State constitution requires the legislature to establish a member contribution rate of not less than 6.0% of the member's annual compensation and a State contribution rate of not less than 6.0% and not more than 10.0% of the aggregate annual compensation of all members of the system during that fiscal year; (2) A state statute prohibits benefit improvements or contribution reductions if, as a result of a particular action, the time required to amortize the System's unfunded actuarial liabilities would be increased to a period that exceeds 30 years by one or more years. State contributions to the System made on behalf of Cosmos Foundation, Inc. dba Harmony Science Academy employees for the year ended August 31, 2005 were \$78,897.39 for Houston campus, \$45,215.98 for Austin campus, \$30,902.12 for Dallas campus, and \$ -0- for Houston Elementary campus.

D. Budget:

The official school budget is prepared for adoption for required Governmental Fund Types. The annual budget is adopted on a basis consistent with generally accepted accounting principles and is formally adopted by the Board of Directors

E. Operating Lease Commitment:

HSA is currently leasing its office equipment and building on a non-cancelable operating lease.

HSA minimum annual lease commitment is as follows:

<u>Year months ending August 31,</u>	<u>Amount</u>
2006	\$ 1,031,000
2007	1,020,000
2008	985,000
2009	957,000
2010	<u>956,000</u>
Total	<u>\$ 4,949,000</u>

Operating lease expense amounted to \$796,087 for the year ended August 31, 2005.

COSMOS FOUNDATION, INC. dba HARMONY SCIENCE ACADEMY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2005

F. Notes Payable:

The Organization's obligations under notes payable consists of the following:

Notes payable to bank, due within one year or on demand, secured by agency assets.	\$ 261,619
Various notes payable to individuals, payable on demand non-interest bearing, unsecured	<u>104,300</u>
Total notes payable	<u>\$ 365,919</u>

Maturities of notes payable over the next five years are as follows:

<u>Year Ending August 31,</u>	<u>Amount</u>
2006	\$ 317,919
2007	12,000
2008	12,000
2009	12,000
2010	<u>12,000</u>
Total	<u>\$ 365,919</u>

G. Commitments and Contingencies

Cosmos Foundation, Inc. dba Harmony Science Academy receives funds through state and federal programs that are governed by various statutes and regulations. State program funding is based primarily on student attendance data submitted to the Texas Education Agency and is subject to audit and adjustment. Expenses charged to federal programs are subject to audit and adjustment by the grantor agency. The programs administered by the charter school have complex compliance requirements, and should state or federal auditors discover areas of noncompliance, charter school funds may be subject to refund if so determined by the Texas Education Agency or the grantor agency.

H. Health Care Coverage

During the year ended August 31, 2005, employees of HSA were covered by a group insurance plan. The school paid premiums up to \$ 225 for Houston campus, \$150 for Austin campus, \$ 225 for Dallas campus, and \$-0- for Houston Elementary campus per month per employee (depending upon coverage selected) to the plan. Employees, at their option, authorized payroll withholdings to pay premiums for dependents. All premiums were paid to a licensed insurer.

GOMEZ & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS

6756 W. LOOP SOUTH, SUITE 520

HOUSTON, TEXAS 77401

TEL: (713) 666-5900

FAX: (713) 666-1049

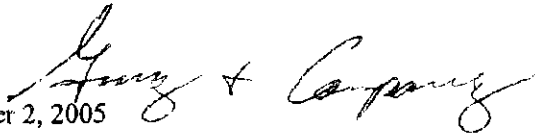
<http://www.gomezandco.com>

INDEPENDENT AUDITOR'S REPORT ON SUPPLEMENTARY INFORMATION

To The Board of Directors of
Cosmos Foundation, Inc. dba Harmony Science Academy
Houston, Texas

Our report on our audit of the consolidated financial statement of Cosmos Foundation, Inc. dba Harmony Science Academy (HSA) for year ended August 31, 2005 appears on page 1. The audit was conducted for the purpose of forming an opinion on the financial statements taken as a whole. The Financial Statements and Schedules for Individual Charter School are presented for purposes of additional analysis and are not a required part of the consolidated financial statements. Such information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and, in our opinion, is fairly stated in all material respects in relation to the consolidated financial statements taken as a whole.

December 2, 2005



COSMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY

HOUSTON CAMPUS

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2005

ASSETS

Assets:

Cash	\$ 53,143
Grants Receivable	294,579
Other Receivables	408,470
Buildings & Improvements	189,080
Equipment and Furniture	146,504
Accumulated Depreciation	(106,799)
Other assets	<u>15,985</u>

Total Assets \$ 1,000,963

LIABILITIES AND NET ASSETS

Liabilities:

Accounts Payable	\$ 478,929
Payroll Taxes Payable	1,589
Accrued Payroll and Benefits	228,083
Notes Payable	<u>62,272</u>

Total Liabilities 770,873

Net Assets:

Unrestricted 230,091

Total Net Assets 230,091

Total Liabilities and Net Assets \$ 1,000,963

See accompanying notes to financial statements.

COSMOS FOUNDATION INC., JIL HARMONY SCIENCE ACADEMY

AUSTIN CAMPUS

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2005

ASSETS

Assets:

Cash	\$	79,152
Grants Receivable		128,295
Furniture and Equipment		<u>7,259</u>
Total Assets	\$	<u>214,706</u>

LIABILITIES AND NET ASSETS

Liabilities:

Accounts Payable	\$	3,200
Accrued Payroll and Benefits		70,498
Notes Payable		<u>40,000</u>
Total Liabilities		<u>113,698</u>

Net Assets:

Unrestricted		<u>101,008</u>
Total Net Assets		<u>101,008</u>
Total Liabilities and Net Assets	\$	<u>214,706</u>

See accompanying notes to financial statements.

COSMOS FOUNDATION INC., 362 MARQUETTE SCIENCE ACADEMY

HOUSTON ELEMENTARY CAMPUS

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2005

ASSETS

Assets:

Cash	\$ 13,960
Grants Receivable	93,562
Building & Improvements	321,021
Equipment & Furniture	9,442
Accumulated Depreciation	(7,453)
Other Assets	<u>16,500</u>

Total Assets \$ 447,032

LIABILITIES AND NET ASSETS

Liabilities:

Accounts Payable	\$ 164,421
Accrued Payroll and Benefits	172,669
Notes Payable	<u>263,647</u>

Total Liabilities 600,736

Net Assets:

Unrestricted (153,704)

Total Net Assets (153,704)

Total Liabilities and Net Assets \$ 447,032

See accompanying notes to financial statements

COSMOS FOUNDATION INC. THE MARMONET SCIENCE ACADEMY

HOUSTON CAMPUS

SUPPLEMENTAL STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2005

	Unrestricted	Temporarily Restricted	Total
REVENUES			
Local Support:			
5740 Other Revenues from Local Sources	\$ 70,996	\$ 0	\$ 70,996
5750 Food Service Sales	20,981		20,981
Total Local Support	91,977	0	91,977
State Program Revenues:			
5810 Foundation School Program Act Revenues		3,512,947	3,512,947
5820 State Program Revenues Distributed by Texas Education Agency		20,653	20,653
5830 State Revenues from State of Texas Government Agencies (Other than Texas Education Agency)		25,054	25,054
Total State Program Revenues	0	3,558,654	3,558,654
Federal Program Revenues:			
5920 Federal Revenues Distributed by Texas Education Agency		448,144	448,144
Total Federal Program Revenues	0	448,144	448,144
Net assets released from restrictions:			
Restrictions satisfied by payments	4,006,798	(4,006,798)	
Total Revenues	4,098,775	0	4,098,775

EXPENSES

11 Instruction	2,063,288	2,063,288
12 Instructional Resources and Media Services	847	847
13 Curriculum and Staff Development	31,179	31,179
21 Instructional Leadership	3,128	3,128
23 School Leadership	66,584	66,584
31 Guidance, Counseling and Evaluation Services	1,485	1,485

See accompanying notes to financial statements

COSMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY

HOUSTON CAMPUS

SUPPLEMENTAL STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2005

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
33 Health Services	46,363		46,363
34 Student (Pupil) Transportation	347		347
35 Food Services	139,986		139,986
36 Cocurricular/Extracurricular Activities	33,228		33,228
41 General Administration	658,205		658,205
51 Plant maintenance and Operations	796,874		796,874
52 Security and Monitoring Services	8,851		8,851
53 Data Processing Services	<u>1,920</u>	<u>0</u>	<u>1,920</u>
Total Expenses	<u>3,872,285</u>	<u>0</u>	<u>3,872,285</u>
Change in Net Assets	226,490		226,490
Net Assets, beginning of year	<u>3,602</u>		<u>3,602</u>
Net Assets, ending of year	<u>\$ 230,091</u>	<u>\$ 0</u>	<u>\$ 230,091</u>

See accompanying notes to financial statements

COSMOS FOUNDATION INC., JBB HARMONY SCIENCE ACADEMY

AUSTIN CAMPUS

SUPPLEMENTAL STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2005

	Unrestricted	Temporarily Restricted	Total
REVENUES			
Local Support:			
5740 Other Revenues from Local Sources	\$ 67,369	\$ 0	\$ 67,369
5750 Other Revenue	<u>33,580</u>		<u>33,580</u>
Total Local Support	100,948	0	100,948
State Program Revenues:			
5810 Foundation School Program Act Revenues		1,383,514	1,383,514
5820 State Program Revenues Distributed by Texas Education Agency		6,042	6,042
5830 State Revenues from State of Texas Government Agencies (Other than Texas Education Agency)		<u>45,216</u>	<u>45,216</u>
Total State Program Revenues	<u>0</u>	<u>1,434,772</u>	<u>1,434,772</u>
Federal Program Revenues:			
5920 Federal Revenues Distributed by Texas Education Agency		<u>169,622</u>	<u>169,622</u>
Total Federal Program Revenues	<u>0</u>	<u>169,622</u>	<u>169,622</u>
Net assets released from restrictions:			
Restrictions satisfied by payments	<u>(1,604,394)</u>	<u>(1,604,394)</u>	
Total Revenues	<u>1,705,342</u>	<u>0</u>	<u>1,705,342</u>
EXPENSES			
11 Instruction	677,242		677,242
12 Resource & Media	33,538		33,538
13 Curriculum and Staff Development	1,198		1,198
23 School Leadership	63,353		63,353
33 Health Services	3,626		3,626

See accompanying notes to financial statements

COSMOS FOUNDATION INC., THE HARMONY SCIENCE ACADEMY

AUSTIN CAMPUS

SUPPLEMENTAL STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2005

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
35 Food Services	55,436		55,436
36 Cocirricular/Extracurricular Activities	28,880		28,880
41 General Administration	173,354		173,354
51 Plant maintenance and Operations	331,287		331,287
52 Security Services	579		579
53 Data Processing Services	<u>22,034</u>		<u>22,034</u>
 Total Expenses	 <u>1,390,527</u>	 <u>0</u>	 <u>1,390,527</u>
 Change in Net Assets	 314,816	 0	 314,816
Net Assets, beginning of year	<u>(213,808)</u>	<u>0</u>	<u>(213,808)</u>
 Net Assets, ending of year	 <u>\$ 101,008</u>	 <u>\$ 0</u>	 <u>\$ 101,008</u>

See accompanying notes to financial statements

COSMOS FOUNDATION ON BEHALF OF EARLETON SCIENCE ACADEMY

HOUSTON ELEMENTARY CAMPUS

SUPPLEMENTAL STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2005

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
REVENUES			
Local Support:			
5740 Other Revenues from Local Sources	\$ 91	\$ 0	\$ 91
Total Local Support	91	0	91
State Program Revenues:			
5810 Foundation School Program Act Revenues	0	93,562	93,562
5820 State Program Revenues Distributed by Texas Education Agency			
Total State Program Revenues	0	93,562	93,562
Federal Program Revenues:			
5920 Federal Revenues Distributed by Texas Education Agency	0	18,500	18,500
Total Federal Program Revenues	0	18,500	18,500
Net assets released from restrictions:			
Restrictions satisfied by payments	112,062	(112,062)	
Total Revenues	112,153	0	112,153
EXPENSES			
11 Instruction	174,400		174,400
13 Curriculum and Staff Development	100		100
31 Guidance, Counseling and Evaluation			
35 Food Services	5,298		5,298
41 General Administration	6,664		6,664
51 Plant maintenance and Operation	9,266		9,266
52 Security and Monitoring Services	130	0	130
Total Expenses	265,857	0	265,857
Change in Net Assets	(153,704)	0	(153,704)
Net Assets, ending of year	\$ (153,704)	\$ 0	\$ (153,704)

See accompanying notes to financial statements

COSMOS FOUNDATION INC. aka HAWORTH SCIENCE ACADEMY

HOUSTON CAMPUS

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2005

Cash Flows From Operating Activities	
Increase (Decrease) in net assets	\$ 226,490
Adjustments to reconcile net income (loss) to net cash provided (used) by operating activities	
Depreciation	48,404
(Increase) decrease in accounts receivable	(549,677)
(Increase) decrease in prepaid assets	2,400
Increase (decrease) in accounts payable	286,123
Increase (decrease) in other accrued liabilities	112,143
Increase (decrease) in payroll taxes	(642)
Net Cash Provided (Used) by Operating Activities	<u>125,241</u>
Cash Flows From Investing Activities	
Plant & equipment purchases	<u>(122,803)</u>
Net Cash Provided (Used) by Investing Activities	<u>(122,803)</u>
Cash Flows From Financing Activities	
Payments on debt	<u>(14,814)</u>
Net Cash Provided (Used) by Financing Activities	<u>(14,814)</u>
NET INCREASE (DECREASE) IN CASH	(12,376)
CASH AT BEGINNING OF YEAR	<u>55,519</u>
CASH AT END OF YEAR	<u>\$ 53,143</u>

Supplemental Disclosures

Cash Paid During the Year for:	
Interest	\$ <u>4,899</u>

See accompanying notes to financial statements

COSMOS FOUNDATION INC. dba HARMONY SCIENCE ACADEMY

AUSTIN CAMPUS

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2005

Cash Flows From Operating Activities	
Increase (Decrease) in net assets	\$ 314,816
Adjustments to reconcile net income (loss) to net cash provided (used) by operating activities	
Depreciation	474
(Increase) decrease in accounts receivable	(125,535)
Increase (decrease) in accounts payable	(1,604)
Increase (decrease) in other accrued liabilities	<u>23,834</u>
Net Cash Provided (Used) by Operating Activities	<u>211,985</u>
Cash Flows From Investing Activities	
Plant & equipment purchases	<u>(7,733)</u>
Net Cash Provided (Used) by Investing Activities	<u>(7,733)</u>
Cash Flows From Financing Activities	
Payments on debt	<u>(128,150)</u>
Net Cash Provided (Used) by Financing Activities	<u>(128,150)</u>
NET INCREASE (DECREASE) IN CASH	76,102
CASH AT BEGINNING OF YEAR	<u>3,050</u>
CASH AT END OF YEAR	<u>\$ 79,152</u>

Supplemental Disclosures

Cash Paid During the Year for:	
Interest	<u>\$ 1,081</u>

See accompanying notes to financial statements

COSMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY

HOUSTON ELEMENTARY CAMPUS

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2005

Cash Flows From Operating Activities	
Increase (Decrease) in net assets	\$ (153,704)
Adjustments to reconcile net income (loss) to net cash provided (used) by operating activities	
Depreciation	7,453
(Increase) decrease in accounts receivable	(93,562)
(Increase) decrease in prepaid assets	(16,500)
Increase (decrease) in accounts payable	274,421
Increase (decrease) in other accrued liabilities	<u>55,753</u>
Net Cash Provided (Used) by Operating Activities	<u>73,861</u>
Cash Flows From Investing Activities	
Plant & equipment purchases	<u>(330,463)</u>
Net Cash Provided (Used) by Investing Activities	<u>(330,463)</u>
Cash Flows From Financing Activities	
Proceeds from debt	<u>270,562</u>
Net Cash Provided (Used) by Financing Activities	<u>270,562</u>
NET INCREASE (DECREASE) IN CASH	<u>13,960</u>
CASH AT END OF YEAR	<u>\$ 13,960</u>

Supplemental Disclosures

Cash Paid During the Year for:

Interest \$ -0-

See accompanying notes to financial statements

COSMOS FOUNDATION OF SCIENCE, RESEARCH AND ENVIRONMENTAL SCIENCE ACADEMY

HOUSTON CAMPUS

SCHEDULE OF EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2005

Expenses

6100 Payroll Costs	\$ 2,296,637
6200 Professional and Contracted Services	1,085,623
6300 Supplies and Materials	283,185
6400 Other Operating Costs	201,941
6500 Debt	<u>4,900</u>

Total Expenses	<u>\$ 3,872,285</u>
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See accompanying notes to financial statements

CELESTOS FOUNDATION INC., STEPHARMON SCIENCE ACADEMY

AUSTIN CAMPUS

SCHEDULE OF EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2005

Expenses

6100 Payroll Costs	\$	872,496
6200 Professional and Contracted Services		371,420
6300 Supplies and Materials		89,766
6400 Other Operating Costs		55,763
6500 Debt		<u>1,081</u>

Total Expenses	\$	<u>1,390,527</u>
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See accompanying notes to financial statements

COSMOS FOUNDATION INC. dba HARMONY SCIENCE ACADEMY

HOUSTON ELEMENTARY CAMPUS

SCHEDULE OF EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2005

Expenses

6100 Payroll Costs	\$	55,754
6200 Professional and Contracted Services		82,438
6300 Supplies and Materials		115,087
6400 Other Operating Costs		<u>12,578</u>

Total Expenses	\$	<u>265,857</u>
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See accompanying notes to financial statements

COSMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY

HOUSTON CAMPUS

SCHEDULE OF CAPITAL ASSETS

FOR THE YEAR ENDED AUGUST 31, 2005

	Ownership Interest		
	Local	State	Federal
1110 Cash	\$ 0	\$ 53,143	\$ 0
1510 Land and Improvements			
1520 Buildings and Improvements		189,080	
1531 Vehicles			
1539 Furniture and Equipment	0	112,929	33,575
Total Property and Equipment	\$ 0	\$ 355,153	\$ 33,575

See accompanying notes to financial statements

COSMOS FOUNDATION INC., THE HARMONY SCIENCE ACADEMY

AUSTIN CAMPUS

SCHEDULE OF CAPITAL ASSETS

FOR THE YEAR ENDED AUGUST 31, 2005

	Ownership Interest		
	Local	State	Federal
1110 Cash	\$ 0	\$ 79,152	\$ 0
1510 Land and Improvements			
1520 Buildings and Improvements			
1531 Vehicles			
1539 Furniture and Equipment		600	7,133
Total Property and Equipment	\$ 0	\$ 79,752	\$ 7,133

See accompanying notes to financial statements

COSMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY

HOUSTON ELEMENTARY CAMPUS

SCHEDULE OF CAPITAL ASSETS

FOR THE YEAR ENDED AUGUST 31, 2005

	Ownership Interest		
	Local	State	Federal
1110 Cash	\$ 0	\$ 13,960	\$ 0
1510 Land and Improvements			
1520 Buildings and Improvements		321,021	
1531 Vehicles			
1539 Furniture and Equipment	0	9,442	
Total Property and Equipment	\$ 0	\$ 344,423	\$ 0

See accompanying notes to financial statements

CELESTIS FOUNDATION INC. & HARMONY SCIENCE ACADEMY

HOUSTON CAMPUS

BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED AUGUST 31, 2005

	<u>Budgeted Amounts</u>		<u>Actual</u>	<u>Variance</u>
	<u>Original</u>	<u>Final</u>	<u>Amounts</u>	<u>from Final Budget</u>
Revenues				
Local Support:				
5740 Other Revenues From Local Sources	\$ 8,000	\$ 62,500	\$ 70,996	\$ 8,496
5750 Food Service Sales	13,227	11,934	20,981	9,047
Total Local Support	21,227	74,434	91,977	17,543
State Program Revenues:				
5810 Foundation School Program Act Revenues	3,656,109	3,776,508	3,512,947	(263,561)
5820 State Program Revenues Dist. By TEA	20,616	18,694	20,653	1,959
5830 State Revenues-Texas Govt. Agencies	0	15,000	25,054	(10,054)
Total State Program Revenues	3,676,725	3,810,202	3,558,654	(251,548)
Federal Program Revenues:				
5920 Federal Revenues Dist. By TEA	264,780	480,411	448,144	(32,267)
Total Federal Program Revenues	264,780	480,411	448,144	(32,267)
Total Revenues	3,962,732	4,365,047	4,098,775	(266,272)
Expenses				
11 Instruction	2,066,787	2,162,209	2,063,288	98,921
12 Instructional Resources and Media Services	17,000	850	847	3
13 Curriculum and Staff Development	20,500	34,250	21,172	5,071
21 Instructional Leadership	0	5,000	3,128	(128)
23 School Leadership	234,575	209,453	26,584	122,869
31 Counseling	8,000	1,500	1,485	15
33 Health Services	52,314	12,310	16,263	3,947
34 Student (Pupil) Transportation	0	400	347	53
35 Food Services	168,500	143,500	129,986	3,514
36 Cocurricular/Extracurricular Activities	19,353	39,942	33,228	6,714
41 General Administration	395,749	436,675	658,205	(221,530)
61 Plant Maintenance and Operations	696,057	829,657	796,874	42,783

See accompanying notes to financial statements

COSMOS FOUNDATION INC. dba HARMONY SCIENCE ACADEMY

HOUSTON CAMPUS

BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED AUGUST 31, 2005

	<u>Budgeted Amounts</u>		<u>Actual Amounts</u>	<u>Variance from Final Budget</u>
	<u>Original</u>	<u>Final</u>		
52 Security and Monitoring Services	2,700	5,700	8,851	(3,151)
53 Data Processing Services	18,878	2,000	1,920	80
81 Fund Raising	0	7,500	0	7,500
Total Expenses	<u>3,800,413</u>	<u>3,928,946</u>	<u>3,872,285</u>	<u>56,661</u>
Change in Net Assets	162,319	436,101	226,490	(209,611)
Net Assets, beginning of year	<u>260,291</u>	<u>227,349</u>	<u>3,602</u>	<u>0</u>
Net Assets, end of year	<u>\$ 422,610</u>	<u>\$ 663,450</u>	<u>\$ 230,091</u>	<u>\$ (209,611)</u>

See accompanying notes to financial statements

COSMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY

AUSTIN CAMPUS

BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED AUGUST 31, 2005

	Budgeted Amounts		Actual	Variance
	Original	Final	Amounts	from Final Budget
Revenues				
Local Support:				
5740 Other Revenues From Local Sources	\$ 12,000	\$ 43,280	\$ 67,369	\$ 24,089
5750 Food Service Sales	30,000	36,045	33,580	(2,465)
Total Local Support	42,000	79,325	100,948	21,623
State Program Revenues:				
5810 Foundation School Program Act Revenues	1,155,000	1,383,590	1,383,514	(76)
5820 School Program Revenues Dist. By TEA	6,555	5,700	6,042	342
5830 State Revenues-Texas Govt. Agencies	0	45,225	45,216	(9)
Total State Program Revenues	1,161,555	1,434,515	1,434,772	326
Federal Program Revenues:				
5920 Federal Revenues Distributed By TEA	183,368	170,104	169,622	(482)
Total Federal Program Revenues	183,368	170,104	169,622	(482)
Total Revenues	1,386,923	1,683,944	1,705,342	21,398
Expenses				
11 Instruction	605,915	690,108	677,242	12,866
12 Resource & Media	44,920	34,665	33,538	1,127
13 Curriculum and Staff Development	7,100	1,400	1,198	202
23 School Leadership	63,985	64,340	63,353	987
33 Health Services	2,500	6,200	3,626	2,574
35 Food Services	69,000	65,940	55,426	9,514
36 Cocurricular/Extracurricular Activities		25,900	28,880	2,980
41 General Administration	175,750	175,642	173,354	2,288
51 Plant Maintenance and Operations	318,450	335,704	331,287	4,417
52 Security Services	500	650	579	71
53 Data Processing Services	0	22,035	22,034	1
Total Expenses	1,288,120	1,415,584	1,390,527	25,057

See accompanying notes to financial statements

COSMOS FOUNDATION INC. 562 HAPPOGNY SCIENCE ACADEMY

AUSTIN CAMPUS

BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED AUGUST 31, 2005

	<u>Budget Amounts</u>		<u>Actual Amounts</u>	<u>Variance from Final Budget</u>
	<u>Original</u>	<u>Final</u>		
Change in Net Assets	98,803	268,360	314,816	46,456
Net Assets, beginning of year	<u>4,535</u>	<u>(215,321)</u>	<u>(213,808)</u>	
Net Assets, end of year	<u>103,338</u>	<u>53,039</u>	<u>101,008</u>	<u>46,456</u>

See accompanying notes to financial statements

COSMOS FOUNDATION INC. dba HARMONY SCIENCE ACADEMY

HOUSTON ELEMENTARY CAMPUS

BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED AUGUST 31, 2005

	Budgeted Amounts		Actual Amounts	Variance from Final Budget
	Original	Final		
Revenues				
Local Support:				
5740 Other Revenues From Local Sources	\$ 0	\$ 0	\$ 91	\$ 91
Total Local Support	0	0	91	91
State Program Revenues:				
5810 Foundation School Program Act Revenues	0	0	93,562	93,562
Total State Program Revenues	0	0	93,562	93,562
Federal Program Revenues:				
5920 Federal Revenues Dist. By TEA	0	0	18,500	18,500
Total Federal Program Revenues	0	0	18,500	18,500
Total Revenues	0	0	112,153	112,153
Expenses				
11 Instruction	0	0	174,400	(174,400)
13 Curriculum and Staff Development	0	0	100	(100)
35 Food Services	0	0	5,298	(5,298)
41 General Administration	0	0	5,664	(6,664)
51 Plant Maintenance and Operations	0	0	79,266	(79,266)
52 Security and Monitoring Services	0	0	130	(130)
Total Expenses	0	0	265,857	(265,857)
Change in Net Assets	0	0	(153,704)	(153,704)
Net Assets, end of year	\$ 0	\$ 0	(153,704)	(153,704)

See accompanying notes to financial statements

GOMEZ & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS

6750 W. LOOP SOUTH, SUITE 520

HOUSTON, TEXAS 77401

TEL: (713) 666-5906

FAX: (713) 666-1049

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**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

To The Board of Directors of
Cosmos Foundation, INC. dba Harmony Science Academy
Houston, Texas

We have audited the financial statements of Cosmos Foundation, INC. dba Harmony Science Academy (HSA) as of and for the year ended August 31, 2005 and have issued our report thereon dated December 2, 2005. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

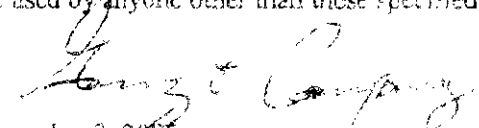
In planning and performing our audit, we considered HSA, Inc.'s internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide an opinion on the internal control over financial reporting. Our consideration of the internal control over financial reporting would not necessarily disclose all matters in the internal control over financial reporting that might be material weaknesses. A material weakness is a reportable condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that misstatements caused by error or fraud in amounts that would be material in relation to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving the internal control over financial reporting and its operation that we considered to be material weaknesses.

However, we noted certain immaterial instances of noncompliance that we have reported to management of HSA, Inc.'s in a separate letter dated December 2, 2005.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether HSA, Inc.'s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statements amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

This report is intended solely for the information and use of the audit committee, management, board of directors, and the federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than those specified parties.


December 2, 2005

GOMEZ & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS

6750 W. LOOP SOUTH, SUITE 520

HOUSTON, TEXAS 77401

TEL: (713) 666-5900

FAX: (713) 666-1049

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**REPORT ON COMPLIANCE WITH REQUIREMENTS
APPLICABLE TO EACH MAJOR PROGRAM AND INTERNAL
CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133**

To The Board of Directors of
Cosmos Foundation, INC. dba Harmony Science Academy
Houston, Texas

Compliance

We have audited the compliance of Cosmos Foundation, INC. dba Harmony Science Academy (HSA) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement that are applicable to each of its major federal programs for the year ended August 31, 2005. HSA, Inc.'s major federal programs are identified in the summary of auditor's result section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of its major federal programs is the responsibility of HSA, Inc.'s management. Our responsibility is to express an opinion on HSA, Inc.'s compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing standards, issued by the Comptroller General of the United States; and OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations." Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about HSA, Inc.'s compliance with those requirements and performing such other procedures, as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on HSA, Inc.'s compliance with those requirements.

In our opinion, HSA, Inc. complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the year ended August 31, 2005.

Internal Control over Compliance

The management of HSA, Inc. is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered HSA, Inc.'s internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133.

Our consideration of the internal control over compliance would not necessarily disclose all matters in the internal control that might be material weaknesses. A material weakness is a reportable condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that noncompliance with the applicable requirements of law, regulations, contracts, and grants caused by error or fraud that would be material in relation to a major federal program being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving the internal control over compliance and its operation that we consider to be material weaknesses.

This report is intended solely for the information and use of the audit committee, management, board of directors, and the federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.


December 2, 2005

COSMOS FOUNDATION, INC. OF THE HARMONY SCIENCE ACADEMY

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FOR THE YEAR ENDED AUGUST 31, 2005

Summary of Audit Results

1. Unqualified opinion issued on financial statements.
2. No reportable conditions or material weaknesses on internal control over financial statements.
3. No instances of noncompliance which is material to the financial statements.
4. No reportable conditions or material weaknesses on internal control over major programs.
5. Unqualified opinion issued on compliance with major programs.
6. The audit did not disclose any audit findings which are required to be reported under section .510 (a) of OMB A-133.
7. Major programs:

U.S. Department of Education
Passed – Through Texas Education Agency
Title I, Part A - Improving Basic Skills

CFDA Number 84.010A

8. A \$300,000.00 threshold was used to distinguish between Type A and Type B programs as described in section .520 (b) of OMB A-133.
9. Agency qualifies as a low-risk auditee.

Current Year Findings

Questioned
Costs

No audit findings were noted as per governmental auditing standards and
Section 510 (a) of OMB A-133.

\$ 0.

Summary Schedule of Prior Year Findings

No audit findings were noted as per Section .300 (f) of OMB A-133 for the
year ended August 31, 2004.

\$ 0.

COSMOS FOUNDATION FOR THE HARRIS COUNTY SCIENCE ACADEMY

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

FOR THE YEAR ENDED AUGUST 31, 2005

Federal Grantor/ Pass - Through Grantor/ Program Title	Federal CFDA Number	Pass - Through Entity Identifying Number	Federal Expenditures
<u>U.S. Department of Education</u>			
Passed - Through Texas Education Agency:			
ESEA, Title I, Part A	84.010A	05610101101846	\$ 203,801
IDEA - B, Formula	84.027A	056600011018466600	116,687
IDEA - B, Formula	84.027A	056600042278166604	1,704
Carl D. Perkins Basic Grant	84.048A	0542000610184604	4,383
ESEA, Title IV, Part A - Safe & Drug-Free Schools	84.186A	05691001101846	5,060
Public Charter Schools Grant	84.282A	045900067110002	70,000
Public Charter Schools Grant	84.282A	055900017110005	18,500
ESEA, Title V, Part A - Innovative Programs	84.298A	05685001101846	3,163
ESEA, Title II, Part D - Enhancing Education	84.318X	05630001227816	5,486
ESEA, Title II, Part A - Teacher & Principal	84.367A	05694501101846	<u>42,490</u>
Total U.S. Department of Education			<u>471,274</u>
<u>U.S. Department of Agriculture</u>			
Passed - Through Texas Education Agency			
Federal Food Service Reimbursement			
Breakfast	10.553	71400401	2,739
Breakfast	10.553	71400501	14,269
Lunch	10.553	71300401	24,906
Lunch	10.553	71300501	<u>121,545</u>
Total U.S. Department of Agriculture			<u>163,459</u>
Total Expenditures of Federal Awards			<u>\$ 634,733</u>

COSMOS FOUNDATION, INC. dba HARMONY SCIENCE ACADEMY

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

FOR THE YEAR ENDED AUGUST 31, 2005

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES

Basis of Presentation

The accompanying schedule of federal, state and local awards is prepared on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations." Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

ATTCHMENT J. CREDIT REPORT

Cosmos Foundation is currently in negotiation with D&B to update its credit report. We have found out that the current report does not contain important information such as all the campuses currently in operation, the accurate number of staff members, etc. An updated copy will be presented once it becomes available, possibly during contingency process. Nevertheless, the current financial status of the foundation which only operates charters in Texas is best depicted in the audit report.

ATTACHMENT K IRS FILING

990 FORM

PAGES 340 - 355 = 16 PAGES

**UNDER SECTION 6103 & 6104 OF U.S. CODE
TITLE 26**

16 PAGES HAVE BEEN WITHHELD

**ATTACHMENT L LETTERS INDICATING SOURCES OF PRIVATE FUNDS OR LINES
OF CREDIT, BUSINESS ARRANGEMENTS OR PARTNERSHIPS**

COPYRIGHT MATERIAL

2 pages have been withheld

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ATTACHMENT M START-UP BUDGET

Application for an Open-Enrollment Charter School-Twelfth Generation
Summary of Estimated Revenues and Expenses

Cosmos Foundation

Harmony Science Academy-College Station

For the period

11/01/2006

to

08/31/2007

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Net Assets at Beginning of Year	\$ 10,000	\$ -	\$ -	\$ 10,000
Total Estimated Revenues	\$ 105,000	\$ -	\$ -	\$ 105,000
Estimated Expenses:				
6100 Payroll Costs	25,197	-	-	25,197
6200 Professional and Contracted Services	31,500	-	-	31,500
6300 Supplies and Materials	39,500	-	-	39,500
6400 Other Operating Costs	8,000	-	-	8,000
6500 Debt Expense	-	-	-	-
Other Expenses	-	-	-	-
Total Estimated Expenses	\$ 104,197	\$ -	\$ -	\$ 104,197
Change in Net Assets	\$ 803	\$ -	\$ -	\$ 803
Net Assets at End of Year	\$ 10,803	\$ -	\$ -	\$ 10,803

Application for an Open-Enrollment Charter School-Twelfth Generation
Schedule of Net Assets at Beginning of Year

Cosmos Foundation
Harmony Science Academy-College Station

Budget for the period

11/01/2006

to

08/31/2007

Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Loanfrom Cosmos Foundation	10,000	-	-	10,000
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
Net Assets at Beginning of Year	\$ 10,000	\$ -	\$ -	\$ 10,000

Application for an Open-Enrollment Charter School-Twelfth Generation
Schedule of Estimated Revenues

Cosmos Foundation
 Harmony Science Academy-College Station

Budget for the period

11/01/2006

to

08/31/2007

Description of Estimated Revenues	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Start-Up Funding	100,000	-	-	100,000
Food Sale	5,000	-	-	5,000
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
Total Estimated Revenues	<u>\$ 105,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 105,000</u>

Application for an Open-Enrollment Charter School-Twelfth Generation
Schedule of Estimated Expenses

Cosmos Foundation
Harmony Science Academy-College Station

Budget for the period

11/01/2006

to

08/31/2007

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6100 Payroll Costs				
6112 Salaries or Wages for Substitute Teachers	15,000	-	-	15,000
6119 Salaries or Wages -- Teachers and Other Professional Personnel	-	-	-	-
6121 Extra Duty Pay/Overtime -- Support Personnel	-	-	-	-
6129 Salaries or Wages for Support Personnel	8,000	-	-	8,000
6139 Employee Allowances	-	-	-	-
6141 Social Security/Medicare	800	-	-	800
6142 Group Health and Life Insurance	-	-	-	-
6143 Workers' Compensation	667	-	-	667
6145 Unemployment Compensation	330	-	-	330
6146 Teacher Retirement/TRS Care	400	-	-	400
6149 Employee Benefits	-	-	-	-
Total Payroll Costs	\$ 25,197	\$ -	\$ -	\$ 25,197

Cosmos Foundation
Harmony Science Academy-College Station

Budget for the period

11/01/2006

to

08/31/2007

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6200 Professional and Contracted Services				
6211 Legal Services	-	-	-	-
6212 Audit Services	-	-	-	-
6219 Professional Services	-	-	-	-
6221 Staff Tuition and Related Fees -- Higher Education	-	-	-	-
6222 Student Tuition -- Public Schools	-	-	-	-
6223 Student Tuition -- Other than Public Schools	-	-	-	-
6229 Tuition and Transfer Payments	-	-	-	-
6239 Education Service Center Services	2,000	-	-	2,000
6249 Contracted Maintenance and Repair	2,000	-	-	2,000
6259 Utilities	7,500	-	-	7,500
6269 Rentals -- Operating Leases	20,000	-	-	20,000
6299 Miscellaneous Contracted Services	-	-	-	-
Total Professional and Contracted Services	\$ 31,500	\$ -	\$ -	\$ 31,500

Cosmos Foundation
Harmony Science Academy-College Station

Budget for the period

	11/01/2006	to	08/31/2007	
	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6300 Supplies and Materials				
6311 Gasoline and Other Fuels for Vehicles (Including Buses)	-	-	-	-
6319 Supplies for Maintenance and/or Operations	25,000	-	-	25,000
6321 Textbooks	-	-	-	-
6329 Reading Materials	3,000	-	-	3,000
6339 Testing Materials	1,000	-	-	1,000
6341 Food	2,000	-	-	2,000
6342 Non-Food	1,500	-	-	1,500
6343 Items for Sale	-	-	-	-
6344 USDA Donated Commodities	-	-	-	-
6349 Food Service Supplies	2,000	-	-	2,000
6399 General Supplies	5,000	-	-	5,000
Total Supplies and Materials	\$ 39,500	\$ -	\$ -	\$ 39,500

Cosmos Foundation
Harmony Science Academy-College Station

Budget for the period

	11/01/2006	to	08/31/2007	
	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6400 Other Operating Costs				
6411 Travel and Subsistence -- Employee Only	-	-	-	-
6412 Travel and Subsistence -- Students	-	-	-	-
6413 Stipends -- Non-Employees	-	-	-	-
6419 Travel and Subsistence -- Non-Employees	-	-	-	-
6429 Insurance and Bonding Costs	3,000	-	-	3,000
6449 Depreciation Expense	-	-	-	-
6494 Reclassified Transportation Expenses	-	-	-	-
6499 Miscellaneous Operating Costs	5,000	-	-	5,000
Total Other Operating Costs	<u>\$ 8,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 8,000</u>

Cosmos Foundation
Harmony Science Academy-College Station

Budget for the period

11/01/2006

to

08/31/2007

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6500 Debt Expense				
6521 Interest on Bonds	-	-	-	-
6522 Capital Lease Interest	-	-	-	-
6523 Interest on Debt	-	-	-	-
6529 Interest Expenses	-	-	-	-
6599 Other Debt Fees	-	-	-	-
Total Debt Expense	\$ -	\$ -	\$ -	\$ -
Other Expenses				
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
Total Other Expenses	\$ -	\$ -	\$ -	\$ -
Total Estimated Expenses	\$ 104,197	\$ -	\$ -	\$ 104,197

ATTACHMENT N BUDGET FOR YEAR ONE OF OPERATION

Application for an Open-Enrollment Charter School - Twelfth Generation
Summary of Estimated Revenues and Expenses

Cosmos Foundation
Harmony Science Academy-College Station

Budget for the Fiscal Year Ended

08/31/2008

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Net Assets at Beginning of Year	\$ 10,803	\$ -	\$ -	\$ 10,803
Estimated Revenues:				
5700 Local Sources	14,000	-	-	14,000
5800 State Sources	1,650,000	-	-	1,650,000
5900 Federal Sources	278,000	-	-	278,000
Other Sources	-	-	-	-
Total Estimated Revenues	\$ 1,942,000	\$ -	\$ -	\$ 1,942,000
Estimated Expenses:				
6100 Payroll Costs	1,148,900	-	-	1,148,900
6200 Professional and Contracted Services	504,000	-	-	504,000
6300 Supplies and Materials	195,000	-	-	195,000
6400 Other Operating Costs	55,200	-	-	55,200
6500 Debt Expense	-	-	-	-
Other Expenses	-	-	-	-
Total Estimated Expenses	\$ 1,903,100	\$ -	\$ -	\$ 1,903,100
Change in Net Assets	\$ 38,900	\$ -	\$ -	\$ 38,900
Net Assets at End of Year	\$ 49,703	\$ -	\$ -	\$ 49,703

Application for an Open-Enrollment Charter School - Twelfth Generation
Schedule of Estimated Net Assets at Beginning of Year

Cosmos Foundation
Harmony Science Academy-College Station

Budget for the Fiscal Year Ended

08/31/2008

Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Net Assets Carried Forward from Start-Up Phase	10,803	-	-	10,803
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
Net Assets at Beginning of Year	<u>\$ 10,803</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 10,803</u>

Application for an Open-Enrollment Charter School - Twelfth Generation
Schedule of Estimated Local Revenues

Cosmos Foundation
Harmony Science Academy-College Station

Budget for the Fiscal Year Ended

08/31/2008

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5719	Local Property Taxes Passed Through By School Districts	-	-	-	-
5729	Local Revenues Resulting from Services Rendered to Other Schools	-	-	-	-
5741	Earnings from Permanently Restricted Net Assets and Endowments	-	-	-	-
5742	Earnings from Temporary Deposits and Investments	-	-	-	-
5743	Rent	-	-	-	-
5744	Gifts and Bequests	-	-	-	-
5749	Other Revenues from Local Sources				
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
5751	Food Service Activity	14,000	-	-	14,000
5752	Athletic Activities	-	-	-	-
5753	Extracurricular/Cocurricular Activities Other than Athletics	-	-	-	-
5759	Cocurricular, Enterprising Services or Activities				
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
5769	Miscellaneous Revenues from Intermediate Sources				
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
	Total Local Revenues	<u>\$ 14,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 14,000</u>

Application for an Open-Enrollment Charter School - Twelfth Generation
Schedule of Estimated State Revenues

Cosmos Foundation

Harmony Science Academy-College Station

Budget for the Fiscal Year Ended

08/31/2008

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5811	Per Capita Apportionment	-	-	-	-
5812	Foundation School Program Act Entitlements	1,650,000	-	-	1,650,000
5813	Foundation School Program Act Incentive Aid	-	-	-	-
5819	Other Foundation School Program Act Revenues	-	-	-	-
5829	State Program Revenues Distributed by Texas Education Agency	-	-	-	-
5839	State Revenues from State of Texas Government Agencies	-	-	-	-
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
	Total State Revenues	<u>\$ 1,650,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,650,000</u>

Application for an Open-Enrollment Charter School - Twelfth Generation
Schedule of Estimated Federal Revenues

Cosmos Foundation
Harmony Science Academy-College Station

Budget for the Fiscal Year Ended

08/31/2008

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5919	Federal Revenues Distributed Through Government Entities Other than State or Federal Agencies				
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
5921	School Breakfast Program	7,000	-	-	7,000
5922	National School Lunch Program	56,000	-	-	56,000
5923	United States Department of Agriculture (USDA) Donated Commodities	-	-	-	-
5929	Federal Revenues Distributed by Texas Education Agency				
	NCLB Grants	35,000	-	-	35,000
	IDEA Grants	30,000	-	-	30,000
	Start-Up Funding	150,000	-	-	150,000
5931	School Health and Related Services	-	-	-	-
5932	Medicaid Administrative Claiming Program	-	-	-	-
5939	Federal Revenues Distributed by Other State of Texas Government Agencies	-	-	-	-
5949	Federal Revenues Distributed Directly from the Federal Government				
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
	Total Federal Revenues	\$ 278,000	\$ -	\$ -	\$ 278,000

Application for an Open-Enrollment Charter School - Twelfth Generation
Schedule of Estimated Revenues from Other Sources

Cosmos Foundation
Harmony Science Academy-College Station

Budget for the Fiscal Year Ended

08/31/2008

Description of Other Sources of Revenue	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
Total Other Sources	\$ -	\$ -	\$ -	\$ -

Application for an Open-Enrollment Charter School - Twelfth Generation
Schedule of Estimated Expenses

Cosmos Foundation
Harmony Science Academy-College Station

Budget for the Fiscal Year Ended

08/31/2008

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6100 Payroll Costs				
6112 Salaries or Wages for Substitute Teachers	20,000	-	-	20,000
6119 Salaries or Wages -- Teachers and Other Professional Personnel	894,000	-	-	894,000
6121 Extra Duty Pay/Overtime -- Support Personnel	-	-	-	-
6129 Salaries or Wages for Support Personnel	100,000	-	-	100,000
6139 Employee Allowances	-	-	-	-
6141 Social Security/Medicare	29,800	-	-	29,800
6142 Group Health and Life Insurance	83,700	-	-	83,700
6143 Workers' Compensation	12,000	-	-	12,000
6145 Unemployment Compensation	5,400	-	-	5,400
6146 Teacher Retirement/TRS Care	4,000	-	-	4,000
6149 Employee Benefits	-	-	-	-
Total Payroll Costs	\$ 1,148,900	\$ -	\$ -	\$ 1,148,900

Application for an Open-Enrollment Charter School - Twelfth Generation
Schedule of Estimated Expenses

Cosmos Foundation
 Harmony Science Academy-College Station

Budget for the Fiscal Year Ended

08/31/2008

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6200 Professional and Contracted Services				
6211 Legal Services	7,000	-	-	7,000
6212 Audit Services	5,000	-	-	5,000
6219 Professional Services	-	-	-	-
6221 Staff Tuition and Related Fees -- Higher Education	20,000	-	-	20,000
6222 Student Tuition -- Public Schools	-	-	-	-
6223 Student Tuition -- Other than Public Schools	-	-	-	-
6229 Tuition and Transfer Payments	-	-	-	-
6239 Education Service Center Services	12,000	-	-	12,000
6249 Contracted Maintenance and Repair	100,000	-	-	100,000
6259 Utilities	60,000	-	-	60,000
6269 Rentals -- Operating Leases	300,000	-	-	300,000
6299 Miscellaneous Contracted Services	-	-	-	-
Total Professional and Contracted Services	\$ 504,000	\$ -	\$ -	\$ 504,000

Application for an Open-Enrollment Charter School - Twelfth Generation
Schedule of Estimated Expenses

Cosmos Foundation
 Harmony Science Academy-College Station

Budget for the Fiscal Year Ended

08/31/2008

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6300 Supplies and Materials				
6311 Gasoline and Other Fuels for Vehicles (Including Buses)	-	-	-	-
6319 Supplies for Maintenance and/or Operations	42,000	-	-	42,000
6321 Textbooks	-	-	-	-
6329 Reading Materials	13,000	-	-	13,000
6339 Testing Materials	7,000	-	-	7,000
6341 Food	11,200	-	-	11,200
6342 Non-Food	4,200	-	-	4,200
6343 Items for Sale	-	-	-	-
6344 USDA Donated Commodities	-	-	-	-
6349 Food Service Supplies	5,600	-	-	5,600
6399 General Supplies	112,000	-	-	112,000
Total Supplies and Materials	\$ 195,000	\$ -	\$ -	\$ 195,000

Application for an Open-Enrollment Charter School - Twelfth Generation
Schedule of Estimated Expenses

Cosmos Foundation
 Harmony Science Academy-College Station

Budget for the Fiscal Year Ended

08/31/2008

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6400 Other Operating Costs				
6411 Travel and Subsistence -- Employee Only	4,200	-	-	4,200
6412 Travel and Subsistence -- Students	8,000	-	-	8,000
6413 Stipends -- Non-Employees	-	-	-	-
6419 Travel and Subsistence -- Non-Employees	-	-	-	-
6429 Insurance and Bonding Costs	15,000	-	-	15,000
6449 Depreciation Expense	-	-	-	-
6494 Reclassified Transportation Expenses	-	-	-	-
6499 Miscellaneous Operating Costs	28,000	-	-	28,000
Total Other Operating Costs	<u>\$ 55,200</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 55,200</u>
6500 Debt Expense				
6521 Interest on Bonds	-	-	-	-
6522 Capital Lease Interest	-	-	-	-
6523 Interest on Debt	-	-	-	-
6529 Interest Expenses	-	-	-	-
6599 Other Debt Fees	-	-	-	-
Total Debt Expense	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

Application for an Open-Enrollment Charter School - Twelfth Generation
Schedule of Estimated Expenses

Cosmos Foundation
 Harmony Science Academy-College Station
 Budget for the Fiscal Year Ended

08/31/2008

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
Other Expenses				
[Enter Description Here.]	-	-	-	-
[Enter Description Here.]	-	-	-	-
[Enter Description Here.]	-	-	-	-
[Enter Description Here.]	-	-	-	-
[Enter Description Here.]	-	-	-	-
Total Other Expenses	\$ -	\$ -	\$ -	\$ -
Total Estimated Expenses	\$ 1,903,100	\$ -	\$ -	\$ 1,903,100

ATTACHMENT O NEGOTIATED SERVICE AGREEMENT

Cosmos Foundation has been receiving services from Regional Education Service Centers. We would like to continue with a local agency, most probably Region 13, for accounting and business services. However, the nature of the partnership will be determined upon formation of a Central Office and a copy of the agreement will be submitted then.

ATTACHMENT P NEGOTIATED LEASE AGREEMENT

No building has been identified yet. The Cosmos Foundation will finalize the leasing process of the school building immediately upon the approval of charter. It will then forward the lease agreement of the facility to the State Board of Education/Texas Education Agency.

Thus, no lease agreement is provided herein.

**APPLICATION FOR ADMISSION****2006-2007 SCHOOL YEAR****DEAR PARENTS AND APPLICANT:**

Thank you for your interest in HARMONY SCIENCE ACADEMY. Please fill out this application form completely. Falsifications, misrepresentations, or omissions may disqualify your application. Information you supply may not be given to any other person/company for any purpose. Applications received unsigned, incomplete, or after the closing date may not be considered for acceptance.

Please either type or print clearly using black or blue ink.

FOR OFFICE USE ONLY

Date Application Received: _____

Application #: _____

Student's name: _____ (Last) _____ (First) _____ (Middle)

Date of birth (mm/dd/yy): ____/____/____

Grade applied for : ☐ KG ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

Phone: _____ (Home) _____ (Mobile) _____ (Work)

Permanent address: _____ (Street & House/Apt. No.) _____ (City) _____ (State) _____ (Zip Code)

Current School: _____ School District: _____

Telephone: (____) _____ Fax: (____) _____ Years Attended: _____ to _____

We/I, the undersigned, hereby certify that, to the best of our/my knowledge and belief, the answers to the foregoing questions and statements made by us/me in this application are complete and accurate. We/I understand that any false information, omissions, or misrepresentations of facts may result in rejection of this application or future dismissal of the applicant.

Parent's or Guardian's Name _____

E-mail _____@_____

Parent's or Guardian's Signature _____

Date _____

Do not e-mail your application for security purposes. HSA is not responsible for lost e-mail.

Please mail or fax the completed application to:

HARMONY SCIENCE ACADEMY

School's Address

Phone: (512) 835-7900**Fax: (512) 835-7901****WEB: www.hsabx.org****E-mail: austin@hsabx.org**

**HARMONY SCI**

APPROVED DURING CONTINGENCY PROCESS

School Address ♦ Tel: 555.555 5555 ♦ Fax: 555.555 5555 ♦ www.nsatx.org

REGISTRATION FORM FOR 2006-2007 ACADEMIC YEAR

All information on this registration form is confidential. Please type or print using black or blue ink using CAPITAL letters

Student's Name: _____
(Last) (First) (Middle)

Grade enrolled for: ☐ KG ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

Social Security Number: _____ Date of birth: (MM/DD/YY) ____/____/____

Address: _____
(House No.) (Street) (Apt. No.) (City) (State) (Zip Code)

Phone: (_____) (_____) Cellular: (_____)
(Home) (Work)

Parent's E-mail *Required: _____ @ _____ FAX: (_____) _____

Student's first language: English (check) _____ Other (please state): _____

If 'Other,' how many years has the student attended school in English? _____

Does the student have any learning disabilities? ☐ No ☐ Yes If yes, explain and submit ARD papers:

If yes, does the applicant currently have an Individual Education Plan (IEP)? ☐ No ☐ Yes

I give HSA-San Antonio permission for publicizing my child's photos on the HSA-SanAntonio's website. ☐ Agree ☐ Disagree

I/We, the undersigned, hereby certify that, to the best of my/our knowledge and belief, the answers to the foregoing questions and statements made by me/us in this application are complete and accurate. I/We understand that any false information, omissions, or misrepresentations of facts may result in rejection of this application or future dismissal of the applicant.

Signature of Parent or Guardian

Date

Signature of Parent or Guardian

Date

***Parents are required to attain a valid email address for effective future correspondence with student's records**

Information Regarding Instructional Facilities

Please provide the following information concerning the local agency that issues certificates of occupancy, or their equivalent, in the jurisdiction in which the new charter school(s) will be located.

Name of Local Agency: CITY OF COLLEGE STATION

Name of Contact Person at Local Agency: CHRIS HAVER

Telephone No. for Contact Person at Local Agency: 979 764 3570

Address of Local Agency: 1101 TEXAS AVENUE COLLEGE STATION, TX
77840

If an occupancy certificate has not yet been received, please state the approximate wait time between the initial submission of forms and the final approval. TWO WEEKS

List any special requirements that the local agency has for instructional facilities.

--

List any other pertinent information.

--

Cosmos Foundation, Inc.

Official Name of Charter Holder

76-0615245

FEI No./Taxpayer ID

Harmony Science Academy-College Station

Charter School Name

County-District No.


TEXAS EDUCATION AGENCY

Division of Planning and Grant Reporting

General Application of Assurances for Federal Programs Administered by the
U.S. Department of EducationAuthority for Data Collection: 20 USC Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a).Planned Use of Data: The requirements established in United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232e stipulate that "Each local education agency which participates in an applicable program under which federal funds are made available to such agency through a State agency shall submit, to such agency or board, a general application containing the assurances set forth in subsection (b) of this section". The requirements of P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a) stipulate that "any applicant, other than a State educational agency that submits a plan or application under this Act, whether separately or pursuant to section 9305, shall have on file with the State educational agency a single set of assurances, applicable to each program for which a plan or application is submitted." The application shall cover the participation by the local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe in all federal programs administered by the U.S. Department of Education.Instructions: This general application will be in effect for the duration of participation in federal programs until such time as the requirements change. The superintendent or authorized official must sign the certification and return to the address below. Payment for federally funded applications and contracts cannot be made by this Agency until the general application is received. Payments to grantees for current grants may be delayed if the General Application of Assurances is not received in the time requested. For further information, contact the Division of Planning and Grant Reporting at (512) 463-7004.Certification:

I, the undersigned authorized official for the above-named local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe in accordance with 20 USC Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a), hereby apply for participation in federally funded education programs.

I certify that the above-named local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe will adhere to the assurances stated on the reverse side of this form.

Typed Name of Authorized Official of Charter Holder	Date	Telephone	Authorized Original Signature (blue ink)	
IBRAHIM SEL	01-22-2007	(713) 543 3333		
Typed Title of Authorized Official of Charter Holder				
SUPERINTENDENT				
Address of Charter Holder		City	State	Zip Code
9421 West Sam Houston Pkwy S.		Houston	TX	77099

Return original to:

Texas Education Agency
 William B. Travis Bldg.
 Document Control Center, Room 6-108
 1701 North Congress
 Austin, Texas 78701

DE/GA/CS-001R03

ASSURANCES

The following assurances are provided in accordance with the United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a):

Assurance is hereby given that:

- (1) the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and a public agency will administer those funds and property;
- (3) the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
- (4) the local educational agency will make reports to the Texas Education Agency or State Board of Education and to the Secretary of Education as may reasonably be necessary to enable the Texas Education Agency or State Board of Education and the Secretary of Education to perform their duties and the local educational agency will maintain such records, including the records required under section 1232f* of this title, and provide access to those records, as the Texas Education Agency or State Board of Education or the Secretary of Education deem necessary to perform their duties;
- (5) the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;
- (6) any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
- (7) in the case of any project involving construction-
 - (A) the project is not inconsistent with overall State plans for the construction of school facilities, and
 - (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under section 794 of Title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
- (8) the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- (9) none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

AND

In addition to the above, the following assurances are provided in accordance with P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a):

- (1) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and
(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
- (2) the applicant will adopt and use proper methods of administering each such program, including —
 - (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
- (3) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
- (4) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

* Section 1232f, United States Code, Title 20, Education

RECORDS

Each recipient of Federal funds under any applicable program through any grant, subgrant, cooperative agreement, loan, or other arrangement shall keep records which fully disclose the amount and disposition by the recipient of those funds, and the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective financial or programmatic audit.

DF/GA/CS-001R03

Special Education Assurances and Development of Policies and Procedures

Electronic Submission of Charter Policies and Procedures Assurances

Pursuant to 34 Code of Federal Regulations (CFR) §300.201, each charter school must have on file with the Texas Education Agency (TEA) a plan that provides assurances that it has in effect policies, procedures and programs consistent with State policies and procedures governing special education. Region 18 Education Service Center (ESC) in coordination with other ESCs provides leadership to the State in the electronic development of charter policies and procedures through the online **Legal Framework for the Child-Centered Process Phase IV: "Charting the Course"** (Legal Framework-Phase IV) at <http://framework.esc18.net/>.

Applicant Assurance Statement

The sponsoring entity's CEO must sign the assurance statement below certifying that the proposed charter school will have in place upon opening the above-described special education policies and procedures. The charter holder will develop its policies and procedures through the online Legal Framework.

Future Updates to Policies and Procedures


Charters will use the Legal Framework for developing and submitting updated policies and procedures assurances in the future. Guidance from ESCs on updates to policies and procedures will be ongoing.

Technical Assistance

For questions concerning or information about the electronic submission of charter policies and procedures, please contact your regional ESC special education contact at <http://www.tea.state.tx.us/special.ed/escinfo/contact.html>.

Assurance Statement

By signing below, the sponsoring entity assures that the proposed charter school will have in place upon opening policies and procedures that ensure implementation of IDEA 2004 and all federal regulations, Texas laws, State Board of Education (SBOE) rules, and commissioner's rules concerning students with disabilities receiving special education services and further assures that any future amendments to the regulations, laws, and rules will be incorporated into policies and procedures and implemented by the charter school.


(BLUE INK) Signature of CEO of Sponsoring Entity

01-22-2007
Date

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(BLUE INK) Signature of CEO of Sponsoring Entity

01-22-2007
Date

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 the **Charter Schools Division, 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

Cosmos Foundation, charter holder for Harmony Science Academy College Station Charter 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 initiated 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: O.C

☐ **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: O.C.

☐ **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: O.C.

☐ **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. NoticeInitial: D.C.☐ **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.

☐ **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.

☐ **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: O.C

☐ **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).

☐ **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.

☐ **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: OC

☐ **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.

☐ **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.

☐ **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.

☐ **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].

☐ **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.

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.

☐ **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.

☐ **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.

☐ **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.

☐ **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.

☐ **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

Parent Placements in Private Schools

Initial: O.C.

☐ **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 [or charter holder]);
 - (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 fall to finalize decisions concerning the initial eligibility determination, the IEP, and placement, unless the full and

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

☐ **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.

☐ **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)]

☐ **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.

 **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).

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.

☐ **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.
- (g) In accordance with 34 CFR §300.29, §300.344, and §300.347, for each student with a disability, beginning at age 14 (prior to the date on which a student turns 14 years of age) or younger, if determined appropriate by the ARD committee, the following issues must be considered in the development of the IEP, and, if appropriate, integrated into the IEP:
 - (1) appropriate student involvement in the student's transition to life outside the public school system; (2) if the student is younger than 18 years of age, appropriate parental involvement in the student's transitions;
 - (3) if the student is at least 18 years of age, appropriate parental involvement in the student's transition, if the parent is invited to participate by the student or the school district [or charter holder] in which the student is enrolled;

- (4) any postsecondary education options;
- (5) a functional vocational evaluation;
- (6) employment goals and objectives;
- (7) if the student is at least 18 years of age, the availability of age-appropriate instructional environments;
- (8) independent living goals and objectives; and
- (9) appropriate circumstances for referring a student or the student's parents to a governmental agency for services.

☐ **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].

☐ **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 with dignity and respect all students, including students with disabilities who receive special education services under TEC, Chapter 29, Subchapter A.
- (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 significantly 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 exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object.
- (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. The provisions adopted under this section do not apply to the use of physical force or a mechanical device which does not significantly restrict the free movement of all or a portion of the student's body. Restraint that involves significant restriction as referenced in subsection (b)(2) of this section does not include:
 - (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, redirect attention, provide guidance to a location, or provide comfort;
 - (3) limited physical contact or appropriately prescribed adaptive equipment to prevent a student from engaging in ongoing, repetitive self-injurious behaviors, with the expectation that instruction will be reflected in the individualized education program (IEP) as required by 34 CFR §300.346(a)(2)(i) and (c) to promote student learning and reduce and/or prevent the need for ongoing intervention; 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 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 reporting. Beginning with the 2003-2004 school year, with the exception of actions covered by subsection (f) of this section, data regarding the use of restraint must be electronically reported to the Texas Education Agency in accordance with reporting standards specified by the Agency.
- (l) The provisions 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 a school district [or charter holder].



19 TAC §89.1096. Provision of Services for Students Placed by Their Parents in Private Schools or Facilities.

- (a) Except as specifically provided in this section, in accordance with 34 Code of Federal Regulations (CFR), §300.454, no eligible student who has been placed by his or her parent(s) in a private school or facility has an individual right to receive some or all of the special education and related services that the student would receive if he or she were enrolled in a public school district [or charter school]. Except as specifically set forth in this section, a school district's [or charter holder's] obligations with respect to students placed by their parents in private schools are governed by 34 CFR, §§300.450-300.462.
- (b) When a student with a disability who has been placed by his or her parents directly in a private school or facility is referred to the local school district [or charter holder], the local district [or charter holder] shall convene an admission, review, and dismissal (ARD) committee meeting to determine whether the district [or charter holder] can offer the student a free appropriate public education (FAPE). If the district [or charter holder] determines that it can offer a FAPE to the student, the district [or charter holder] is not responsible for providing educational services to the student, except as provided in 34 CFR, §§300.450-300.462 or subsection (d) of this section, until such time as the parents choose to enroll the student in public school full-time.
- (c) Parents of an eligible student ages 3 or 4 shall have the right to "dual enroll" their student in both the public school [e.g., charter school] and the private school beginning on the student's third birthday and continuing until the end of the school year in which the student turns five or until the student is eligible to attend a district's [or charter holder's] public school kindergarten program, whichever comes first, subject to the following.
 - (1) The student's ARD committee shall develop an individualized education program (IEP) designed to provide the student with a FAPE in the least restrictive environment appropriate for the student.
 - (2) From the IEP, the parent and the district [or charter holder] shall determine which special education and/or related services will be provided to the student and the location where those services will be provided, based on the requirements concerning placement in the least restrictive environment set forth in 34 CFR, §§300.550-300.553, and the policies and procedures of the district [or charter holder].
 - (3) For students served under the provisions of this subsection, the school district [or charter holder] shall be responsible for the employment and supervision of the personnel providing the service, providing the needed instructional materials, and maintaining pupil accounting records. Materials and services provided shall be consistent with those provided for students enrolled only in the public school [e.g., charter school] and shall remain the property of the school district [or charter holder].
- (d) The school district [or charter holder] shall provide special transportation with federal funds only when the ARD committee determines that the condition of the student warrants the service in order for the student to receive the special education and related services (if any) set forth in the IEP.
- (e) Complaints regarding the implementation of the components of the student's IEP that have been selected by the parent and the district [or charter holder] under subsection (c) [(d)] of this section may be filed with the Texas Education Agency under the procedures in 34 CFR, §§300.660-300.662. The procedures in 34 CFR, §§300.504-300.515 (relating to due process hearings) do not apply to complaints regarding the implementation of the components of the student's IEP that have been selected by the parent and the district under subsection (c) [(d)]

H. Least Restrictive Environment (LRE) Placement

Initial: O.C.

☐ **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 [or charter holders] 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: O.C.

☐ **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.

☐ **19 TAC §89.1055 (g). Content of the Individualized Education Program (IEP)**

- (g) In accordance with 34 CFR §300.29 , §300.344, and §300.347, for each student with a disability, beginning at age 14 (prior to the date on which a student turns 14 [15] years of age) or younger, if determined appropriate by the ARD committee, the following issues must be considered in the development of the IEP, and, if appropriate, integrated into the IEP:
 - (1) appropriate student involvement in the student's transition to life outside the public school system;
 - (2) if the student is younger than 18 years of age, appropriate parental involvement in the student's transition;
 - (3) if the student is at least 18 years of age, appropriate parental involvement in the student's transition, if the parent is invited to participate by the student or the school district [or the charter holder] in which the student is enrolled;
 - (4) any postsecondary education options;
 - (5) a functional vocational evaluation;
 - (6) employment goals and objectives;
 - (7) if the student is at least 18 years of age, the availability of age-appropriate instructional environments;
 - (8) independent living goals and objectives; and
 - (9) appropriate circumstances for referring a student or the student's parents to a governmental agency for services.

J. Certified Personnel for the Provision of Services to Children with Special Needs

Initial: OC

☐ 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.



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: D.C.

☐ **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.

☐ **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.

☐ **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: O.C.

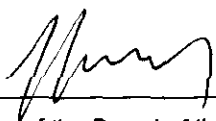
☐ 19 TAC §89.1125. Allowable Expenditures of State Special Education Funds.

- (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

12/11/2006

 Date of Signature

Oner Ulvi Celepcikay

 Typed name and Title of the Chairperson of the Board of the Charter Holder

COSMOS FOUNDATION

Excellence and Equity in Education and Science

12/12/2006

Erika Pierce
Division of Charter Schools
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 780701-1494

Re: Contingencies for Harmony Science Academy-College Station Proposal

Dear Ms. Pierce,

Attached are the responses to the contingencies that were prepared by various departments at the TEA. Please accept these revisions and updates.

Should you need further information, please contact me.

Sincerely,



Ibrahim Sel, Ph.D.
Superintendent

Tel: 713-343 3333
Fax: 713-777 8555
Email: isel@hsatx.org

COSMOS FOUNDATION

Excellence and Equity in Education and Science

HARMONY SCIENCE ACADEMY-COLLEGE STATION

COLLEGE STATION, TEXAS

(A Generation 12 Application)

Response to

Application Review/Contingencies

Division of Charter School

STATEMENT OF NEED:

Issue Identified:

P. 5. Since Harmony Science-College Station was not approved in 2005, please correct the statement that indicates it was.

Response:

Current:

The sponsoring entity, the Cosmos Foundation Inc., has been operating four successful charter schools. Harmony Science Academy-Houston was established in 2000 and rated exemplary in 2004 and 2005. Harmony Science Academy-Austin began operation in 2002 and was rated recognized in 2004 and 2005. Harmony Science Academy-Dallas commenced operations in 2004 and was rated recognized in 2005. Harmony Elementary School began operation in 2005. State Board of Education granted us 5 new charters, Harmony School of Excellence-Houston, Harmony Science Academy-College Station, Harmony Science Academy-Austin (elementary), Harmony Science Academy-San Antonio, and Harmony Science Academy-El Paso, to be opened in fall 2006.

Revised:

The sponsoring entity, the Cosmos Foundation Inc., has been operating four successful charter schools. Harmony Science Academy-Houston was established in 2000 and rated exemplary in 2004 and 2005. Harmony Science Academy-Austin began operation in 2002 and was rated recognized in 2004 and 2005. Harmony Science Academy-Dallas commenced operations in 2004 and was rated recognized in 2005. Harmony Elementary School began operation in 2005. State Board of Education granted us 5 new charters, Harmony School of Excellence, Harmony Science Academy-Fort Worth, Harmony Science Elementary-Austin, Harmony Science Academy-San Antonio, and Harmony Science Academy-El Paso, to be opened in Fall 2006.

EDUCATION PLAN

Issue Identified:

P. 28. Add concepts and skills and activities/materials for health and safety.

Response:

HEALTH AND SAFETY– PREKINDERGARTEN

Domain	Guidelines	Concepts and Skills
Health	<ul style="list-style-type: none">▪ becomes aware of routine healthy behaviors▪ begins to follow health-promoting routines▪ begins to understand the need for exercise and rest▪ refines use of eating utensils▪ begins to recognize and select healthy foods▪ prepares simple healthy snacks	<ul style="list-style-type: none">▪ Taking care of one's own needs▪ Wash their hands.▪ Cover one's mouth when coughing or sneezing.▪ Brush their teeth.▪ Dress for the weather.▪ Eat healthy snacks.▪ Participate in gross motor activities.
Safety	<ul style="list-style-type: none">▪ recognizes the danger of fire and learns to treat fire with caution▪ responds appropriately during a fire drill▪ knows how to seek help in an emergency▪ knows how to cross a street safely▪ recognizes the symbol for poison▪ knows never to eat substances that are not food▪ recognizes the danger of poisonous substances, including drugs▪ knows not to talk to, accept rides from, or take treats from strangers▪ knows how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult▪ knows never to take medicine unless it is administered by an adult▪ knows about safe behavior around bodies of water	<ul style="list-style-type: none">▪ Identify safety signs and their meanings.▪ Demonstrate ways to avoid and reduce potentially dangerous situations.▪ Demonstrate effective personal and social skills relating to individual safety.▪ Discuss what to do in an emergency at home or in school.▪ Discuss how to use a phone and when to dial 911 or operator.

Issue Identified:

P. 31. Add concepts and skills and activities/materials for technology education.

Response:**TECHNOLOGY APPLICATIONS – PREKINDERGARTEN**

Domain	Guidelines	Concepts and Skills
Technology Applications	<ul style="list-style-type: none">▪ starts, uses, and exits software programs▪ uses a variety of input devices, such as mouse, keyboard, voice/sound recorder, or touch screen▪ begins to use technical terminology, such as “mouse,” “keyboard,” “printer,” “CD-ROM”▪ follows basic oral or pictorial cues for operating programs successfully▪ enjoys listening to and interacting with storybooks and information texts (e.g., multimedia encyclopedia) in electronic forms▪ uses a variety of software packages with audio, video, and graphics to enhance learning experiences (e.g., improving vocabulary, increasing phonological awareness).	<ul style="list-style-type: none">▪ Participate in class or small group lessons using technology for shared writing or language experience stories▪ Participate in class lesson using technology tools exploring, collecting and displaying data▪ Reflect and discuss the advantages of collaboration supported by technology tools

Issue Identified:

P. 42. Add English/language arts TEKS for kindergarten.

Response:**ENGLISH LANGUAGE ARTS AND READING - KINDERGARTEN**

TEKS Subject	Lesson	TEKS Objective	Local Objective
Reading	Phonological Awareness	K.6A, K.6B, K.6C, K.6D, K.6E, K.6F	
	Word Identification	K.8A, K.8B, K.8C	
	Vocabulary Development	K.11A, K.11B, K.11C	
	Comprehension	K.12A, K.12B, K.12C, K.12D	Engage in text-dependent, technical reading comprehension while listening to selections read aloud and while reading with narrative, informative, and non-standard texts and comprehend using clues and evidence in the text.
			Use context clues (definitions, synonyms, descriptions, examples) to determine the meaning of words in different types of text (narrative, informative, non-standard).
			Recall the sequence of events or steps, including what happened first and what happened last in narrative and informative texts.
			Answer comprehension questions such as who?, what? where? and when? about details in the different types of texts.(
			Predict what will happen next (future outcome) in narrative and informative text read aloud with predictions based on a) creative reading requiring prior knowledge and experiences and b) technical reading using clues and evidence in the text.
			Understand the difference between detail and summary

			statements.
	Literary Response	K.13A, K.13B	
	Letter-Sound Relationships	K.7A, K.7B, K.7C	
	Fluency	K.9A, K.9B, K.9C	
	Variety of Texts	K.10A, K.10B	
	Inquiry/ Research	K.15A, K.15B, K.15C, K.15D, K.15E, K.15F	
Listening/ Speaking	Purposes	K.1A, K.1B, K.1C, K.1D, K.1E, K.1F	
	Knowledge of Culture	K.2A K.2B	
	Audiences/Oral Grammar	K.3A K.3B, K.3C, K.3D, K.3E	
	Communication	K.4A, K.4B, K.4C, K.4D	
Writing	Spelling / Penmanship	K.14A, K.14B, K.14C, K.14D, K.14E	
	Inquiry/Research	K.16A, K.16B	Collaborate with other writers to compose, organize, and revise various types of communication (oral, dictated, or written) including letters and news.

Issue Identified:

P. 66. Add ESL information for Pre-K.

Response:**ESL PRE-KINDERGARTEN**

By the end of Pre-Kindergarten, the student will demonstrate the following competencies at his/her level of English proficiency:

LEVEL B	LEVEL C	LEVEL D	LEVEL E	LEVEL F
tell his or her name and age;	identify common occupations, clothing, farm animals, and foods;	identify modes of transportation and household items;	identify marine animals and household items;	identify the seasons and occupations;
identify family;		use common weather vocabulary;	use past tense correctly;	understand and use comparatives;
identify classroom objects, basic body parts, common pets, and fruits;	understand possessive pronouns;	use mass nouns correctly;	express himself or herself correctly in the present tense;	use superlatives correctly;
follow simple directions involving prepositions;	follow simple directions involving identifying location on a page;	express himself or herself using present tense;		use conditional tense of verbs;
understand and identify moods in a simple story.	repeat simple sentences correctly;	identify the main idea and descriptive or supporting details of a story or TV show;	discriminate differences in closely paired words;	express himself or herself correctly using past tense;
	comprehend and identify major facts of a simple story			express himself or herself correctly using a future form of a verb;

Issue Identified:

P. 114. State that the proper procedures for allowing students to graduate under the minimum high school program will be followed.

Response:

- b) HSA-College Station will implement the graduation requirements mandated by §74.D. (Subchapter D issued under the Texas Education Code, §§7.102, 28.002, 28.023, 28.025, 28.054, and 38.003). §74.D presents three graduations options as: Minimum Graduation Plan (22 credits), Recommended High School Program-RHSP (24 credits) and Distinguished Achievement Program-DAP (24 credits). HSA-COLLEGE STATION will strongly encourage its students towards RHSP and DAP.

The proper procedures for allowing students to graduate under the minimum high school program will be followed

TEACHER TO STUDENT RATIO:**Issue Identified:**

P. 8 Change the statement that the ratio is 1/15.

Response:

The statement regarding teacher to student ratio on P. 8 is changed to 1 to 22.

HUMAN RESOURCES INFORMATION:**Issue Identified:**

Please demonstrate that the board of the charter holder is ultimately responsible for management and administrative practices (p.143) and reporting requirements, including PEIMS (P. 144)

Response:

The board of the charter holder understands that they are ultimately responsible for management and administrative practices and reporting requirements listed below. A detailed explanation is already given for each these items on pages 142 through 145 of the application:

- student and school performance;
- management and administrative practices;
- student attendance accounting reporting requirements;
- compliance with generally accepted accounting principles and generally accepted standards of fiscal management;
- compliance with special education and bilingual/English as a second language (ESL) program requirements;
- financial accounting reporting requirements, including grant reporting requirements;
- reporting requirements, including those through the Public Education Information Management System (PEIMS);
- reporting annual school and student performance to students, parents, and the public; and
- distributing to parents information related to the qualifications of each professional employee of the program, including any professional or educational degree held by each employee, a statement of any certification under Subchapter B, Chapter 21, held by each employee, and any relevant experience of each employee.

Issue Identified:

On P. 144 it states that teacher resumes will be available for parents to review and posted on school web page. P. 148(i) states that resumes will be available at the front office for parents and public to review. If teacher resumes will be available by both means, please state so on both pages which address teacher qualifications.

Response:

The teacher resumes will be available for parents and public to review at the front office. Additionally, the resumes that address teacher qualifications will be posted on school's web page. This statement supersedes the statements regarding availability of teacher resumes by both means.

Issue Identified:

The "qualification requirements" for the PEIMS Coordinator (PP 149-150) are inconsistent. Please correct whether the applicant is required to have a high school diploma and at least one year experience in this field or whether an applicant is required to have either a high school diploma or experience in a school environment. · P. 150

State whether or not you mean for the PEIMS coordinator to be paid as an administrator as listed on Table 5.2.

Response:

An applicant required to have either a high school diploma or experience in a school environment.

Issue Identified:

P. 150 State whether or not you mean for the PEIMS coordinator to be paid as administrator as listed on Table 5.2.

Response:

We meant that the PEIMS Coordinator's salary will be coded under administrative salaries. PEIMS Coordinator's salary will be in between \$20,000-\$60,000 depending on years of experience, qualifications, and competence.

Issue Identified:

P. 151 Provide job descriptions for the following positions listed on the organizational chart (P. 207): special ed. coordinator, counselor, BE/ESL coordinator, gifted/talented coordinator, administrative assistant, food services supervisor, custodian, school nurse, attendance clerk, AP clerk, benefits coordinator, and payroll coordinator.

Response:

Followings are job descriptions for every job noted on the organizational chart.

SPECIAL EDUCATION COORDINATOR:

Primary Role and Purpose:

Coordinate and oversee the special education program to provide establishment of needed services for special needs students. Complete individualized education plans to meet the needs of all students and comply with all state, federal and local requirements.

Skills:

- Understanding of federal and state special education law.
- Comprehending the individual needs of special education students.
- Capable of communicating with all levels of special needs students and their parents.
- Capable of interpreting policy, procedures and data.
- Capable of managing budget and personnel.
- Capable of coordinating charter functions.
- Exceptional organizational, communication and interpersonal skills.

Responsibilities and Duties:

Instructional and Program Management

- Oversee and maintain special education programs and services to meet students' needs.
- Ensure that student progress is reviewed on an ongoing basis and that the results are used to make adjustments to IEPs.
- Combine the use of technology in the instructional atmosphere.
- *Collaborate and support pilot program with staff that leads to effective, innovative instruction when appropriate.*
- Establish program to support staff in achieving educational goals.
- Ensure special education referral process requirements are met. Arrange for, or conduct evaluations, advise on placement and program management for each student.
- Oversee and examine the Admission, Review and Dismissal (ARD) process for the charter.
- Confirm student placement and development of Individual Education Plan is appropriate through committee meetings according to charter policy.
- Oversee the change in services for special education students who are entering and leaving the charter system.
- Administer guidance in composing and implementing outside service contracts *for special education students.*
- Evaluate special education program efficiency through assessment findings, including student achievement data.
- Assist in the creation and outfitting of facilities for students with disabilities.
- Continually supervise curriculum program to ensure it is pertinent to student's needs.

Student Management

- Support charter's special education program in relation to student management policies and expected student behavior.
- Collaborate with parents, students and teachers through conferencing on vital issues.

Documentation and Law

- Advise on policy improvement through beneficial programs.
- Confirm that policies established by federal and state law, Commissioner's Rules, and local charter policy in area of special education are being met.
- Gather, manage and file all hardcopy and computerized reports, records, and other documents required by charter, state and federal regulations.

Budget and Inventory

- *Direct the special education department budget and confirm that programs are cost effective and funds are managed sensibly.*
- Provide budgets and cost guidelines based on documented needs of program.
- Oversee that adequate supplies and equipment are available and advise for the disposal of unnecessary equipment.
- *Authorize and advise accounting department of purchase orders for the special education department.*

Personnel Management

- Compile, assess and revise job descriptions in special education department.
- Guarantee outstanding operations in the special education arena through ongoing training and improvement guidelines.
- Assess job performance of staff to guarantee effectiveness.
- Aid in the employment and training of personnel and make effective recommendations in regards to personnel assignment, retention, discipline and dismissal.

Communication and Community Affairs

- Ensure two-way communications between parents, students and community agencies to notify families of services available.
- Participate in professional organizations and serve on community boards.
- Convey to the community the charter's purpose and goals in special education and encourage support in understanding the charter's purpose.
- Show understanding through initiation of activities to meet the charter community needs.
- Solicit charter community parent involvement with suitable and positive methods.

Supervisory Responsibilities:

Oversee and assess the performance of special education teachers, aides and support staff.

Job Related Conditions:

- Maintain control in stressful situations.
- Travel may be required.

Extended hours may be required.

COUNSELOR:**Primary Role and Purpose:**

Develop, implement, and assess a comprehensive guidance program for the charter including counseling services. Promote a guidance program that shows students how their personal growth and development can be maximized.

Skills:

- Working knowledge of counseling procedures, student appraisal and career development.
- Superior organizational, communication and interpersonal skills.
- Capable of instructing students and managing their behavior.

Responsibilities and Duties:**Guidance**

- Communicate the guidance program to students and parents.
- Assist teachers to include guidance program with charter curriculum.
- Administer education programs and career awareness to individuals and student groups on an ongoing basis.

- Ensure individual and small group counseling needs are met.

Consultation

- Confer with individuals associated with students to enhance their work with students.
- Collaborate with charter personnel and community residents to obtain resources for students.
- Ensure special programs and services are utilized by students with an efficient referral process.

Evaluation

- Assist in devising and assessing a charter standardized testing program.
- Evaluate test and assessment results effectively.

Program Management

- Develop a comprehensive guidance/counseling program that meets the identified needs of the student.
- Plan and implement an ongoing assessment of the guidance program and make adaptations based on the results.
- Gather, manage and file all required hardcopy and computerized reports, records and other documents.

Administration

- Abide by policies established by federal and state law that apply to charter schools, Commission's Rules that apply to charter schools, and charter policy in guidance and counseling area.
- Abide by all charter routines and regulations.
- Ensure a positive and constructive relationship with supervisors.
- Communicate with colleagues, students and parents in an effective manner.

Professional

- Provide role model behavior that is professional, ethical and responsible.
- Partake in professional development to enhance skills related to job assignment.

Supervisory Responsibilities:

Oversee assigned counseling aides and clerical employees.

Job Related Conditions:

- Maintain control in stressful situations.

BE/ESL COORDINATOR:

Primary Role and Purpose:

Oversee the charter program for bilingual students. Provide educational opportunities to bilingual students through communication with charter staff and outside personnel.

Qualifications:

Skills:

- Capable of organizing and coordinating charter-wide program.
- Skill at interpreting data.
- Understanding of curriculum and instruction.
- Understanding of strategies and materials for the education of bilingual students.
- Exceptional organizational, communication and interpersonal skills.
- Effective communication skills with bilingual parents and students.

Responsibilities and Duties:

Program Management

- Construct procedures and implement the process to recognize bilingual students at all grade levels, including review of student information and testing of students.
- Adapt bilingual curriculum as needed.
- Ensure bilingual students have appropriate curriculum modifications, acceleration, etc., of course work through collaboration with teachers.
- Design and provide for professional staff training sessions on various instructional methods, classroom settings, and identifying methods for bilingual students.
- Design and implement an ongoing assessment of the bilingual program and make adaptations based on the results.

Consultation

- Ensure aide staff has appropriate resources and materials to accomplish program goals.
- Confer with individuals associated with bilingual students in regards to program goals.
- Oversee parent meetings, including parent advisory committee meetings.

Finance and Inventory

- Manage the bilingual budget and see that programs are efficient and that bilingual funds are managed appropriately.
- Assess program needs to calculate budget and cost estimates.
- Assist in grant-writing activities to secure program funding.
- Participate in acquiring supplemental equipment and supplies for the program.

Documentation and Law

- Gather, manage and file all hardcopy and computerized reports, records and other documents required.
- Abide by all policies established by federal and state law that apply to charter schools, Commissioner's Rules that apply to charter schools, and the local charter policy.

Supervisory Responsibilities: None

Job Related Conditions:

- Maintain control in stressful situations.
- Extended hours may be required.
- Some travel may be required.

GIFTED/TALENTED COORDINATOR:**Primary Role and Purpose:**

Oversee the charter program for gifted and talented students. Provide educational opportunities to students through communication with school staff and outside personnel.

Qualifications:

Bachelor's Degree

Skills:

- Capable of organizing and coordinating school-wide program.
- Strong communication and interpersonal skills
- Ability to develop, implement and revise the G/T curriculum, as needed
- Skill at interpreting data.
- Understanding of curriculum and instruction.
- Understanding of strategies and materials for the Gifted/Talented education.
- Exceptional organizational, communication and interpersonal skills.
- Effective communication skills with parents and students.

Responsibilities and Duties:**Program Management**

- Construct procedures and implement the process to recognize G/T students at all grade levels, including review of student information and testing of students.
- Adapt G/T curriculum as needed.
- Ensure G/T students have appropriate curriculum modifications, acceleration, etc., of course work through collaboration with teachers.
- Design and provide for professional staff training sessions on various instructional methods, classroom settings, and identifying methods for G/T students.
- Design and implement an ongoing assessment of the G/T program and make adaptations based on the results.

Consultation

- Ensure aide staff has appropriate resources and materials to accomplish program goals.
- Confer with individuals associated with G/T students in regards to program goals.
- Oversee parent meetings, including parent advisory committee meetings.

Finance and Inventory

- Manage the G/T budget and see that programs are efficient and that G/T funds are managed appropriately.
- Assess program needs to calculate budget and cost estimates.
- Assist in grant-writing activities to secure program funding.
- Participate in acquiring supplemental equipment and supplies for the program.

Documentation and Law

- Gather, manage and file all hardcopy and computerized reports, records and other documents required.
- Abide by all policies established by federal and state law that apply to charter schools, Commissioner's Rules that apply to charter schools, and the local charter policy.

Supervisory Responsibilities: None

Job Related Conditions:

- Maintain control in stressful situations.
- Extended hours may be required.
- Some travel may be required.

ADMINISTRATIVE ASSISTANT:

Primary Role and Purpose:

Organize and maintain the normal work activities of the office of administration. Provide clerical duties to the Chief Education Officer (CEO) and other charter staff.

Skills:

- Exceptional keyboarding, word processing and file maintenance skills.
- Strong communication and interpersonal skills.
- Basic math skills.
- Knowledge of personal computer and software in order to compile spreadsheets and databases and do word processing.

Responsibilities and Duties:

Records and Correspondence

- Draft correspondence, forms, reports, etc., for the CEO and other department staff members using a personal computer.
- Prepare data as needed when completing state and local reports.
- Organize and manage hardcopy and computerized departmental files.
- Manage student records as needed.

Accounting

- Attend to routine bookkeeping duties, including basic math operations, for the department.
- Assist with the completion of purchase orders and payment authorizations.
- *Maintain personnel time records including leave requests and reports. Draft and submit information to the central office.*

Other

- Answer incoming calls, take accurate messages and transfer to appropriate staff.
- Oversee appointment schedule and make travel arrangements for department staff.
- Receive, sort and deliver mail and other documents to department staff.
- *Ensure confidentiality of information.*

Supervisory Responsibilities: None

Job Related Conditions:

- Maintain control in stressful situations.
- Manage time with frequent interruptions.
- Extended computer time.

FOOD SERVICE SUPERVISOR:**Primary Role and Purpose:**

Supervise and run the food service operation. Develop and direct programs that meet regulatory and nutritional requirements for students. Encourage development of healthy nutritional practices and ensure a safe and clean environment.

Skills:

- Capable of menu planning, food purchasing and preparation of foods in food service environment.
- Capable of managing budget and personnel.
- Capable of coordinating charter functions.
- Capable of interpreting policies, procedures and data.
- Exceptional organization, communication and interpersonal skills.

Responsibilities and Duties:**Food Service Operations**

- *Oversee charter food service programs.*
- *Provide meals that meet nutritional requirements for students.*
- *Consult with charter principal to plan effective lunch schedules and work out personnel issues.*
- *Oversee the process of providing free and reduced lunch applications following United States Department of Agriculture and Texas Education Agency guidelines for meal eligibility and reimbursement of federal funds.*
- *Produce and manage written procedures for all food service operations.*

Documentation and Law

- *Abide by all federal and state law that apply to charter schools, Commissioner's Rules that apply to charter schools and board policy in food service area.*
- *Gather, manage and file all hardcopy and computerized reports, records and other documents required.*
- *Ensure data for processing food service payroll is prepared.*

Finance

- *Oversee food service budget and verify that programs are cost efficient and managed appropriately.*
- *Record program needs in order to provide budget and cost estimates.*
- *Help devise a cost-effective and efficient system of purchasing food which meets federal procurement and Texas Education Agency (TEA) standards.*
- *Write purchase orders and bids within charter budget and following charter policy.*

- Approve and forward food service invoices and purchase orders to accounting department.
- Propose disposal of obsolete equipment and update equipment as necessary.
- Oversee equipment and supply inventory and stock control program.

Personnel Responsibilities

- Draft and revise job description in food service department.
- Ensure outstanding performance in the food service area through training options and improvement plans.
- Assess job performance of employees to guarantee efficiency.
- Employ, train, oversee and make accurate recommendations about personnel placement, transfer, retention and dismissal.

Safety

- Protect food, supplies and equipment in school cafeterias, lunchrooms and warehouse through effective operating procedures.
- Operate safety standards that abide by federal, state and insurance regulations and design a proactive safety program.

Other

- Participate in growth activities to keep up to date on new techniques for food service operations.

Supervisory Responsibilities:

Supervise and evaluate performance of cafeteria managers and support staff assigned to the food service area.

Job Related Conditions:

- Maintain control in stressful situations.
- Extended hours may be required.

CUSTODIAN:

Primary Role and Purpose:

Oversee charter's maintenance and custodial operations. Maintain facilities so that full educational use may be made at all times. Ensure facilities provide an excellent working environment that is safe, clean, attractive and functional.

Skills:

- Working knowledge of basic principles of construction, school plant maintenance and custodial operations.
- Capable of managing maintenance department budget and personnel.
- Capable of coordinating district functions.
- Capable of interpreting policy, procedures and data.
- Capable of reading blueprints and schematics.
- Effective organizational, communication and interpersonal skills.

Responsibilities and Duties:

Facility Maintenance

- Supervise custodial, maintenance and repair, security and central warehouse operations of charter.
- Process work orders for repair and maintenance of charter facilities and grounds.
- Provide written working procedures for maintenance, repair, operations and security of all charter facilities and equipment.
- Organize plans and requirements for contracted repair work and locations improvement for submission to appropriate department for bids.

Documentation and Law

- Follow federal and state laws that apply to charter schools, Commissioner's Rules that apply to charter schools, and local charter policy in maintenance area.
- Gather, manage and file all reports, records and other documents required in maintenance area.
- Compile necessary information to process maintenance payroll.

Finance and Inventory

- Oversee maintenance budget and verify that programs are cost efficient and funds are managed accordingly.
- Record program needs in order to provide budget and cost estimates.
- Supervise inventory and stock control program for equipment and supplies.
- Write purchase orders and bids within charter budget and following charter policies.
- Replace and maintain an adequate inventory of supplies and parts.
- Approve and forward maintenance department invoices and purchase orders to accounting department.
- Propose disposal of obsolete equipment and acquire updated equipment as necessary.

Personnel

- Assign work to maintenance personnel and supervise job completion.
- Draft and revise maintenance department job descriptions.
- Assess effectiveness of employees' job performance.
- Employ, train, oversee and make sound recommendations about maintenance personnel placement, transfer, retention and dismissal.

Safety

- Implement safety standards that abide by federal, state, and insurance regulations and implement a safety prevention program.
- Keep all equipment in ideal operating condition.

Other

- Work as disaster duty personnel when needed.
- Participate in professional growth activities to keep informed of new methods in maintenance operations.
- Be available for after-hours emergencies.

Supervisory Responsibilities:

Oversee performance of craftsmen, head custodian, grounds foreman, warehouse supervisor, head security, and support staff assigned to maintenance department.

Job Related Conditions:

- Maintain control in stressful situations.
- Frequent travel required.
- Extend hours may be required.

SCHOOL NURSE:**Primary Role and Purpose:**

Ensure complete health services program for charter. Provide students with health services. Incorporate students into health education program and teach preventive health practices.

Skills:

- Ability to evaluate students to identify health defects.
- Exceptional organizational, communication and interpersonal skills.
- Capable of implementing policies and procedures.

Responsibilities and Duties:**Nursing Services**

- Provide medical care, minor or emergency, to students and staff according to charter policy.
- Act as health mentor for students.
- Contact parents or guardian in cases of accident or illness. Obtain outside medical care in emergency cases when parents or guardian cannot be reached.
- Implement plan to ensure student medications are administered properly. Ensure plan is in compliance with charter policy and procedures.
- Issue health screening for staff and students as required by Texas Department of Health, Texas Education Agency and charter policy. Make referrals as necessary.
- Plan and implement an ongoing evaluation of charter health program and make adaptations based on the results.

Instruction

- Assist in drafting of charter health education curriculum and teach health education to individuals and groups.
- Ensure individual students receive health counseling and instruction.

Consultation

- Work as health partner between school, physicians, parents and community.
- Assess and refer student problems with the assistance of students, teachers, parents and medical and health care professionals as needed.
- Assist with Admission, Review, and Dismissal Committee, crisis team and school committees.
- Assess and report cases of suspected child abuse.
- Initiate home health care for students with health problems with permission of the charter administration.
- Keep ongoing communication with principal and health services coordinator on issues of health services.

Administration

- Manage and assess immunization records.
- *Ensure correct program administration by following program charter procedures.*
- Oversee nurse aides and ensure training of clinic policies according to charter regulations.
- Gather, manage and file all reports and other documents required, including clinic records and accurate, updated health records on all students.
- *Maintain clinic inventory as needed by requisition of supplies and equipment.*
- Abide by policies established by federal and state laws that apply to charter schools, Texas Department of Health rule that apply to charter schools, Commission's Rules that apply to charter schools and local charter policy in health services area.
- Inform principal of potential health and safety hazards.
- Abide by all charter routines and regulations.

Professional Development

- Keep current CPR, vision and hearing screening and health screening certification.
- Provide role model behavior that is professional, ethical and responsible.

Supervisory Responsibilities:

Direct the work of assigned nurse aides.

Job Related Conditions:

- Maintain control in stressful situations.

Possible exposure to bacteria and communicable diseases.

ATTENDANCE CLERK (DATA ENTRY CLERK):**Primary Role and Purpose:**

Perform data entry including accounting, personnel, budget, demographics or Public Education Information Management System (PEIMS) data; attendance; or grades into computer databases with direct supervision.

Skills:

- Capable of using a personal computer to design and maintain spreadsheets, databases and complete word processing.
- Efficient typing, keyboarding, file maintenance and 10-key skills.
- Able to comply with established deadlines.

Responsibilities and Duties:**Documentation and Reports**

- Using appropriate technology to enter alphabetic, numeric or symbolic data from source document.
- Validate and record results according to charter guidelines.
- Identify and edit corrections in original data prior to processing.

- Identify deficiencies in source documents and relay them to originator for correction.
- Publish reports using database information including attendance reports, class or personnel roster, end-of-semester reports or accounting reports.

Other

- Ensure confidentiality.

Supervisory Responsibilities:

- None

Job Related Conditions:

Extended computer time.

AP CLERK, BENEFIT/PAYROLL COORDINATOR:

Duties and responsibilities of AP clerk, benefit, and payroll coordinator are very similar and interconnected and these duties will be conducted by one person depending on the student enrollment and number of employees. The primary role and purpose of the AP clerk, benefit, and payroll coordinator is to support business manager in conducting all financial and business affairs of the charter school including accounting, payroll, and purchasing.

Skills:

- Applicable knowledge of school finance, budgeting, accounting systems.
- Effective communication, public relations, and interpersonal skills.
- Knowledge of personal computers and software to compile spreadsheets, perform data analysis, and do word processing.

Responsibilities and Duties:

Fiscal Management

- *Ensure that business manager is advised on the business affairs of the school.*
- Compile and prepare invoices and record transactions.
- Maintain all payment records.
- *Coordinate all payroll activities and functions.*
- Monitors payroll inputs to ensure that accurate data is received in accordance with prescribed timetables.
- Process school-wide payroll and make all associated entries and adjustments.
- Develop schedules for processing payrolls.
- Perform routine and non-routine data retrieval, research, analysis, and reporting from the payroll records as requested.
- Complete the quarterly Employer's Tax Return, Form 941, for the IRS.
- Assists with the production of W-2's, 1099-R's, and 1042-S tax forms and ensures the accuracy of the information extracted from the file.
- Maintains the database tables and Payroll Procedures manual.
- Analyze accounting practices, systems, and controls in all charter departments and advise on improvements in their structure, implementation, and maintenance.
- Perform balance reconciliations
- Maintain accounting systems that comply with laws and regulations.

- Confirm that business operations support the charter mission.

Supervisory Responsibilities:

- None

Job Related Conditions:

- Maintain control in stressful situations.
- Travel may be required.
- Extended or irregular hours.

COMMUNITY SUPPORT:

Issue Identified:

On P. 159 it states that the school will be located in Jefferson County but if the school will be located in College Station then the county should be Brazos County. Please correct the County where the school will be located.

Response:

The following change is made.

Current:

The school will be located in Jefferson County. This location is chosen because the sponsoring entity believes that there exists huge demand in this county.

Revised:

The school will be located in Brazos County. This location is chosen because the sponsoring entity believes that there exists huge demand in this county.

GEOGRAPHIC BOUNDARIES:

Issue Identified:

Please remove charter schools listed in this section (P. 160).

Response:

The charter schools listed in this section are removed.

OTHER:

Issue Identified:

How will the Europe trip be funded? Explain how a Europe trip will be financially feasible every year (P. 13).

Response:

The international field trips (including the Europe trip) are paid or funded by parents of those students who would like to join. It is not paid by school funds at all.

Issue Identified:

Please provide assurance that you will follow 19 TAC §100.1033 (C)(6) regarding employee grievances, citizen complaints, or parental concerns. In step 4, on P. 156 it says, "Ask for a hearing before the Board. If after a good faith effort to resolve the problem does not yield satisfactory results within twenty school days then; the sponsoring entity will request mediation from a third party or TEA," TEA does not mediate.

Response:

Cosmos Foundation provides assurance that we will follow 19 TAC §100.1033 (C)(6) regarding employee grievances, citizen complaints, or parental concerns. The school will not request mediation from a third party or TEA.

Issue Identified:

Please correct the grade level range on P. 162 if the school plans to serve Pre-K3 through 12th grade.

Response:

Harmony Science Academy-College Station plans to serve grades Pre-K3 through 12 grades. Thus this correction should clarify the grade levels being served.

ASSURANCE DOCUMENTS:

Issue Identified:

Signed Assurances related to the requirements of bilingual ESL programs, Section 504 of the Rehabilitation Act of 1973, and dyslexia programs will be required if a charter is awarded. In addition, a special education and federal assurance document is required prior to the execution of a charter contract.

Response:

Assurances regarding bilingual/ESL, Section 504 of the Rehabilitation Act of 1973, dyslexia programs will be executed upon approval of these contingencies. Special education and federal assurance documents are provided in Exhibit A.

Legal Review

GOVERNANVE STRUCTURE:

Issue Identified:

The response to 6 (o) (4) is not consistent with article 2.05 of the bylaws. Please revise this section.

Response:

The following change is made:

Current:

Vacancies: Any vacancy occurring in the Board of Directors, and any director position to be filled due to an increase in the number of directors, shall be filled by the Board of Directors. A vacancy is filled by the affirmative vote of a majority of the remaining directors, even if it is less than a quorum of the Board of Directors, or if it is a sole remaining director. A director elected to fill a vacancy shall be elected for the unexpired term of the predecessor in office.

Revised:

Vacancies: Any vacancy occurring in the board of directors, and any director position to be filled due to an increase in the number of directors, shall be filled by the affirmative vote of a majority of the remaining board of directors. When a vacancy on the Board exists, nominations for new members may be received from present board members one week in advance of a board meeting.

Issue Identified:

An incorrect version of the bylaws was included with the application. The correct version has been provided.

Response:

Please find the correct version of bylaws attached in Exhibit B.

ADMISSION POLICY:

Issue Identified:

The admissions application, enrollment form(s), and promotional materials must be submitted for review.

Response:

Please find generic admission application form, enrollment form and a sample brochure find attached in Exhibit C.

FACILITIES:

Issue Identified:

The charter holder must complete the attached form relating to the local agency that issues certificates of occupancy, or their equivalent, in the *jurisdiction* in which the new school will be located.

Response:

Please find the requested documents in Exhibit D.

Issue Identified:

Before the school opens, the charter holder will be required to submit a copy of the occupancy certificate for the building to be used as the school facility. The occupancy certificate must show that the building has been approved for the operation of a school.

Response:

Before the school opens, a copy of the occupancy certificate for the building to be used as the school facility will be submitted.

Division of Financial Audits

BUSINESS PLAN:

Question 1: In response to Question 11.u on page 176, the application notes that the sponsoring entity will not adopt the provisions of the TEC, Chapter 44, Subchapter B as the process of awarding a contract for certain instances. This question was not answered consistently for all 4 charter applications. College Station and College Station applications responded 'will not', whereas Lubbock and Waco responded "will". Please advise as to the appropriate answer.

Response:

The correct response to Question 11 u is as follows:

The sponsoring entity will **not** adopt the provisions of the TEC, Chapter 44, Subchapter B, as the process for awarding a contract for the construction, repair, or renovation of a structure, road, highway, or other improvement or addition to real property.

ATTACHMENT J) CREDIT REPORT:

Question 2: The applicant did not include a copy of the credit report and responded that it is currently in negotiation with D&B to update its credit report due to missing information. We note that an updated copy will be presented once it becomes available. Please provide a copy of the credit report if the application is approved.

Response:

Please find the requested document attached in Exhibit E.

ATTACHMENT M) START-UP BUDGET:

Question 3: The Twelfth Generation Open-Enrollment Charter Guidelines and Application require that the charter applicant submit as Attachment M. the start-up budget. This budget must identify all sources of funding and anticipated expenses. The sources of funding must be supported by the documentation included in Attachment M. The expenses must be supported with a written statement indicating how the amounts were derived. Please provide the required written statement indicating how the amounts for the expenses were derived.

Response:

The written statement regarding the Start-up Budget is as follows:

The major funding source is the Federal Grant of \$100,000 to be received through TEA. In addition \$10,000 of loan is to be received from Cosmos Foundation. Also in the month of August the school will be in operation this will lead to generation of income from food sales.

The major expense items in the Start-Up budget are derived as follows:

Payroll: An administrator and a secretary are to be employed for 4 months.

Position	Annual Salary	Salary for 4 months
Administrator	\$45,000	\$15,000
Secretary	\$24,000	\$8,000

Rent: Actual building lease payment is to start in September 2006. The rent of \$20,000 is included in the budget to cover the cost of office space. Also the expenses due to plant operations are also included in Professional and contracted services.

Capital expenditure and supplies: \$39,500 is budgeted to cover the cost of equipment, furniture and supplies.

\$8,000 is allocated to other operation expenses.

ATTACHMENT N) YEAR ONE BUDGET:

Question 4: The Twelfth Generation Open-Enrollment Charter Guidelines and Application requires that the charter applicant submit as Attachment N. the budget for the first year of charter school operations. This budget must identify all sources of funding and anticipated expenses. The private and local sources of *funding must be supported by the documentation included in Attachment N.* State and federal sources of funding must be supported with a written statement or schedule indicating how the amounts were derived. The expenses must be supported with a written statement indicating how the amounts were derived. Please provide the required written statement indicating how the amounts for the revenues and expenses were derived.

Response:

The written statement regarding the first year budget is as follows:

Revenues:

Net Assets at Beginning of Year (\$10,803): Carried forward from Start-up period.

\$14,000 is estimated as revenue obtained from food sales. This constitutes the revenue from local source.

Number of Students = 350

Average Revenue per student= \$5,000

Attendance rate = %96

5800 State Sources = $350 \times 5000 \times 0.96 = \$1,680,000$ (rounded down to)=\$1,650,000

5900 Federal Sources (\$353,000) is estimated by combining the Start-up funding, NCLB grants, IDEA grants and National School Lunch Program Funds.

Expenses:

6100 Payroll Costs:

PAYROLL CALCULATION			
Position	Number	Salary	Total
CEO	1	\$65,000	\$65,000
Assistant Principal	3	\$45,000	\$135,000
Secretary	1	\$25,000	\$25,000
Nurse	1	\$25,000	\$25,000
PEIMS coordinator	1	\$30,000	\$30,000
Classroom teachers	16	\$36,000	\$576,000
ESL teacher	1	\$36,000	\$36,000
Sp. Ed teacher	1	\$36,000	\$36,000
Teacher Aides	2	\$23,000	\$46,000
Custodian	1	\$20,000	\$20,000
TOTAL	28		\$994,000

6200 Professional and Contracted Services:

The major component for this item is the building rent. It is based on a monthly rent of \$25,000. Also we anticipate to have lease payments for equipment and furniture in the amount of \$35,000.

The second highest component of this item is the \$105,000 professional services. It includes the Professional development activities, counteracted services for special student population, etc.

6300 Supplies and Materials

The instructional supplies as well as other supplies and equipment for plant operations form this budget item.

Question 5: The Application Coversheet indicates that the proposed charter school will operate Pre-K3-1ih grades. However, the charter applicant did not indicate whether the PK and Kindergarten will operate as full-day or half-day programs. Projected School Foundation Payments on the budget appear to indicate ADA Eligibility Code 1 Full Day. Section III, (5), (5-5) of the Student Attendance Accounting Handbook (SAAH) (2005-2006) states in part, "Students who are eligible for state-funded PK classes must meet the age requirement by September 1 of the current school year. These students are eligible for half-day attendance. Eligible students who attend PK for half-day of the day and a self-contained Preschool Program for Children with Disabilities (PPCD) for the other half of the day (at least two hours) are eligible for full-day attendance (ADA eligibility code 1), provided all eligibility requirements for both programs are met. School districts/campuses who apply and are approved for the PK Expansion Grant Program may report PK eligible students as ADA Eligibility Code I-Full Day if the students are scheduled for at least six hours (360 minutes) of instruction each day". Does the proposed charter school intend on applying for the PK Expansion Grant Program? The written statements supporting all budget entries (referred to in question #4 above) should include and document the correct revenue calculations for all PK students as either ADA Edibility Code I-Full Day (if the proposed charter school will participate in the PK Expansion Grant Program), or ADA Eligibility Code 2-half Day.

Response:

Harmony Science Academy intends to apply for the PK Expansion Grant Program.

Question 6: Section III, (6), of the SAAH states in part, "Districts that offer half-day kindergarten programs may not count students who attend both the morning and afternoon half-day sessions for eligible full-day attendance." Will the proposed charter school offer a full-day Kindergarten Program?

Response:

Harmony Science Academy will offer a full-day Kindergarten Program.

ATTACHMENT O) NEGOTIATED SERVICE AGREEMENT:

Question 7: The response to question 11.t indicated that the nature of the partnership between Cosmos Foundation and the Regional Education Service Centers will be determined upon formation of a Central Office. Please forward a copy of the document upon finalizing this negotiated service agreement.

Response:

Please find the requested document attached in Exhibit F.

ATTACHMENT P) NEGOTIATED LEASE AGREEMENT:

Question 8: The response to question 11.x indicated that no facility has been identified for the school. If the application is approved, please forward the following information:

- **An explanation of why the site will be suitable for the proposed charter school. (Question 11.x)**
- **Discuss plans to ensure that the facility is accessible to disabled persons (Question 11.y)**
- **Discuss the necessity of renovating and/or repairing the facility to ensure compliance with applicable building and/or occupancy codes and to make the facility ready for school operations and identify the dollar amounts or any renovations and repairs. (Question 11.z)**
- **A copy of the signed negotiated lease, deed(s) to property or purchase agreement(s) as applicable. (Question 11.bb)**
- **Identify the individuals who negotiated the lease or purchase of the facility on behalf of the lessor or seller and the sponsoring entity. Note any relationships or business affiliations between the individuals identified. (Question 11.cc)**
- **Identify all other organizations or individuals that will be using the facility in addition to the proposed charter school. (Question 11.dd)**

Response:

A school site has not been identified yet. The information requested will be submitted once a building is identified.

Division of Special Education Services

Please note that the following is an addendum to the special education services section based on the contingencies outlined by special education division at Texas Education Agency.

Sections:

- c. How staff will conduct Child -Find**
- d. Accessing staff for evaluation**
- e. Accessing staff for special education and related services**
- f. Ensuring a full continuum of placement options**
- g. How staff will provide FAPE for expelled students**
- h. Not Applicable (No concerns reported)**
- i. Not Applicable (No concerns reported)**
- j. Not Applicable (No concerns reported)**
- k. How school will meet the needs of students meeting criteria for Section 504**

PART I: Provide sufficient evidence that the proposed will have the capacity to provide a wide range of appropriate personnel to conduct special education and related services evaluations and provide services

The proposed school's staff will be able to access the multidisciplinary evaluation team members including licensed specialist in school psychology (LSSP), speech pathologist, educational diagnostician, counselor, physical therapist, occupational therapist, audiologist, and social worker whenever needed. An educational diagnostician or LSSP will be responsible for coordinating the full and individual process except in the case of speech only referrals. For speech only referrals, the speech pathologist will head the multidisciplinary team.

1. Educational Diagnostician:

Primary Role and Purpose:

Apply the special education appraisal process. Evaluate students referred for special education services for their educational learning styles and program needs. Supply diagnostic data and collaborate with instructional personnel to assure the most effective program for students with disabilities.

Qualifications:

Education:

Valid Texas educational diagnostician certificate

Skills:

- Understanding of diagnostic procedures, education of special education students, human development and learning theories.
- Exceptional organizational, communication, and interpersonal skills.

Responsibilities and Duties:

Assessment

- Handle student referrals and execute the appraisal process.
- Compile and direct assessments to evaluate student's eligibility for special education services according to federal and Texas Education Agency regulations.
- Gather and organize important evaluation information from student's cumulative folder, classroom teachers, principal, support staff, parents and outside resource people.
- Hold classroom observation and personal interviews.

- Assist with the Admission, Review, and Dismissal (ARD) Committee to aid in interpreting assessment information, appropriate placement and drafting of Individual Education Plans (IEP) for students according to charter policy.

Consultation

- Ensure staff development training to aid school personnel in recognizing and understanding the needs of *students with disabilities*.
- Verify implementation of IEP with the classroom teacher.
- Collaborate with parents on the educational needs of their child and the understanding of assessment data.
- Collaborate with parents, teachers, administrators and other relevant individuals to ensure effective work with students.

Program Management

- Ensure two-way communication with parents and students to maintain effective *individual and group relationships*.
- Aid in the choice of evaluation materials and supplies.
- Compile and implement ongoing evaluation of the assessment program and adjust as necessary.
- Gather, manage and file all reports, records and other documents required.
- Abide by all policies established by federal and state law that apply to charter schools, Commissioner's Rules that apply to charter schools, and local charter policy in the areas of assessment, placement and planning for special education services.
- Abide by all charter routines and regulations.
- Attend professional development activities to improve skills related to job *assignment*.

Communication

- Ensure a positive, constructive relationship with supervisors.
- Ensure two-way communication with colleagues, students and parents.

Supervisory Responsibilities: None

Job Related Conditions:

- Maintain control in stressful situations.
- Possible lifting of students with physical disabilities.

2. Special Education Aide**Primary Role and Purpose:**

Provide assistance to the teacher for the physical and instructional needs of the student with

disabilities in the special education program. Help implement educational programs, including

self-help, behavior management and instructional programs for students. Work under direct

supervision of a certified teacher and indirect supervision of the principal.

Qualifications:**Education:**

Valid Texas educational aide certificate

Skills:

- Capable of working with children with disabilities.
- Capable of following verbal and written instructions.
- Capable of communicating effectively.
- Able to use general office equipment.

Responsibilities and Duties:**Instructional Support**

- Prepare educational materials and displays for the classroom with the assistance of the classroom teacher.
- Assist in keeping class neat and orderly.
- Assist teacher in handling administrative records and reports.
- Help substitute teachers with classroom layout, or other pertinent classroom management.
- Assist with inventory, care and maintenance of equipment.

1. Student Management

- Help physically disabled students according to their needs, including but not limited to, transferring to and from wheelchairs, lifting or positioning.
- Help students with physical needs and personal care, including but not limited to, feeding, bathroom needs, and personal hygiene.
- Assist in student behavior management. This includes handling crisis situations and restraining disruptive or dangerous students as needed.
- Take responsibility for learning and conforming to each student's special medical, physical, communicative and emotional needs.
- Coordinate educational activities assigned by the teacher; help individual students or small groups.
- Assist in overseeing students throughout school day, inside and outside classroom. This includes lunchroom, bus and playground duty.
- Advise teacher on special needs or problems of individual students.

Other

- Ensure confidentiality.
- Enhance job skills by participating with staff development programs.
- Be active in faculty meetings and special events as assigned.

Supervisory Responsibilities: None.

Job Related Conditions:

- Maintain control in stressful situations.

- Some lifting of students with disabilities may be required.

3. Special Education Teacher

Primary Role and Purpose:

Provide special education students with appropriate learning activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. Develop student ability level instructional materials through modified curriculum and prepared lesson plans. Conduct work in self-contained, team, departmental or itinerant capacity as necessary.

Qualifications:

Education:

Valid Texas teaching certificate with required special education endorsements for assignments

Skills:

- Complete knowledge of special needs of students in assigned area.
- Compete knowledge of Admission, Review, and Dismissal (ARD) Committee process and Individual Education Plan (IEP) goal setting process and implementation.
- Working knowledge of curriculum and instruction.

Responsibilities and Duties:

Instructional Strategies

- Work in conjunction with students, parents and other members of staff to develop IEPs through the ARD Committee process for each student assigned.
- Design, write and use instructional, therapeutic or skill development program for assigned students and ensure written plan is available for review.

- *Ensure comprehension of learning styles and student needs are met through creation and implementation of appropriate instructional and learning strategies, activities, materials and equipment.*
- *Collaborate with classroom teacher on student IEP to ensure all modifications are met and help special education students in regular class when appropriate.*
- *Participate in ARD Committee meetings on an ongoing basis.*
- *Instructional activities by using data from students learning styles assessment.*
- *Ensure IEP guidelines are met when presenting subject matter.*
- *Use an assortment of media and techniques to meet the needs and capabilities of each student assigned.*
- *Produce and oversee the teacher aide and volunteer assignments.*
- *Employ technology practices to strengthen the instructional process.*

2. Growth and Development

- *Produce formal and informal testing to evaluate student success.*
- *Oversee or ensure personal care, medical care and feedings of students as stated in IEP.*
- *Manage and care for all extracurricular duties as assigned. Sponsor outside activities approved by charter principal.*
- *Serve as an example for students; support mission of charter.*

3. Classroom Management

- *Prepare classroom to enhance learning and aid in the physical, social and emotional development of the students.*
- *Control student behavior and implement discipline plan. This includes handling crisis situations and physically restraining students as necessary according to IEP.*
- *Collaborate with the classroom teachers regarding student behavior management programs according to IEP.*
- *Collaborate with charter and outside resource people regarding education, social, medical and personal needs of student.*
- *Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities.*

- Provide input on books, equipment and material selection.

Communication

- Ensure good communication rapport with parents, students, principals and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills.

Other

- Enrich job skills through professional development activities.
- Keep up to date and abide by federal, state and charter policies for special education teachers.
- Gather, manage and file all reports, records and other documents required.
- Be active in faculty meetings and assist in staff committees as required.

Supervisory Responsibilities:

Oversee assigned teacher aide.

Job Related Conditions:

- Maintain control in stressful situations.
- Some lifting may be required.
- May be required to restrain students to control behavior.

4. Special Needs Aide

Primary Role and Purpose:

Assist students with disabilities to meet physical and instructional needs inside and outside classroom. Help with the implementation of Individual Education Plans (IEP), including self-help, behavior management and instruction program. Work under direct supervision of a certified teacher and indirect supervision of the principal.

Qualifications:**Education:**

Valid Texas educational aide certificate

Skills:

- Capable of working with children with disabilities.
- Capable of following verbal and written instructions.
- Capable of effective communication.

Responsibilities and Duties:**Student Management**

- Assist students with disabilities, meet their needs, including transferring them to and from wheelchairs, lifting and positioning them, and signing or interpreting instructions for them, etc.
- Assist student with physical needs and personal care including feeding, bathroom needs and personal hygiene.
- Assist in behavior management for assigned students. This includes helping in crisis situations and restraining disruptive students or controlling student behavior as needed.
- Take responsibility for learning and adapting to each student's special medical, physical, communicative and emotional needs.
- Help individuals or small groups develop motor skills and lead educational activities assigned by the teacher.
- Assist in overseeing students throughout school day, inside and outside classroom. This includes lunchroom, bus and playground duty.
- Advise teacher on special needs or problems of assigned students.

4.

Other

- Ensure confidentiality.
- Partake in professional development programs, faculty meeting and special events as assigned.

Supervisory Responsibilities: None.

Job Related Conditions:

- Maintain control in stressful situations.
- Possible lifting of students with physical disabilities.

5. Speech-Language Pathologist

Primary Role and Purpose:

Ensure speech-language pathology services are rendered to students with speech, voice or language disorders. Evaluate students and ensure therapeutic intervention to eliminate or reduce problems or impairments that interfere with their students' ability to derive full achievement from the educational setting.

Qualifications:

Education:

Valid Texas license as a speech-language pathologist granted by the State Board of Examiners for Speech-Language Pathology and Audiology (SBESLPA) or Valid Texas Education Agency speech therapy certificate

Skills:

- Knowledge of the use of the accepted tests and measurements to evaluate communication disorders and conditions.
- Understanding of evaluation, habilitation and rehabilitation of speech-language disorders and conditions.
- Capable of instructing and managing student's behavior.
- Superior organizational, communication and interpersonal skills.

Responsibilities and Duties:

Therapy

- Ensure proper individual and group therapy to students in accordance with speech and language goals contained in Individual Education Plans (IEP).
- Evaluate achievement of student to assess readiness for termination of therapy services.
- Evaluate eligibility of services for students with speech and/or language disorders by use of independent assessments.
- Evaluate information and observations in order to design clinical management strategies or procedures and diagnostic statements.
- Participate in the Admission, Review, and Dismissal (ARD) committee to aid in evaluation of assessment data, appropriate placement, and goal setting for students with communication disorders or conditions according to charter's procedures.

5. Consultation

- Collaborate and advise parents in remedial process.
- Assist teachers in devising an effective plan for activities, which will enhance communication skills of students.
- Ensure professional training in the charter to recognize and understand communication deficits in students.
- Provide understanding to staff, students and parents in the success of therapy goals and student needs.

6. Student Management

- Provide effective learning environment, which is in correspondence to the maturity level of the student.
- Maintain student control and enforce appropriate discipline according to the student handbook.

7. Program Management

- May supervise licensed speech-language pathology assistant or speech aide.
- Develop and implement an ongoing assessment of speech-language pathology services and update as needed accounting to findings.
- Aid in the selection of equipment and instructional materials.

8. Administration

- Gather, manage and file all reports, records and other required documents.
- Abide by policies established by federal and state laws that apply to charter schools, Commissioner's Rules that apply to charter schools and local charter policy.
- Abide by all charter routines and regulations.
- Partake in professional development activities to enhance skills related to job assignment.

Supervisory Responsibilities:

May supervise the work of speech-language pathology assistant or speech aide.

Job Related Conditions:

- Maintain control in stressful situations.
- Travel may be required.
- Possible lifting of students with physical disabilities.

6. Director of Special Education

Primary Role and Purpose:

Oversee the charter's special education program to provide establishment of needed services for special needs students. Complete individualized education plans to meet the needs of all students and comply with all state, federal and local requirements.

Qualifications:

Education:

Valid Texas special education certificate

Skills:

- Understanding of federal and state special education law.
- Comprehending the individual needs of special education students.
- Capable of communicating with all levels of special needs students and their parents.
- Capable of interpreting policy, procedures and data.
- Capable of managing budget and personnel.
- Capable of coordinating charter functions.
- Exceptional organizational, communication and interpersonal skills.

Responsibilities and Duties:**Instructional and Program Management**

- Oversee and maintain special education programs and services to meet students' needs.
- Ensure that student progress is reviewed on an ongoing basis and that the results are used to make adjustments to IEPs.
- Combine the use of technology in the instructional atmosphere.
- Collaborate and support pilot program with staff that leads to effective, innovative instruction when appropriate.
- Establish program to support staff in achieving educational goals.
- Ensure special education referral process requirements are met. Arrange for, or conduct evaluations, advise on placement and program management for each student.
- Oversee and examine the Admission, Review and Dismissal (ARD) process for the charter.
- Confirm student placement and development of Individual Education Plan is appropriate through committee meetings according to charter policy.

- Oversee the change in services for special education students who are entering and leaving the charter system.
- Administer guidance in composing and implementing outside service contracts for special education students.
- Evaluate special education program efficiency through assessment findings, including student achievement data.
- Assist in the creation and outfitting of facilities for students with disabilities.
- Continually supervise curriculum program to ensure it is pertinent to student's needs.

9. Student Management

- Support charter's special education program in relation to student management policies and expected student behavior.
- Collaborate with parents, students and teachers through conferencing on vital issues.

10. Documentation and Law

- Advise on policy improvement through beneficial programs.
- Confirm that policies established by federal and state law, Commissioner's Rules, and local charter policy in area of special education are being met.
- Gather, manage and file all hardcopy and computerized reports, records, and other documents required by charter, state and federal regulations.

11. Budget and Inventory

- Direct the special education department budget and confirm that programs are cost effective and funds are managed sensibly.
- Provide budgets and cost guidelines based on documented needs of program.
- Oversee that adequate supplies and equipment are available and advise for the disposal of unnecessary equipment.
- Authorize and advise accounting department of purchase orders for the special education department.

12. Personnel Management

- Compile, assess and revise job descriptions in special education department.
- Guarantee outstanding operations in the special education arena through ongoing training and improvement guidelines.
- Assess job performance of staff to guarantee effectiveness.
- Aid in the employment and training of personnel and make effective recommendations in regards to personnel assignment, retention, discipline and dismissal.

13. Communication and Community Affairs

- Ensure two-way communications between parents, students and community agencies to notify families of services available.
- Participate in professional organizations and serve on community boards.
- Convey to the community the charter's purpose and goals in special education and encourage support in understanding the charter's purpose.
- Show understanding through initiation of activities to meet the charter community needs.
- Solicit charter community parent involvement with suitable and positive methods.

Supervisory Responsibilities:

Oversee and assess the performance of special education teachers, aides and support staff.

Job Related Conditions:

- Maintain control in stressful situations.
- Travel may be required.
- Extended hours may be required.

PART II: Provide sufficient evidence that the proposed school will have the capacity to provide FAPE for students who are expelled

Students with disabilities are expected to exhibit appropriate conduct and may be subject to the requirements of the HSA's Code of Student Conduct. In some instances, the ARD/IEP Committee of a student with disabilities may have developed a behavior intervention plan that must be followed in administering discipline in situations addressed by the behavior intervention plan. If the ARD/IEP Committee developed a behavior intervention plan for a student with disabilities, that plan will be contained on the ARD/IEP Supplement: Behavior Intervention Plan form, which is placed in the Special Education folder.

Additionally, it may become necessary for the ARD/IEP Committee to determine whether the alleged conduct in question was related to the student's disability (manifestation determination). If the ARD/IEP Committee determines there is a connection, it will also determine what educational action is appropriate to minimize the misbehavior. The ARD/IEP Committee will review the behavior intervention plan and/or determine whether *there is a relation between the conduct and the disability prior to changing the student's placement for disciplinary reasons.*

Students with disabilities may be suspended in the same manner as nondisabled students for a period not to exceed three school days per occurrence so long as the total number of days of cumulative suspensions does not constitute a change in placement. An ARD/IEP meeting is not required for suspensions totaling less than 10 cumulative days during any school year.

Except as described in the next paragraphs, procedures regarding the suspension and the length of suspension will be the same as those for nondisabled students so long as the suspensions do not constitute a change in placement and the discipline imposed would be applied to nondisabled students. A student's placement may be changed for more than 10 days for violating the Code of Student Conduct to the same extent the rules allow discipline of a nondisabled student, if an ARD/IEP Committee has determined that the misconduct is not a manifestation of the student's disability;

however, the student will still be provided a Free and Appropriate Public Education (FAPE) during the period of any removal.

Students with disabilities may be disciplined in the same manner as nondisabled students subject to the requirement to continue to provide a Free and Appropriate Public Education (FAPE) and subject to the requirement to conduct a manifestation determination review if the student will be removed for more than 10 school days during the year. When imposing discipline for a violation of this Code, a student may not be placed in an interim alternative educational setting beyond 10 days, unless an ARD/IEP Committee determines that it is appropriate and that it can provide a FAPE while the student is placed in the alternative setting.

If HSA seeks to discipline in a manner that will remove a student from his or her current placement for more than 10 days, the school will convene an ARD/IEP Committee to conduct a manifestation determination. In conducting a manifestation determination, the ARD/IEP Committee, which will include a licensed psychologist, LSSP, or other professional who is qualified to interpret the instructional implications of any evaluations that may be presented, will review all relevant information in the student's file, including his or her IEP, evaluations, any teacher observations, and any relevant information provided by the parent(s), and may consider any unique circumstances on a case-by-case basis for a child with a disability who violates the Code of Student Conduct in determining whether a change in placement for discipline reasons is appropriate. The ARD/IEP Committee shall review all of the foregoing information to determine:

(a) whether the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

(b) whether the conduct in question was the direct result of a failure to implement the IEP.

If the ARD/IEP Committee determines that either (a) or (b) above is applicable for the student, the conduct shall be determined to be a manifestation of the child's disability. In order to determine that the conduct was a manifestation of the child's disability, the parent and the relevant members of the ARD/IEP Committee must determine that the conduct in question is a direct result of the student's disability. In determining the

conduct was a direct result, the ARD/IEP Committee, along with the parents, will find that the conduct was caused by, or has a direct and substantial relation to, the student's disability and is not an attenuated association to the child's disability, such as low self-esteem.

If school personnel seek to change a disabled student's placement for more than 10 days and the conduct is determined not to be a manifestation of the student's disability, the disciplinary procedures applicable to nondisabled students may be applied in the same manner and for the same duration that would be applicable to nondisabled students, subject to the requirement to provide a FAPE. Services necessary to provide a FAPE and the interim alternative setting are determined by the ARD/IEP Committee. The services provided will allow the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. The student must receive, as appropriate, a functional behavior assessment and behavior intervention services and modifications that are designed to address the behavior violation so that it does not recur.

If the ARD/IEP Committee determines the conduct was a manifestation of the disability, the ARD/IEP Committee will:

- (1) conduct a functional behavioral assessment and implement a behavior intervention plan for the student, if one had not been conducted prior to the determination, provided that HSA had not conducted such an assessment prior to the behavior that resulted in a change in placement;
- (2) in the situation where a behavior intervention plan has been developed, review the behavior intervention plan and modify it, as necessary, to address the behavior; and
- (3) except as specified below in cases involving special circumstances, return the student to the placement from which the student was removed, unless the parent and the local educational agency agree to a change of placement as part of the modification of the behavior intervention plan.

School personnel may expel a student to an without regard to whether the behavior is determined to be a manifestation of the student's disability, in cases where a student

(1) carries or possesses a weapon to or at school, or on school premises

(2) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, or on school premises.

(3) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency. *Serious bodily injury means bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty*

On the same day the decision is made to take disciplinary action, the school will notify the parents of that decision and of all procedural safeguards.

PART III: Provide sufficient evidence that the proposed school will have the capacity to identify the need for, and provision of, 504 services to students with disabilities

The proposed school will identify and evaluate students who, within the intent of Section 504 of the Rehabilitation Act of 1973, are disabled and who, because of the disability, need special instructional services or programs or related aids and services in order to receive a free and appropriate public education.

A student who may qualify for special services or programs under Section 504 is one who:

- has a physical or mental impairment that substantially limits one or more of life's major activities, including learning; or
- has a record or history of such impairment; or
- is regarded as having such impairment

Students may be eligible for services under the provisions of Section 504 even though they do not qualify for special education services pursuant to the Individuals with Disabilities Education Act (IDEA). Students who are identified as eligible students under IDEA are not addressed in these guidelines.

Identification and Referral Procedures:

- Any student may be referred by parents, teachers, counselors, administrators, or any other school employees who are knowledgeable about the child being recommended for evaluation to determine if he or she is disabled and in need of services under Section 504.
- All referrals will be submitted in writing to the Campus 504 Coordinator who will prepare and send all required notices. (Parent Rights' brochure, Notice of Referral, Notice of Evaluation, and Consent to Evaluate)
- The 504 Committee will consider the referral and, based upon a review of the student's existing records, including academic, social, and behavioral records, make a decision as to whether an evaluation under this procedure is appropriate. If a request for evaluation is denied, the Campus 504 Coordinator will inform the parents or guardians of this decision and of their procedural rights

Evaluation:

Evaluation of the student and formulation of a plan of services, if required, will be carried out by the 504 Committee according to the following procedures:

- Drawing upon a variety of sources, the 504 Committee will evaluate the existence of a disability and the impact of the disability upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation of a student who otherwise meets the criteria (such as age) for participation in educational programs and/or activities.
- No final determination of whether the student will or will not be identified as an individual with a disability within the meaning of Section 504 will be made by the 504 Committee without having made proper notification to a student's parents or guardians of referral and evaluation.
- A final decision will be made by the 504 Committee, and the parents or guardians of the student will be notified in writing of the student's eligibility or ineligibility and of the Section 504 procedural safeguards available to them, including the right to mediation or an impartial hearing and review. (Committee Meeting Report, Behavior Management Plan, Modifications Sheet, and Accommodations Plan as needed)
- Students who are provided special services and/or educational accommodations under Section 504 shall be re-evaluated every three years, or prior to a subsequent, significant change of placement.

EXHIBIT A

Assurances

Assurances for;

- a. Bilingual Education/ESL, Section 504, and Dyslexia Assurances,**
- b. Special Education, and**
- c. Special Education Addendum.**

EXHIBIT B

Bylaws

Updated bylaws for the Cosmos Foundation Inc. is included.

BYLAWS
COSMOS FOUNDATION, INC.

ARTICLE 1

OFFICES

Principal Office

- 1.01. The principal office of the Corporation in the State of Texas shall; be located at 5435 S. Braeswood Blvd. Houston, TX 77096. The Corporation may have such other offices, either in Texas or elsewhere, as the Board of Directors may determine. The Board of Directors may change the location of any office of the Corporation.

Registered Office and Registered Agent

- 1.02. The Corporation shall comply with the requirements of the Act and maintain a registered office and registered agent in Texas. The registered office may, but need not, be identical with the Corporation's principal office in Texas. The Board of Directors may change the registered office and the registered agent as provided in the Act.

ARTICLE 2

BOARD OF DIRECTORS

Management of the Corporation

- 2.01. The affairs of the Corporation shall be managed by the Board of Directors.

Number Qualifications and Tenure of Directors

- 2.02. The number of Directors shall be five (5), or as subsequently amended by majority vote of the directors. Directors need not be residents of Texas.

Nomination of Directors

- 2.03. At any meeting at which the election a director occurs, a director may nominate a person with the second of any other director. In addition to nominations made at meetings, a nominating committee shall consider possible nominees and, make nominations for each election of directors. The secretary shall include the names nominated by the nomination committee, and any report of the committee, with the notice of the meeting at which the election occurs.

Election of Directors

- 2.04. A person who meets any qualification requirements to be a director and who has been duly nominated may be elected as director. Directors shall be elected by the vote of the majority of the Board of Directors. Each director shall hold office until a successor is elected and qualified. A director may- [if desired, add: not] be elected to succeed himself or herself as director.

Vacancies

- 2.05. Any vacancy occurring in the board of directors, and any director position to be filled due to an increase in the number of directors, shall be filled by the affirmative vote of a majority of the remaining board of directors. When a vacancy on the Board exists, nominations for new members may be received from present board members one week in advance of a board meeting.

Annual Meeting

- 2.06. The annual meeting of the Board of Directors shall be held on the second Saturday of September of each year. The date of the annual meeting may be changed with a written notice by the President who shall also set the time and place of that delayed meeting. The president or the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

Regular meeting

- 2.07. Regular meetings of the board shall be held at the principal office on the second Saturday of every other month starting September of each year. Number of meeting may be increased or decreased by a resolution of the board. The president or the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

Special Meetings

- 2.08. Special meetings of the Board of Directors may be called by or at the request of the president or any two directors. A person or persons authorized to call special meetings of the Board of Directors may fix any place for holding a special meeting. The person or persons calling a special meeting shall notify the secretary of the information required to be included in the notice of the meeting. Then, the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

Notices

- 2.09. All meeting (Annual, Regular, and Special Meetings) notices must be in writing. The written notices must be posted and must be readily accessible by the general public at all times for at least 72 hours before the scheduled time of the meeting. The written notice shall include agenda items, day, time, and the location of the meeting. The written notice shall use plain, concise English.

Quorum

- 2.10. A majority of the number of directors then in the office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. Directors present by proxy may not be counted toward a quorum. The directors present at a duly called or held meeting at which a quorum is present may continue the meeting even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If less than a quorum is present at any meeting, a majority of the directors present may adjourn the meeting at any time without further notice.

Duties of Directors

- 2.11. Directors shall exercise ordinary business judgements in managing the affairs of the Corporation. Directors shall act as fiduciaries with respect to the interests of the members. In acting in their

official capacity as directors of this corporation, directors shall act in good faith and take actions they reasonably believe to be in not take any action that they should reasonably believe would be opposed to the Corporation's best interests or would be unlawful. A director shall not be liable if, in the exercise of ordinary care, the director acts in good faith relying on written financial and legal statements provided by an account or attorney retained by the Corporation.

Actions of Board of Directors

- 2.12. The Board of Directors shall try to act by consensus. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board unless the act of a greater number is required by law or these bylaws. If a quorum is present but thereafter a sufficient number of Directors leave such meeting so that a quorum no longer present, then any action taken by the remaining Directors shall not be the act of the Board.

Proxies

- 2.13. Board of Directors may not issue a proxy or may not be represented by a proxy.

Compensation

- 2.14. Directors shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for a reimbursement payment according to the state law to the Directors for their expenses of attendance, if any, for attendance at each meeting of the Board of Directors.

Removal of Directors

- 2.15. The Board of Directors or members may vote to remove a director at any time, only for good cause. Good cause for removal of a director shall include the unexcused failure to attend four consecutive meetings of the Board of Directors. A meeting to consider the removal of a director may be called and noticed following the procedures provided in the bylaws. The notice of the meeting shall state the issue of possible removal of the director that will be on the agenda the notice shall state the possible cause for removal. The director shall have the right to be represented by an attorney at and before the meeting. At the meeting, the Corporation shall consider possible arrangements for resolving the problems that are in the mutual interest of the Corporation and the director. A director may be removed by the affirmative vote of fifty (50) percent of the Board of Directors.

ARTICLE 3

OFFICERS

Officer Positions

- 3.01. The officers of the Corporation shall be a president, two] vice presidents, a secretary, a treasurer. The Board of Directors may create additional officer positions, define the authority and duties of each such position, and elect or appoint persons to fill the positions. Any two or more offices may be the same person, except the offices of president and secretary.

Election and Term of Office

- 3.02. The officers of the Corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers is not held at this meeting, the election shall be held as soon thereafter as conveniently as possible. Each officer shall hold office

until a successor is duly selected and qualified. An officer may be elected to succeed himself or herself in the same office.

Removal

- 3.03 Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors with or without good cause. The removal of an officer shall be without prejudice to the contract rights, if any, of the officer.

Vacancies

- 3.04. A vacancy in any office may be filled by the Board of Directors for the unexpired portion of the officer's term.

President

- 3.05. The president shall be the chief executive officer of the Corporation. The president shall supervise and control all of the business and affairs of the Corporation. The president shall preside at all meetings of the members and of the Board of Directors. The president may execute any deeds, mortgages, bonds, contracts, or other instruments that the Board of Directors has authorized to be executed. However, the president may not execute instruments on behalf of the Corporation if this power is expressly delegated to another officer or agent of the Corporation by the Board of Directors, the bylaws, or statute. The president shall perform other duties prescribed by the Board of Directors and all duties incident to the office of president.

Vice President

- 3.06. When the president is absent, is unable to act, or refuses to act, a vice president shall perform the duties of the president. When a vice president acts in place of the president, the vice president shall have all the powers of and be subject to all the restrictions upon the president. If there is more than one vice president, the vice presidents shall act in place of the president in the order of the votes received when elected. A vice president shall perform other duties as assigned by the president or board of directors.

Treasurer

- 3.07. The treasurer shall:
- (a) Have charge and custody of and be responsible for all funds and securities of the Corporation.
 - (b) Receive and give receipts for moneys due and payable to Corporation from any source.
 - (c) Deposit all moneys in the name of Corporation in banks, trust companies, or other depositories as provided in the bylaws or as directed by the Board of Directors or president.
 - (d) Write checks and disburse funds to discharge obligations of the Corporation.
 - (e) Maintain the financial books and record of the Corporation.
 - (f) Prepare financial reports at least annually.
 - (g) Perform other duties as assigned by the president or by the Board of Directors.
 - (h) If required by the Board of Directors, give a bond for the faithful discharge of his or her duties in a sum and with a surety as determined by the Board of Directors.
 - (i) Perform all of the duties incident to the office of treasurer.

Secretary

- 3.08 The secretary shall:
- (a) Give all notices as provided in the bylaws or as required by law.

- (b) Take minutes of the meetings of the members and the Board of Directors and keep the minutes as part of the corporate records.
- (c) Maintain custody of the corporate records and of the seal of the Corporation.
- (d) Affix the seal of the Corporation to all documents as authorized.
- (e) Keep a register of the mailing address of each [if corporation has members, add: member], director, officer, and employee of the Corporation.
- (f) Perform duties as assigned by the president or by the Board of Directors.
- (g) Perform all duties incident to the office of secretary.

ARTICLE 4

COMMITTEES

Establishment of Committees

- 4.01. The Board of Directors may adopt a resolution establishing one or more committees delegating specified authority to a committee, and appointing or removing members of a committee. A committee shall include two or more directors and may include persons who are not directors. If the Board of Directors delegates any of its authority to a committee, the majority of the committee shall consist of directors. The Board of Directors may establish qualifications for membership on a committee. The Board of Directors may delegate to the president its power to appoint and remove members of a committee that has not been delegated any authority to it shall not relieve the Board of Directors, or any individual director, of any responsibility imposed by the Bylaws or otherwise imposed by law. No committee shall have the authority of the Board of Directors to:

- (a) Amend the articles of incorporation.
- (b) Adopt a plan of merger or a plan of consolidation with another corporation.
- (c) Authorize the sale, lease, exchange, or mortgage, of all or substantially all of the property and assets of the Corporation.
- (d) Authorize the voluntary dissolution of the Corporation.
- (e) Revoke proceedings for the voluntary dissolution of the Corporation.
- (f) Adopt a plan for the distribution of the assets of the Corporation.
- (g) Amend, alter, or repeal the bylaws.
- (h) Eject, appoint, or remove a member of a committee or a director or officer of the Corporation.
- (i) Approve any transaction to which the Corporation is a party and that involves a potential conflict of interests as defined in paragraph 5.04, below.
- (j) Take any action outside the scope of authority delegated to it by the Board of Directors.

Authorization of Specific Committee

- 4.02. There shall be the following committees: *Membership, Nominating and Program Committees*. The Board of Directors shall define the activities and scope of authority of each committee by resolution.

Term of Office

- 4.03. Each member of a committee shall continue to serve on the committee until the next annual meeting of the Directors of the Corporation and until a successor is appointed. However, the term of a committee member may terminate earlier if the committee is terminated or if the member dies, ceases to qualify, resigns, or, is removed as a member. A vacancy on a committee may be filled by an appointment made in the same manner as an original appointment. A person appointed to fill a vacancy on a committee shall serve for the unexpired portion of the terminated committee member's term.

Chair and Vice-Chair

- 4.04. One member of each committee shall be designated as the chair of the committee and the other member of each committee shall be appointed by the president of the Corporation. The chair and vice-chair shall be appointed by the president of the Corporation. The chair shall call and preside at all meetings of the committee. When the chair is absent, is unable to act, or refuses to act, the vice-chair shall perform the duties of the chair. When a vice-chair acts in place of the chair, the vice-chair shall have all the powers of and be subject to all the restrictions upon the chair.

Notice of Meetings

- 4.05. Written or printed notice of a committee meeting shall be delivered to each member of a committee not less than, seven nor more than 30 days before the date of the meeting. The notice shall state the place, day, and time of the meeting, and the purpose or purposes for which the meeting is called.
- 4.06. A majority of the number of persons shall constitute a quorum of a committee for the transaction of business at any meeting of the committee. The directors present at a duly called or held meeting at which a quorum is present may continue the meeting even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If less than a quorum is present at any meeting, a majority of the directors present may adjourn the meeting at any time without further notice.

Actions of Committees

- 4.07. Committees shall try to take action by consensus. However, the vote of a majority of committee members present and voting at a meeting at which a quorum is present shall be sufficient to constitute the act of the committee unless the act of a greater number is required by law or the bylaws. A committee member who is present at a meeting and abstains from a vote is not considered to be present and voting for the purpose of determining the act of the committee.

Proxies

- 4.08. A committee member may not vote by a proxy.

Compensation

- 4.09. Committee members shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for the payment to committee members of a fixed sum and expenses of attendance, if any, for attendance at each meeting of the committee. A committee member may serve the Corporation in any other capacity and receive compensation for those services. Any compensation that the Corporation pays to a committee member shall be commensurate with the services performed and shall be reasonable in amount.

Rules

- 4.10. Each committee may adopt rules for its own operation not inconsistent with the bylaws or with rules adopted by the Board of Directors.

ARTICLE 5

TRANSACTIONS OF THE CORPORATION

Contracts

- 5.01. The Board of Directors may authorize any officer or agent of the Corporation to enter into a contract or execute and deliver any instrument in the name of and on behalf of the Corporation. This authority may be limited to a specific contract or instrument or it may extend to any number and type of possible contracts and instruments.

Deposit

- 5.02. All funds of the Corporation shall be deposited to the credit of the Corporation in banks, trust companies or other depositories that the Board of Directors selects.

Gifts

- 5.03. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation. The Board of Directors may make gifts and give charitable contributions that are not prohibited by the bylaws, the articles of incorporation, state law, and any requirements for maintaining the Corporation's federal and state tax status.

Potential Conflicts of Interest

- 5.04. The corporation shall not make any loan to a director or officer of the corporation. The Corporation shall not borrow money from or otherwise transacts business with a member, director, officer, or, committee member of the Corporation unless the transaction is described fully in a legally binding instrument and is in the best interests of the Corporation. The Corporation shall not borrow money from or otherwise transact business with a director, officer, or committee member of the Corporation without full disclosure of all relevant facts and without the approval of the Board of Directors, not including the vote of any person having a personal interest in the transaction. Additionally, the Board of Directors shall be subject to the conflict of interest provisions according to the TEC Chapter 12 Section 12.1054.

Prohibited Acts

- 5.05. As long as the Corporation is in existence, and except with the prior approval of the Board of Directors, no director, officer or committee member shall:
- (a) Do any act in violation of the bylaws or a binding obligation of the Corporation.
 - (b) Do any act with the intention of harming the Corporation or any of its operations.
 - (c) Do any act that would make it impossible or unnecessarily difficult to carry on the intended or ordinary business of the Corporation.
 - (d) Receive an improper benefit from the operation of the Corporation.
 - (e) Use the assets of the Corporation, directly or indirectly, for any purpose other than carrying on the business of the Corporation.
 - (f) Wrongfully transfer or dispose of Corporation property, including intangible property such as good will.
 - (g) Use the name of the Corporation (or any substantially similar name) or any trademark or tradename adopted by the Corporation, except on behalf of the Corporation in the ordinary course of the Corporation's business.
 - (h) Disclose any of the Corporation business practices, trade secrets, or any other information not generally known to the business community to any person not authorized to receive it.

ARTICLE 6

BOOKS AND RECORDS

Required Books and Records

- 6.01. The Corporation shall keep complete books and records of account. The Corporation's books and records shall include:
- (a) A file-endorsed copy of all documents filed with Texas Secretary of State relating to the Corporation, including, but not limited to, the articles of Corporation, and any articles of amendment, restated articles, articles of merger, articles of consolidation, and statement of change of registered office or registered agent.
 - (b) A copy of the bylaws, and any amended versions or amendments to the bylaws.
 - (c) Minutes of the proceedings of the Board of Directors, and committees having any of the authority of the Board of Directors.
 - (d) A list of the names and addresses of the directors, officers and any committee members of the Corporation.
 - (e) A financial statement showing the assets, liabilities and net worth of the Corporation at the end of the three most recent fiscal years.
 - (f) A financial statement showing the income and expenses of the Corporation for the three most recent fiscal years.
 - (g) All rulings, letters, and other documents relating to the Corporation's federal, state, and local tax status.

ARTICLE 7

FISCAL YEAR

- 7.01 The fiscal year of the Corporation shall begin on the first day of January and end on the last day in December in each year.

ARTICLE 8

INDEMNIFICATION

When Indemnification is Required, Permitted, and Prohibited

- 8.01. (a) The Corporation shall indemnify a director, officer, committee member, employee or agent of the Corporation who was, is or may be named defendant or respondent in any proceeding as a result of his or her actions or omissions within the scope of his or her official capacity in the Corporation. For the purposes of this article, an agent includes one who is or was serving at the request of the Corporation as a director, officer, partner, venturer, proprietor, trustee, partnership, joint venture, sole proprietorship, trust, employee benefit plan, or other enterprise. However, the Corporation shall indemnify a person only if he or she acted in good faith and reasonably believed that the conduct was in the Corporation's best interests. In a case of criminal proceeding, the person may be indemnified only if he or she had no reasonable cause to believe that the conduct was unlawful. The Corporation shall not indemnify a person who is found liable to the Corporation or is found to be liable to another on the basis of improperly receiving a personal benefit. A person is conclusively considered

to have been found liable in relation to any claim, issue, or matter if the person has been adjudged liable by a court of competent jurisdiction and all appeals have been exhausted.

- (h) The termination of a proceeding by judgement, order, settlement, conviction, or on a plea of polo contendere or its equivalent does not necessarily preclude indemnification by the Corporation.
- (i) The Corporation shall pay or reimburse expenses incurred by a director, officer, committee member, employee, or agent of the Corporation in connection with the person's appearance as a witness or other participation in a proceeding involving or affecting the Corporation when the person is not a named defendant or respondent in the proceeding.
- (j) In addition to the situations otherwise described in this paragraph, the Corporation may indemnify a director, officer, committee member, employee, or agent of the Corporation to the extent permitted by law. However, the Corporation shall not indemnify any person in any situation in which indemnification is prohibited by the terms of paragraph 8.01., above.
- (k) Before the final disposition of a proceeding, the Corporation may pay indemnification expenses permitted by the bylaws and authorized by the Corporation. However, the Corporation shall not pay indemnification expenses to a person before the final disposition of a proceeding. If the person is a named defendant or respondent in a proceeding brought by the Corporation; or the person is alleged to have improperly received a personal benefit or committed other willful or intentional misconduct.
- (l) If the Corporation may indemnify a person under the bylaws, the person may be indemnified against judgement, penalties, including excise and similar taxes, fines, settlements, and reasonable expenses (including attorney's fees) actually incurred in connection with the proceeding. However, if the proceeding was brought by or on behalf of the Corporation, the indemnification is limited to a reasonable expenses actually incurred by the person in connection with the proceeding.

Procedures Relating to Indemnification Payments

- 8.02. (a) Before the Corporation may pay any indemnification expenses (including attorney's fees), and determine that expenses to be reimbursed are reasonable, except as provided in paragraph 8.02(c), below. The Corporation may make these determinations and decisions by any one of the following procedures:
- (i) Majority vote of the quorum consisting of directors who, at the time of the vote, are not named defendants or respondents in the proceeding.
 - (ii) If such a quorum cannot be obtained, by a majority vote of committee of the Board of Directors, designated to act in the matter by a majority vote of all directors, consisting solely of two or more who at the time of the vote are not named defendants or respondents in the proceeding.
 - (iii) Determination by special legal counsel selected by the Board of Directors by votes as provided in paragraph 10.02(a)(I) or 10.02(a)(ii), or if such a quorum cannot be obtained and such a committee cannot be established, by a majority vote of all directors.
- (b) The Corporation shall authorize indemnification and determine that expenses to be reimbursed are reasonable in the same manner that it determines whether indemnification is permissible. If the determination that the facts then known to those making the determination would not preclude indemnification and authorization of payment shall be made in the same manner as a determination that indemnification is permissible under paragraph 8.02(a), above. The person's written affirmation shall state that he or she has met the standard of conduct necessary for indemnification under the bylaws. The written undertaking shall provide for repayment of the amount paid or reimbursed by the Corporation if it is ultimately determined that the person has not met the requirements for indemnification. The undertaking shall be an unlimited general obligation of the person, but it need not be secured and it may be accepted without reference to financial ability to make repayment.

ARTICLE 9

NOTICES

Notice by Mail or Telegram

- 9.01. Any notice required or permitted by the bylaws to be given to a director, officer or member of a committee of the Corporation may be given by mail or telegram. If mailed a notice shall be deemed to be delivered when deposited in the United States mail addressed to the person at his or her address as it appears on the records of the Corporation, with postage prepaid. If given by telegram, a notice shall be deemed to be delivered when accepted by the Telegram Company and addressed to the person at his or her address as it appears on the records of the Corporation. A person may change his or her address by giving written notice to the secretary of the Corporation.

Signed Waiver of Notice

- 9.02. Whenever any notice is required to be given under the provisions of the act or under the provisions of the articles of incorporation or the bylaws, a waiver in writing signed by a person entitled to receive a notice shall be deemed equivalent to the giving of the notice. A waiver of the notice shall be effective whether signed before or after the time stated in the notice being waived.

Waiver of Notice by Attendance

- 9.03. The attendance of a person at a meeting shall constitute a waiver of notice of the meeting unless the person attends for the express purpose of objecting to the transaction or any business because the meeting is not lawfully called or convened.

ARTICLE 10

SPECIAL PROCEDURES CONCERNING MEETINGS

Meeting by Telephone or Internet

- 10.01. A. Subject to the provisions required or permitted by the Texas Open Meetings Act or notice of meetings, unless otherwise restricted by the articles of incorporation or bylaws, members of the board of directors of the corporation, or members of any committee designated by such board may participate in and hold a meeting of such members, board, or committee by means of: (1) conference telephone or similar communications equipment by which all persons participating in the meeting can hear each other; or (2) another suitable electronic communications system, including videoconferencing technology or the Internet, only if: (a) each member entitled to participate in the meeting consents to the meeting being held by means of that system; and (b) the system provides access to the meeting in a manner or using a method by which each member participating in the meeting can communicate concurrently with each other participant.
- B. Participation in a meeting pursuant to this Article shall constitute presence in person at such meeting, except where a person participates in the meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

ARTICLE 11

AMENDMENTS TO BYLAWS

- 11.01 The bylaws may be altered, amended, or repealed, and new bylaws may be adopted a majority vote by the Board of Directors. The notice of any meeting at which the bylaws are altered, amended, or repealed, or at which new bylaws are adopted shall include the text of the proposed bylaw provisions as well as the text of any existing provisions proposed to be altered, amended, or repealed. Alternatively, the notice may include a fair summary of those provisions.

ARTICLE 12

MISCELLANEOUS PROVISIONS

Legal Authorities Governing Constructions of Bylaws

- 12.01. The bylaws shall be construed in accordance with the laws of the State of Texas. All references in the bylaws to statutes, regulations, or other sources of legal authority shall refer to the authorities cited, or their successors, as they may be amended from time to time.

Legal Construction

- 12.02. If any bylaw provision is held to be invalid, illegal, or unenforceable in any respect, the invalidity, illegality, or unenforceability shall not any other provision and the bylaws shall be construed as if the invalid, illegal, or unenforceable provision had not been included in the bylaws.

Headings

- 12.03. The headings used in the bylaws are used for inconvenience and shall not be considered in contouring the terms of the bylaws.

Gender

- 12.04. Wherever the context requires, all words in the bylaws in the male gender shall be deemed to include female or neuter gender, all singular words shall include the plural, and all plural words shall include the singular.

Seal

- 12.05 The Board of Directors may provide for a corporate seal Such a seal would consist of two concentric circles containing the words Cosmos Foundation, Inc., "Texas," in on encircle and the word "Incorporated" together with the date of incorporation of the Corporation in the other circle.

Power of Attorney

- 12.06. A person may execute any instrument related to the Corporation by means of a power of attorney if an original executed copy of the Corporation to be kept with the Corporation records.

Parties Bound

- 12.07. The bylaws shall be binding upon and inure to the benefits of the directors, officers, committee members, employees, and agents of the Corporation and their respective heirs, executors, administrators, legal representatives, successors, and assigns except as otherwise provided in the bylaws.

ARTICLE 13

THE NON-DISCRIMINATORY STATEMENT

- 13.01. It is the policy of Cosmos Foundation not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, gender, veteran status, or political affiliation, in its educational or employment programs and activities.

End of the text

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting secretary of Cosmos Foundation, Inc. and that the foregoing Bylaws constitute the Bylaws of the Corporation. These Bylaws were duly adopted at a meeting of the Board of Directors held on 03-9-2005, 20__.

[Signature of Secretary]

3 / 9 / 2005
Date (mm, dd, yyyy)

Fatih Yigit
[Name of Secretary]

EXHIBIT C

Admission Forms

Admission forms are included.



HARMONY SCIENCE ACADEMY

School Address ♦ Tel: 555.555 5555 ♦ Fax: 555.555 5555 ♦ www.hsatz.org

REGISTRATION FORM FOR 2006-2007 ACADEMIC YEAR

FOR ONLINE USE ONLY: Date: ____/____/____ Registration #: _____

All information on this registration form is confidential. Please type or print using black or blue ink using CAPITAL letters

Student's Name: _____
(Last) (First) (Middle)

Grade enrolled for: ☐ KG ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

Social Security Number: _____ - _____ - _____ Date of birth: (MM/DD/YY) ____/____/____

Address: _____
(House No.) (Street) (Apt. No.) (City) (State) (Zip Code)

Phone: (_____) _____ (_____) _____ Cellular: (_____) _____
(Home) (Work)

Parent's E-mail *Required: _____ @ _____ FAX: (_____) _____

Student's first language: English (check) _____ Other (please state): _____

If 'Other,' how many years has the student attended school in English? _____

Does the student have any learning disabilities? ☐ No ☐ Yes If yes, explain and submit ARD papers:

If yes, does the applicant currently have an Individual Education Plan (IEP)? ☐ No ☐ Yes

I give HSA-San Antonio permission for publicizing my child's photos on the HSA-SanAntonio's website. ☐ Agree ☐ Disagree

I/We, the undersigned, hereby certify that, to the best of my/our knowledge and belief, the answers to the foregoing questions and statements made by me/us in this application are complete and accurate. I/We understand that any false information, omissions, or misrepresentations of facts may result in rejection of this application or future dismissal of the applicant.

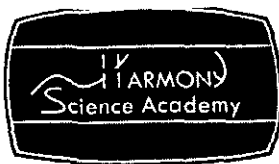
Signature of Parent or Guardian

Date

Signature of Parent or Guardian

Date

***Parents are required to attain a valid email address for effective future correspondence with student's records**



HARMONY SCIENCE ACADEMY

School Address ♦ Tel: 555.555 5555 ♦ Fax: 555.555 5555 ♦ www.hsatz.org

APPLICATION FOR ADMISSION

2006-2007 SCHOOL YEAR

DEAR PARENTS AND APPLICANT:

Thank you for your interest in HARMONY SCIENCE ACADEMY. Please fill out this application form completely. Falsifications, misrepresentations, or omissions may disqualify your application. Information you supply may not be given to any other person/company for any purpose. Applications received unsigned, incomplete, or after the closing date may not be considered for acceptance.

FOR OFFICE USE ONLY

Date Application Received: _____

Application #: _____

Please either type or print clearly using black or blue ink.

Student's name: _____
(Last) (First) (Middle)

Date of birth (mm/dd/yy): ____/____/____

Grade applied for : ☐ KG ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

Phone: _____
(Home) (Mobile) (Work)

Permanent address: _____
(Street & House/Apt. No.) (City) (State) (Zip Code)

Current School: _____ School District: _____

Telephone: (____) _____ Fax: (____) _____ Years Attended: _____ to _____

We/I, the undersigned, hereby certify that, to the best of our/my knowledge and belief, the answers to the foregoing questions and statements made by us/me in this application are complete and accurate. We/I understand that any false information, omissions, or misrepresentations of facts may result in rejection of this application or future dismissal of the applicant.

Parent's or Guardian's Name

E-mail

Parent's or Guardian's Signature

Date

Do not e-mail your application for security purposes. HSA is not responsible for lost e-mail.

Please mail or fax the completed application to:

HARMONY SCIENCE ACADEMY

School's Address

Phone: (512) 835-7900

Fax: (512) 835-7901

WEB: www.hsatz.org

E-mail: austin@hsatz.org

EXHIBIT D

Information Regarding Instructional Facilities

The forms filled for the jurisdiction is included.

Information Regarding Instructional Facilities

Please provide the following information concerning the local agency that issues certificates of occupancy, or their equivalent, in the jurisdiction in which the new charter school(s) will be located.

Name of Local Agency: CITY OF COLLEGE STATION

Name of Contact Person at Local Agency: CHRIS HAVER

Telephone No. for Contact Person at Local Agency: 979 764 3570

Address of Local Agency: 1101 TEXAS AVENUE COLLEGE STATION, TX
77840

If an occupancy certificate has not yet been received, please state the approximate wait time between the initial submission of forms and the final approval. TWO WEEKS

List any special requirements that the local agency has for instructional facilities.

List any other pertinent information.

EXHIBIT E

Credit Report

The credit report is included.



D&B Score Summary

Important information about your credit profile

Dear SEVIM DUMAN,

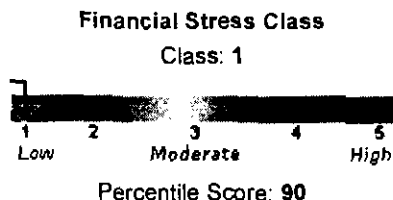
As part of your Self Monitor report purchased on February 14, 2006, we've enclosed a quarterly summary of the changes to your key D&B scores and ratings over the past 90 days. In addition to the summary below, we encourage you to review your fully updated report so that you are up-to-date on the contents of your D&B credit file.

Company Name: **Cosmos Foundation Inc**
Duns Number: **085187438**

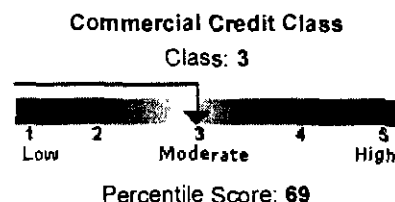
Between **08/15/2006** and **11/14/2006**:

- **Financial Stress Score**
 - Your Financial Stress Class remained **unchanged** at **1**.
 - Your Financial Stress Score percentile **declined** from **95** to **90**. Your score is better than **89%** of businesses in the D&B database.
- **Commercial Credit Score**
 - Your Commercial Credit Score Class **declined** from **2** to **3**.
 - Your Commercial Credit Score percentile **declined** from **73** to **69**. Your score is better than **68%** of businesses in the D&B database.
- **PAYDEX**
 - Your PAYDEX **declined** from **73** to **72**.
 - Your PAYDEX of **72** = **12 days beyond terms**.
- **D&B Rating**
 - Your D&B Rating remained **unchanged** at **ER3**.
 - Your Employee Range Rating of **ER3** = **100 to 499 employees**.

As of **11/14/2006**:

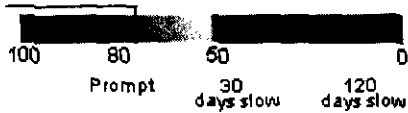


PAYDEX
Score: **72**



D&B Rating

ER3



****Access the [D&B Glossary of Terms](#) to learn more about your scores and ratings.**

Please take a moment to review your latest D&B report and confirm that the information is correct.

If you have any questions about this summary or your D&B report, please write to us via [email](#) or call our toll-free Customer Support Hotline at 1-800-333-0505. We'll be happy to answer any questions or address any issues you may have.

We appreciate your business and we're here to help.

Customer Support
D&B Small Business Solutions

EXHIBIT F

Agreement with Region 4

The agreement with ESC Region 4 is included.

2006-2007 Technology Services and Support Agreement

Harmony Charter Schools and Region 4 Education Service Center

This Agreement between Region 4 Education Service Center (Region 4 ESC), Support Services and **Harmony Charter Schools** provides for contracted support services. (See Exhibit A)

The terms and conditions of this Agreement are as follows:

- A. In consideration for the provision of the Contracted Services provided to the School by Region 4 ESC, the School will pay Region 4 ESC **\$52,500**.
- B. The School may incur additional charges for services not included in those provided under this Agreement as outlined in the attached Exhibit B if the School requests Region 4 ESC to provide these services. The charges for these additional services will be based on actual usage of the services by the School and will be invoiced at the rates reflected on the attached Exhibit B.
- C. This Agreement shall be, and is subject to, all pertinent laws and regulations of the State of Texas and the United States of America. Venue for any legal proceeding relating to this Agreement shall be in Harris County, Texas.
- D. The undersigned parties bind themselves to the faithful performance of this Agreement on its final approval.
- E. This Agreement including Exhibits A and B contains the entire agreement by and between the parties for purposes of accomplishing the results and objectives herein contained. Any alteration, addition or deletion shall be by addendum, in writing, and executed by the parties.
- F. Notice required by this Agreement shall be made in writing and delivered to the undersigned parties at the addresses included herein.
- G. This Agreement requires payment based on the defined payment methods outlined below:
 - 1. For contracted services, the School shall make full payment of the contract price of **\$52,500** within 30 days of the receipt of the invoice from Region 4 ESC. **Harmony Charter Schools** will pay a late payment charge equal to 1.5% (or the highest amount permitted by law, whichever is lower) per month on the outstanding balance of the invoice remaining unpaid sixty (60) days. Accounts unpaid sixty (60) days after receipt of invoice may have service suspended or terminated. Such suspension or termination shall not relieve **Harmony Charter**

Schools of its obligation to pay the fee due. **Harmony Charter Schools** agrees to pay Region 4 ESC its reasonable expenses, including attorney's fees and collection agency fees, incurred in enforcing its rights under this Agreement.

2. In payment for the additional or supplemental services as enumerated in the attached Exhibit B, the School shall make payment within 30 days of invoicing.

This Agreement shall commence on September 1, 2006 and terminate August 31, 2007. The School representative certifies that the Board of Directors of **Harmony Charter Schools** has authorized him in his capacity as Chief Executive Officer/ Superintendent, as its representative, to contract for the contracted services described in this Agreement. The Region 4 ESC representative certifies that the Board of Directors of Region 4 ESC has authorized him as Deputy Director of Financial Services/CFO, as representative for Region 4 ESC to contract to provide the contracted services to the School.

Harmony Charter Schools

**Region 4 Education Service
Center**

**Ibrahim Sel
Superintendent**

Robert A. Pechacek
Deputy Director, Financial
Services/CFO



Signature



Signature

08-15-2006

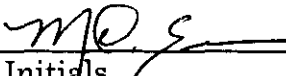
Date

8/23/06

Date

7145 West Tidwell
Houston, Texas 77092-2096

Mackey O. Ervin,
Deputy Director, Support Services



Initials

8/23/06

Date

Exhibit A

Services

Service	Detail	2006-2007 Cost
RSCCC Services Fees		
RSCCC Student Application Rental Services	Use of the standard Student modules for 0 campuses Telephone Support of the RSCCC software 8:00 A.M. to 4:30 P.M. Monday through Friday Access to software updates via an Internet connection provided by district	N/A
RSCCC Business Application Rental Services	Use of the RSCCC Business modules for nine campuses* Telephone Support of the RSCCC software 8:00 A.M. to 4:30 P.M. Monday through Friday Access to software updates via an Internet connection provided by district	\$52,200
Sybase SQL Licenses	# Workstation Licenses (6) # Server Licenses () # Concurrent Licenses ()	\$300

Exhibit B

Services

RSCCC On Going Training/Consultant Services Fees		
RSCCC Training Service	\$800.00 per day	Separate Contract
RSCCC On Site Consultant Service	\$800.00 per day	Separate Contract
RSCCC Report Writing Services Fees		
RSCCC Custom Reports Service	Provides creation of custom reports at \$125.00 per hour	Separate Contract

*Harmony Science Academy – Dallas
 Harmony Science Academy – Houston
 Harmony Science Academy – Austin
 Harmony Elementary – Houston
 Harmony School of Excellence
 Harmony Elementary – Austin
 Harmony Science Academy – Fort Worth
 Harmony Science Academy – San Antonio
 Harmony Science Academy – El Paso

REVISED LEGAL REVIEW OF GENERATION 12 APPLICATION

Proposed Schools: Harmony Science Academy - Beaumont, - College Station, - Lubbock & - Waco

Sponsoring Entity: Cosmos Foundation, Inc.

AREAS REVIEWED	Issues Identified
Governance Structure	<ul style="list-style-type: none">The response to 9(o)(4) is not consistent with article 2.05 of the bylaws. Please revise this section.An incorrect version of the bylaws was included with the application. The correct version has been provided.
Admissions Policy	The admissions application, enrollment form(s), and promotional materials must be submitted for review.
Facilities	<ul style="list-style-type: none">The charter holder must complete the attached form relating to the local agency that issues certificates of occupancy, or their equivalent, in the jurisdiction in which the new school will be located.Before the school opens, the charter holder will be required to submit a copy of the occupancy certificate for the building to be used as the school facility. The occupancy certificate must show that the building has been approved for the operation of a <u>school</u>.

OK
OK
OK
OK

DIVISION OF CHARTER SCHOOLS
APPLICATION REVIEW/CONTINGENCIES
GENERATION 12 APPLICANT

Proposed Charter School: Harmony Science Academy – College Station
Proposed Charter Holder: Cosmos Foundation, Inc
New or Conversion: New
Employer ID Number (EIN): 76-0615245
Education Service Center: VI

AREAS	Information and Issues Identified
Grades Served	<ul style="list-style-type: none"> PreK3-12 Year 1: PreK3-8 Year 2: PreK3-9 Year 3: PreK3-12
Maximum Enrollment	<ul style="list-style-type: none"> 900
Number of Sites	<ul style="list-style-type: none"> 1 Not Yet Determined Please correct the physical address of the main campus on P. 1; Jefferson County is listed but College Station is in Brazos County.
Statement of Need	<ul style="list-style-type: none"> P. 5 Since Harmony Science-College Station was not approved in 2005, please correct the statement that indicates it was. ✓
Education Plan	<ul style="list-style-type: none"> P. 28 Add concepts and skills and activities/materials for health and safety. ✓ P. 31 Add concepts and skills and activities/materials for technology education. ✓ P. 42 Add English/language arts TEKS for kindergarten. ✓ P. 66 Add ESL information for PreK. ✓ P. 114 State that the proper procedures for allowing students to graduate under the minimum high school program will be followed.
Teacher to Student Ratio	<ul style="list-style-type: none"> No greater than 1/22 P. 8 Change the statement that the ratio is 1/15. ✓
Student Goals	<ul style="list-style-type: none"> OK
Human Resources Information	<ul style="list-style-type: none"> Please demonstrate that the board of the charter holder is ultimately responsible for management and administrative practices (P.143) and reporting requirements, including PEIMS (P. 144) ✓ On P. 144 it states that teacher resumes will be available for parents to review and posted on school web page. P.148 (i) states that resumes will be available at the front office for parents and public to review. If teacher resumes will be available by both means, please state so on both pages which address teacher qualifications. ✓ The "qualification requirements" for the PEIMS Coordinator (PP 149-150) are inconsistent. Please correct whether the applicant is required to have a high school diploma and at

DIVISION OF CHARTER SCHOOLS
APPLICATION REVIEW/CONTINGENCIES
GENERATION 12 APPLICANT

	<p>least one year experience in this field or whether an applicant is required to have either a high school diploma or experience in a school environment.</p> <ul style="list-style-type: none"> ▪ P. 150 State whether or not you mean for the PEIMS coordinator to be paid as an administrator as listed on Table 5.2. ✓ ▪ P. 151 Provide job descriptions for the following positions listed on the organizational chart (P. 207): <i>special ed. coordinator, counselor, BE/ESL coordinator, gifted/talented coordinator, administrative assistant, food services supervisor, custodian, school nurse, attendance clerk, AP clerk, benefits coordinator, and payroll coordinator.</i> ✓
Community Support	<ul style="list-style-type: none"> ▪ On P. 159 it states that the school will be located in Jefferson County but if the school will be located in College Station then the county should be Brazos County. Please correct the County where the school will be located. ✓
Geographic Boundaries	<ul style="list-style-type: none"> ▪ Anderson-Shiro CISD ▪ Apple Springs ISD ▪ Bellville ISD ▪ Big Sandy ISD ▪ Brazos ISD ▪ Bremond ISD ▪ Brenham ISD ▪ Bryan ISD ▪ Buckholts ISD ▪ Buffalo ISD ▪ Burton ISD ▪ Caldwell ISD ▪ Calvert ISD ▪ Cameron ISD ▪ Centerville ISD ▪ Coldspring-Oakhurst CISD ▪ College Station ISD ▪ Conroe ISD ▪ Corrigan-Camden ISD ▪ Crockett ISD ▪ Franklin ISD ▪ Gause ISD ▪ Goodrich ISD ▪ Grapeland ISD ▪ Groveton ISD ▪ Hearne ISD ▪ Huntsville ISD ▪ Iola ISD ▪ Kennard ISD ▪ Latexo ISD ▪ Leggett ISD

DIVISION OF CHARTER SCHOOLS
APPLICATION REVIEW/CONTINGENCIES
GENERATION 12 APPLICANT

	<ul style="list-style-type: none"> ▪ Leon ISD ▪ Livingston ISD ▪ Lovelady ISD ▪ Madisonville CISD ▪ Magnolia ISD ▪ Milano ISD ▪ Montgomery ISD ▪ Mumford ISD ▪ Navasota ISD ▪ New Caney ISD ▪ New Waverly ISD ▪ Normangee ISD ▪ North Zulch ISD ▪ Oakwood ISD ▪ Onalaska ISD ▪ Richards ISD ▪ Rockdale ISD ▪ Sealy ISD ▪ Shepherd ISD ▪ Snook ISD ▪ Somerville ISD ▪ Splendora ISD ▪ Trinity ISD ▪ Willis ISD ▪ Please remove charter schools that were listed in this section (P. 160) ✓
Other	<ul style="list-style-type: none"> ▪ How will the Europe trip be funded? Explain how a Europe trip will be financially feasible every year (P. 13). ✓ ▪ Please provide assurance that you will follow 19 TAC §100.1033 (C)(6) regarding employee grievances, citizen complaints, or parental concerns. In step 4, on P. 156 it says, "Ask for a hearing before the Board. If after a good faith effort to resolve the problem does not yield satisfactory results within twenty school days then; the sponsoring entity will request mediation from a third party or TEA." TEA does not mediate. ✓ ▪ Please correct the grade level range on P. 162 if the school plans to serve PreK3 through 12th grade ✓
Assurance Documents	<p>Signed Assurances related to the requirements of bilingual/ESL programs, Section 504 of the Rehabilitation Act of 1973, and dyslexia programs will be required if a charter is awarded. In addition, a special education and federal assurance document is required prior to the execution of a charter contract.</p>

LEGAL REVIEW OF GENERATION 12 APPLICATION

Proposed School: Harmony Science Academy – College Station

Sponsoring Entity: Cosmos Foundation, Inc.

AREAS REVIEWED	Issues Identified
Governance Structure	<ul style="list-style-type: none">• The sponsoring entity holds nine charters.• The bylaws need to be cleaned up because the amendments are confusing. Also, there are still some sections that refer to voting by proxy.
Biographical Affidavits	None.
Admissions Policy	If a charter is granted, the admissions application, enrollment form(s), and promotional materials must be submitted during the contingency process.
Nonprofit Status	OK.
Other	None.
Serious issues presented in this application: None.	

**CONTRACT FOR
OPEN-ENROLLMENT CHARTER SCHOOL**

This contract is executed between the Texas State Board of Education (the "Board") and **Cosmos Foundation, Inc.** ("Charter Holder") to operate **Harmony Science Academy - College Station**, a Twelfth Generation open-enrollment charter school.

General

Definitions. As used in this contract: "Charter" means the Twelfth Generation open-enrollment charter as provided by, Chapter 12 Subchapter D, Texas Education Code, and granted by this contract.

"Charter Holder" means the sponsoring entity identified in the charter application and the entity to which a charter is granted by this contract.

"Charter School" means the Twelfth Generation open-enrollment charter school. Charter School is part of the public school system of Texas and is a "charter school" within the meaning of 20 U.S.C. § 8066.

"Agency" means the Texas Education Agency.

"Commissioner" means the Commissioner of Education.

The Charter. This contract grants to Charter Holder a Twelfth Generation open-enrollment charter under Texas Education Code Chapter 12, Subchapter D. The terms of the charter include: (a) this contract; (b) applicable law; (c) Request for Application (RFA) 701-05-008 (d) any condition, amendment, modification, revision or other change to the charter adopted or ratified by the Board or the Commissioner; and (e) all statements, assurances, commitments and representations made by Charter Holder in its application for charter, attachments or related documents, to the extent consistent with the aforementioned (a) through (d).

Term of Charter. The charter shall be in effect from the date of execution through July 31, 2011 unless renewed or terminated. The grant of this charter does not create an entitlement to a renewal of the charter. The charter may be renewed for an additional period determined by the Commissioner.

Revision by Agreement. The terms of the charter may be revised with the consent of Charter Holder by written amendment approved by the Commissioner.

Students

Open Enrollment. Admission and enrollment shall be open to any person who resides within the geographic boundary stated in the charter application and who is eligible for admission based on lawful criteria identified in the charter application. Total enrollment shall not exceed the maximum number of students set out in the charter application.

Non-religious Instruction and Affiliation. Charter School shall not conduct religious instruction. Charter Holder and Charter School shall be nonsectarian in their programs, policies, employment practices, and all other operations.

Children with Disabilities. A charter school is a "local educational agency" as defined by federal law. Charter Holder must comply with the Individuals with Disabilities Education Act (IDEA), as amended by the Individuals

with Disabilities Education Improvement Act of 2004, 20 U.S.C. §1401, et seq., and implementing regulations; Section 504 of the Rehabilitation Act of 1973 (Section 504), 29 U.S.C. § 794, and implementing regulations; Title II of the Americans with Disabilities Act (ADA), 42 U.S.C. §§ 12131-12165, and implementing regulations; Chapter 29, Texas Education Code, and implementing rules; and court cases applying these laws.

Student Performance and Accountability. Charter Holder shall satisfy Chapter 39, Subchapters B, C, D, and G of the Texas Education Code, and related Agency rules, as well as the student performance accountability criteria stated in its application for charter.

Financial Management

Financial Management and Accountability. Charter Holder shall satisfy Chapter 12, Sections 12.104 and 12.111 of the Texas Education Code, and related Agency rules regarding financial management accountability.

Governance and Operations

Indemnification. Charter Holder shall hold the Board and Agency harmless from and shall indemnify the Board and Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising out of, or in connection with any acts of Charter Holder, its agents, employees, and subcontractors in performance of this contract.

This Agreement

Entire Agreement. This contract, including all referenced attachments and terms incorporated by reference, contains the entire agreement of the parties. All prior representations, understandings, and discussions are superseded by this contract.

Severability. If any provision of this contract is determined by a court or other tribunal to be unenforceable or invalid for any reason, the remainder of the contract shall remain in full force and effect, so as to give effect to the intent of the parties to the extent valid and enforceable.

Conditions of Contract. Execution of this contract by the Board is conditioned on full and timely compliance by Charter Holder with: (a) the terms, required assurances, and conditions of RFA 701-05-008; (b) applicable law; and (c) all commitments and representations made in Charter Holder's application and any supporting documents (to the extent such commitments and representations are consistent with the terms of this contract).

No Waiver of Breach. No assent, express or implied, to any breach of any of the covenants or agreements herein shall waive any succeeding or other breach.

Venue. Any suit arising under this contract shall be brought in Travis County, Texas.

Governing Law. In any suit arising under this contract, Texas law shall apply.

Laws and Rules Applicable. By executing this contract, the undersigned representatives of Charter Holder represent that they have read and understand the rules adopted by the Board and the Commissioner pursuant to Texas Education Code Chapter 12, Subchapter D and that they have had full opportunity to consult with their own legal counsel concerning said rules prior to executing this agreement. The undersigned representatives further understand and agree that: (a) this contract is contingent upon legislative authorization and the contract and the funding under it may be modified or even terminated by future legislative act; (b) the

terms of this contract, and of the Twelfth Generation open-enrollment charter created by this contract, include all applicable state and federal laws and all applicable rules and regulations; (c) state and federal laws, rules, and regulations may be adopted, amended or repealed from time to time; (d) all such changes to state and federal laws, rules, and regulations applicable to Charter Holder or to its charter school(s) may modify this contract, as of the effective date provided in the law, rule, or regulation; and (e) a contract term that conflicts with any state or federal law, rule, or regulation is superseded by the law, rule, or regulation to the extent that the law, rule, or regulation conflicts with the contract term.

Eligibility and Authority. By executing this contract, Charter Holder represents that it is an "eligible entity" within the meaning of Section 12.101(a), Texas Education Code. Charter Holder shall immediately notify the Commissioner of any legal change in its status, which would disqualify it from holding the charter, of any violation of the terms and conditions of this contract, or of any change in the chief operating officer of the Charter Holder. Charter Holder further represents that the person signing this contract has been properly delegated authority to do so.

Entered into this 2 day of 26, 2007


Texas State Board of Education:

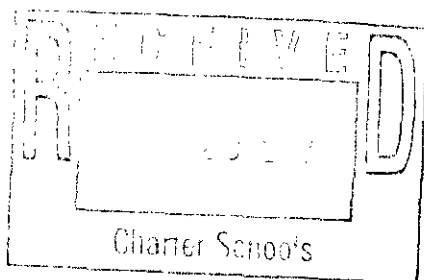

Geraldine Miller, Chair Date

Cosmos Foundation, Inc.:

 01/30/07
Oner U. Celepcikay, Chair Date

Harmony Science Academy - College Station:

 02/12/07
Ibrahim Sel, Chief Operating Officer Date



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Entered into this 2 day of 26, 2007

Texas State Board of Education:

Geraldine Miller
Geraldine Miller, Chair Date

Cosmos Foundation, Inc.:

Oner U. Celepcikay 01/30/07
Oner U. Celepcikay, Chair Date

Harmony Science Academy - College Station:

Ibrahim Sel 02/12/07
Ibrahim Sel, Chief Operating Officer Date

