

Application Coversheet

Name of Proposed School to open in Fall 2006: **Harmony Elementary-Austin**

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:

Oner U. Celepcikay Date of Conference: **Friday, December 3, 2004**

Applicant Mailing Address (Not a P.O. Box): **930 E. Rundberg Ln. Austin, TX 78753**

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

Physical Address of the Main Campus: **Travis 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 #: **512-835 7900**

Contact Fax #: **512-835 7901**

Circle Grade Levels to be served:

Maximum Enrollment: **450**

(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

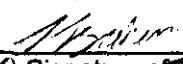
Year 3: Pre-K3 Pre-K4 **(K 1 2 3 4 5)** 6 7 8 9 10 11 12

Will all teachers at the school be required to be certified by the State Board for Educator Certification (SBEC)?

Yes No

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  Date **2/18/2005** Printed Name **Oner U. Celepcikay**

(BLUE INK) Signature  Date **2/18/2005** Printed Name **Ibrahim Sel**

With what company is the application preparer associated? **HSA-Austin** Was preparer paid? Yes No

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Applicant Checklist

Harmony Elementary-Austin
Proposed Eleventh Generation Charter School Name

Cosmos Foundation, Inc.
Sponsoring Entity Name

- Coversheet
- Table of Contents
- Applicant Checklist (this checklist)

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
- D Complete copy of Articles of Incorporation (not Certificate of Incorporation) filed with Texas Secretary of State and any amendments thereto or a comparable document if the sponsoring entity is a nonprofit corporation incorporated in another state, an institution of higher education, or a governmental entity.
- E Complete copy of Corporate Bylaws
- F Certificate of Incorporation (not Certificate of Amendment) from the Texas Secretary of State or a certificate or letter of status from the Texas Secretary of State. (If the sponsoring entity is an out-of-state corporation, it may submit a Certificate of Authority from the Texas Secretary of State or a document from its state of incorporation reflecting its corporate existence or status. If the sponsoring entity is an institution of higher education or a governmental entity, the entity should submit, as the attachment, a statement that the certificate of incorporation is inapplicable.)
- G Published Notice of Public Hearing
- H Synopsis of Public Hearing
- I Signed Certified Mail Receipt Cards
- J Audit Report
- K Credit Report
- L IRS Filing
- M Letters Indicating Sources of Private Funds or Lines of Credit, Business Arrangements or Partnerships
- N Start-Up Budget
- O Budget for Year One of Operation
- P Negotiated Service Agreement
- Q Negotiated Lease Agreement

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

Ibrahim Sel, Ph.D.
Name of Preparer (Typed)
Ibrahim Sel
Signature of Preparer
02/18/2005
Date

Oner U. Celepcikay
Name of CEO of Sponsoring Entity (Typed)
Oner U. Celepcikay
Signature of CEO of Sponsoring Entity
02/18/2005
Date

Applicant Checklist

Proposed Eleventh Generation Charter School Name

Sponsoring Entity Name

This list MUST be used by each applicant to ensure all sections of the application are included, complete, and responsive to the requirements. Sections deemed non-responsive will be marked incomplete. Any attachment without the correct document(s) will be considered incomplete. If attachments do not follow Section 11, this application will be considered incomplete.

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- Table of Contents
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Application Sections (All questions in each section must be answered completely.)

- 1 Statement of Need
- 2 Vision of the School
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(See specific requirements for each attachment in the application.)

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- O Budget for Year One of Operation
- P Negotiated Service Agreement
- Q Negotiated Lease Agreement *Statement provided - no lease yet*

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

Name of Preparer (Typed)

Name of CEO of Sponsoring Entity (Typed)

Signature of Preparer

Date

Signature of CEO of Sponsoring Entity Date

Verified Conference Attendance
Date: 12/3/04

JP.

JP. MP

SAS A529-05
RFA 701-04-034

Application for a Eleventh 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 Elementary-Austin (the proposed school); and

"Board of directors" mean board members of the Cosmos Foundation Inc.

1. Statement of Need

- a) Discuss why members of the sponsoring entity believe that the proposed open-enrollment charter school is needed and why they believe that sufficient demand exists to make the school viable.**

The sponsoring entity (the Cosmos Foundation Inc.) has been operating three successful charter schools (Harmony Science Academy-Houston, -Dallas, and -Austin). An elementary school, with similar goals and programs, has been adamantly requested by many of our parents and community members. Thus the board members are proposing to open Harmony Elementary-Austin (HE-Austin).

Additionally, scientific studies indicate that an elementary school lay the foundation for a rigorous secondary curriculum that could be implemented as early as 4th grade. Therefore a need for improvement in Reading in our schools has also inspired the board members of the Cosmos Foundation ("the Foundation") to start elementary schools one of which was approved by State Board of Education last year in Houston. HE-Austin will emphasize Reading, Math, Science and Geography and follow a cross-disciplinary approach that will allow for the integration of art and technology into these core areas.

HE-Austin will serve as a unique elementary school in an 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.

There is a serious need for instilling moral values in our children at our schools. The school plans to implement a campus-wide Character Education Program that will help our students build great character, exemplary personality and skills for future leadership. Students at HE-Austin 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.

Students at HE-Austin 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.

One of the priorities in schools today is the safety of students. Parents are looking for a safe campus where they can leave their child in a safe and nurturing environment. While the community is suffering in the short and long run from the violence and inconveniences that may occur in and around large schools, HE-Austin is committed to standing against any and all threats by forming a safe campus environment through ongoing supervision and extra supervision for the elementary child.

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 Programs. The diverse student body will be an element at HE-Austin and students will learn at a very young age how to interact, share and empathize with their diverse peers.

Harmony Elementary-Austin will be a driving force for the minority population in science and technology. Harmony Science Academy-Austin, with its approximate 80% minority population has encouraged many students to reach academic excellence through academic competitions by encouraging student participation in Science Fairs and Olympiads. Last year (in 2004), our students won the most number of awards in Junior Division of Austin Energy Science Fair. The proposed school will implement a strong science program in which students will attend science fairs, olympiads and other competitions.

HE-Austin 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.

b) Explain why the charter school model is appropriate.

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.

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 options to participate in a more dynamic manner. The small classroom and school size helps to maintain a low faculty:student ratio (1:15) to achieve certain performance goals.

The educational philosophy and specialized mission of charter schools will foster an entrepreneurial spirit that will create productive educational community. The flexible curriculum will allow a successful implementation and evaluation of a Character Education 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.

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.

Based on our previous experience in our charter schools and other expert opinions in the field, some parents need guidance on how to communicate and interact with their children when both parents and children face difficulties at various stages of their lives. This situation may appear especially acute in elementary and in middle school. We would like to organize parent nights and invite experts (i.e., physiologist) to discuss various issues. Each night may have different themes and follow up question and answer sessions.

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 *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.

Harmony Science Academies have shown that charter school model works very well. Our Houston campus is one of the few school districts which are rated EXEMPLARY based on 2004 TAKS assessments. HSA-Austin received RECOGNIZED rating, barely missing exemplary rating, in its second year of operation and also earned GOLD PERFORMANCE ACKNOWLEDGEMENT in Social Studies.

2. Vision of the School

a) In succinct terms, describe the educational philosophy and pedagogy of the proposed school.

The mission of Harmony Elementary-Austin 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 HE-AUSTIN is that school exists for the welfare and dignity of the child. Education at HE-AUSTIN will be student-centered and each child will be recognized as a unique individual with unique interests, needs and abilities.

Harmony Elementary-Austin 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. HE-AUSTIN 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 HE-AUSTIN is to foster productive attitudes toward work, family, and community. When students have a positive attitude toward school, their perception of "school" transforms.

HE-AUSTIN will strive 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.

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 hunger 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 "whole" 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 responsibility accountability to oneself and to others.

b) Discuss the educational innovations that will distinguish this school from other schools.

The following educational innovations will distinguish Harmony Elementary-Austin from other schools.

Integration of technology into curriculum: 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. HE-Austin will use textbooks illustrations, charts, models, flashcards, flannel graphs, film stencils, integrated science kits, electronic kits and learning cards. HE-Austin will promote the use of diorama and study-kits to enrich teaching-learning processes.

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 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.

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.

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.

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 at HE-Austin 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 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.

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 at HE-Austin. 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.

3. Education Plan

- a) **Describe the scope and sequence of the proposed education program, including special education and bilingual/English as a second language (ESL). Address each grade level the school will serve and include the ways that the school will incorporate the Texas Essential Knowledge and Skills (TEKS). See the following web page for additional information:**
<http://www.tea.state.tx.us/rules/tac/index.html>

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:

SCOPE AND SEQUENCE

MATHEMATICS

MATHEMATICS GRADE K

TEKS Subject	Lesson	TEKS Objective
Number/Operation/Quantitative reasoning	Numbers	K.1A, K.1B, K.1.C
	Order	K.2A, K.2B
	Fractions	K.3A, K.3B
	Addition and Subtraction	K.4A
Patterns/Relationship/Algebraic Thinking	Patterns	K.5A, K.6A, K.6B
	Position of Objects	K.7A
Geometry and Spatial Reasoning	Attributes	K.8A, K.8B, K.8C
	Shapes/Solids	K.9A, K.9B, K.9C, 1.6B
	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, K.12.B

MATHEMATICS GRADE 1

TEKS Subject	Lesson	TEKS Objective
Number/Operation/Quantitative reasoning	Whole Numbers/Describe/Compare	1.1A, 1.1B, 1.1C, 1.1D
	Patterns	1.4A, 1.5A, 1.5C
	Addition and Subtraction	1.3A, 1.3B, 2.3A, 2.3B
	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
Measurement	Length/Weight/Capacity	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
	Length/Weight/Capacity	1.7A, 1.7B
Probability and Statistics	Probability and Statistics	1.9A, 1.9B, 1.10A

MATHEMATICS GRADE 2

TEKS Subject	Lesson	TEKS Objective
Number/Operation/Quantitative reasoning	Place Value	2.1A, 1.1B
	Addition and Subtraction	2.3A, 2.3B, 2.3C
	Rounding and Estimation	
	Multiplication and Division	2.4A, 2.4B
	Operations/Justify Solutions	1.3A

Patterns/Relationships/Algebraic Thinking	Patterns in Numbers and Operations	2.5A, 2.5B, 2.5C, 2.5D, 1.5B, 1.5C
	Patterns/Relationships/Predictions	2.6A, 2.6B, 2.6C
Underlying Processes and Mathematical Tools	Underlying Processes and Mathematical Tools	2.12A, 2.12B, 2.12C, 2.12D, 2.13A, 2.13B, 2.14A
Measurement	Length/Weight/Capacity	2.9A, 2.9B, 3.11B, 1.7B
	Time and Temperature	2.10A
Geometry and Spatial Reasoning	Attributes	2.9C, 2.10B
	Congruence/Symmetry	2.7A, 2.7B, 2.7C, 3.9A, 3.9B, 3.9C, 1.6C
	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

MATHEMATICS GRADE 3

TEKS Subject	Lesson	TEKS Objective
Number/Operation/Quantitative reasoning	Place Value	3.1A, 3.1B, 3.1C
	Addition and Subtraction	3.3A, 3.3B,
	Rounding and Estimation	3.5A, 3.5B
	Multiplication and Division	3.4A, 3.4B, 3.4C, 4.4A, 4.4B
	Fractions	3.2A, 3.2B, 3.2C, 3.2D, 4.2C, 4.2D, 4.1B
	Operations/Justify Solutions	
Patterns/Relationships/Algebraic Thinking	Patterns	3.6A, 3.6B, 3.6C, 3.7A, 3.7B
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
Measurement	Time and Temperature	3.12A, 3.12B
	Length and Area	3.11A, 3.11B, 3.11C
	Weight and Capacity	4.11A, 4.11B
	Application of Concepts	3.13A
Geometry and Spatial Reasoning	Geometric Vocabulary	3.8A, 4.8C
	Attributes	
	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

MATHEMATICS GRADE 4

TEKS Subject	Lesson	TEKS Objective
Number/Operation/Quantitative reasoning	Place Value	4.1A, 4.1B, 3.1C, 5.1A, 5.1B

tive reasoning	Addition and Subtraction	4.3A, 4.3B
	Rounding and Estimation	4.5A, 4.5B
	Multiplication and Division	4.4A, 4.4B, 4.4C, 4.4D, 4.4E, 3.4B, 3.4C, 5.3C, 5.3D, 5.3E
	Fractions	4.2A, 4.2B, 4.2C, 4.2D, 3.2C, 5.2C
Patterns/Relationships/Algebraic Thinking	Patterns	4.6A, 4.6B, 4.6C, 4.7A, 3.6A, 3.6B, 5.5B, 5.5C
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
Geometry and Spatial Reasoning/Measurement	Geometric Vocabulary	4.8A, 4.8B, 4.8C
	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
	Data Organization/Interpretation/Problem Solving	4.13C

MATHEMATICS GRADE 5

TEKS Subject	Lesson	TEKS Objective
Number/Operation/Quantitative reasoning	Place Value	5.1A, 5.1B
	Rounding and Estimation	5.4A, 5.4B
	Multiplication and Division	
	Fractions	5.2A, 5.2B, 5.2C
	Operations/Justify Solutions	5.3A, 5.3B, 5.3C, 4.4C, 6.2A, 6.2B
	Rational Numbers	5.3D, 5.3E, 6.1D
	Generalizations	5.5A, 5.5B, 5.5C
	Relationships/Real-Life/Mathematics	5.6A
	Unknowns in Equations	
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
	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
Measurement	Transformations	5.8A, 5.8B
	Coordinate Geometry	5.9A
Geometry and Spatial	Data	5.13A, 5.13B, 5.13C

Reasoning	Organization/Interpretation/Problem Solving	
	Probability Experiment	5.12A, 5.12B

ENGLISH LANGUAGE ARTS AND READING

ENGLISH LANGUAGE ARTS AND READING - GRADE 1

TEKS Subject	Lesson	TEKS 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
	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
Knowledge of Culture		1.2A1.2B
Audiences/Oral 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
	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
	Inquiry/Research	1.23A, 1.23B
	Evaluation	1.22A, 1.22B, 1.22C

ENGLISH LANGUAGE ARTS AND READING – GRADE 2

TEKS Subject	Lesson	TEKS Objective
Reading	Vocabulary Development	2.8A, 2.8B, 2.8C, 1.8D
	Comprehension	2.9A, 2.9B, 2.9C, 2.9D, 2.9E, 2.9F, 2.9G, 2.9H, 2.9I
	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
	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
	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
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
	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/Speaking	Purposes	3.1A, 3.1B, 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
	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
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
	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
	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 Culture	4.4A, 4.4B, 4.4C
	Audiences	4.5A, 4.5B, 4.5C, 4.5D, 4.5E, 4.5F
	Appreciation	4.3A, 4.3B, 4.3C
Writing	Purposes	4.15A, 4.15B, 4.15C, 4.15D, 4.15E, 4.15F
	Penmanship/Capitalization/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
	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
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
	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
	Text Structures/Literary Concepts	5.12B, 5.12F, 5.12G, 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
	Penmanship/Capitalization/Punctuation	5.16A, 5.16B
	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
	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

SCIENCE GRADE – K

TEKS Subject	Lesson	TEKS Objective
Physical	Science/Scientific Investigations	K.1A, K.1B

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

SCIENCE GRADE – 1

TEKS Subject	Lesson	TEKS Objective	
Physical Science and Balance & Motion	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	Science/Scientific Processes	Investigations	1.1A, 1.1B
	Scientific Inquiry	1.2A, 1.2B, 1.2C, 1.2D, 1.2E	

Weather		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
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
		Systems	2.6A, 2.6B
	Science/Concepts	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
		Systems	2.6A, 2.6B, 2.6C, 2.6D
	Science/Concepts	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
		Systems	2.6A, 2.6B
	Science/Concepts	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
Earth and Space	Science/Concepts	Systems	3.5A, 3.5B
		Change	3.6A
	Science/Scientific Processes	Properties & Patterns	3.7A, 3.7B
		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
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
Energy and Motion	Science/Scientific Processes	Natural World/Environment	4.11A
		Investigations	5.1A, 5.1B
		Scientific Inquiry	5.2A, 5.2B, 5.2C, 5.2D, 5.2E

	Science/Concepts	Critical Thinking	5.3A, 5.3B, 5.3D	
		Tools and Models	5.4A	
		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

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
	Texas Social Studies/Skills	Twentieth Century
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

ESL KINDERGARTEN

By the end of 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 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.	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;	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	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	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

	comprehend and identify major facts of a simple story	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"	and supporting details of a story	correctly using a future form of a verb describe attributes of friendship identify the main facts of a story describe a past experience
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At LEVEL A, a student can do fewer than half the skills listed in LEVEL B.

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/r etell.
4 – Learning	Name some things done alone and some	1.11A 1.20B	social studies, science,	Infinitives, verbs, verb— <i>can</i> , pronouns,	Understand cause and effect;

	things done in a group; name things practiced at school; tell how children feel at school; tell what's learned in school.		literature	multiple meanings – like, <i>if</i>	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 Homes	Name places where animals live; name animals that live in trees, in ponds, and in fields; name animals that can be pets; tell how to care for pets.	1.3E 1.6Di 1.7A 1.11C 1.26A	science, math, literature	Prepositional phrases, initial <i>t</i> , verbs, number and verbs, initial <i>w</i> , names for animal babies, future tense, initial <i>h</i>	Reread; use pictures; visualize 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 <i>g</i> , short <i>l</i> , 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.
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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.; begin recognizing animal groups and their places.	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 2.1F 2.9A 2.1H 2.2A 2.3E 2.3F 2.4B 2.5C	2.6 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	Tell ways animals	2.2A	science,	subject/verb	Recognize

Animals Do	work; tell how animals protect themselves; tell how protective coloration works.	2.4C 2.3E 2.5A 2.3F 2.5B 2.4A 2.5D 2.4B 2.9A	math, literature	agreement; consonant blends <i>sm</i> , <i>sk</i> , and <i>spr</i> ; giving directions; punctuation; contractions; verbs; describing; rhyme	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 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.	2.1C 2.2A 2.3Bi 2.3C 2.3E 2.3F 2.4B 2.5A	health, math, literature	final consonant <i>s/z</i> , long <i>l</i> , number and present progressive tense, irregular past tense, future tense, pronouns, contractions, addressing family members and friends	Visualize; uses imagery; recognize 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	Use pictures for meaning; see that numerals show sequence; find a way to classify; locate patterns, understand a

					oa	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 2.1B 2.5G 2.1C 2.2A 2.3E 2.9E 2.3F 2.4B	2.5 2.6 2.7	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 calendar is important.	2.1C 2.1F 2.5Ei 2.2A 2.5G 2.3E 2.3F 2.4B	2.5	science, social studies, literature	homophones, compound words, expressing time, irregular past tense, comparatives, similes, describing, pattern and rhyme	Use a diagram; generalize; predict; make comparisons; use context; use prior knowledge.
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/re tell.
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 2.2A 2.9(Di 2.3C 2.9F 2.3E 2.3F 2.5Ei	2.6	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 /l/, 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	Explain a process; use pictures for meaning; paraphrase; use different expressions with the same meaning.

				same idea with different expressions; plurals of words ending in -y; alliteration	
5 – How You Make Sound	Tell how sound is made; demonstrate vibrations; tell how sounds are different; name musical instruments from around the world.	3.1F 3.1G 3.3F	science, social studies, literature	<i>the v sound, can and can't, adjectives, the pronoun it, past tense, long a and short a, rhyme, onomatopoeia</i>	Record information; 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; quantify 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</i> or <i>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 expressions	Recognize a pattern; read a time line; use numbers; learn information.
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> , <i>/ks/</i> , subject-verb agreement <i>is</i> and <i>are</i> , show possibility— <i>can be</i> , phrases that tell <i>where</i> and <i>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 <i>/h/</i> and <i>/j/</i> , conjunctions – <i>and</i> , 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 <i>as</i> + adjective + <i>as</i> ; 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	Classify information; use numerals

	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	use...for; present perfect tense; sequence words <i>first, second, third, last</i> ; deductions with <i>must be</i> ; /j/ fraction words	for 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 am...	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 like + noun vs. I like + infinitive.	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 forest; tell the	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; // and	Identify main idea; use pictures for meaning; use a map key; use punctuation to

	history of rubber.			/r/; comparisons; frequency expressions; present and past tenses	read.
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,	Recognize cause and effect; use a graph; use pictures to predict.

				the long o sound	
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 water; name ways people use water; do an experiment with salty water.	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 sound /v/; clauses with that	Find a topic sentence; read on to get meaning; recognize supporting details; record 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 plot diagram; tell about storytelling around the world.	5.1D 5.26B 5.10C 5.5G 5.10F 5.6A 5.16	language arts, social studies, literature	subject/verb agreement—is, are; present tense verbs; question marks; the sound s spelled c;	Recall the plot; make a plot diagram; skim and scan; use pictures for meaning; ask

		5.18 5.23		idioms; consonant digraph – sh; contractions; expressing approval and disapproval; <i>rhyming words</i>	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 <i>Independence</i> ; identify George Washington and describe conditions at Valley Forge; tell what happened at the Battle of Yorktown; use <i>capital letters</i> ; 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/pronou n-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

b) If the proposed school will serve any high school grade level (Grades 9-12), describe how the program will prepare all students to meet state graduation requirements, including students with disabilities and those requiring ESL services. See the following web page for additional information: <http://www.tea.state.tx.us/curriculum/side1.doc>.

The proposed school will be an elementary school and will not serve students in grades 9-12.

c) Describe teaching methods to be used and state the reasons for choosing them, telling how the methods enhance student learning. Include information about materials, strategies, techniques, and procedures to be used to meet the needs of the student population, including students with disabilities and those requiring bilingual/ESL services.

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 Elementary-Austin.

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 Elementary-Austin, 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.

d) State the proposed teacher-to-student ratio and the rationale for maintaining this ratio.

Teacher-to-student ratio will be around 1:15. Number of students per classroom will not exceed 22. maximum enrollment will be 450 students. HE-Austin will enroll only 250 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) Describe any unique curricular experiences to be offered by the charter school.

The followings are the unique programs that will be offered at Harmony Elementary-Austin 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, analyzes, and evaluates the acquired information. Harmony Elementary-Austin students will be able to access desktop or a laptop computer in a Computer lab environment. At grade levels 4 and 5, student 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 5 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 Elementary-Austin 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 and 5, 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.

f) If the charter school will offer a gifted and talented program, describe it.

Harmony Elementary-Austin 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 HE-Austin 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 HE-Austin 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) Describe the programs offered to support other student activities (athletics, clubs, and organizations).

Harmony Elementary-Austin 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 Elementary-Austin 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. HE-Austin has contacted with the City Police Department to provide a Drug Free America program at HE-Austin. 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 HE-Austin 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 HE-Austin. This club will occupy the most important place in the co-curricular life at HE-Austin.

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 HE-Austin.

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: HE-Austin will organize several teams sport, which includes but not limited to soccer, basketball, and volleyball.

h) Describe any plans to partner with other public or private agencies for the provision of student activities.

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

i) Describe the planned academic assessment program, including the process to be used to determine baseline achievement levels of students and the methods of measurement to be used.

Academic assessment is an integral part of the curriculum at HE-Austin. 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 following are

The Harmony Elementary-Austin 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 in grades K through 5 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 Elementary-Austin 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. HE-Austin will report annually on all student achievement measures via quarterly School Report Cards.

j) Describe the connection between the TEKS, classroom instruction, and assessing student progress.

The connection among TEKS, TAKS objectives, and classroom instruction will be aligned throughout 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 be updated periodically on each student 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) Describe plans for program evaluation and explain the ways in which results will be used to improve instructional programs for all students.

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) Other than the indicators of the state accountability rating system, discuss student goals.

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 Elementary-Austin students' unique abilities and talents will be valued and nurtured.

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

- b) Describe methods used to measure success toward each goal.

Individual student progress shall be monitored by the classroom teacher, the principal of HE-Austin, 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.	
4-Teachers will demonstrate and model examples of good writing across grade levels.	Varied writing assignments, portfolios, exhibition, and standardized tests
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 manipulatives.	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.	Essays, exams, standardized tests, portfolios, exhibitions, lab practical and oral examinations.
5- Students will utilize classroom, lab, and library technology as appropriate to the learning activities.	
6- Start a Science Olympics team after school program.	
7- Organize school-wide science project competition every year.	

GOAL-5: TECHNOLOGY

Student Goals: Students will use technology as an integrated tool in learning.

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.	
3- Departments will develop imbedded appropriate technology within the curriculum.	The year-end student survey that assesses student use of technology
4- Students will utilize classroom, lab, and library technology as appropriate to the learning activities.	Check list of software use
5- Purchase and utilize needed software, hardware, and technology tools.	Hardware and software inventory

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 will promote responsible behavior including violence and drug prevention.	
4- School will develop appropriate curriculum in character education to allow students to become self-sufficient and responsible adults.	

<p>4-Students will participate in community service projects via Club activities. 5- The principal will plan avenues for effective communication among parents, staff and administration.</p>	<p>Volunteer hours Parent involvement survey</p>
<p>6- A strong parent council will work toward activities and projects that enhance the educational programs and school climate.</p>	<p>Parent Council</p>

GOAL-7: ATTENDANCE

Strategies	Performance Measure
<p>1- Maintain current monitoring of attendance by staff.</p>	<p>Daily recording and Informing parents monthly and immediately if student is not attending regularly</p>
<p>2- Maintain high attendance of ninety-five percent or above.</p>	
<p>4-Administration will conference with parents.</p>	
<p>3-Teachers will conference with parents.</p>	

Division of Charter School

HUMAN RESOURCES INFORMATION:

1. Explain the superintendent's salary range (P. 65) of "up to \$95,000." It is not comparable to the Salary Analysis for the State of Texas on PP. 63-64, nor the salary schedules on P. 64.

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

\$95,000 is the maximum Board can offer for this position. The salary schedule on Page 64 determines that an administrator can earn more than \$89,000 if he has doctorate degree and an experience of more than 20 years. Besides, the average for the superintendent's salary proposed is $((\$45,000 + \$95,000) / 2)$ \$70,000 and this is exactly the average administrator salary in Texas as given on Table 5.1 Salary Analysis for the State of Texas, P63.

2. Provide a statement that demonstrates the understanding that the board of the charter holder is ultimately responsible for management and administrative practices (P.67) and reporting requirements, including PEIMS (P. 68)

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 66 through 69 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.

3. On P. 68 it states that teacher resumes will be available for parents to review and posted on school web page. P. 73 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 school's front office. Besides, the qualifications of the teachers will be posted on the web page.

4. The "qualification requirements" for the PEIMS Coordinator are inconsistent with the requirements listed in the text on page 74. Is an applicant required to have a high school diploma and at least one year experience in this field? Or is an applicant required to have either a high school diploma or experience in a school environment (p. 74).

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

5. Provide a job description for every job noted on the organizational chart (P. 134).

Response: Please find the additional job descriptions, which were omitted in the proposal, as follows:

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.

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.

Curriculum Director

Primary Role and Purpose:

Lead and maintain overall instructional program of the charter. Ensure effective operations of the Curriculum and Instruction Department, which includes curriculum and staff development.

Skills:

- Developed knowledge of curriculum and instruction.
- Capable of managing budget and personnel.
- Capable of interpreting policy, procedures and data.
- Capable of evaluating instructional programs and teaching effectiveness.
- Capable of coordinating district functions.
- Effective communication, public relations and interpersonal skills.
- Strong background in educational technology.

Responsibilities and Duties:

Educational and Program Management

- Supervise instructional and curriculum services to address students' needs.
- Devise, implement and evaluate instructional programs with teachers and principals, including objectives, strategies and assessments.
- Implement more effective teaching-learning process through research and data of content, sequence and outcomes.
- Collaborate with appropriate staff to devise, manage and evaluate curriculum documents based on systematic assessments.
- Collaborate with instructional staff in assessing and choosing educational materials to meet student learning needs.
- Verify the use of technology in the instructional process.
- Establish the necessary time, resources and materials to achieve educational goals and objectives.
- Verify that charter goals and objectives were derived from group problem-solving strategies when appropriate.
- Be active in the charter decision-making processes to initiate and assess the charter's goals and objectives and primary classroom instructional programs.
- Reinforce the efforts of others through support to achieve charter goals and objectives and campus performance objectives (academic excellence indicators).
- Collect and use assessment findings, including student achievement data, to evaluate curriculum and educational program success.
- Locate consultants, specialists and other community resources to aid principals and instructional staff in achieving objectives and goals.
- Ensure effective staff development programs that maintain the mission of the charter program assessment, outcomes, and collaboration from teachers and others.

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 charter policy, in curriculum and instruction area are followed.

- Collect, manage and present all hardcopy and computerized reports, records and other documents required.

Budget

- Direct the curriculum and instruction budget and confirm that programs are cost efficient and funds are managed appropriately.
- Provide budgets and cost guidelines based on *documented needs of program*.

Personnel Management

- Draft, review and update job descriptions in curriculum and instruction department.
- Assess job performance of employees to guarantee efficiency.
- Aid with employment selection and training of personnel and make effective recommendations in regards to personnel assignment, retention, discipline and dismissal.
- Aid in the implementation of the teacher evaluation system.

Communication

- Ensure two-way communications with principals, teachers, staff, parents and community.
- Administer knowledge of conflict resolution with administrators, parents, teachers, staff and community.
- Maintain communication with other professionals to circulate professional research, ideas and information.

Community Affairs

- Convey charter's mission, instructional philosophy, and curriculum implementations strategies to the community and promote support in realizing the charter's mission.
- Illustrate understanding of the charter-community needs and begin programs to meet those needs.
- Establish use of productive and efficient skills to raise community and parent involvement.

Supervisory Responsibilities:

Oversee and assess the performance of instructional supervisors and support staff in the curriculum department.

Job Related Conditions:

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

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.

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.

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.

Bilingual 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.

Director of Food Service

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.

Director of Maintenance

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.

6. The "qualification requirements" for the PEIMS Coordinator (P. 74) are inconsistent. Is an applicant required to have a high school diploma and at least one year experience in this field or is an applicant required to have either a high school diploma or experience in a school environment?

Response: Response is the same as in 5.

7. Are the following titles held by the same individual: PEIMS Coordinator, Registrar, student attendance clerk, student attendance staff, and Secretary? If yes, explain and demonstrate how the individual assigned these roles will be capable of handling all job duties (PP. 74-76).

Response: In the first year of operation the school secretary will assume the positions registrar and attendance clerk, too. Also PEIMS coordinator will hold the Attendance Coordinator title. Since the school will be established stage by stage by starting with approximately half of the total enrollment capacity and increasing the numbers over the years, the individuals could easily perform multi tasks as proposed. These positions will be held by different individuals once the school is fully established.

8. Response to question "n." on page 75, regarding salary ranges and benefits for PEIMS Coordinator and other staff, is incomplete. Specify proposed salary range and benefits for the PEIMS Coordinator of your school. How can this individual fit

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on the administrative salary scale provided since the salary scale assumes a degree which is not required for this position?

Response: Cosmos Foundation will pay in the range \$20,000-\$60,000 depending on experience, qualifications and competence for the PEIMS Coordinator and other staff members. Other benefits include 1-3 paid weeks, comprehensive medical benefits, and retirement plan.

GEOGRAPHIC BOUNDARIES

1. Please remove charter schools listed in this section (P. 87).

Response: The charter schools listed in this section are removed.

BIOGRAPHICAL AFFIDAVITS:

1. Resubmit affidavit for Fatih Yigit after correcting the dates under previous experience. Information in #11 indicates the dates to be 200-2002.

Response: The affidavit for Fatih Yigit is resubmitted in Exhibit A.

OTHER:

1. 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. 83 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. Also we won't request mediation from a third party or TEA.

ASSURANCE DOCUMENTS:

1. Signed Assurances related to the requirements of bilingual/ESL Documents 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: The requested signed assurances are given in Exhibit B.

AMMENDMENT:

Cosmos foundation would like to make an amendment to its original charter application as follows:

Current:

The answer to the question “w” in Business Plan Section as follows:

w) Indicate whether the charter holder will adopt the provisions of Texas Education Code (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. If so, the provisions of TEC, Chapter 44, Subchapter B, will control in lieu of Subchapter B, Chapter 271, Texas Local Government Code.

The sponsoring entity **will 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.

Ammended:

w: Indicate whether the charter holder will adopt the provisions of Texas Education Code (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. If so, the provisions of TEC, Chapter 44, Subchapter B, will control in lieu of Subchapter B, Chapter 271, Texas Local Government Code.

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.

5. Human Resources Information

- a) **Submit, as part of Attachment A, a notarized biographical affidavit for each officer of the school. Use the biographical affidavit form in Appendix I.**

See Attachment A (Biographical Affidavits).

- b) **Provide a complete job description, including qualifications required, for all school officer positions.**

The school officers of the HE-Austin 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) **Submit, as Attachment B, the sponsoring entity's organizational chart. The chart should illustrate all current and proposed operations of the sponsoring entity including: (1) all non-charter operations in which the sponsoring entity is engaged; (2) other charter schools that the sponsoring entity operates; and (3) the operation of the proposed charter school.**

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

- d) **Discuss the salary ranges and benefits for school officers, including an analysis of salary and benefits for schools comparable in size and location to the proposed charter school and identifying any perks to be paid.**

Average school administrative and teacher salary at several school district and charter school 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	51,580	40,446	28,623	29,486
State of Texas (excludes Charters)	70,307	58,963	42,060	39,328
State of Texas (includes charters)	69,849	58,561	41,959	39,232
227 Travis Region 13: Charter Schools				

American Youth Works Chart	89,250	38,413	33,825	27,397
Cedars International Acad	40,000	40,000	0	25,000
Eden Park Academy	54,075	54,075	37,800	30,182
Fruit of Excellence	57,780	29,803	24,675	29,229
Kenny Dorham School	25,000	25,971	0	29,353
McCullough Acad-Excellence	0	56,500	24,994	31,737
Nyos Charter	40,001	50,450	0	34,497
Star Charter	32,000	46,022	0	34,579
Texas Academy of Excellence	96,000	35,050	34,500	29,020
Texas Empowerment Academy	55,000	33,327	0	32,051
University Charter	58,256	40,393	44,686	35,714

SOURCE: Texas Education Agency, Division of Performance Reporting, Office of Accountability Reporting & Research, GE03 602 01, 2001-02 School District Profiles, Snapshot 2002

Table 5.2 Salary Schedules

Harmony Elementary-Austin						
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) Describe professional development opportunities that will be offered to school officers.

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) Explain the method(s) that will be used to evaluate school officers.

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 HE-Austin 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) Demonstrate that school officers, in conjunction with the governing bodies of the charter school, understand that they are responsible for:

- 1) student and school performance**
- 2) management and administrative practices**
- 3) student attendance accounting reporting requirements**

- 4) **compliance with generally accepted accounting principles and generally accepted standards of fiscal management**
- 5) **compliance with special education and bilingual/English as a second language (ESL) program requirements (Please note that a sponsoring entity representative may be asked to sign additional assurance documents.)**
- 6) **financial accounting reporting requirements, including grant reporting requirements**
- 7) **reporting requirements, including those through the Public Education Information Management System (PEIMS)**
- 8) **reporting annual school and student performance to students, parents, and the public**
- 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**

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

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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 HE-Austin 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 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 Elementary-Austin 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 HE-Austin 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 Elementary-Austin. 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

Revised during contingency process.
See insert. after page 56

parents will be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

h) Provide complete job descriptions, including qualifications required, for all charter school teachers and other instructional staff.

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 charters 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, objective 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) **Explain the process for providing the parent or guardian of each student enrolled in the school written notice of the qualifications of each teacher employed by the school as required in TEC, §12.130.**

The superintendent will be responsible to provide a written notice to the parents or guardians of each student enrolled at Harmony Elementary-Austin about the qualification of the teacher employed

Revised during contingency process.

See insert. after page 56

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.]

- j) **Describe the salary ranges and benefits for teachers and other instructional staff, including an analysis of salary and benefits for schools comparable in size and location to the proposed charter school and identifying any perks to be paid.**

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) **Describe professional development opportunities that will be offered to teachers and other instructional staff.**

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 development 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 XIII 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) **Explain the method(s) that will be used to evaluate teachers and other instructional staff.**

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) Provide complete job descriptions, including selection criteria, for the Public Education Information Management System (PEIMS) coordinator, student attendance staff, and other staff.

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, an 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) Describe the salary ranges and benefits for the PEIMS coordinator, student assessment staff, and other staff not already addressed, including an analysis of salary and benefits for schools comparable in size and location to the proposed

Revised during contingency process.
See insert after page 54

Revised during contingency process.

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charter school and identifying any perks to be paid. To find salary information for specific school districts or for the state as a whole, go to <http://www.tea.state.tx.us/perfreport/snapshot/>. Additional information that may be helpful in determining salary ranges is available, for a fee, from the Texas Association of School Boards.

[See Table 5.2 Salary schedules. PEIMS Coordinator will be treated as Administrative personnel regarding to salary requirements.]

- o) Describe professional development opportunities that will be offered to the PEIMS coordinator, student attendance staff, and other staff not already addressed.**

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.

- p) Explain the method(s) that will be used to evaluate the PEIMS coordinator, student attendance staff, and other staff not already addressed.**

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 craterias 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.

Sections to be Reviewed by Texas Education Agency Staff

6. Governance

- a) List the members of the governing body of the sponsoring entity.

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

- b) Submit, as part of Attachment A, a notarized biographical affidavit for each member of the governing body of the sponsoring entity.

See Attachment A (Notarized Biographical Affidavits).

- c) Submit, as Attachment C, the 501(c)(3) determination letter from the IRS or a statement that this is not necessary because the sponsoring entity is an institution of higher education or a governmental entity.

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

- d) Submit, as Attachment D, , the original Articles of Incorporation filed with the Texas Secretary of State and any Restated Articles of Incorporation, and Articles of Amendment. If the sponsoring entity has amended its original Articles of Incorporation and does not submit both the original Articles of Incorporation and all of the documents reflecting the amendments, this attachment will be considered incomplete. Comparable documents must be submitted if the sponsoring entity is a nonprofit corporation incorporated in another state, an institution of higher education, or a governmental entity.

See Attachment D (the Articles of Incorporation).

- e) Submit, as Attachment E, a complete copy (originals and any amendments) of the bylaws of the sponsoring entity or comparable documents if the sponsoring entity is an institution of higher education or a governmental entity.

See Attachment E (the Bylaws)

- f) Submit, as Attachment F, the sponsoring entity's Certificate of Incorporation issued by the Texas Secretary of State or a certificate or letter of status from the Texas Secretary of State if the Certificate of Incorporation may not be obtained. If the sponsoring entity is incorporated in another state, it may submit a Certificate of Authority filed with the Texas Secretary of State or a document from its state of incorporation reflecting its corporate existence or status. If the sponsoring entity is an institution of higher education or a governmental entity, the entity should

submit, as the attachment, a statement that the certificate of incorporation is inapplicable.

See **Attachment F** (the Certificate of Incorporation).

g) State the approximate date on which the sponsoring entity was incorporated or established.

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

h) Describe the purpose for which the sponsoring entity was established.

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.

i) Describe the activities in which the sponsoring entity has been engaged in the past and in which it is currently engaged.

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, 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 and since August 2004 in Dallas, Texas. Over the last four 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 and in its second year of operation Austin campus was rate Recognized.

j) Disclose whether the sponsoring entity has operated a private daycare, private school, public daycare, or public school.

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 three charter schools.

k) Disclose whether the sponsoring entity is a religious or faith-based organization or engages in any activities with a religious purpose.

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.

l) Discuss any litigation in which the sponsoring entity has been involved.

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 had 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.

m) Disclose whether the sponsoring entity has been sanctioned by any state regulatory agency.

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

n) Describe the initial incorporators of the sponsoring entity, including the individuals' names and their professional backgrounds.

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 provide 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 masters 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.

Dr. Ismail Koyuncu, (Member): Dr. Koyuncu is currently working as a Research Associate at the Civil and Environmental Engineering Department, Rice University. He has received his B.S., M.S. and Ph.D. degrees from Istanbul Technical University, Turkey. He has worked as a Teaching and Research Assistant at Istanbul Technical University from 1996 to 2002. Dr. Koyuncu conducted Post-Doctoral research as visiting scholar at Rice University in 2002 and University of Leuven, Belgium in 2003. Dr. Koyuncu also hold Associate Professorship position at Istanbul Technical University. Dr. Koyuncu received numerous national and international awards fellowships. He was awarded with Post Doctoral NATO B1 Fellowship by TUBITAK (Scientific and Research Council of Turkey) in 2002, Post Doctoral Research Associate Fellowship by Rice University in 2002 and 2004, Post Doctoral Research Associate Fellowship by University of Leuven, Belgium in 2003, Associate fellowship by North America Membrane Society (NAMS) in 2003. He is a member of numerous professional societies including International Water Association, IWA, National Geographic, National Committee of Turkey on Water Pollution Control, SKATMK, National Chamber of Environmental Engineers and Network of Young Membranes in Europe. Dr. Koyuncu published 30 peer reviewed journal articles and more than 50 abstracts and full papers in the National or International Scientific Meetings. He conducted several National and International projects in his fields. His major fields of interest are reuse of industrial wastewater with membrane technology, water and wastewater treatment, environmental impact assessment and marine outfall systems. He taught water supply and sanitation, water treatment, water supply and wastewater disposal to undergraduate students and membrane processes course to graduate students.

o) Discuss any plans for further recruitment of founders or organizers of the school.

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.

p) Describe the methods used to inform parents, students, and employees about procedures for receiving and responding to complaints. *Note that under 19 TAC §100.1033(c)(6), the governing body of a charter holder shall not delegate final authority to hear or decide employee grievances, citizen complaints, or parental concerns.*

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 Elementary-Austin 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.

q) Describe the following elements of the governance structure of the governing body of the sponsoring entity.

1) the officer positions designated

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 held by the same person, except the offices of president and secretary.

2) the manner in which officers are selected and removed from office

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. 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) the manner in which members of the governing body are selected and removed from office

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 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.

4) the manner in which vacancies on the governing body are filled

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) the term for which members of the governing body serve

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) whether the terms are to be staggered

Currently, terms are not staggered.

r) If a governing body of the charter school exists, list the members.

A governing body for the charter school does not exist.

s) If a governing body of the charter school exists, describe the powers or duties delegated to it by the governing body of the charter holder. *Non-delegable duties are listed in 19 TAC §100.1033(6)(C).*

Not applicable.

t) Submit, as part of Attachment A, a notarized biographical affidavit for each member of the governing body of the charter school.

Not applicable

u) Describe the following elements of the governance structure of the governing body of the charter school:

- 1) the officer positions designated**
- 2) the manner in which officers are selected and removed from office**
- 3) the manner in which members of the governing body are selected and removed from office**
- 4) the manner in which vacancies on the governing body are filled**
- 5) the term for which members of the governing body serve**
- 6) whether the terms are to be staggered**

Not applicable

- v) Describe the extent to which any private entity, including any management company, other nonprofit group, other governmental agency and/or any other educational organization will be involved in the operation of the charter school. Identify any members of the governing board or officers of the charter school who are affiliated with all such entities.**

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

7. Community Support

- a. Describe the community where the school will be located and explain why this location was selected.**

The school will be located in one of these cities: Austin, Manor, Pflugerville, or Round Rock. This location is chosen because the sponsoring entity is currently operating its charter school which draws majority of its students in this location.

- b. Provide information on the manner in which community groups have been involved and will continue to be involved in the charter school planning process.**

Since the beginning year of 2003 of Harmony Science Academy-Austin, parents have been advocating for a need for an elementary school with similar mission and educational program. Parents of HSA-Austin and 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, PTO members, several faculty members from UT at Austin have shown interest in establishing an elementary school with an outlined mission and educational programs. Members of this community has always been involved in HSA-Austin operation since its establishment. Members will continue to be involved in the elementary school's operation and advertisement upon approval. Harmony Elementary-Austin will continue to collaborate with these community groups.

- c. Submit, as Attachment G a copy of the published notice of public hearing, clearly showing the name of the newspaper and date of publication.**

See Attachment G (Public Hearing Notice).

- d. Submit, as Attachment H, a synopsis of the public hearing held to discuss the proposed charter school plan. The synopsis must identify presenters, a summary of their comments, and a list of questions from participants with responses provided by the presenters.**

See Attachment H (Synopsis of Public Hearing).

8. Geographic Boundary

- a) List the school districts from which the proposed charter school will accept students. If the charter school will accept students from only a portion of a school district or districts, state exactly what the boundary will be. *For purposes of the TEA database, the charter geographic boundary will be defined by districts receiving statements of impact as defined in TEC 12.110.*

Harmony Elementary-Austin will accept students from the following school districts.

Districts and Charter Schools

AUSTIN ISD
PFLUGERVILLE ISD
MANOR ISD
EANES ISD
DEL VALLE ISD
LAGO VISTA ISD
LAKE TRAVIS ISD
HUTTO ISD
ROUND ROCK ISD
LEANDER ISD

UNIVERSITY OF TEXAS AT AUSTIN H S
AMERICAN YOUTH WORKS CHARTER SCHOOL
TEXAS ACADEMY OF EXCELLENCE
EDEN PARK ACADEMY
NYOS CHARTER SCHOOL
TEXAS EMPOWERMENT ACADEMY
UNIVERSITY CHARTER SCHOOL
MCCULLOUGH ACADEMY OF EXCELLENCE
FRUIT OF EXCELLENCE
STAR CHARTER SCHOOL
CEDARS INTERNATIONAL ACADEMY
AUSTIN CAN ACADEMY CHARTER SCHOOL
UNIVERSITY OF TEXAS ELEMENTARY CHARTER SCHOOL
KIPP AUSTIN COLLEGE PREP SCH INC
TEXAS SCH FOR THE BLIND & VISUALLY IMPAIRED
TEXAS SCH FOR THE DEAF
EAGLE ACADEMY OF MIDLAND

- b) Submit, as Attachment I the certified mail receipt cards showing the dates that Statement of Impact forms were received and signed for by the staff of the districts located within the proposed charter school's geographic boundary. *In the absence of a signed certified mail return receipt card, the certified mail receipt showing each addressee, fees paid, and the date mailed will be accepted.*

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

9. Admissions Policy

- a) Specify the period (both the beginning and ending dates) during which applications for admission will be accepted. TEC, §12.117, requires that a charter school establish a reasonable application deadline for the submission of applications for admission.

Harmony Elementary-Austin will require the applicants to complete and submit a complete application form starting January 10, 2006 until June 25, 2006 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) Specify the approximate date on which the lottery will be conducted and describe the procedures to be followed in conducting the lottery. *Under federal law, a charter school must hold a lottery if the number of applications for a class exceeds the number of available spaces. If the number of applications does not exceed the number of available spaces, a lottery is not required.*

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) ~~State whether a waiting list will be developed for the applicants who were not admitted. If a waiting list will be used, describe the process.~~

~~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) ~~If returning students (those who attended the school the previous school year and intend to return the next school year) are given priority in admission, specify the period during which these students must notify the school of their intent to return for the next school year.~~

~~The returning students will be given priority in admission, if they notify the school of their intent to return for the next school year by April 15 of the each school year.~~

- e) State whether the charter school 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.

replaced during
contingency process
see insert



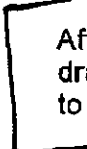
ADMISSIONS POLICY:

Issue Identified:

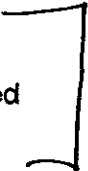
The answer to 9(c) regarding the waiting list must be clarified.

Response:

The answer to 9(c) on p. 89 of the original application should be replaced with the following text:



After the enrollment cap is reached from the lottery draw, the remaining names will be drawn and assigned to a waiting list. When a vacancy arises, admission will be offered to the student on the waiting list with the lowest number assignment.



Approve during Contingency Process M

Issue Identified:

Regarding the response to 9(d), the deadline for returning students to notify the school of their intent to return must be no later than March 15 (instead of April 15) so that the school can give these students priority before conducting a lottery in late March.

Response:

The answer to 9(d) on p. 89 of the original application should be replaced with the following text:



The returning students will be given priority in admission, if they notify the school of their intent to return for the next school year by March 15 of the each school year.



See also

Harmony Elementary-Austin 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.

- f) If the school will accept applications that are submitted outside of the designated application period, describe how the school will treat such applications**

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.

- g) Provide the non-discrimination statement in the school's admission policy.**

Harmony Elementary-Austin 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.

- h) State whether the school will exclude students with documented histories of any of the types of misconduct listed in TEC, §12.111(6). *TEC, §12.111(6) authorizes a charter school to exclude a student who has a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under TEC Subchapter A, Chapter 37. Note that TEC, §12.131 requires that the governing body of an open-enrollment charter school adopt a code of conduct for its district or for each campus.***

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) Describe the information that an applicant must provide in order to be considered for admission (not for enrollment, which occurs after an applicant has been offered admission and is registering). Applicants may not be required to provide copies of transcripts or other academic records until after they are offered admission and are enrolling. Furthermore, a student may not be precluded from enrolling due to the charter school's failure to receive information required for enrollment from the student's parent/guardian or previous school.**

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) Discuss procedures adopted to comply with reporting transfer students pursuant to Civil Action 5281. *Civil Action 5281 requires that TEA not approve student transfers where the effect of such transfers changes the majority or minority percentage of the school population by more than one percent in either the sending or receiving district. For more information, see the following web page: <http://www.tea.state.tx.us/eo/>.***

Charter schools that are operated by the sponsoring entity has always been in compliance with the Civil Action 5281. Harmony Elementary-Austin 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.

Harmony Elementary-Austin will serve grades K through fifth grades having maximum enrollment of 450 students. The majority of the potential students enrolling to Harmony Elementary-Austin will come from Austin ISD, Pflugerville ISD, Round Rock ISD, and Manor ISD. Thus the school population diversity will be reflective of those districts.

10. Special Needs Students and Programs

- a. **State the projected percentage of students who will require special education and related services.**

The estimated percentage of students requiring special education and related services at Harmony Elementary-Austin will be projected from 8% to 15%.

- b. **Briefly describe how the charter school staff will seek out, identify, locate, and evaluate children with disabilities enrolled in the charter school or who contact the charter school. Include information regarding collaboration with the Regional Education Service Centers (ESC), and the local Early Education Childhood Intervention program, and students who are not within the age range typically served by the charter school.**

Harmony Elementary-Austin will have in effect policies and procedures to ensure that all children with disabilities residing in Harmony Elementary-Austin'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.

Harmony Elementary-Austin will contact regional education service center (ESC) to train special education personnel. The school may also combine its system for identifying children in need of special education services with that of regional education service center if needed.

For preschool children, the school board will develop a system to notify the population living in the school jurisdiction with children who are at least three years of age but younger than six years of age and who are eligible for enrollment in special education program or availability of program. Periodically throughout the year, Harmony Elementary-Austin will disseminate information regarding early childhood screening.

Harmony Elementary-Austin will identify and refer all individuals with disabilities to an early childhood intervention (ECI) program. Within two working days of referral, Harmony Elementary-Austin will notify the appropriate ECI program of all children birth through two years of age suspected of having a disability.

Harmony Elementary-Austin 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, brochures, parent night presentations, and meetings open to public. Harmony Elementary-Austin will maintain a list of its dissemination network including community agencies and facilities, individuals, and locations that child find information, and evidence of ongoing communication. When the local ECI agencies identify and refer students to Harmony Elementary-Austin, the school will assess and provide evaluation reports to ECI providers according to the locally developed timelines. The assigned Harmony Elementary-Austin teacher will attend individual education plan (IEP) meetings and collaboratively develop the IEP.

Referral of students enrolled in Harmony Elementary-Austin 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, Harmony Elementary-Austin 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, Harmony Elementary-Austin will conduct a full and individual initial evaluation before the initial provision of special education and related services to the child with a disability. Harmony Elementary-Austin 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. Whether child is a child aged 3 through 9 experiencing developmental delays in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development.
 - c. 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. Harmony-Elementary-Austin 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, Harmony Elementary-Austin 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, Harmony Elementary-Austin 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 Harmony Elementary-Austin 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.

Harmony Elementary- Austin 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 Harmony Elementary- Austin 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

- c. **Briefly describe how the charter holder staff will access the variety of qualified and/or licensed personnel to conduct special education assessments (including related services) and participate as members of the multidisciplinary assessment team for students who may have disabilities such as autism, an auditory impairment or deafness, deaf-blindness, an emotional disturbance, health impairment, a learning disability, mental retardation, an orthopedic impairment, a speech or language impairment, a traumatic brain injury, or a visual impairment.**

The Harmony Elementary-Austin 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 Elementary-Austin 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 Elementary-Austin ensures that all special education staff will be certified, endorsed, or licensed in the area of assignment.

- d. **Briefly describe how the charter school staff will have the capacity to provide a wide range of special education and related services by appropriately certified and/or licensed personnel to students who are eligible for special education services and have disabilities such as autism, an auditory impairment or deafness, deaf-blindness, an emotional disturbance, a health impairment, a learning disability, mental retardation, an orthopedic impairment, a speech or language impairment, a traumatic brain injury, or a visual impairment.**

Harmony Elementary-Austin 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 Elementary-Austin 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 Elementary-Austin 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 Elementary-Austin'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.

- e. Briefly describe how the charter school staff will ensure that a full continuum of placement options (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions) will be available to meet the needs of students with disabilities who are eligible for special education services.**

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.

f. Briefly describe how the charter school staff will continue to provide a free and appropriate public education (FAPE) for expelled students who are eligible for special education services.

Harmony Elementary-Austin 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 Elementary-Austin 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.

g. Briefly describe the process that will be used to determine the initial placement of transfer students eligible for special education services.

Harmony Elementary-Austin will determine the initial placement of new students eligible for special education services as follow: Harmony Elementary-Austin 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 Elementary-Austin, 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 Elementary-Austin 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 Elementary-Austin. 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.

h. Briefly describe how the school will provide individually determined extended school year services for students whose Admission, Review, and Dismissal (ARD) committee determines a need.

Extended school year (ESY) is defined as individualized instructional programs beyond the regular school year for students enrolled in Harmony Elementary-Austin'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 Elementary-Austin 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 Elementary-Austin 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 a result of regression in skills; or
- Loss of access to on-the-job training or productive employment as result of regression in skills

i. Briefly describe how the school will meet the needs of students with dyslexia.

The board of trustees of Harmony Elementary-Austin 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 Elementary-Austin will notify the students' parents/guardians.

Harmony Elementary-Austin 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 Elementary-Austin 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 Elementary-Austin 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 Elementary-Austin will establish written procedures for recommending and assessing students for dyslexia within general education. In addition to following federal and state guidelines, Harmony Elementary-Austin 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.

j. Describe how the proposed charter school will meet the needs of children who qualify for Section 504.

Harmony Elementary-Austin 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 Elementary-Austin 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) Discuss the sources of funding used by the sponsoring entity to start up its operations.

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) Discuss the current assets of the sponsoring entity.

Harmony Science Academies have been in operation for five years. In the last three years we opened two new schools. The deficit between the assets and liabilities is mainly due to start up costs. Nevertheless, the deficit at the end of year 2004-2005 is budgeted to be eliminated.

Assets

Cash	68,569
Grants receivable	156,010
Other receivable	122
Lease property improvements	136,177
Equipment and furniture	76,605
Accumulated depreciation	(58,393)

Other assets	<u>18,385</u>
Total Assets	<u>397,477</u>

c) Discuss the current liabilities of the sponsoring entity.

Liabilities and Net Assets

Accounts payable	197,610
Payroll taxes payable	2,231
Other liabilities	162,607
Notes payable	<u>245,236</u>
Total Liabilities	<u>607,684</u>
Net Assets:	
Unrestricted	(210,207)
Restricted	
Total Net Assets	<u>(210,207)</u>
Total Liabilities and Net Assets	397,477

d) Disclose any liens, litigation history, and/or any sanctions from any local, state and/or federal regulatory agency against the sponsoring entity.

There has been no sanctions from any local any local, state and/or federal regulatory agency against the sponsoring entity since its establishment.

e) State the names of any open-enrollment charters already held by the sponsoring entity. If other charters are held, disclose whether they have been timely and accurate in reporting PEIMS data and required financial audits

Currently, the following charter schools are held by Cosmos Foundation:

- 1) Harmony Science Academy-Houston
- 2) Harmony Science Academy-Austin

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 Finacial Service. The problem was corrected by changing the auditor. This year's financial audit report was filled before the deadline. Additionally both charter schools have been providing accurate PEIMS data on a timely manner. Error rates for the PEIMS data reporting was below 1%.

f) Submit, as Attachment J, a copy of the most recent audit report.

Please see **Attachment J** (the Audit Report).

- g) Submit, as Attachment K, credit report of the sponsoring entity.**

Please refer to **Attachment K** (the Credit Report).

- h) Submit, as Attachment L copy of the most recently filed Internal Revenue Service Form 990. If a Form 990 is not available, provide a statement that explains why a Form 990 was not available as the attachment.**

Please refer to **Attachment L** (the Copy of IRS Form 990).

Current Operations of Sponsoring Entity

- i) If non-charter programs are operated by the sponsoring entity, describe how, or if, non-charter programs will relate to the charter school.**

The sponsoring entity has no non-charter programs.

- j) If there are plans to begin operating any non-charter programs within the next two years, describe how, or if, future non-charter programs will relate to the charter school.**

The sponsoring entity has no plans to have non-charter programs.

- k) If there are plans to begin operating any non-charter programs within the next two years, discuss the physical location of the programs. Describe how the charter school will maintain separate administrative, business, financial, payroll, personnel and other records.**

The sponsoring entity has no plans to have non-charter programs.

Start Up of Charter School Operations

- l) Provide a statement describing the projected amounts of start-up funding. The statement must identify the amount of each source of funds and the specific source of funding (i.e., private donor, charitable foundation, local government, state/federal agency).**

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) **Submit, as Attachment M, documentation (i.e., letters of credit, letters from donors, loan agreements, notices of grant awards, etc.) verifying all sources of funding. Letters from each local community group or individual(s) with whom the sponsoring entity has developed business arrangements or partnership(s) relevant to the charter school may be placed after the sources of funds. Letters of support for the proposed school should not be included in Attachment M. If there are no sources of funds, state this in the attachment.**

Please refer to **Attachment M** (Letters from Donors and Loan Agreements).

- n) **Describe the process by which the annual budget of the charter school will be adopted.**

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 to 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) **Submit, as Attachment N, a start-up budget using the start-up budget template included in Appendix III and also located at <http://www.tea.state.tx.us./charter/rfa.htm>.**

Please see **Attachment N** (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) Submit, as Attachment O budget for the first year of charter school operations using the budget template included in Appendix IV and also located at <http://www.tea.state.tx.us/charter/rfa.htm>.**

Please see **Attachment O**(Budgets for years 1-3).

- q) Discuss the ways that the school will address anticipated growth in the areas of personnel, facility, and equipment expenditures.**

Harmony Elementary-Austin will start its first year operation with 250 students. Maximum enrollment will be 450. Growth in the area of personnel, facility, and equipment expenditures is anticipated with increase in enrollment. The School will address this issue through ADA, technology payments, and supplemental Federal and State sources (i.e. Comp. Ed. and Entitlements). Additionally, HSA apply for competitive state and federal grants and will seek funds from local businesses and private foundations.

Management Company and Other Contracted Services

- r) Describe the manner in which an annual audit of the financial and programmatic operations of the program is to be conducted.**

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).

- s) Identify any organization(s) and/or individual(s) that will provide financial accounting, payroll, and/or tax accounting services for the proposed charter school.**

RSCCC, via Region 13, will be used for financial accounting, payroll, and tax accounting services. HSA-Austin has been already receiving consultation from Region 13.

- t) Discuss the qualifications of the organization(s) and/or individual(s). Include a list of any current or former clients that were charter schools.**

The financial accounting software RSCCC (Regional Service Centers Computer Cooperative), via Region 13 will be used. Currently, over 700 school districts throughout the state are on-going clients of the cooperative's RSCCC software.

- u) **Submit, as Attachment P, a copy of the negotiated service agreement(s) with any organization(s) and/or individual(s) that will provide financial accounting, payroll, and/or tax accounting services for the proposed charter school.**

Please refer to **Attachment P** (Negotiated Service Agreements).

- v) **Identify all individuals serving on the governing body of the sponsoring entity or the governing body of the charter school who will provide any service to the proposed charter school. Note their names, their qualifications and the service(s) to be provided.**

None of the members of the sponsoring entity will provide any service to the proposed charter school.

- w) **Indicate whether the charter holder will adopt the provisions of Texas Education Code (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. If so, the provisions of TEC, Chapter 44, Subchapter B, will control in lieu of Subchapter B, Chapter 271, Texas Local Government Code.**

The sponsoring entity will 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

The financial accounting software must enable the proposed charter school to comply with the requirements discussed in the Special Supplement To Financial Accounting and Reporting, Nonprofit Charter School Chart Of Accounts. (An electronic copy of the supplement is located at <http://www.tea.state.tx.us/school.finance/index.html#audit>.)

- x) **Identify and discuss the capabilities of the financial accounting software (i.e., the complete name of the software application and the software version) that the proposed charter school will use.**

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

The student attendance accounting software must enable the proposed charter school to comply with the requirements discussed in the Student Attendance Accounting Handbook. For further information, refer to <http://www.tea.state.tx.us/peims/handbook/index.html>.

- y) **Identify the student attendance accounting software (i.e., the complete name of the software application and the software version) that the proposed charter school will use, and discuss the software's ability to produce the required reports and track student-related data required in PEIMS.**

Harmony Elementary-Austin 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

- z) Provide the physical address of the facility to be used by the proposed charter school and describe the facility.**

Harmony Elementary-Austin has not leased or purchased any building yet. Once Harmony Elementary-Austin receives its Charter and signs the contract, it will forward the address of the facility to the State Board of Education.

aa) Describe how the facility is currently used or how it was used in the past.

This is not applicable since no facility has been identified yet.

bb) Explain why the site will be a suitable facility for the proposed charter school.

The Board of Directors of Cosmos 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.

cc) Discuss plans to ensure that school facilities are accessible to disabled persons.

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.

dd) 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. Identify the dollar amounts of any renovations and repairs.

This is not applicable since no facility has been identified yet.

ee) Discuss any progress, partnership developments or future steps towards the acquisition of a facility and/or land.

The foundation has no immediate plan for partnership developments or future steps towards the acquisition of a facility or a land.

ff) Submit, as Attachment Q, a copy of the negotiated lease agreement(s), deed(s) to property, or purchase agreement(s), as applicable. *If none of these documents are available on the date that the application is submitted, include a letter of agreement or understanding outlining the terms negotiated to date or a statement that no lease, deed to property, or purchase agreement has been negotiated.*

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 Q.

gg) Identify the individuals that 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 above.

This not applicable.

hh) Identify all other organizations or individuals that will be using the facility in addition to the proposed charter school.

Harmony Elementary-Austin will be the only tenant in the building.

Transportation and Food Service

ii) Describe provision for transportation for students served by the charter school. Pursuant to federal law, the school must provide transportation to students eligible for special education and related services as required by their Individualized Education Program (IEP).

Harmony Elementary-Austin 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. HE-Austin will ensure that the third party provider will be a qualified driver who understands the students' needs pursuant to IEP.

jj) Describe provisions for food service, if any, for students served by the charter school, including plans for free or reduced lunch and breakfast programs. If 10% of the students qualify for free or reduced breakfast, the school is required by Texas Education Code §33.901 to provide a breakfast program for those students. For additional information, refer to <http://www.tea.state.tx.us/CNP/index.html>.

HE-Austin 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.

ATTACHMENT A NOTARIZED BIOGRAPHICAL AFFIDAVITS

Eleventh Generation Open-Enrollment Charter School Applicant Biographical Affidavit
 Texas Education Agency
 (MUST BE TYPED and NOTARIZED)

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 Elementary Austin

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? : NO
 If yes, give reason for the change : N/A
 Maiden Name (if female) : N/A
 Other names used at any time : NONE

3. State your current home address : 2111 Holly Hall St. Apt #4506 Houston TX 77054

4. State your 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
 : 2003-Present, University of Houston, Houston/TX, Ph.D. Candidate in Computer Sci.
 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:

<u>DATES</u>	<u>EMPLOYER</u>	<u>ADDRESS</u>	<u>POSITION</u>
Sept. 2000-Present	Univ. of Houston	4600 Calhoun, Houston TX	Technology Assistant
Mar. 2000-Sep. 2000	Harrison Law Office	6633 Hillcoft Houston TX	Web Developer & Programmer
Sept. 1998-Dec. 1999	DIS Trade Bank	Istanbul, Turkey	System Analyst

8. Present employer may be contacted: Yes No

9. Former employers may be contacted: Yes No

10. List all businesses or organizations of which you are a partner or in which you have a majority interest.

NONE

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

<u>DATES</u>	<u>CHARTER SCHOOL/CHARTER HOLDER</u>	<u>ADDRESS</u>	<u>POSITION</u>
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

12. List all previous experience with any charter school management company:

<u>DATES</u>	<u>MANAGEMENT COMPANY</u>	<u>ADDRESS</u>	<u>POSITION</u>
--------------	---------------------------	----------------	-----------------

NONE

13. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination): NONE

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

15. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? NO If so, please state the compensation you expect to receive. N/A
Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity. NONE

16. Is your spouse or are any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity? NO If so, give details: N/A

17. Will any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the school? NO If so, give details: N/A

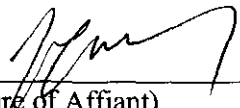
18. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, the charter school, or the management company of the school? NO If so, give details: N/A

19. 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? NO If so, give details: N/A

20. Have you ever been adjudged bankrupt? NO If so, give details: N/A

21. 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? **NO** If so, give details: N/A

Dated and signed this 8th day of February, 2005.
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.



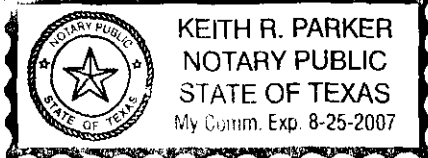
(Signature of Affiant)

VERIFICATION


State of TEXAS
County of HARRIS

On this day, _____ (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 8th day of FEBRUARY, 2005



(SEAL)



(Notary Public)

My commission expires 8/25/07

Eleventh Generation Open-Enrollment Charter School Applicant Biographical Affidavit
Texas Education Agency
(MUST BE TYPED and NOTARIZED)

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 Elementary Austin

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) : Ismail Kovuncu
2. Have you ever had your name changed or used another name? : NO
If yes, give reason for the change : N/A
Maiden Name (if female) : N/A
Other names used at any time : NONE
3. State your current home address : 7530 Brompton Rd #854 Houston, TX 77025
4. State your current home telephone number : 713-660-8231
5. Education: Dates, Names, Locations and Degrees
College : 1995, Environmental Engineering Department, Istanbul Technical University, B.S.
Graduate Studies : 1997, Environmental Engineering Department, Istanbul Technical University, M.S.
2001, Environmental Engineering Department, Istanbul Technical University, Ph.D.
Others : _____
6. List membership(s) in professional societies and associations: International Water Association, IWA, National Geographics, National Committee on Water Pollution Control, SKATMK, National Chamber of Environmental Engineers and Network of Young Membraines.
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
<u>1996-01</u>	<u>Istanbul Technical Univ., Environmental Eng. Dept.</u>	<u>34469 Istanbul, Turkey,</u>	<u>Research Assist.</u>
<u>2002-03</u>	<u>Rice University, Civil and Environ. Eng. Dept.,</u>	<u>6100 Main St. Houston TX, 77005,</u>	<u>Post-Doc.</u>
<u>2003-04</u>	<u>Istanbul Technical Univ., Environmental Eng. Dept.</u>	<u>34469 Istanbul, Turkey,</u>	<u>Assoc. Prof.</u>

2004-Present Rice University, Civil and Env. Eng. Dept., 6100 Main St. Houston TX, 77005, Post-Doc.

8. Present employer may be contacted: Yes No

9. Former employers may be contacted: Yes No

10. List all businesses or organizations of which you are a partner or in which you have a majority interest.
NONE

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

<u>DATES</u>	<u>CHARTER SCHOOL/CHARTER HOLDER</u>	<u>ADDRESS</u>	<u>POSITION</u>
9/2004-Present	Cosmos Foundation, Inc	5435 S. Braeswood Houston, TX 77096	Board Member

12. List all previous experience with any charter school management company:

<u>DATES</u>	<u>MANAGEMENT COMPANY</u>	<u>ADDRESS</u>	<u>POSITION</u>
<u>NONE</u>			

13. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination): **NONE**

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

15. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? **NO** If so, please state the compensation you expect to receive. **N/A**
Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity. **NONE**

16. Is your spouse or are any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity? **NO** If so, give details: **N/A**

17. Will any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the school? **NO** If so, give details: **N/A**

18. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, the charter school, or the management company of the school? **NO** If so, give details: **N/A**

19. 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? **NO** If so, give details: **N/A**

20. Have you ever been adjudged bankrupt? **NO** If so, give details: **N/A**

21. 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? **NO** If so, give details: **N/A**

Dated and signed this 8th day of February 2, 2005.
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.

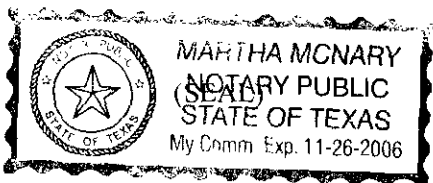
[Signature]
(Signature of Affiant)

VERIFICATION

State of TEXAS
County of Harris

On this day, _____ (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 8 day of Feb., 2005.



[Signature]
(Notary Public)
My commission expires 11-26-2006

Eleventh Generation Open-Enrollment Charter School Applicant Biographical Affidavit
Texas Education Agency
(MUST BE TYPED and NOTARIZED)

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 Elementary Austin

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.

- Full Name (Initials Not Acceptable) : Levent Bulut
- Have you ever had your name changed or used another name? : NO
If yes, give reason for the change : N/A
Maiden Name (if female) : N/A
Other names used at any time : NONE
- State your current home address : 6220 Alder Dr. Apt: 3702 Houston, TX 77081
- State your current home telephone number : 713-665-7668
- 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 : _____
- List membership(s) in professional societies and associations: American Economic Association, Turkish-American Scientists and Scholars Association (TASSA), Association of Bilkent Graduates (BILMED)
- List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

<u>DATES</u>	<u>EMPLOYER</u>	<u>ADDRESS</u>	<u>POSITION</u>
<u>2002-2005,</u>	<u>University of Houston,</u>	<u>4800 Calhoun Rd, Houston/TX 77204,</u>	<u>RA in Economics</u>
<u>2001-2002,</u>	<u>Fatih University, Buyukcekmece,</u>	<u>Istanbul/Turkey,</u>	<u>Editorial Assistant of the Journal of Economic and Social Research (JESR)</u>
<u>2000-2002,</u>	<u>Fatih University, Dept. of Economics</u>	<u>Buyukcekmece, Istanbul/Turkey,</u>	<u>Research Assistant,</u>

8. Present employer may be contacted: Yes No

9. Former employers may be contacted: Yes No

10. List all businesses or organizations of which you are a partner or in which you have a majority interest.
NONE

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

<u>DATES</u>	<u>CHARTER SCHOOL/CHARTER HOLDER</u>	<u>ADDRESS</u>	<u>POSITION</u>
9/2005-Present	Cosmos Foundation, Inc.,	5435 S. Braeswood Houston, TX 77096,	Board Member

12. List all previous experience with any charter school management company:

<u>DATES</u>	<u>MANAGEMENT COMPANY</u>	<u>ADDRESS</u>	<u>POSITION</u>
<u>NONE</u>			

13. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination): NONE

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

15. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? NO If so, please state the compensation you expect to receive. N/A
Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity. NONE

16. Is your spouse or are any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity? NO If so, give details: N/A

17. Will any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the school? NO If so, give details: N/A

18. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, the charter school, or the management company of the school? NO If so, give details: N/A

19. 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? NO If so, give details: N/A

20. Have you ever been adjudged bankrupt? NO If so, give details: N/A

21. 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? NO If so, give details: N/A

Dated and signed this 8th day of February, 2005.
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 TX

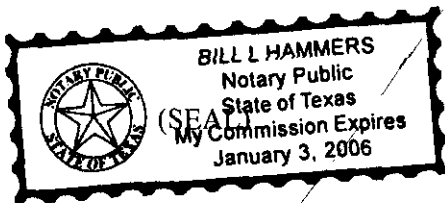
County of Harris

On this day, Levent Bulut (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 8th day of February, 2005.

[Signature]
(Notary Public)

My commission expires 1/3/06



Eleventh Generation Open-Enrollment Charter School Applicant Biographical Affidavit
Texas Education Agency
(MUST BE TYPED and NOTARIZED)

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 Elementary-Austin

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? : NO
If yes, give reason for the change : N/A
Maiden Name (if female) : N/A
Other names used at any time : NONE
3. State your current home address : 6220 Alder Dr. Apt: 3702 Houston, TX 77081
4. State your current home telephone number : 713-665-7668
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 : _____
6. List membership(s) in professional societies and associations: American Economic Association, Turkish-American Scientists and Scholars Association (TASSA), Association of Bilkent Graduates (BILMED)
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
<u>2002-2005</u>	<u>University of Houston</u>	<u>4800 Calhoun Rd, Houston/TX 77204</u>	<u>RA in Economics</u>
<u>2001-2002</u>	<u>Fatih University, Buyukcekmece</u>	<u>Istanbul/Turkey</u>	<u>Editorial Assistant of the Journal of Economic and Social Research (JESR)</u>
<u>2000-2002</u>	<u>Fatih University, Dept. of Economics</u>	<u>Buyukcekmece, Istanbul/Turkey</u>	<u>Research Assistant</u>

8. Present employer may be contacted: Yes No

9. Former employers may be contacted: Yes No

10. List all businesses or organizations of which you are a partner or in which you have a majority interest.
NONE

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

<u>DATES</u>	<u>CHARTER SCHOOL/CHARTER HOLDER</u>	<u>ADDRESS</u>	<u>POSITION</u>
07/2004-Present,	Cosmos Foundation, Inc.,	5435 S. Braeswood Houston, TX 77096,	Board Member

12. List all previous experience with any charter school management company:

<u>DATES</u>	<u>MANAGEMENT COMPANY</u>	<u>ADDRESS</u>	<u>POSITION</u>
<u>NONE</u>			

13. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination): NONE

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

15. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? NO If so, please state the compensation you expect to receive. N/A
Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity. NONE

16. Is your spouse or are any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity? NO If so, give details: N/A

17. Will any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the school? NO If so, give details: N/A

18. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, the charter school, or the management company of the school? NO If so, give details: N/A

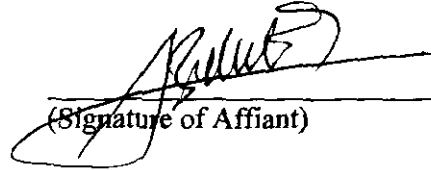
19. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? NO If so, give details: N/A

20. Have you ever been adjudged bankrupt? NO If so, give details: N/A

21. 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? NO If so, give details: N/A

Dated and signed this 12th day of December, 2005.
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)

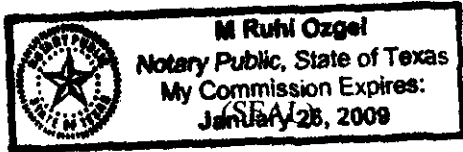
VERIFICATION

State of Texas

County of Harris

On this day, Levent BULUT (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 12th day of December, 2005.




(Notary Public)

My commission expires 01/26/2009

Eleventh Generation Open-Enrollment Charter School Applicant Biographical Affidavit
 Texas Education Agency
 (MUST BE TYPED and NOTARIZED)

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 Elementary Austin

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? : NO
 If yes, give reason for the change : N/A
 Maiden Name (if female) : N/A
 Other names used at any time : NONE
- 3. State your current home address : 4424 Gaines Ranch Loop, Apt:334, Austin, TX 78735
- 4. State your current home telephone number : (512) 899-9335
- 5. Education: Dates, Names, Locations and Degrees
 College : 1996, Bilkent University, Ankara, Turkey, B.S. in Industrial Engineering
 Graduate Studies : 2002, University of Rochester, Rochester, NY, Ph.D. in 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:

<u>DATES</u>	<u>EMPLOYER</u>	<u>ADDRESS</u>	<u>POSITION</u>
Sep 2002-Present,	University of Texas,	Dept. Economics, U. of Texas, Austin, TX 78712,	Asst. Professor

- 8. Present employer may be contacted: Yes No
- 9. Former employers may be contacted: Yes No

10. List all businesses or organizations of which you are a partner or in which you have a majority interest.

NONE

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

<u>DATES</u>	<u>CHARTER SCHOOL/CHARTER HOLDER</u>	<u>ADDRESS</u>	<u>POSITION</u>
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

12. List all previous experience with any charter school management company:

<u>DATES</u>	<u>MANAGEMENT COMPANY</u>	<u>ADDRESS</u>	<u>POSITION</u>
<u>NONE</u>			

13. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination): NONE

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

15. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? NO If so, please state the compensation you expect to receive. N/A
Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity. NONE

16. Is your spouse or are any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity? NO If so, give details: N/A

17. Will any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the school? NO If so, give details: N/A

18. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, the charter school, or the management company of the school? NO If so, give details: N/A

19. 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? NO If so, give details: N/A

20. Have you ever been adjudged bankrupt? NO If so, give details: N/A

21. 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? NO If so, give details: N/A

Dated and signed this 8th day of February, 2005.

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.

Bushanetta
(Signature of Affiant)

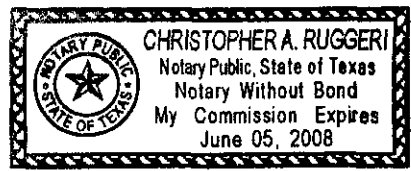
VERIFICATION

State of Texas

County of Travis

On this day, Bushanetta Kumsen (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 8 day of February, 2005



(SEAL)

Christopher A. Ruggeri
(Notary Public)

My commission expires June 5, 2008

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

Eleventh Generation Open-Enrollment Charter School Applicant Biographical Affidavit
Texas Education Agency
(MUST BE TYPED and NOTARIZED)

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 Elementary Austin

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.

- Full Name (Initials Not Acceptable) : Fatih Yigit
- Have you ever had your name changed or used another name? : NO
If yes, give reason for the change : N/A
Maiden Name (if female) : N/A
Other names used at any time : NONE
- State your current home address : 2111 Holly Hall #4808, Houston TX 77054
- State your current home telephone number : 713-888-0606
- 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 : _____
- List membership(s) in professional societies and associations: NONE
- List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

<u>DATES</u>	<u>EMPLOYER</u>	<u>ADDRESS</u>	<u>POSITION</u>
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
- Present employer may be contacted: Yes No
- Former employers may be contacted: Yes No

10. List all businesses or organizations of which you are a partner or in which you have a majority interest.

NONE

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

<u>DATES</u>	<u>CHARTER SCHOOL/CHARTER HOLDER</u>	<u>ADDRESS</u>	<u>POSITION</u>
200-2002	Cosmos Foundation, Inc	930 E. Rundberg Ln. Austin, TX 78753	Volunteer Accountant

12. List all previous experience with any charter school management company:

<u>DATES</u>	<u>MANAGEMENT COMPANY</u>	<u>ADDRESS</u>	<u>POSITION</u>
<u>NONE</u>			

13. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination): NONE

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

15. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? NO If so, please state the compensation you expect to receive. N/A
Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity. NONE

16. Is your spouse or are any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity? NO If so, give details: N/A

17. Will any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the school? NO If so, give details: N/A

18. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, the charter school, or the management company of the school? NO If so, give details: N/A

19. 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? NO If so, give details: N/A

20. Have you ever been adjudged bankrupt? NO If so, give details: N/A

21. 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? NO If so, give details: N/A

Dated and signed this 14 day of February, 2005.

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)

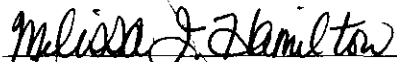
VERIFICATION

State of Texas

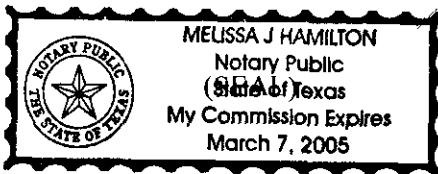
County of Harris

On this day, 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 14 day of February, 2005.


(Notary Public)

My commission expires March 7, 2005



APPROVED DURING CONTINGENCY PROCESS

Eleventh Generation Open-Enrollment Charter School Applicant Biographical Affidavit
Texas Education Agency
(MUST BE TYPED and NOTARIZED)

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 Elementary-Austin

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? : NO
If yes, give reason for the change : N/A
Maiden Name (if female) : N/A
Other names used at any time : NONE
3. State your current home address : 2111 Holly Hall #4808, Houston TX 77056
4. State your current home telephone number : 713-888-0606
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:
- | <u>DATES</u> | <u>EMPLOYER</u> | <u>ADDRESS</u> | <u>POSITION</u> |
|-----------------|-----------------------|--|-----------------|
| 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. Present employer may be contacted: Yes No
9. Former employers may be contacted: Yes No

10. List all businesses or organizations of which you are a partner or in which you have a majority interest.
NONE

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

<u>DATES</u>	<u>CHARTER SCHOOL/CHARTER HOLDER</u>	<u>ADDRESS</u>	<u>POSITION</u>
2000-2002	Cosmos Foundation, Inc	930 E. Rundberg Ln. Austin, TX 78753	Volunteer Accountant

12. List all previous experience with any charter school management company:

<u>DATES</u>	<u>MANAGEMENT COMPANY</u>	<u>ADDRESS</u>	<u>POSITION</u>
<u>NONE</u>			

13. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination): NONE

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

15. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? NO If so, please state the compensation you expect to receive. N/A
Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity. NONE

16. Is your spouse or are any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity? NO If so, give details: N/A

17. Will any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the school? NO If so, give details: N/A

18. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, the charter school, or the management company of the school? NO If so, give details: N/A

19. 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? NO If so, give details: N/A

20. Have you ever been adjudged bankrupt? NO If so, give details: N/A

21. 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? NO If so, give details: N/A

Dated and signed this 12 day of December, 2005.
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)

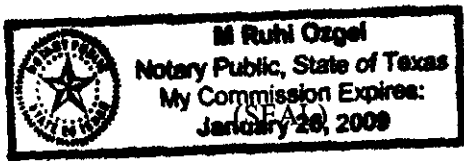
VERIFICATION

State of Texas

County of Harris

On this day, 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 12th day of December, 2005.



[Signature]
(Notary Public)

My commission expires 01/26/2009

(MUST BE TYPED and NOTARIZED)

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 Superintendent
State Position as defined in TEC, §12.1012

Full Name of Sponsoring Entity Cosmos Foundation Inc.

Full Name of Proposed Charter School Harmony Elementary-Austin

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) Ibrahim Sel
2. Have you ever had your name changed or used another name? No
If yes, give reason for the change: _____
Maiden Name (if female): _____
Other names used at any time: _____
3. State your current home address: 4716 Duval Road P37 Austin, TX 78727
4. State your current home telephone number: 512-372 9041
5. Education: Dates, Names, Locations and Degrees
College: 7/10/1987, Middle East Technical University, Ankara-Turkey, B.Sc.
Graduate Studies: 1/29/1990-6/29/1993, Middle East Technical University, Ankara-Turkey, M.Sc.-Ph.D.
Others: 3/15/1996, The University of Sydney, Sydney-Australia, Graduate Diploma in Education
6. List membership(s) in professional societies and associations: TASBO (Texas Association of School Business Officials), TASA (Texas Association of School Administrators)
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 23 rd St. Oklahoma City, OK 73112	Principal
Jun.02-Present	Harmony Science Acad.-Austin	930 E. Rundberg Lane Austin, TX 78753	CEO

8. Present employer may be contacted: Yes No

9. Former employers may be contacted: Yes No

10. List all businesses or organizations of which you are a partner or in which you have a majority interest.

None

11. 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 23 rd St. Oklahoma City, OK 73112	Principal
Jun.02-Present	Harmony Science Acad.-Austin	930 E. Rundberg Lane Austin, TX 78753	CEO

12. List all previous experience with any charter school management company:

DATES	MANAGEMENT COMPANY	ADDRESS	POSITION
<u>None</u>			

13. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination): None

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

15. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? Yes If so, please state the compensation you expect to receive. N/A
Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity. None

16. Is your spouse or are any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity? No If so, give details: N/A

17. Will any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the school? No If so, give details: N/A

18. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, the charter school, or the management company of the school? No If so, give details: N/A
19. 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? No If so, give details: N/A
20. Have you ever been adjudged bankrupt? No If so, give details: N/A
21. 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? No If so, give details: N/A

Dated and signed this 18 day of February, 2005.
 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.

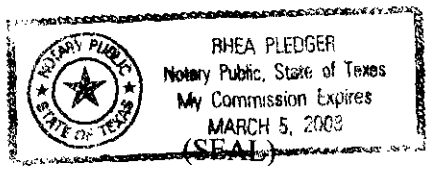
[Signature]
 (Signature of Affiant)

VERIFICATION

State of Texas
 County of TRAVIS

On this day, Ibrahim Sci (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, 2005.



[Signature]
 (Notary Public)

My commission expires March 05, 2008

Eleventh Generation Open-Enrollment Charter School

Texas Education Agency
 (MUST BE TYPED and NOTARIZED)

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 Superintendent
 State Position as defined in TEC, §12.1012

Full Name of Sponsoring Entity Cosmos Foundation Inc.

Full Name of Proposed Charter School Harmony Elementary-Austin

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) Ibrahim Sel
2. Have you ever had your name changed or used another name? No
 If yes, give reason for the change: _____
 Maiden Name (if female): _____
 Other names used at any time: _____
3. State your current home address: 4716 Duval Road P37 Austin, TX 78727
4. State your current home telephone number: 512-372 9041
5. Education: Dates, Names, Locations and Degrees
 College: 7/10/1987, Middle East Technical University, Ankara-Turkey, B.Sc.
 Graduate Studies: 1/29/1990-6/29/1993, Middle East Technical University, Ankara-Turkey, M.Sc.-Ph.D.
 Others: 3/15/1996, The University of Sydney, Sydney-Australia, Graduate Diploma in Education
6. List membership(s) in professional societies and associations: TASBO (Texas Association of School Business Officials), TASA (Texas Association of School Administrators)
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 23 rd St. Oklahoma City, OK 73112	Principal
Jun.02-Present	Harmony Science Acad.-Austin	930 E. Rundberg Lane Austin, TX 78753	CEO

8. Present employer may be contacted: Yes No

9. Former employers may be contacted: Yes No

10. List all businesses or organizations of which you are a partner or in which you have a majority interest.

None

11. 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 23 rd St. Oklahoma City, OK 73112	Principal
Jun.02-Present	Harmony Science Acad.-Austin	930 E. Rundberg Lane Austin, TX 78753	CEO

12. List all previous experience with any charter school management company:

DATES	MANAGEMENT COMPANY	ADDRESS	POSITION
<u>None</u>			

13. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination): None

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

15. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? Yes If so, please state the compensation you expect to receive. \$69,000
Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity. N/A

16. Is your spouse or are any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity? No If so, give details: N/A

17. Will any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the school? No If so, give details: N/A

18. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the sponsoring entity, the charter school, or the management company of the school? No If so, give details: N/A
19. 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? No If so, give details: N/A
20. Have you ever been adjudged bankrupt? No If so, give details: N/A
21. 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? No If so, give details: N/A

Dated and signed this 8 day of December, 2005.
 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, Robin Del (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.

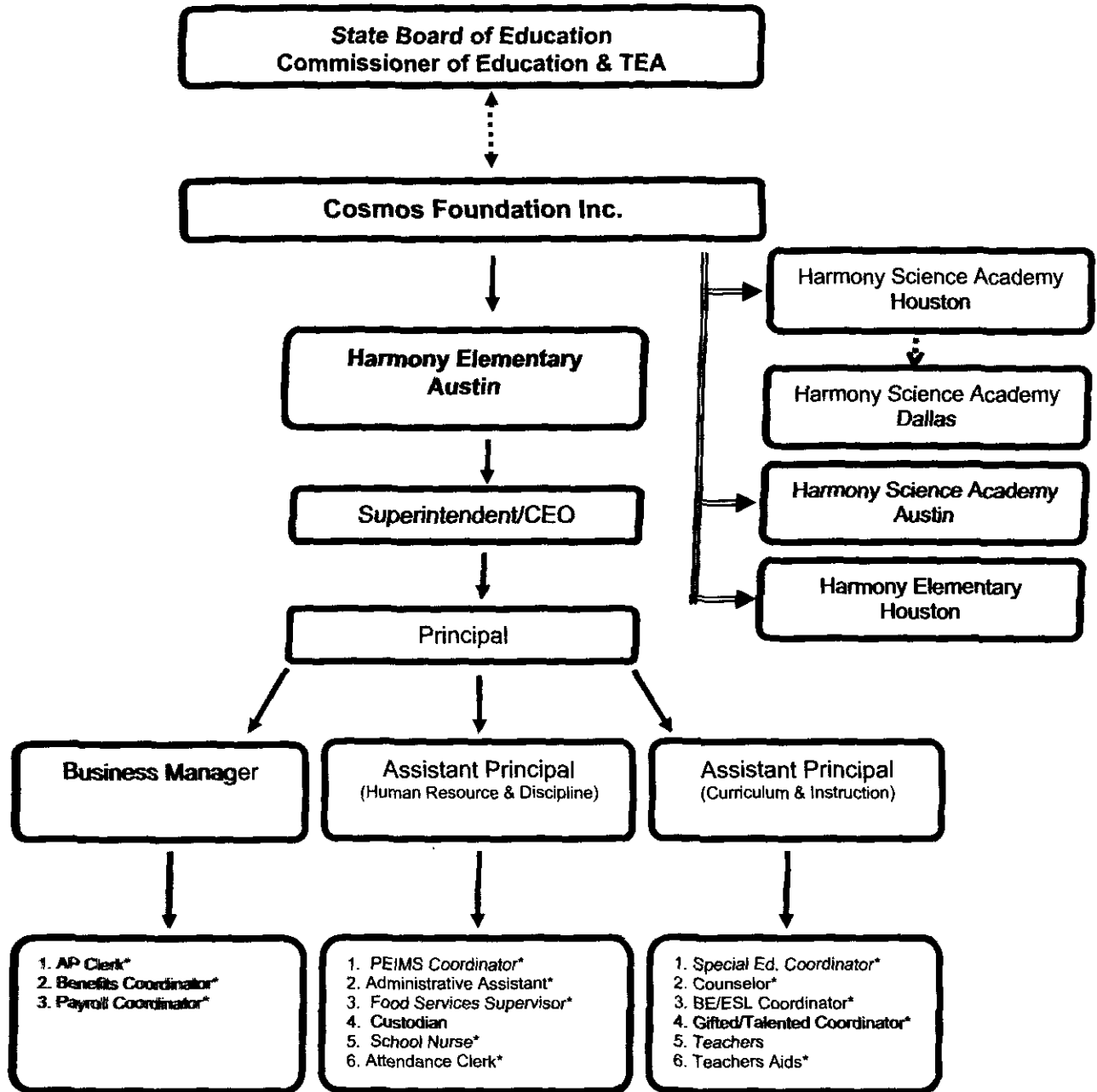
Subscribed and sworn to before me this 8th day of December, 2005.

[Signature]
 (Notary Public)



My commission expires 01/26/2009

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

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 11.18 (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 Ekinci	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 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

.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 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.

(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 those 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: 08/25, 1999.

 [signature]

Ayhan Ekinci
Secretary of the Corporation

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 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 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 03-9-2005, 20 .

[Signature of Secretary]

Fatih Yigit

Date (mm, dd, yyyy)

3 / 9 / 2005

[Name of Secretary]

Fatih Yigit

**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 Ekirci, Secretary

By: 
Soner 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 without notice other than these Bylaws. Such meeting shall be held on the 10th day of September 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 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.~~

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 reconvene the meeting one 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. 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

2.12. — ~~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.

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

~~2.13. — 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.~~

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

4.06. — 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 presented at no time during a meeting, the chair may adjourn and reconvene the meeting one time without further notice.

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 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.~~

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 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.

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 or 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 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 vote on the matter. The original signed consents shall be placed in the Corporation minute book and 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 a proxy may not exercise 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 Bylaws.~~

Revised 10.03

This paragraph 10.03 has been omitted from the bylaws.

ATTACHMENT F CERTIFICATE OF INCORPORATION



The State of Texas

Secretary of State

CERTIFICATE OF INCORPORATION

OF

COSMOS FOUNDATION, INC.
CHARTER NUMBER 01542291

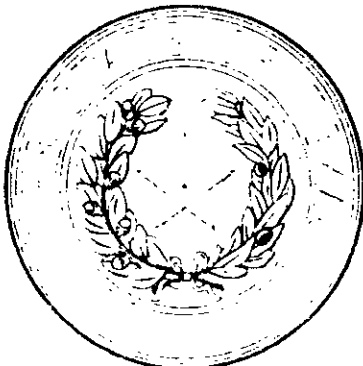
THE UNDERSIGNED, AS SECRETARY OF STATE OF THE STATE OF TEXAS, HEREBY CERTIFIES THAT THE ATTACHED ARTICLES OF INCORPORATION FOR THE ABOVE NAMED CORPORATION HAVE BEEN RECEIVED IN THIS OFFICE AND ARE FOUND TO CONFORM TO LAW.

ACCORDINGLY, THE UNDERSIGNED, AS SECRETARY OF STATE, AND BY VIRTUE OF THE AUTHORITY VESTED IN THE SECRETARY BY LAW, HEREBY ISSUES THIS CERTIFICATE OF INCORPORATION.

ISSUANCE OF THIS CERTIFICATE OF INCORPORATION DOES NOT AUTHORIZE THE USE OF A CORPORATE NAME IN THIS STATE IN VIOLATION OF THE RIGHTS OF ANOTHER UNDER THE FEDERAL TRADEMARK ACT OF 1946, THE TEXAS TRADEMARK LAW, THE ASSUMED BUSINESS OR PROFESSIONAL NAME ACT OR THE COMMON LAW.

DATED JULY 5, 1999

EFFECTIVE JULY 5, 1999



A handwritten signature in black ink, appearing to read "Elton Bomer".

Elton Bomer, Secretary of State

ATTACHMENT G PUBLISHED NOTICE OF PUBLIC HEARING

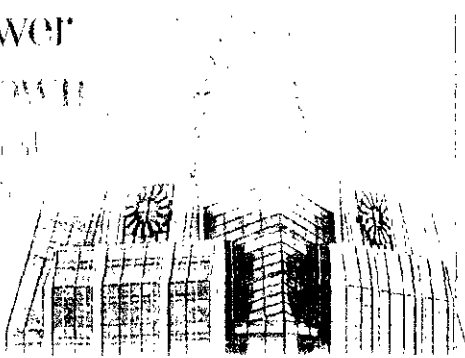
Austin American-Statesman



To face
 the
 she will tackle in the
 next four year
 term.

Frost Tower
 a grand tower
 a view of
 everyday view of
 Austin.

LIFE & ARTS



Graner
 gets 10
 years for
 prisoner
 abuse

METRO & STATE



Steelers, Falcons
 win in NFL
 playoffs
 SPORTS



ALSO INSIDE | 314 rentals | 1,274 autos || \$267 in coupons

statesman.com

Sunday, January 16, 2005

Call the office
 U.S. Army Academy will hold a
 paid breakfast about a new
 "Barracks" building at Fort
 Camp, Texas, on Saturday, January
 15, 2005 at 12 p.m. The meeting
 will take place at Fort Camp, Tex-
 as Academy, Austin, 9401 E.
 Brackley Lane, Austin, TX 78755.
 All interested parties are con-
 ditioned.

ATTACHMENT H SYNOPSIS OF THE PUBLIC HEARING

Public hearing to discuss the proposed charter school, Harmony Elementary-Austin, was held at the multi-purpose hall of HSA-Austin (930 East Rundberg Lane Austin, TX 78753) on January 22, 2005. Mr. Kemal Namver, the Principal of HSA-Austin, 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 Mr. Namver:

1. Where will the school be located?

The school will be located in Travis County, possibly in the city of Austin. However, the exact location is yet to be determined.

2. How do you think you will transfer your experience here at this school to the elementary school?

All the existing and new schools operate under the umbrella of Cosmos foundation. This leads to sharing the administrative and educational experience and practices efficiently.

3. Do you have experience in elementary school operation?

Cosmos foundation was granted its first elementary school to be opened in Houston this year (2005). Besides, some of the current staff and faculty have elementary school experience.

4. Why does a non-profit organization govern Harmony schools?

The charter school law necessitates that the charter schools are to be run by non-profit organizations.

ATTACHMENT I 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.

1. Article Addressed to:

Superintendent/Board President
EANES ISD
601 CAMP CRAFT RD
AUSTIN, TX 78746-6511

2. Article Number
(Transfer from service label)

7003 1680 0005 4651 3043

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

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?
If YES, enter delivery address below:

-
- Yes
-
-
- 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:

Superintendent/Board President
PELUGERVILLE ISD
1401 W PECAN ST
PELUGERVILLE, TX 78660-2518

2. Article Number
(Transfer from service label)

7003 1680 0005 4651 3005

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

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?
If YES, enter delivery address below:

-
- Yes
-
-
- 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:

Superintendent/Board President
EDEN PARK ACADEMY
512 W STASSNEY LN STE 100
AUSTIN, TX 78745

2. Article Number
(Transfer from service label)

7003 1680 0005 4651 2893

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

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?
If YES, enter delivery address below:

-
- Yes
-
-
- 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:

Superintendent/Board President
LEANDER ISD
P O BOX 218
LEANDER, TX 78646-0218

2. Article Number
(Transfer from service label)

7003 1680 0005 4651 3104

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

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?
If YES, enter delivery address below:

-
- Yes
-
-
- 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:

Superintendent/Board President
UNIVERSITY OF TEXAS AT AUSTIN
HS
P O BOX 7700
AUSTIN, TX 78713-7700

2. Article Number
(Transfer from service label)

7003 1680 0005 4654 2862

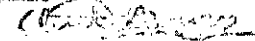
PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

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: 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:

Superintendent/Board President
DEL VALLE ISD
5301 ROSS RD
DEL VALLE, TX 78617

2. Article Number
(Transfer from service label)

7003 1680 0005 4654 3050

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

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: 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:

Superintendent/Board President
ROUND ROCK ISD
1311 ROUND ROCK AVE
ROUND ROCK, TX 78681-4999

2. Article Number
(Transfer from service label)

7003 1680 0005 4651 3098

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

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: 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:

Superintendent/Board President
UNIVERSITY OF TEXAS
ELEMENTARY CHARTER SCHOOL
2200 E 6TH ST
AUSTIN, TX 78702

2. Article Number
(Transfer from service label)

7003 1680 0005 4651 2978

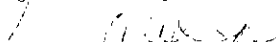
PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

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: 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:

Superintendent/Board President
CEDARS INTERNATIONAL
ACADEMY
1320 E 51ST
AUSTIN, TX 78723

2. Article Number
(Transfer from service label)

7003 1680 0005 4651 2954

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *[Signature]*

-
- Agent
-
-
- Addressee

B. Received by (Printed Name)

K. SELL

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:

Superintendent/Board President
NYOS CHARTER SCHOOL
12301 N LAMAR BLVD
AUSTIN, TX 78753-6507

2. Article Number
(Transfer from service label)

7003 1680 0005 4651 2904

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *[Signature]*

-
- Agent
-
-
- Addressee

B. Received by (Printed Name)

K. SELL

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:

Superintendent/Board President
EAGLE ACADEMY OF MIDLAND
1701 W Ben White Ste 100
Austin, TX 78704

2. Article Number
(Transfer from service label)

7003 1680 0005 4651 3111

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *[Signature]*

-
- Agent
-
-
- Addressee

B. Received by (Printed Name)

S. WILSON

C. Date of Delivery

10/2/05

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:

Superintendent/Board President
AUSTIN CAN ACADEMY CHARTER
SCHOOL
2406 ROSEWOOD
AUSTIN, TX 78702

2. Article Number
(Transfer from service label)

7003 1680 0005 4651 2961

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *[Signature]*

-
- Agent
-
-
- Addressee

B. Received by (Printed Name)

W. FLORES

C. Date of Delivery

1-2-05

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:

Superintendent/Board President
LAKE TRAVIS ISD
3322 RANCH RD 620 S
AUSTIN, TX 78738-6801

2. Article Number

(Transfer from service label)

7003 1680 0005 4651 3074

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-15-10

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

[Handwritten Signature]
 Agent
 Addressee

B. Received by (Printed Name)

[Handwritten Name]

C. Date of Delivery

*[Handwritten Date]*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:

Superintendent/Board President
AUSTIN ISD
1111 W 6TH ST
AUSTIN, TX 78703-5399

2. Article Number

(Transfer from service label)

7003 1680 0005 4651 2992

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-15-10

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

[Handwritten Signature]
 Agent
 Addressee

B. Received by (Printed Name)

[Handwritten Name]

C. Date of Delivery

*[Handwritten Date]*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:

Superintendent/Board President
KJPP AUSTIN COLLEGE PREP SCH
INC
8509 FM 969 BLDG C
AUSTIN, TX 78724

2. Article Number

(Transfer from service label)

7003 1680 0005 4651 2985

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-15-10

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

[Handwritten Signature]
 Agent
 Addressee

B. Received by (Printed Name)

[Handwritten Name]

C. Date of Delivery

*[Handwritten Date]*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:

Superintendent/Board President
STAR CHARTER SCHOOL
1901 FLEISCHER DR
AUSTIN, TX 78728

2. Article Number

(Transfer from service label)

7003 1680 0005 4651 0295

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-15-10

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

[Handwritten Signature]
 Agent
 Addressee

B. Received by (Printed Name)

[Handwritten Name]

C. Date of Delivery

*[Handwritten Date]*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:

Superintendent/Board President
AMERICAN YOUTH WORKS
CHARTER SCHOOL
216 E 4TH ST
AUSTIN, TX 78701

2. Article Number

(Transfer from service label)

7003 1680 0005 4651 2879

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *[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**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:

Superintendent/Board President
HUTTO ISD
P O BOX 430
HUTTO, TX 78634-0430

2. Article Number

(Transfer from service label)

7003 1680 0005 4651 3081

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *[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**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:

Superintendent/Board President
MANOR ISD
P O BOX 359
MANOR, TX 78653

2. Article Number

(Transfer from service label)

7003 1680 0005 4651 3036

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *[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**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:

Superintendent/Board President
FRUIT OF EXCELLENCE
P O BOX 431
ELGIN, TX 78621

2. Article Number

(Transfer from service label)

7003 1680 0005 4651 0288

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *[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

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:

Superintendent/Board President
MCCULLOUGH ACADEMY OF
EXCELLENCE
1605 KRAMER LN
AUSTIN, TX 78758

2. Article Number

(Transfer from service label)

7003 1680 0005 4651 2930

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-15-11

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *[Signature]* Agent
 Addressee

B. Received by (Printed Name) C. Date of Delivery

[Signature] *[Date]*

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:

Superintendent/Board President
LAGO VISTA ISD
P O BOX 4929
LAGO VISTA, TX 78645-0009

2. Article Number

(Transfer from service label)

7003 1680 0005 4651 3067

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-15-11

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *[Signature]* Agent
 Addressee

B. Received by (Printed Name) C. Date of Delivery

[Signature] *[Date]*

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:

Superintendent/Board President
TEXAS SCH FOR THE BLIND &
VISUALLY IMPAIRED
1100 W 45TH ST
AUSTIN, TX 78756-3413

2. Article Number

(Transfer from service label)

7003 1680 0005 4651 3012

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-15-11

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *[Signature]* Agent
 Addressee

B. Received by (Printed Name) C. Date of Delivery

[Signature] *[Date]*

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:

Superintendent/Board President
TEXAS EMPOWERMENT ACADEMY
1010 E 10TH ST
AUSTIN, TX 78702

2. Article Number

(Transfer from service label)

7003 1680 0005 4651 2916

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-15-11

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *[Signature]* Agent
 Addressee

B. Received by (Printed Name) C. Date of Delivery

[Signature] *[Date]*

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 THIS SECTION ON DELIVERY
<ul style="list-style-type: none"> 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. 	<p>A. Signature <i>[Signature]</i> <input checked="" type="checkbox"/> Agent <input checked="" type="checkbox"/> Addressee</p>
<p>1. Article Addressed to:</p> <p>Superintendent/Board President UNIVERSITY CHARTER SCHOOL P O BOX 7667 AUSTIN, TX 78713-7667</p>	<p>B. Receiver's Printed Name <i>Christ Marez</i> C. Date of Delivery <i>1/27/05</i></p>
<p>2. Article Number <i>(transfer from service label)</i> 7003 1680 0005 4651 2923</p>	<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>
	<p>3. Service Type <input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>

7003 1680 0005 4651 2886

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)
For delivery information visit our website at www.usps.com

AUSTIN, TX 78724

0.37 UNIT ID: 0128

2.30

1.75

Clerk: TMK900

4.42 01/27/05

Superintendent Board President
ILNAS ACADEMY OF EXCELLENCE
5511 FM 1969 766
AUSTIN, TX 78724-5120

PS Form 3800, June 2002 See Reverse for Instructions

7003 1680 0005 4651 3024

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)
For delivery information visit our website at www.usps.com

AUSTIN, TX 78704

0.37 UNIT ID: 0128

2.30

1.75

Clerk: TMK900

4.42 01/27/05

Superintendent Board President
TEXAS SCHOOL FOR THE DEAF
102 N CONGRESS AVE
AUSTIN, TX 78704

PS Form 3800, June 2002 See Reverse for Instructions

COSMOS FOUNDATION, INC. dba HARMONY SCIENCE ACADEMY

**FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION**

FOR THE YEAR ENDED AUGUST 31, 2004

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COSMOS FOUNDATION, INC. dba HARMONY SCIENCE ACADEMY

101-846-001

227-816-001

101-846-041

CERTIFICATE OF BOARD

August 31, 2004

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, 2004, at a meeting of the governing body of said charter school on the 22nd day of January, 2005.



Signature of Board Secretary



Signature of Board President

GOMEZ & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS

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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, 2004, and the related statements of activities, functional expenses, 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, 2004, 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 14, 2004, 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-133, "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 14, 2004

COSMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2004

ASSETS

Assets:	
Cash	\$ 68,569
Grants receivable	156,010
Other receivable	122
Lease property improvements	136,177
Equipment and furniture	76,605
Accumulated depreciation	(58,393)
Other assets	<u>18,385</u>
Total Assets	<u>\$ 397,477</u>

LIABILITIES AND NET ASSETS

Liabilities:	
Accounts payable	\$ 197,610
Payroll taxes payable	2,231
Other liabilities	162,607
Notes payable	<u>245,236</u>
Total Liabilities	<u>607,684</u>
Net Assets:	
Unrestricted	(210,207)
Restricted	<u> </u>
Total Net Assets	<u>(210,207)</u>
Total Liabilities and Net Assets	<u>\$ 397,477</u>

See accompanying notes to financial statements

COSMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2004

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
SUPPORT AND REVENUE			
Federal grants	\$ 0	\$ 552,487	\$ 552,487
State and local grants		2,557,185	2,557,185
Donations	199,492		199,492
Other income	112,188		112,188
Net Assets released from restrictions	<u>3,109,672</u>	<u>(3,109,672)</u>	<u>0</u>
Total Support and Revenue	<u>3,421,352</u>	<u>0</u>	<u>3,421,352</u>
EXPENSES			
Program Services	<u>3,455,616</u>	<u>0</u>	<u>3,455,616</u>
Total Expenses	<u>3,455,616</u>	<u>0</u>	<u>3,455,616</u>
Increase in net assets	(34,264)	0	(34,264)
Net assets, beginning of year	<u>(175,943)</u>		<u>(175,943)</u>
Net assets, end of year	<u>\$ (210,207)</u>	<u>\$ 0</u>	<u>\$ (210,207)</u>

See accompanying notes to financial statements.

COSMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY

STATEMENT OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2004

	School	Management & General	Total Program Expense
Salaries	\$ 2,002,701	\$ 0	\$ 2,002,701
Fringe benefits	121,139	0	121,139
Payroll taxes	57,669	0	57,669
Total personnel and related benefits	<u>2,181,509</u>	<u>0</u>	<u>2,181,509</u>
Food purchases	2,892	0	2,892
Insurance	30,206	0	30,206
Supplies	123,729	0	123,729
Travel	15,709	0	15,709
Rent expense	391,735	0	391,735
Leases	23,304	0	23,304
Repair and maintenance	92,054	0	92,054
Professional fees	429,666	0	429,666
Training	125	0	125
Utilities	59,877	0	59,877
Interest	3,192	0	3,192
Miscellaneous	63,195	0	63,195
Total expenses before depreciation	<u>3,417,194</u>	<u>0</u>	<u>3,417,194</u>
Depreciation	<u>38,422</u>	<u>0</u>	<u>38,422</u>
Total Expenses	<u>\$ 3,455,616</u>	<u>\$ 0</u>	<u>\$ 3,455,616</u>

See accompanying notes to financial statements.

COSMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2004

Cash Flows From Operating Activities	
Increase (Decrease) in net assets	\$ (34,264)
Adjustments to reconcile net income (loss) to net cash provided (used) by operating activities	
Depreciation	38,422
(Increase) decrease in accounts receivable	(29,523)
(Increase) decrease in other assets	(13,735)
Increase (decrease) in accounts payable	1,790
Increase (decrease) in other accrued liabilities	115,942
Increase (decrease) in deferred expenses	(1,852)
Increase (decrease) in payroll taxes	<u>(11,583)</u>
Net Cash Provided (Used) by Operating Activities	<u>65,197</u>
Cash Flows From Investing Activities	
Purchases of fixed assets	<u>(64,697)</u>
Net Cash Provided (Used) by Investing Activities	<u>(64,697)</u>
Cash Flows From Financing Activities	
Proceeds from debt	79,953
Payments on debt	<u>(69,663)</u>
Net Cash Provided (Used) by Financing Activities	<u>10,290</u>
NET INCREASE (DECREASE) IN CASH	10,790
CASH AT BEGINNING OF YEAR	<u>57,779</u>
CASH AT END OF YEAR	<u>\$ 68,569</u>
<u>Supplemental Disclosures</u>	
Cash Paid During the Year for:	
Interest	<u>\$ 3,192</u>

See accompanying notes to financial statements.

COSMOS FOUNDATION, INC. dba HARMONY SCIENCE ACADEMY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2004

A. Organization:

Cosmos Foundation, Inc. dba Harmony Science Academy (HSA) a nonprofit organization, provides curricula for students in grades 6 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 operations 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, INC. dba HARMONY SCIENCE ACADEMY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2004

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 for Houston campus and \$5, 000 for Austin campus 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 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, 2004

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 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, 1000 Red River, and Austin, Texas 78701-2698 or by calling (800) 877-0123.

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, 2004

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, 2004 were \$87,175 for Houston campus, \$34,131 for Austin campus, and \$-0- for Dallas respectively.

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>
2005	\$ 721,736
2006	729,134
2007	<u>718,512</u>
Total	<u>\$ 2,169,382</u>

Operating lease expense amounted to \$ 415,039 for the year ended August 31, 2004.

COSMOS FOUNDATION, INC. dba HARMONY SCIENCE ACADEMY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2004

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.	\$ 29,863
Note payable to a bank, in monthly installments of \$1,126 interest at 9.5% per annum, secured by equipment.	13,859
Various notes payable to individuals, payable on demand non interest bearing, unsecured	<u>201,514</u>
Total notes payable	<u>\$ 245,236</u>

Maturities of notes payable over the next five years are as follows:

Year Ending August 31, 2005	\$ <u>245,236</u>
Total	<u>\$ 245,236</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, 2004, employees of HSA were covered by a group insurance plan. The school paid premiums up to \$150 for Houston campus and \$150 for Austin campus per month per employee (depending upon coverage selected) to the plan and employees, at their option, authorized payroll withholdings to pay premiums for dependents. All premiums were paid to a licensed insurer.

GOMEZ & COMPANY

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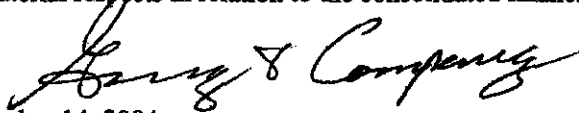
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INDEPENDENT AUDITOR'S REPORT ON SUPPLEMENTARY INFORMATION

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, 2004 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 14, 2004

COSMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY

HOUSTON CAMPUS

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2004

ASSETS

Assets:

Cash	\$	61,928
Grants Receivable		153,372
Building		136,177
Equipment and Furniture		76,605
Accumulated Depreciation		(58,393)
Other assets		<u>4,650</u>

Total Assets \$ 374,340

LIABILITIES AND NET ASSETS

Liabilities:

Accounts Payable	\$	192,807
Payroll Taxes Payable		2,231
Notes Payable		47,086
Accrued Liabilities		<u>115,942</u>

Total Liabilities 358,065

Net Assets:

Unrestricted		16,275
Restricted		<u> </u>

Total Net Assets 16,275

Total Liabilities and Net Assets \$ 374,340

See accompanying notes to financial statements

COSMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY

AUSTIN CAMPUS

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2004

ASSETS

Assets:

Cash	\$	3,050
Grants Receivable		2,760
Other assets		<u>0</u>
Total Assets	\$	<u>5,810</u>

LIABILITIES AND NET ASSETS

Liabilities:

Accounts Payable	\$	51,468
Notes Payable		<u>168,150</u>
Total Liabilities		<u>219,618</u>

Net Assets:

Unrestricted		(213,808)
Restricted		<u>0</u>
Total Net Assets		<u>(213,808)</u>
Total Liabilities and Net Assets	\$	<u>5,810</u>

See accompanying notes to financial statements

COSMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY

DALLAS CAMPUS

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2004

ASSETS

Assets:

Cash	\$	3,591
Grants Receivable		0
Other assets		<u>13,735</u>
Total Assets	\$	<u>17,326</u>

LIABILITIES AND NET ASSETS

Liabilities:

Accounts Payable	\$	0
Notes Payable		<u>30,000</u>
Total Liabilities		<u>30,000</u>

Net Assets:

Unrestricted	(12,674)
Restricted	<u> </u>
Total Net Assets	<u>(12,674)</u>
Total Liabilities and Net Assets	\$ <u>17,326</u>

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, 2004

	Unrestricted	Temporarily Restricted	Total
REVENUES			
Local Support:			
5740 Other Revenues from Local Sources	\$ 57,102	\$ 0	\$ 57,102
5750 Food Service Sales	718		718
Total Local Support	57,820	0	57,820
State Program Revenues:			
5810 Foundation School Program Act Revenues		2,001,485	2,001,485
5820 State Program Revenues Distributed by Texas Education Agency		10,759	10,759
5830 State Revenues from State of Texas Government Agencies (Other than Texas Education Agency)		18,335	18,335
Total State Program Revenues	0	2,030,579	2,030,579
Federal Program Revenues:			
5920 Federal Revenues Distributed by Texas Education Agency		215,722	215,722
Total Federal Program Revenues	0	215,722	215,722
Net assets released from restrictions:			
Restrictions satisfied by payments	2,246,301	(2,246,301)	
Total Revenues	2,304,121	0	2,304,121
EXPENSES			
11 Instruction	1,333,532		1,333,532
12 Instructional Resources and Media Services	406		406
13 Curriculum and Staff Development	14,807		14,807
21 Instructional Leadership	233		233
23 School Leadership	3,362		3,362
31 Guidance, Counseling and Evaluation			

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, 2004

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
33 Health Services	42		42
34 Student (Pupil) Transportation	264		264
35 Food Services	99,372		99,372
36 Cocurricular/Extracurricular Activities	3,898		3,898
41 General Administration	539,452		539,452
51 Plant maintenance and Operations	374,883		374,883
52 Security and Monitoring Services	6,050		6,050
53 Data Processing Services	2,360		2,360
Total Expenses	<u>2,378,661</u>	<u>0</u>	<u>2,378,661</u>
Change in Net Assets	(74,539)		(74,539)
Net Assets, beginning of year	<u>90,814</u>		<u>90,814</u>
Net Assets, ending of year	<u>\$ 16,275</u>	<u>\$ 0</u>	<u>\$ 16,275</u>

See accompanying notes to financial statements

COSMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY

AUSTIN CAMPUS

SUPPLEMENTAL STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2004

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
REVENUES			
Local Support:			
5740 Other Revenues from Local Sources	\$ 201,575	\$ 0	\$ 201,575
5750 Other Revenue	<u>31,550</u>		<u>31,550</u>
Total Local Support	233,125	0	233,125
State Program Revenues:			
5810 Foundation School Program Act Revenues		491,434	491,434
5820 State Program Revenues Distributed by Texas Education Agency		1,041	1,041
5830 State Revenues from State of Texas Government Agencies (Other than Texas Education Agency)		<u>34,134</u>	<u>34,134</u>
Total State Program Revenues	0	526,609	526,609
Federal Program Revenues:			
5920 Federal Revenues Distributed by Texas Education Agency		<u>336,765</u>	<u>336,765</u>
Total Federal Program Revenues	0	336,765	336,765
Net assets released from restrictions:			
Restrictions satisfied by payments	<u>863,374</u>	<u>(863,374)</u>	
Total Revenues	<u>1,096,499</u>	<u>0</u>	<u>1,096,499</u>
EXPENSES			
11 Instruction	476,930		476,930
12 Resource & Media	29,200		29,200
13 Curriculum and Staff Development	887		887
23 School Leadership	74,256		74,256
33 Health Services	2,594		2,594

See accompanying notes to financial statements

COSMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY

AUSTIN CAMPUS

SUPPLEMENTAL STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2004

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
35 Food Services	36,525		36,525
36 Cocurricular/Extracurricular Activities	6,697		6,697
41 General Administration	130,629		130,629
51 Plant maintenance and Operations	284,265		284,265
52 Security Services	611		611
61 Community Services	<u>955</u>		<u>955</u>
 Total Expenses	 <u>1,043,549</u>	 <u>0</u>	 <u>1,043,549</u>
 Change in Net Assets	 52,950	 0	 52,950
Net Assets, beginning of year	<u>(266,758)</u>	<u>0</u>	<u>(266,758)</u>
 Net Assets, ending of year	 <u>\$ (213,808)</u>	 <u>\$ 0</u>	 <u>\$ (213,808)</u>

See accompanying notes to financial statements

COSMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY

DALLAS CAMPUS

SUPPLEMENTAL STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2004

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
REVENUES			
Local Support:			
5740 Other Revenues from Local Sources	\$ 20,732	\$ 0	\$ 20,732
Total Local Support	20,732	0	20,732
Net assets released from restrictions:			
Restrictions satisfied by payments	_____	_____	_____
Total Revenues	<u>20,732</u>	<u>0</u>	<u>20,732</u>
EXPENSES			
11 Instruction	19,671		19,671
51 Plant maintenance and Operations	<u>13,735</u>	<u>0</u>	<u>13,735</u>
Total Expenses	<u>33,406</u>	<u>0</u>	<u>33,406</u>
Change in Net Assets	<u>12,674</u>	<u>0</u>	<u>(12,674)</u>
Net Assets, ending of year	<u>\$ (12,674)</u>	<u>\$ 0</u>	<u>\$ (12,674)</u>

See accompanying notes to financial statements.

COSMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY

HOUSTON CAMPUS

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2004

Cash Flows From Operating Activities	
Increase (Decrease) in net assets	\$ (74,539)
Adjustments to reconcile net income (loss) to net cash provided (used) by operating activities	
Depreciation	38,422
(Increase) decrease in accounts receivable	(30,947)
Increase (decrease) in accounts payable	(12,599)
Increase (decrease) in other accrued liabilities	115,942
Increase (decrease) in deferred expenses	(1,852)
Increase (decrease) in payroll taxes	<u>(11,583)</u>
Net Cash Provided (Used) by Operating Activities	<u>22,844</u>
Cash Flows From Investing Activities	
Plant & equipment purchases	<u>(64,697)</u>
Net Cash Provided (Used) by Investing Activities	<u>(64,697)</u>
Cash Flows From Financing Activities	
Proceeds from debt	49,953
Payments on debt	<u>(2,867)</u>
Net Cash Provided (Used) by Financing Activities	<u>47,086</u>
NET INCREASE (DECREASE) IN CASH	5,233
CASH AT BEGINNING OF YEAR	<u>56,695</u>
CASH AT END OF YEAR	<u>\$ 61,928</u>

Supplemental Disclosures

Cash Paid During the Year for:

Interest	<u>\$ 553</u>
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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, 2004

Cash Flows From Operating Activities	
Increase (Decrease) in net assets	\$ 52,950
Adjustments to reconcile net income (loss) to net cash provided (used) by operating activities	
(Increase) decrease in accounts receivable	1,423
Increase (decrease) in accounts payable	<u>14,389</u>
Net Cash Provided (Used) by Operating Activities	<u>68,762</u>
Cash Flows From Investing Activities	
Cash Flows From Financing Activities	
Payments on debt	<u>(66,796)</u>
Net Cash Provided (Used) by Financing Activities	<u>(66,796)</u>
NET INCREASE (DECREASE) IN CASH	1,966
CASH AT BEGINNING OF YEAR	<u>1,084</u>
CASH AT END OF YEAR	<u>\$ 3,050</u>

Supplemental Disclosures

Cash Paid During the Year for:	
Interest	<u>\$ 2,639</u>

See accompanying notes to financial statements.

COSMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY

DALLAS CAMPUS

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2004

Cash Flows From Operating Activities	
Increase (Decrease) in net assets	\$ (12,674)
Adjustments to reconcile net income to cash:	
(Increase) decrease in other assets	<u>(13,735)</u>
Net Cash Provided (Used) by Operating Activities	<u>(26,409)</u>
Cash Flows From Financing Activities	
Proceeds from debt	<u>30,000</u>
Net Cash Provided (Used) by Financing Activities	<u>30,000</u>
NET INCREASE (DECREASE) IN CASH	<u>3,591</u>
CASH AT END OF YEAR	<u>\$ 3,591</u>

Supplemental Disclosures

Cash Paid During the Year for:	
Interest	<u>0</u>

See accompanying notes to financial statements

COSMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY

HOUSTON CAMPUS

SCHEDULE OF EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2004

Expenses	
6100 Payroll Costs	\$ 1,532,853
6200 Professional and Contracted Services	631,468
6300 Supplies and Materials	104,144
6400 Other Operating Costs	109,642
6500 Debt	<u>553</u>
Total Expenses	\$ <u>2,378,661</u>

See accompanying notes to financial statements

COSMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY

AUSTIN CAMPUS

SCHEDULE OF EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2004

Expenses	
6100 Payroll Costs	\$ 635,457
6200 Professional and Contracted Services	322,602
6300 Supplies and Materials	54,903
6400 Other Operating Costs	27,949
6500 Debt	<u>2,639</u>
Total Expenses	\$ <u>1,043,549</u>

See accompanying notes to financial statements

COSMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY

DALLAS CAMPUS

SCHEDULE OF EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2004

Expenses	
6100 Payroll Costs	\$ 13,200
6200 Professional and Contracted Services	13,735
6300 Supplies and Materials	4,906
6400 Other Operating Costs	<u>1,565</u>
Total Expenses	<u>\$ 33,406</u>

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, 2004

	Ownership Interest		
	Local	State	Federal
1110 Cash	\$ 0	\$ 61,928	\$ 0
1510 Land and Improvements			
1520 Buildings and Improvements		136,177	
1531 Vehicles			
1539 Furniture and Equipment	0	76,605	
Total Property and Equipment	\$ 0	\$ 274,710	\$ 0

See accompanying notes to financial statements

COSMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY

AUSTIN CAMPUS

SCHEDULE OF CAPITAL ASSETS

FOR THE YEAR ENDED AUGUST 31, 2004

	Ownership Interest		
	Local	State	Federal
1110 Cash	\$ 0	\$ 3,050	\$ 0
1510 Land and Improvements			
1520 Buildings and Improvements			
1531 Vehicles			
1539 Furniture and Equipment			
Total Property and Equipment	\$ 0	\$ 3,050	\$ 0

See accompanying notes to financial statements

COSMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY

DALLAS CAMPUS

SCHEDULE OF CAPITAL ASSETS

FOR THE YEAR ENDED AUGUST 31, 2004

	Ownership Interest		
	Local	State	Federal
1110 Cash	\$ 0	\$ 3,591	\$ 0
1510 Land and Improvements			
1520 Buildings and Improvements			
1531 Vehicles			
1539 Furniture and Equipment			
Total Property and Equipment	\$ 0	\$ 3,591	\$ 0

See accompanying notes to financial statements

COSMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY

HOUSTON CAMPUS

BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED AUGUST 31, 2004

	<u>Budgeted Amounts</u>		<u>Actual Amounts</u>	<u>Variance from Final Budget</u>
	<u>Original</u>	<u>Final</u>		
Revenues				
Local Support:				
5740 Other Revenues From Local Sources	\$ 10,000	\$ 68,500	\$ 57,102	\$ (11,398)
5750 Food Service Sales	9,000	4,000	718	(3,282)
Total Local Support	19,000	72,500	57,820	(14,680)
State Program Revenues:				
5810 Foundation School Program Act Revenues	2,218,103	1,972,611	2,001,485	28,874
5820 State Program Revenues Dist. By TEA	11,750	11,750	10,759	(991)
5830 State Revenues-Texas Govt. Agencies	42,000	42,000	18,335	23,665
Total State Program Revenues	2,271,853	2,026,361	2,030,579	4,218
Federal Program Revenues:				
5920 Federal Revenues Dist. By TEA	101,876	186,500	215,722	29,222
Total Federal Program Revenues	101,876	186,500	215,722	29,222
Total Revenues	2,392,729	2,285,361	2,304,121	18,760
Expenses				
11 Instruction	1,301,862	1,251,507	1,333,532	(82,025)
12 Instructional Resources and Media Services	0	0	406	(406)
13 Curriculum and Staff Development	28,000	21,000	14,807	6,193
21 Instructional Leadership	0	0	233	(233)
23 School Leadership	69,454	3,204	3,362	(158)
31 Counseling	10,000	0	0	0
33 Health Services	26,766	0	42	(42)
34 Student (Pupil) Transportation	0	0	264	(264)
35 Food Services	70,500	95,200	99,372	(4,172)
36 Cocurricular/Extracurricular Activities	15,368	4,418	3,898	520
41 General Administration	383,569	483,769	539,452	(55,683)
51 Plant Maintenance and Operations	343,161	343,161	374,883	(31,722)

See accompanying notes to financial statements

COSMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY

HOUSTON CAMPUS

BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED AUGUST 31, 2004

	<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	1,500	2,300	6,050	(3,750)
53 Data Processing Services	1,500	2,300	2,360	(60)
81 Fund Raising	14,000	0	0	0
Total Expenses	<u>2,265,680</u>	<u>2,206,859</u>	<u>2,378,661</u>	<u>(171,802)</u>
Change in Net Assets	127,049	78,502	(74,539)	(153,041)
Net Assets, beginning of year	<u>133,242</u>	<u>133,242</u>	<u>90,814</u>	<u>0</u>
Net Assets, end of year	<u>\$ 260,291</u>	<u>\$ 211,744</u>	<u>\$ 16,275</u>	<u>\$ (153,041)</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, 2004

	<u>Budgeted Amounts</u>		<u>Actual Amounts</u>	<u>Variance from Final Budget</u>
	<u>Original</u>	<u>Final</u>		
Revenues				
Local Support:				
5740 Other Revenues From Local Sources	\$ 0	\$ 201,942	\$ 201,575	\$ (367)
5750 Food Service Sales	18,500	31,467	31,550	83
Total Local Support	18,500	233,409	233,125	(284)
State Program Revenues:				
5810 Foundation School Program Act Revenues	1,065,500	491,104	491,434	330
5820 School Program Revenues Dist. By TEA	0	1,041	1,041	0
5830 State Revenues-Texas Govt. Agencies	0	34,138	34,134	(4)
Total State Program Revenues	1,065,500	526,283	526,609	326
Federal Program Revenues:				
5920 Federal Revenues Distributed By TEA	345,000	334,793	336,765	1,972
Total Federal Program Revenues	345,000	334,793	336,765	1,972
Total Revenues	1,429,000	1,094,485	1,096,499	2,014
Expenses				
11 Instruction	519,275	474,069	476,930	(2,861)
12 Resource & Media	47,975	32,754	29,200	3,554
13 Curriculum and Staff Development	6,000	890	887	3
23 School Leadership	111,220	74,272	74,256	16
33 Health Services	0	2,595	2,594	1
35 Food Services	70,000	36,535	36,525	10
36 Cocurricular/Extracurricular Activities		6,697	6,697	0
41 General Administration	128,490	125,706	130,629	(4,923)
51 Plant Maintenance and Operations	304,335	284,251	284,265	(14)
52 Security Services	500	612	611	1
61 Community Services	0	0	955	(955)
62 Administrative Support Services		955		955
71 Debt Service	240,000	0	0	0
Total Expenses	1,427,795	1,039,336	1,043,549	(4,213)

See accompanying notes to financial statements

COSMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY

AUSTIN CAMPUS

BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED AUGUST 31, 2004

	<u>Budget Amounts</u>		<u>Actual Amounts</u>	<u>Variance from Final Budget</u>
	<u>Original</u>	<u>Final</u>		
Change in Net Assets	1,205	55,149	52,950	(2,199)
Net Assets, beginning of year	3,330	(271,425)	(266,758)	
Net Assets, end of year	<u>\$ 4,535</u>	<u>\$ (216,276)</u>	<u>\$ (213,808)</u>	<u>\$ (2,199)</u>

See accompanying notes to financial statements

COSMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY

DALLAS CAMPUS

BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED AUGUST 31, 2004

	<u>Budgeted Amounts</u>		<u>Actual Amounts</u>	<u>Variance from Final Budget</u>
	<u>Original</u>	<u>Final</u>		
Revenues				
Local Support:				
5740 Other Revenues From Local Sources	\$ 0	\$ 82,000	\$ 20,732	\$ (61,268)
Total Local Support	0	82,000	20,732	(61,268)
Total Revenues	0	82,000	20,732	(61,268)
Expenses				
11 Instruction	0	19,495	19,671	(176)
51 Plant Maintenance and Operations	0	46,900	13,735	33,165
Total Expenses	0	66,395	33,406	32,989
Change in Net Assets	0	15,605	(12,674)	(28,279)
Net Assets, end of year	\$ 0	\$ 15,605	\$ (12,674)	\$ (28,279)

See accompanying notes to financial statements.

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 AND ON INTERNAL CONTROL OVER
FINANCIAL REPORTING 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, 2004, and have issued our report thereon dated December 14, 2004. 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.

Compliance

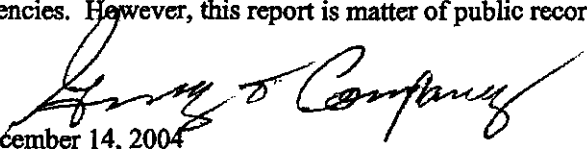
As part of obtaining reasonable assurance about whether HSA's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination 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 that are required to be reported under Government Auditing Standards.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered HSA'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 assurance 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 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 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.

We also noted other matters involving the internal control over financial reporting, which we have reported to management of HSA in a separate letter dated December 14, 2004.

This report is intended for the information of the board of directors, management and the federal awarding agencies. However, this report is matter of public record, and its distribution is not limited.


December 14, 2004

GOMEZ & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS

6750 W. LOOP SOUTH, SUITE 520

HOUSTON, TEXAS 77401

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**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**

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, 2004. HSA'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's management. Our responsibility is to express an opinion on HSA'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 Organization. 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'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's compliance with those requirements.

In our opinion, HSA 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, 2004.

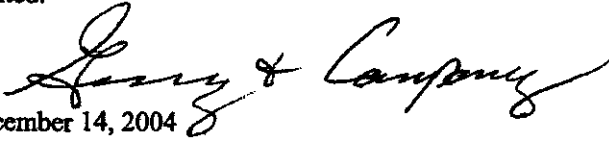
Internal Control Over Compliance

The management of HSA 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'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 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 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 for the information of the board of directors, management and the federal awarding agencies and pass-through entities. However, this report is a matter of public record, and its distribution is not limited.


December 14, 2004

COSMOS FOUNDATION, INC. dba HARMONY SCIENCE ACADEMY

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FOR THE YEAR ENDED AUGUST 31, 2004

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
Public Charter Schools Grant

CFDA Number 84.282A

8. A \$500,000.00 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

No audit findings were noted as per governmental auditing standards and Section 510 (a) of OMB A-133

Questioned
Costs

\$ -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-

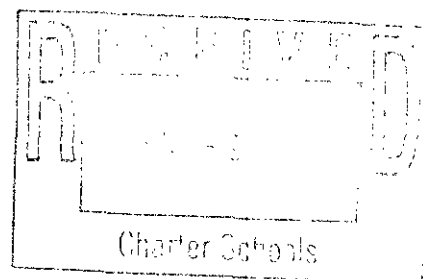
COSMOS FOUNDATION, INC. dba HARMONY SCIENCE ACADEMY

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

FOR THE YEAR ENDED AUGUST 31, 2004

<u>Federal Grantor/ Pass - Through Grantor/ Program Title</u>	<u>Federal CFDA Number</u>	<u>Pass - Through Entity Identifying Number</u>	<u>Federal Expenditures</u>
<u>U.S. Department of Education</u>			
Passed - Through Texas Education Agency:			
Public Charter Schools Grant	84.282A	3590001351130007 \$	275,000
IDEA - B, Formula	84.027A	04660001101846	45,511
IDEA - B, Formula	84.027A	04660001227816	17,668
IDEA - B, Formula	84.027A	04660404101846	1,045
IDEA - B, Formula	84.027A	04660404227816	279
Title IV Safe & Drug Free	84.186A	04691001101846	1,969
Title IV Safe & Drug Free	84.186A	04691001227816	322
Title II, Part A - Teacher / Principal	84.367A	04694501101846	15,233
Title II, Part A - Teacher / Principal	84.367A	04694501227816	3,788
ESEA Title I	84.010A	04610101101846	64,559
ESEA Title I	84.010A	04610101227816	19,264
T-V Innovative	84.298A	04685001101846	1,247
T-V Innovative	84.298A	04685001227816	383
Enhancing Ed through Technology	84.318X	04630001101846	2,357
Total U.S. Department of Education			<u>448,625</u>
<u>U.S. Department of Agriculture</u>			
Passed - Through Texas Education Agency			
School Breakfast Program	10.553	7140301	10,531
National School Lunch	10.555	7130301	93,331
Total U.S. Department of Agriculture			<u>103,862</u>
Total Federal Financial Assistance			<u>\$ 552,487</u>

**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 Elementary - Austin**, an Eleventh Generation open-enrollment charter school.

General

1. **Definitions.** As used in this contract: "Charter" means the Eleventh 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 Eleventh 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. § 7221i.

"Agency" means the Texas Education Agency.

"Commissioner" means the Commissioner of Education.

2. **The Charter.** This contract grants to Charter Holder an Eleventh 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) 701-04-034 (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).
3. **Term of Charter.** The charter shall be in effect from the date of execution through July 31, 2010 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.
4. **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

5. **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.

6. 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.
7. 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. Among Charter School's legal responsibilities in this area are the following:
 - (a) Child Find. Charter Holder must adopt and implement policies and practices that affirmatively seek out, identify, locate, and evaluate children with disabilities enrolled in Charter School or who contact Charter School regarding enrollment.
 - (b) Free Appropriate Public Education. Charter Holder must provide a free appropriate public education to all children including children with disabilities otherwise eligible to enroll in Charter School. If the program, staff, or facilities of Charter School are not capable of meeting the needs of a particular child, Charter Holder must implement changes necessary to accommodate the child at Charter School. If reasonable accommodations would be insufficient to enable the child to benefit from Charter School's program, Charter Holder must, at its own expense, place the child at an appropriate school.
 - (c) Services to Expelled Students. Charter Holder must continue to provide a free appropriate public education to a child with disabilities even after expelling or suspending the child for valid disciplinary reasons.
8. 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

9. 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

10. 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 wrongful acts of Charter Holder, its agents, employees, and subcontractors.

This Agreement

11. 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.
12. 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.
13. 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 701-04-034; (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).
14. 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.
15. Venue. Any suit arising under this contract shall be brought in Travis County, Texas.
16. Governing Law. In any suit arising under this contract, Texas law shall apply.
17. 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 Eleventh 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.

18. 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 1st day of February, 2006

Texas State Board of Education:
Geraldine Miller
Geraldine Miller, Chair Date

Cosmos Foundation, Inc.:
Oner U. Celepcikay 02.01.2006
Oner U. Celepcikay, Chair Date

Harmony Elementary - Austin:
Ibrahim Sel 2/1/2006
Ibrahim Sel, COO Date

