

Harmony School of Excellence-DC

A new Charter School Application

By

Harmony DC Public Schools

September 9, 2013

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Applicant Information Sheet Experienced Operator

Request for Approval

This application is a request to establish and operate a Public Charter School as provided in the District of Columbia School Reform Act of 1995, as amended.

Name of Proposed Charter School: **Harmony School of Excellence-DC**

Name of Entity Applying for Charter Status in D.C.: **Harmony DC Public Schools**

Contact Person: **Soner Tarim**

Address: **9321 W. Sam Houston Pkwy. S. Houston, TX 77099**

Daytime Telephone: **832-641-5588**

Email: **starim@harmonytx.org**

Name of Person Authorized to Negotiate: **Soner Tarim**

(Must be member of founding group and not serving as a consultant or affiliated with an educational service provider.)

Authorized Signature: _____

Proposed Start Date: **8/1/2014**

Proposed Year One Budget: **\$ 3,397,628**

Start-up Information

Year	Starting Age/Grade	Highest Age/Grade	Total Number of Students/ Enrollment Ceiling
One	5 / Kindergarten	11 / 5 th Grade	216
Two	5 / Kindergarten	12 / 6 th Grade	288
Full Capacity	5 / Kindergarten	17 / 12 th Grade	624

Proposed Location of School (address or area of city): **TBD**

Name of Educational/Charter Management Organization (if applicable): **Harmony Public Schools**

List schools that the eligible applicant currently operates (or plans to operate):

School	Location (city, state)	Year Opened	Grade Levels Served (now and at capacity)	Number of students (now and at capacity)
Harmony Public Schools	Major Cities in Texas	2000	K - 12	25,000 and 34,000

LEA Status: Will the school elect to be treated as a Local Education Agency (LEA) for purposes of Part B of the IDEA and Section 504 of the Rehabilitation Act of 1973? Yes No

Pending Applications: Do you have applications pending in other states? Yes No

If so, list the locale(s) and length of time pending:

EXECUTIVE SUMMARY

Harmony DC Public Schools (Harmony DC) intends to establish and operate a science, technology, engineering, and mathematics (STEM) oriented K-12 charter school in Washington D.C. Harmony DC will accomplish this by working with the largest Texas based charter management organization called Harmony Public Schools (HPS). Harmony Public Schools is a network of high performing K-12 public charter schools that focus on STEM education to provide opportunities for underserved communities. HPS is a non-profit organization headquartered in Houston. HPS has a replicable school model of academic success. Currently, HPS has been operating its own forty (40) campuses and serving over 25,000 students throughout Texas. To date, HPS has a zero percent dropout rate and a college acceptance rate of one hundred percent.

The Board of Trustees of Harmony DC intends to replicate HPS's proven model in Washington D.C. because STEM education is vital not only for an individual's economic success, but it also plays a crucial role in the economic success of our nation. Since its inception, HPS has focused on STEM centered secondary education in order to equip young Texans with the skills required for a successful future in college and beyond. The success of Harmony Schools has garnered national recognition as a result of high test scores, graduation and college attendance rates, as well as the prevalent success of their students who participate in local, state and national science fairs. By using hands on approach with respect to science fair participation, students gain a better understanding of all subject areas emphasized by the STEM program. In the HPS system, science fair projects have been used as a tool to develop skills and through applied experimental methods. Designing, performing, and interpreting experiments to solve problems or understand phenomena may not occur as a common practice in everyday life. However, the underlying design, such as thinking about testable questions, understanding data and practically designing an experiment all serve as useful and necessary skills for students, both while in school and later in their lives.

There is a growing concern among educators and policy makers that students are not getting a strong enough STEM education (specifically at lower grades), developing an adequate interest in STEM subjects nor embarking on the kinds of STEM careers that will ensure a comfortable economic future for themselves and others. Many states struggle to meet their goals for conferring STEM degrees and certifying teachers for STEM subjects.

The proposed school's (Harmony School of Excellence-D.C.) curriculum will be project oriented, interdisciplinary, and thematic. Harmony School of Excellence-D.C.'s (HSE) school model is rigorous (prepares students for college), relevant (reinforces math and science skills) and is underpinned by an interrelated web of relationships (a strong culture reinforced by teachers and parents). Student achievement/outcome will be built on 3 core principles within the school model: a challenging math and science curriculum supported by theory; a focus on assessment; and a culture of constructive competition, discipline and parental engagement. The proposed school will utilize technology across all of these dimensions to reinforce its school model and curriculum.

Currently, we operate forty K-12 college preparatory charter schools throughout Texas, while blending the highest standards and expectations with a rigorous STEM-centered curriculum and preparing students to succeed in college and their careers and lives. We serve a diverse population of students, and have consistently outperformed other schools and closed the achievement gap for students who have been historically affected by income, ethnicity, and gender.

The proposed charter school will serve D.C. students and their families by making STEM education one of the priorities among the current stakeholders in D.C. area. We believe Washington D.C. is a perfect place for charter incubation and the implementation of a proven STEM Model. Therefore, we would appreciate the opportunity to showcase our model in the Washington D.C. area.

September 9, 2013

A. Educational Plan

1. Mission and Purpose of the Proposed Public Charter School

Mission:

Mission of Harmony School of Excellence-DC is to prepare students for higher learning in a safe, caring, and collaborative atmosphere through a quality learner-centered educational program with a strong emphasis on science, technology, engineering, and mathematics.

Philosophy:

Founding members of Harmony Public Schools (HPS) believe that excelling in math and science prepares youth to succeed in college, the workplace and the 21st century. The educational philosophy of HPS founders is that school exists for the welfare and dignity of the child. Education at Harmony is student-centered and each child is recognized as a unique individual with unique interests, needs, and abilities.

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

Every effort will be made to humanize and personalize the environment in which students learn, and to maintain a friendly and wholesome atmosphere that encourages creative expression and a desire to acquire 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 verbal form. It is a function of the school to develop the well-rounded child by fostering aesthetic as well as academic growth through increased awareness and appreciation of the arts and sciences. By instilling in the student knowledge and appreciation of one's heritage as a member of the American community, as an American citizen, and as a member of a family, the school strives to make the student aware of accountability to oneself and to others.

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

Each and every student at Harmony will be regarded as a unique, valuable, and vital member of the school community. Individual attention in the form of blended learning strategies, intensive counseling, and personalized goals is the key to motivating our students. Cooperation with area universities is an effective means toward enhancing the effectiveness of our tutoring system.

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

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

The founders envision an environment where families, teachers, and students communicate on a regular basis, in order to optimize the students' educational opportunities in addition to activities that contribute to the complete personal and social development and personal esteem, such as recreation, athletics and co-curricular and/or extracurricular activities. Affective, cognitive, and linguistic needs of each student will be met; individualized and differentiated educational plans will be developed for each student and collaboration among teachers will be rigorously monitored.

HPS founders believe that leading by example is the best way to inspire change. Through the development of a school with challenging standards of academic excellence, which results in higher achievement scores; through the inclusion of all students regardless of racial, ethnic background, language barriers, educational classifications, or socio-economic status; and through the demonstrated satisfaction of students and families alike, the impetus for change in the region public schools will be realized.

Strategic vision of the experienced operator's existing organization

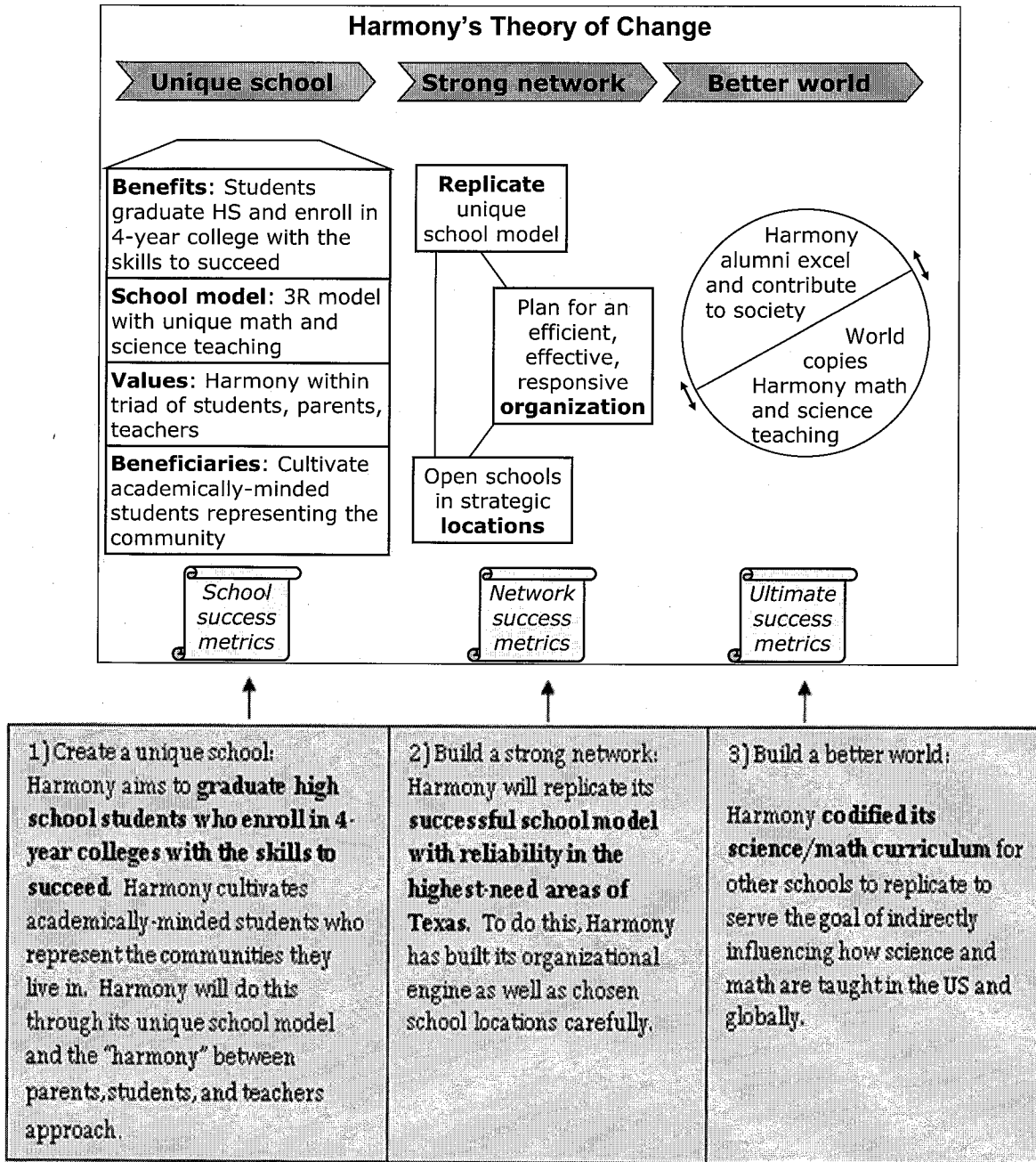
HPS's vision is to enable students to succeed in school and in the workplace, and to provide an option for students to enter science, technology, engineering, and math careers. This will lead to students becoming productive and responsible citizens and even Nobel laureates. HPS will achieve this through a three-phased approach as outlined below (Figure 1).

A unique and replicable school model

HPS's intended impact is for all Harmony students to graduate high school ready for college and to enroll in 4-year colleges with the skills to succeed. HPS's school model is rigorous (prepares students for college), relevant (reinforces STEM skills) and is underpinned by a tight web of relationships (a strong culture reinforced by teachers and parents).

HPS attributes its strong outcomes to three core principles within the school model: a challenging STEM curriculum supported by theory; a focus on assessment; and a culture of constructive competition, discipline and parental engagement. HPS utilizes technology across all of these dimensions to reinforce its school model and curriculum.

Figure 1. HPS's Approach to Transforming Education



Challenging curriculum

- HPS's core curriculum rigorous and inquiry based and offers honors and AP coursework.
- The Piaget, Vygotsky, and Gardner-influenced curriculum challenges students just above their current level and provides a basic infrastructure.
- Students are given personalized goals and educational plans to maximize educational outcomes.
- Students experience project-based learning (PBL) as part of core curriculum (math, science, ELA, Social Studies) and in the context of a year-long interdisciplinary project

Harmony STEM PBL Curriculum is available on <http://pbl.harmonytx.org/> (Password is required).

Ongoing assessment

- HPS's ongoing assessment system that includes NWEA MAP, College Board Readistep, Benchmark assessments closely monitors the academic progress of students.
- HPS teachers are given flexibility in teaching and are not constrained by the testing focus.
- The mandatory use of the technology-enabled student database by teachers allows for information to be consistently updated.

Culture of high expectations

- Focus on constructive competition enables academic achievement to be the primary student focus.
- The "discipline point system" allows teachers to focus on instruction, not on discipline.
- The student database allows students, teachers and parents to access and monitor discipline history.
- Character education cultivates a community of respect.

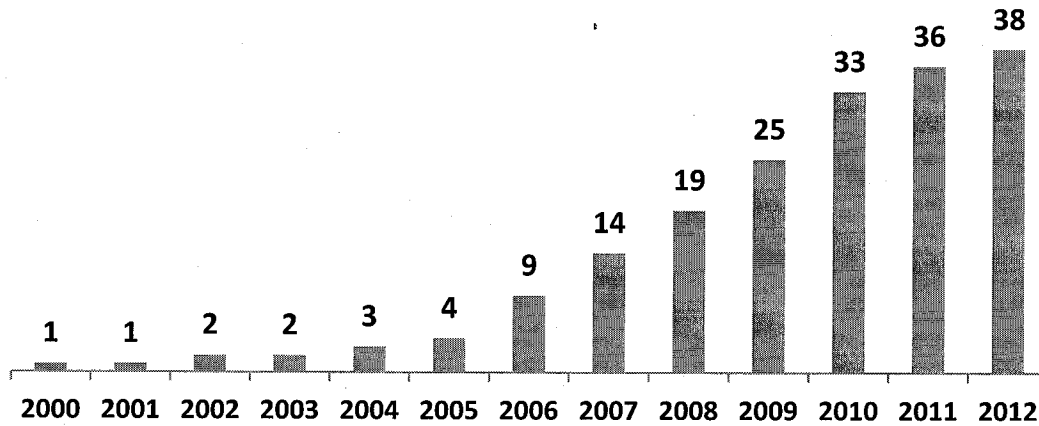
HPS strengthened its school model by further developing and codifying its college-preparatory curriculum, fine-tuning its method of grouping students according to their learning styles, bolstering the professional development available to teachers/administrators, and outlining a consistent parental engagement strategy. HPS has allocated responsibilities for these initiatives and constantly monitors progress.

Harmony Curriculum is available on <http://www.harmonytx.org/curriculum/Home.aspx> (Password is required).

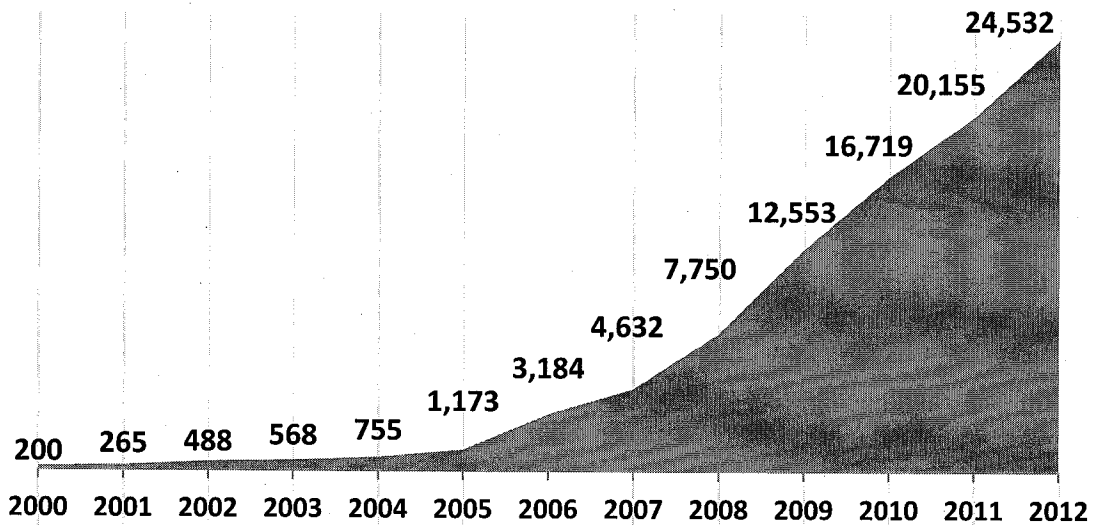
An overview of HPS's Growth Plan

In 2000, HPS launched its first school, Harmony Science Academy, in Houston with 200 students. HPS has since grown to 40 schools with over 25,000 students and has built a distinct, high-quality brand. This tremendous growth within little over a decade in seventeen different cities in Texas speaks to the commitment, training, and experience of the members of HPS foundation.

Growth: Number of Harmony Campuses



Growth: Harmony Student Enrollment



During the first five years (2000-2005), HPS established only 4 campuses in Houston, Austin, and Dallas. During this incubation years, HPS developed its school and business models. With the help of The Bridgespan Group and philanthropic seed money, HPS launched an aggressive growth model over next 6 years. The business plan called to established 35 campuses and serve over 24,000 students by 2012. HPS met and exceeded its business plan by establishing multiple schools in each year.

Recently, HPS awarded an expansion and replication grant from the US Department of education to replicate its model and establish 7 more campuses over the next three years. HPS is committed to increasing, sustaining, and ensuring the quality and performance of charter schools opened under this program beyond the initial period of Federal funding. HPS already has a strong business plan in place that foresees the expansion and replication of charters. Therefore, we strongly believe that we are capable of establishing and operating a model STEM school in Washington DC.

Growth plan for educating students in the District of Columbia

Harmony School of Excellence-DC will start its first year operation with over 200 students in grades K-5. After the initial year, one grade level will be added each succeeding year until all school grade levels are complete. By the end of fifth year, we expect to have nearly 500 students in K-9. However, we will continue to grow until we complete all grade levels. The maximum enrollment will be around 850 students. Ideally, we would like to operate several K-8 campuses (450 students each) feeding into a separate high school building (9-12) with approximately 500 students.

Growth in the area of personnel, facility, and equipment expenditures is anticipated with an increase in enrollment. The following table shows the anticipated student enrollment design and distribution for each grade level over last five years for the Harmony campus.

Prospected Student Enrollment			
Year	Student Additions	Grades	Total
Year One	Initial Enrollment	K, 1, 2, 3, 4, 5,	216
Year Two	Addition of new students	K, 1, 2, 3, 4, 5, 6,	288
Year Three	Addition of new students	K, 1, 2, 3, 4, 5, 6, 7,	360
Year Four	Addition of new students	K, 1, 2, 3, 4, 5, 6, 7, 8,	432
Year Five	Addition of new students	K, 1, 2, 3, 4, 5, 6, 7, 8, 9,	480
Year Five	TOTAL		480

While, these numbers are approximately set, it is difficult to estimate the number of ELL students and students with special needs without knowing the exact location of the future building. Since the enrollment decisions will be made by lottery, it is expected that the percentage of ELL students and students with special needs will reflect the percentage in neighborhood schools.

Growth plan for educating students in the nation

As part of the replication grant, Harmony will establish three new schools in Texas in 2014-2015. Harmony is in the process of laying out a new business plan that will shape the next five years of the organization. Harmony currently has no plans to establish schools in other states.

b. Educational Needs of the Target Student Population:

Current State of Students at Harmony Public Schools

HPS serves a diverse population of students, with approximately 56% of the population eligible for free and reduced lunches, and 80% minority. Historically, students from families with a low socio-economic level enter school at a disadvantage with a limited vocabulary, reading level and overall

parental involvement in academic support. Majority of our students often face challenges with differences in the school culture versus that of their home. Because many of HPS students come from homes with limited resources, they do not receive the academic enrichment and support necessary to meet the demands of ever-increasing education standards. Faced with the pressures and realities of high-stakes testing, students often find themselves disenfranchised and struggling to meet adequate expectations of academic progress. Left to their own devices, they fall behind and find it difficult to catch up.

The majority of the HPS students, by nature of their background, enter school at a disadvantage when compared to non-minority, more affluent students. In order to ensure success for all students, support is provided in the way of tutorials, enrichment classes, mentoring, and guidance counseling. Through the use of benchmark and other assessment data, teachers are prepared to offer support to students before they fail or fall behind.

Meeting the Needs of HPS Students

Faculty and staff at HPS ensure that academic success is for all students, regardless of the individual's background; all students educated through HPS will graduate college-ready and will be accepted to a four-year university. In response to the shortage of qualified STEM field professionals, HPS students receive an education rich in STEM subjects, leading many HPS graduates to pursue an advanced education in the STEM field.

In order to ensure academic success for all students, HPS enlists the support of all stakeholders, including parents, teachers, students and community members, whether that success involves the struggling student who needs targeted assistance, or the advanced student with a strong foundation ready to excel. When considering academic success, this can include the support of struggling students, as well as advanced classes for those with a strong foundation and who are ready to excel. Students are provided with a mentor to regularly review academic successes and challenges, and to discuss any obstacles. Struggling students are immediately assigned to tutorials, either one-on-one or small group sessions that provide guided instruction to close learning deficits.

In addition to mentors and tutoring, home visits are an integral part of developing a strong relationship between teachers, students and parents or guardians. All HPS students are given the option of a home visit by at least one or more staff members. These visits provide the teacher and/or administrator with a clear picture of the students' home life, often leading to an ability to better understand and offer support before, during and after school. Parents are able to ask questions of the visiting staff members, often sharing challenges and concerns as a result of the trust developed. Many students are very excited and energized when teachers take the time to connect with students during the home visits.

The connection to the home and student accountability is reinforced with our discipline point system and school database. Teachers and administrators assign points to students for infractions such as discipline matters, improper dress, and failing to return homework assignments. Each infraction is assigned points, with the points being totaled and reported to parents each week. If students reach a certain number of points they will receive detention or a greater punishment, depending on the severity. Students who do not receive any points receive a notice indicating their positive behavior.

Beyond the home visits, discipline point system, and other avenues for student success, HPS secondary students have the opportunity to participate in the district science fair. In order to give

all HPS secondary students an opportunity to further explore STEM and to reinforce this exploration, students participate in a district science fair. Many HPS students compete in city, region, and state, national and international science fairs. Students work closely with the science staff and classmates collaboratively in this process. Some students are able to receive support from local university professors and other STEM professionals.

In addition to the reinforcement of academics through science fair participation, numerous after school clubs are offered to HPS students to reinforce academic strengths, offer opportunities to explore hobbies, and to discover unexplored areas of interest. . The clubs include, naming a few, debate, theater, journalism, photography, robotics, environmental science, engineering and many more. STEM clubs are always a popular choice for students.

The effect of the STEM education for our students is seen through the recent research study conducted by Drs. Capraro and Capraro at Texas A & M University. The study examined HPS graduates and the effect of participation in STEM clubs and science fair on the student's choice of higher education in a STEM related field. The study found a statistically significant effect and correlation, concluding that when students participate in both a STEM club and science fairs, they are more likely to choose STEM education for higher education. (Sahin, A., Capraro, M. M., & Capraro, R. M. (2012, February): "The impact of participation in STEM after school clubs and science fair competitions on post-secondary matriculation." Paper presented at the annual conference of Southwest Educational Research Association (SERA), New Orleans, LA.)

HPS Experience with students with disabilities and English language learners

To give an example of data on HPS students with disabilities and English language learners, the following information will be helpful:

Our Special Education and Limited English Proficient (LEP) students have been outperforming their peers across the state. Special Education students make up 4% of our population and are significant subgroups in 10 of our schools. LEP students make up 13% of our population and are significant subgroups in 29 of our schools. On average, across all grades and subjects on the 2010-11 TAKS, 55% of our LEP students passed, compared to 29% statewide, and 54% of our Special Education students passed, compared to 44% across the state.

Similarities and Differences between DC and HPS Students

Similarities and differences exist when comparing HPS to DCPCSB students. Though differences exist, HPS has clearly demonstrated an ability to support a population of students diverse in both needs and demographics. When comparing the two sets of data, noteworthy is the fact the HPS data includes information from all thirty-eight campuses, located in more than twelve different cities. The profile of students vary from campus to campus; however, largely our student population is predominately minority and low-income. The majority of the campuses are eligible for free and reduced lunches, while a few of our campuses are placed in more affluent areas, resulting in more of a middle-class population of students.

HPS and DC Charter Schools are comparable in many areas. More than half of the students in both populations are low-income. Both schools share similarities in the student population, with more than 80 % of the student population consisting of minorities. English Language Learner (ELL) populations are served in both schools, with HPS serving slightly more students. This difference is likely due to the difference in minority populations. While DC serve 83% African-American students, the large majority of the minority population for HPS is comprised of Hispanic/Latino

and other minority categories. The incidence of ELL is most likely to occur in those categories where HPS contains a larger number of students. Both schools serve special education students, with DC serving a larger percentage of students, possibly due to the differences in referral and response to intervention processes.

HPS is aware of some primary differences that exist between the schools. A larger number of African-American students are served in DC when compared to the state-wide numbers of HPS. In addition to the academic support for all students, including the African-American population, HSE will provide role-models for these students who will provide mentorship and social/emotional support. Realizing the increased need for counseling and other social services among this population, HSE will provide access to services that support the needs of the student population.

HPS and DC Charter School Comparisons

Indicators	HPS	DC Charter Schools
Number of Schools	40	102
Number of Students	25,926	29,366
Low-Income Students	56%	72%
ELL	13%	8%
Special Education	4%	11%
African-American	19%	83%
Hispanic/Latino	45%	12%
White/Caucasian	20%	3%
Asian/Pacific-Islander	16%	1%
Native American	0%	
Other	1%	

Meeting the Needs of DC Students

When one considers the ethnicity and socio-economic level of the population, District Columbia faces a need for increased academic, emotional and social support for their students. Students from a low socio-economic background are at a disadvantage when compared to their financially advantaged peers. The majority of the students in DC face an added challenge due to the compounded effects of being both economically disadvantaged and minority.

Students from DC and those from similar backgrounds, face a host of challenges that ultimately impact the chance for academic success. These students experience a lack of home support, often due to working parents and/or guardians and an absence of role models, often gender biases, limited resources from monetary to print resources, absence of technology, lack of meaningful conversations, limited vocabulary, basic needs such as food and shelter, lack of consistency, lack of role models, exposure to a reactionary versus a logical response, much greater sense of urgency and immediacy in outcomes versus long-term goal setting, perpetuating cycle of poverty, making it difficult for students to break the cycle, undiagnosed learning disabilities and health related difficulties.

HSE will strive to ensure the basic needs for each student are met so that each student comes to school ready to learn. As with all HPS, HSE will have a STEM rich curriculum. To facilitate the

learning of all STEM content, the school will take specific steps to equip students with a strong foundation in Character Education as well as the development of literacy skills. In order to ensure success in all content areas, and because many of the students are lacking in literacy skills, both reading and writing, literacy development will be an integral part of the instruction. Specifically the following will occur:

- All students will receive reading assessments at the beginning, middle and end of the school year. These assessments will determine the students' reading level and any areas of weakness. Targeted intervention and instruction will be provided based on student needs.
- All students will receive a reading interest and reading behavior inventory. The campus will work to provide a wide variety of texts to include the interests and reading level of the student population.
- All classrooms will contain classroom libraries with an extensive collection of texts.
- Independent reading time will be built in to the school day.
- Students will receive instruction in all a variety of genres, both for reading and writing.
- Teachers will regularly meet with students to conduct reading and writing conferences, offering support and specific focus skills.
- Students will receive reading instruction to build comprehension skills with a strong focus on non-fiction texts in order to build reading in all content areas.
- All content area teachers will receive training on literacy skills and development to ensure reading is taught in all content areas.
- Writing will be a part of each content area, as students hone their skills in writing in genres appropriate for their grade level.

Character Education classes are currently offered at all HPS, a practice that will continue at HSE. Specific character education plans and expectations are set into place for HSE. Through character development, students will foster strong character skills to guide strong academic, emotional, and social behavior. The objective of the Character Education Program 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 ethical values. The program will utilize five widely used, and HPS test resource guides: Second Step, Character Counts, Good Character, Project Wisdom, and Character Education Partnership.

All students will receive weekly character education classes. Formal classes will take place once per week; however, all campus staff members will always seize opportunities for an impromptu character education class when life's teachable moments arise. Specifically, the character education program will focus on the following main principles:

- Your character is defined by what you do, not what you say or believe.
- Every choice you make helps define the kind of person you are choosing to be.
- Good character requires doing the right thing, even when it is costly or risky.
- You don't have to take the worst behavior of others as a standard for yourself.
- You can choose to be better than that.
- What you do matters and one person can make a big difference?
- The payoff for having good character is that it makes you a better person and it makes the world a better place.

Additionally, the campus will choose a specific character trait as a focal point for the week, including these traits and topics in classroom discussions, family communication. The staff and students will recognize and highlight peers and faculty members as these traits are put into action.

c. Educational Focus:

Focus of HSE in DC

Harmony Public Schools believes that each child has a natural curiosity and love of learning and that each child has a unique intelligence, level of capability, and learning style. Education in HPS helps students develop their essential skills and ethical values and learn how to meet their potential.

HPS already has an established curriculum aligned with the Texas curriculum framework, i.e. Texas Essential Knowledge and Skills. With the Race To The Top – District Grant Award, HPS has committed to align its curriculum to Common Core standards. HPS also embraces the goals, objectives, and content in all subject areas and grade levels which have been established by DC Public Schools.

Harmony Public Schools place strong emphasis on STEM education (Science, Technology, Engineering, and Mathematics); therefore, several programs have been incorporated into the mainstream curriculum to promote STEM education among the underserved populations. Advanced Placement Program, Project Based Learning, State Dual Credit Program, Robotics, Engineering, Project Lead the Way, and other programs have been integrated into the campus programs to provide distinct graduation pathways and career opportunities for HPS students.

HSE will build on the powerful programs and college-preparatory focus which is already in place at Harmony to create even more personalized learning environments for students that will facilitate deep learning and responsive, targeted instruction required to ensure all of our students graduate college and career ready. To accomplish this, Harmony will implement the following three new key strategies:

1. Implement a cross-disciplinary, multi-sensory, technology-enabled blended curriculum that integrates standards-based learning and project-based learning (PBL)
2. Institute a “custom day” schedule whereby students receive 2 hours a day of targeted instruction on three flexibly tracked paths: receive remediation and extra support in math and English Language Arts; choose math or ELA enrichment; or pursue electives in areas of interest;
3. Develop and build out our data system and dashboards to provide real-time data to inform the first two strategies (and our system more broadly), and to support students in setting goals and creating personal learning plans.

Blending standards-based and project-based learning: The HSE educational model addresses the need we identified for our students to engage even more deeply with content in core subjects. Highlighting the STEM areas, we believe that instituting a cross-disciplinary multi-sensory approach will lead to higher levels of student engagement in core subjects through students being able to determine the focus of their intellectual exploration and the specifics of their products based on their own unique interests. The student-driven projects will align to CCSS and require students to go deep into the content and apply their knowledge using higher-order skills such as analysis and

interpretation as they engage in the complex tasks and performance assessments that will be required in this project.

While these projects have been in place in the STEM program for six years, integrating the projects with social studies and ELA components will help students to understand the relationship between science and society and culture now and throughout history. As an example, in a prior STEM project, a student produced demonstrations that explained sound waves and their relationship to each other. This science topic presents an opportunity to explore the relationship between “keys” and sound in general. The student could investigate the impact of sound on a symphony, historical music, or architecture. She could use what she has learned about sound to explain why a symphony hall looks the way it does. She could even use an example of the qualities of resonance to investigate how and why certain violins are more desirable to professionals than others. Social Studies topics that could be explored through this investigation include: Architecture, Music History, inventors of music instruments, and impact of famous musicians such as John Phillips Susa, and Jim Europe. Students will work with their ELA teachers to develop essays or other genres of writing related to their projects. The student could write an essay about how technological advances in the physical qualities of sound have affected music history.

Custom Day: Custom day addresses the need for more differentiation to accelerate the learning of all students in math and English language arts. Harmony currently offers intervention support as well as enrichment after school and on Saturdays. This initiative will strengthen the approaches we are currently using after school and expand access to all students by integrating these programs into the school day. Depending on an individual student’s needs, two hours a day will be available for intervention, enrichment, or elective courses. These classes will utilize a variety of instructional approaches to support competency-based progress through an individualized learning plan at a pace specific to each student’s needs and abilities.

Data systems and dashboards: To support the goals we have set and the project-based learning and custom day initiatives, all stakeholders will need robust data to ensure each student is the receiving relevant and timely feedback they will need to make progress toward their goals, and to monitor system-wide progress toward goals. Stakeholders will need access to a variety of data about students, including real-time data and information on students’ learning styles and preferences, as well as social-emotional information that may have an impact on an individual’s learning. Our current data system, with dashboards customized to each end user, will support students, teachers, and parents to provide personalized content to meet the needs of all students:

An Overview of the Educational Program

The educational program emphasizes the core subjects (Math, Reading/ELA, Science, Social Studies) and Engineering and Technology as part of the STEM efforts in K-12. Students will be given intense and extended instruction especially in Math and ELA/Reading.

In terms of curriculum support and extra-curricular programs, the non-negotiables of the education model include but are not limited to:

University Collaboration Program: To create a college going culture, trips to universities for all students are essentials. During these trips, students interact with academicians, graduate students and participate in academic and non-academic activities. Additionally, students visit laboratories, and learn about college life.

After-School Program (extended days and weeks): HPS believe that after-school programs and Saturday schools are essential for students' success. Identified low achieving/struggling students are required to receive additional tutorials in small groups. For advanced students, extracurricular activities are design to satisfy their needs. Many club activities and the sports are also offered for students to attend.

Lectures by Professionals: Professors and doctoral students from the area universities and professionals from local companies are invited to support our curriculum by giving lectures to students in class or to teachers on staff development days. A list of people who want to contribute to our school their areas of expertise is given to teachers, who arrange the schedule of these professionals according to the course schedule.

Field Trips: In addition to classroom instruction, regular field trips to academic resources in and around DC, such as museums, art galleries, science centers, are planned every year to support our curriculum in science, history, art, and technology.

Community Service: Students must complete 100 hours of community service as part of the high school graduation requirement. Students learn to appreciate volunteerism and the importance of the community.

School Project Fair: Through the School Project Fair, seniors present their projects to the community and the school as part of their high school graduation requirement. Parents, surrounding communities, and professionals from colleges and companies are invited to this annual event. Students are provided the opportunity to practice their public speaking and presentation skills.

Peer-tutoring and Mentorship Programs: Successful students are encouraged to be peer tutors for their friends and mentors for the younger students (with their parents' consent). Students contribute to the success of the school and their friends through these programs.

Role Model Initiative: Through this program, HPS bring a distinguished member of the community to school every month for a speech and create a platform for that person to interact with students.

Student Clubs: Student clubs (such as the drama club, math club, science club, chess club, photo/film/art club, dance team, school newspaper and magazine team, yearbook team, and debate team) are encouraged and supported by HPS. HPS asks our faculty members and parents to donate at least four hours a week to support student club activities. Students learn to work together, take responsibility in a team environment, and compete with other schools as real-world experience. Seventh and eighth grade students are required to participate at least in one club activity.

Awards and Prizes: Students who demonstrate good citizenship are recognized with awards and prizes. Good citizenship includes strong work skills and ethics, leadership, and good behavior, such as being respectful to others and others' opinions. Students are recognized with awards and prizes for their participation in the mentorship program, community service, student clubs, and athletic program.

Science Fair Projects, Science Demonstrations by Students: HPS Science curriculum incorporates project-based learning at multiple levels. It requires students to perform self-initiated research using scientific inquiry and experimentation. Through these techniques students are required to produce a science fair project, participate with a science Olympiad team, or prepare a demonstration related to a scientific knowledge. Students who are willing to pursue science fair projects may also participate at regional, state, national, and international levels to compete with

other projects. To produce more advanced projects students are also encouraged attending research groups at local universities and labs. The HPS Science Department also supports these students working with professors and researchers at local universities with the Scientific Research and Design curriculum. Students may also opt-in to prepare a demonstration of a scientific knowledge in the areas of physics, chemistry, biology, or math. These demonstrations are prepared solely by student efforts and are all designed to teach and enrich scientific knowledge through hands-on experience. Students prepare present a 5- 10 minute video of the demonstration and make a presentation of the subject to their own classroom and other classrooms.

Science in all grade levels: The main goal of the program is the academic improvement that yields positive outcomes in reducing dropout rates. Tutoring is offered to students after school and on Saturdays. Students who identified for placement in after-school tutoring are required to attend; Saturday tutoring is invitation-based. HPS Tutoring program is offered free of charge to students to increase students' attendance. HPS Tutoring Program aims to achieve the following:

- Increase students' mastery of academic skills.
- Improve students' self-esteem and self-confidence.
- Improve students' attitudes toward school: reduces dropout rates, truancies, and tardiness.
- Help students break down social barriers and create new friendships.

Students enrolled for the tutoring program receive the following:

- Individual instruction—lessons are tailored to individual students' learning styles and levels of understanding.
- Instruction free of competition—students' progress at their own pace.
- Private instruction, apart from whole class instruction.
- Increased praise, feedback, and encouragement beyond what they might receive from one teacher.
- Closer monitoring (from the teacher and tutor) that maximizes time on task.
- Skills demonstrated instead of just verbalized.

Advanced Placement Programs: HPS high school campuses offer several Advanced Placement (AP) courses in place of the regular course curricula. Students choosing these AP courses are expected to commit to study regularly, attend review sessions arranged by the AP Teacher and the College Counseling Team, and take the end-of-year AP exam to become eligible to earn credit for the designated subject area. Students are welcome to enroll in AP courses; however, eligibility depends on the student's former performance, teacher recommendation, and completeness of the summer AP assignments. A core set of AP courses in HPS campuses will include AP Biology, AP Chemistry, AP Physics B, AP Calculus, AP Human Geography, AP World History, AP US History, AP Spanish Language, AP English Language, AP English Literature, AP Computer Science A, and AP Art History. Other AP courses may be available based on the campus resources and student interest. Teacher selection and hiring is also affected by the need for AP courses at campuses. Teachers are required to attend Summer AP Workshop programs at universities to earn experience and professional development towards their corresponding AP course.

HPS Performance Record as a School model for the targeted student

The data that Harmony's performance record provides serves as proof that our school model has been successful in improving academic achievement for our students.

In 2006, Harmony Science Academy Houston, our original school, received the Title I Distinguished School Award from the US Department of Education for outstanding performance in the categories of exceptional student performance for two or more consecutive years and closing the achievement

gap. Harmony Science Academy was one of two schools in Texas and 52 across the nation to receive this award and was the *only* school that qualified to receive this award in both categories. In this same year, due to its success as a STEM school, Harmony Science Academy Houston was selected to serve as an incubator school in the T-STEM (Texas Science Technology Engineering and Mathematics) initiative, which was funded by a combination of public and private agencies including Texas Education Agency, Dell, and the Gates Foundation.

Harmony's impressive program and student results have been recognized by numerous national publications. Harmony schools have been ranked in *U.S. News & World Report's* "**Best High Schools in the Nation**" every year from 2007-2012. Seven Harmony schools were included in Newsweek's "America's Best High Schools 2012" list with four making Newsweek's "**Top 25 Transformative High Schools**" in 2012 and two gracing their list of "**Top Ten Miracle High Schools.**" This year, four Harmony schools made *The Washington Post's* Challenge Index, which ranks high schools based on student achievement on IB, AP, and college level tests such as the SAT and ACT, and graduation rates. Three of the four were in the top 100 of the 1900 schools on the list.

Harmony schools have consistently outperformed regional and state averages in all four core subject areas. From 2007-08 to 2010-11, Harmony system-wide has outperformed the state in every year.

Math Achievement: On average, from 2007-08 to 2010-11, the percent of Harmony students grades 3-12 passing Mathematics TAKS was 89.8%, approximately 5.6% higher than each school's given region and 6.2% higher than the passing rate of the entire state.

Science Achievement: On average, from 2007-08 to 2010-11, the percent of HPS students grades 3-12 passing Science TAKS was 88.9%, which was 7.3% higher than each school's given region and 7.6% higher than the passing rate of the entire state.

Reading/ELA Achievement: On average, from 2007-08 to 2010-11, the percent of HPS students grades 3-12 passing Reading TAKS was 93.8%, which was 3.2% higher than each school's given region and 3.2% higher than the passing rate of the entire state.

Social Studies Achievement: On average, from 2007-08 to 2010-11, the percent of HPS students grades 3-12 passing Social Studies TAKS was 98.6%, which was 4.2% higher than each school's given region and 4.7% higher than the passing rate of the entire state.

Our Special Education and Limited English Proficient (LEP) students are also outperforming their peers across the state. (Special Education students make up 4% of our population and are significant subgroups in 10 of our schools. LEP students make up 14% of our population and are significant subgroups in 29 of our schools.) On average, across all grades and subjects on the 2010-11 TAKS, 55% of our LEP students passed, compared to 29% statewide, and 54% of our Special Education students passed, compared to 44% across the state.

2013 New State Accountability System Results for HPS:

The Texas Education Agency has very recently released the 2013 state accountability system ratings for more than 1,200 school districts and charters, and more than 8,500 campuses. 37 out of 38 Harmony campuses (97%) achieved the rating of Met Standard compared to 93% that of all Texas schools. Sixty one percent (23 out of 38) of HPS campuses have earned at least one

distinction designation compared to 42% of all Texas campuses. 21% (8 out of 38) of HPS campuses earned distinctions in all three potential areas compared to 9% in Texas.

College-ready results: Harmony's individualized approach and unique combination of programs yield a model that ensures students graduate prepared for college. Students' participation rates and scores in Harmony's Advanced Placement (AP) program and on the SATs, and Harmony's graduation rate and college acceptance rate demonstrate the success of the HPS model.

AP participation rates and scores: From 2007-08 to 2010-11 (scores not available yet for 2011-12), the percentage of students taking AP courses steadily increased from 46% to 57%, with 46% of test takers scoring 3 or higher, compared to 44% statewide. Our pass rate rose strongly over time, such that it is now higher than that of the state (see chart below). We are focused on closing the gap with national pass rate results, which reflect an overall student demographic that is significantly more affluent than our student demographic. Within these results, Harmony's minority subgroups are showing particularly strong results. Specifically, in 2010-11, of Harmony's African American test-takers, 54% scored 3 or higher, as compared to 22% statewide, and 26% nationally. And of Harmony's Hispanic test-takers, 37% scored 3 or higher, as compared to 29% statewide and 39% nationally.

In 2012, the participation of the Advanced Placement exams administered by College Board has increased by 88% compared to previous year. While we increased the participation, the passing rate of Harmony students has also increased to 53% which is much higher than that of Texas passing rate (46%).

SAT participation rates and scores: From 2007-08 to 2010-11, the percent of students taking the SAT increased from 80% to 100% across all Harmony students. Over 2006-07 to 2010-11, the achievement gap between White students and Hispanic and African American students has decreased as demonstrated by the mean score trends for each subject (in the second graph below). In 2010-11, Harmony Hispanic and African American students significantly outperformed comparable groups nationally across all subjects (as illustrated in the graph below). Each year, Harmony scores have been steadily rising for all groups in each component of the test.

Graduation rates: Harmony works closely with students and families to ensure all students receive the support they need to stay on track and graduate. We are proud of our four-year adjusted cohort graduation rate of 100%, calculated in accordance with State and Federal guidelines.

College Readiness Pathway: HSE will adopt College Board tests (Readistep, PSAT/NMSQT, and SAT) to track students on their way to college. Readistep is a College Board test that measures skills need to be on track for success as they transition to high school. It provides insight into students' academic progress while they are in 8th and 9th grade. Readistep reports provide information to teachers to early intervene students college readiness at Math, ELA and Reading. Students will take PSAT/NMSQT when they are in their sophomore and junior years to provide information about their strengths and weaknesses. The College readiness pathway will help students to become college ready before they graduate.

College acceptance and enrollment rates: With college admission a requirement for graduating, 100% of Harmony Public Schools' graduating seniors have been accepted to college since 2005. NCS data shows 74% of Harmony students matriculating in comparison to a statewide matriculation rate of 55%.

STEM in college: Harmony’s focus on STEM preparation is having an impact – a university study found Harmony students outperformed the national average in admission to two-year and four-year colleges and in selection of STEM majors, with 65% of matriculating Harmony students choosing STEM majors, compared to a national average of 33% (see Appendix B for slides from this study). These results are even more striking for women and minorities: for matriculating students, 51% of female Harmony students selected a STEM major, compared to a national average of 15%, as did 94% of African American Harmony students (vs. 18% national average) and 57% of Hispanic Harmony students (vs. 22% national average).

2. Goals and Student Academic Achievement Expectation

a. Student Academic Achievement Expectation

1. For Schools Electing to Use the PMF in Setting Goals

HSE will use Performance Management Framework (PMF) adopted by the DC PCSB in setting its goals.

The School Corporation (HSE) has selected as its measure of academic achievement expectations the indicators listed in the elementary/middle, high school, and early childhood, Performance Management Frameworks developed by PCSB (“PMF”s). Accordingly, changes to any PMF implemented by PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, and formulas, will automatically become part of the measurement of the School’s academic achievement expectations. However, if material changes are made to any PMF that a School Corporation (HSE) elects not to accept, the School Corporation (HSE) shall provide PCSB a petition for a charter revision pursuant to §38-1802.04(c)(10).

Grade Span K – 2 goals: HSE will use NWEA MAP for Primary Grades (MPG) to measure the progress and achievement of students at grades K – 2. HSE will target to meet the majority of the targets at the end of the second operational year, and all targets at the end of the fifth operational year. HSE will have 7 targets total as outlined in the PMF; 2 progresses, 2 achievements, 2 leading indicator, 1 mission specific.

Indicator	Domains	Number	Metric
Progress	Literacy/Language	2	Target range: 60%-100%
Achievement	ELA and Math	2	Target range: 60%-100%
Leading Indicators	Attendance	2	92%
Mission Specific	STEM	1	Target : 75% Satisfaction Rate(On survey of parents on STEM activities)

Grade span 3-8 goals: HSE targets to have a total score of 45% by the end of the second year in operation and a total score of 65% by the end of the 5th year in operation.

Grade span 9-12 goals: Since HSE will start with a highest grade level of 5 in its first operational year, it will not have any students in high school until its first year in operation. Therefore, we will not have an end of second year in operation goal but we will have a total score of 45% by the end of the sixth year in operation and a total score of 65% by the end of the 10th year in operation.

**Sample Expected PMF summary for grade span 3-8
by the end of second year in operation:**

Grades Measured: 3-6		
Student Progress	(40 points): Academic improvement over time	
Student Progress	Growth on DC-CAS Reading over time	9/20
Student Progress	Growth on DC-CAS Mathematics over time	9/20
Student Achievement	Elementary grades DC-CAS Reading (Proficient and Advanced)	5/10
Student Achievement	Elementary grades DC-CAS Reading (Advanced only)	0.5/2.5
Student Achievement	Elementary grades DC-CAS Mathematics (Proficient and Advanced)	5/10
Student Achievement	Elementary grades DC-CAS Mathematics (Advanced only)	0.5/2.5
Student Achievement	Middle grades DC-CAS Reading (Proficient and Advanced)	N/A
Student Achievement	Middle grades DC-CAS Reading (Advanced only)	N/A
Student Achievement	Middle grades DC-CAS Mathematics (Proficient and Advanced)	N/A
Student Achievement	Middle grades DC-CAS Mathematics (Advanced only)	N/A
Gateway	Proficient and Advanced 3rd grade Reading	5/15
Gateway	Proficient and Advanced 8th grade Math	N/A
Leading Indicators	Attendance	6/10
Leading Indicators	Re-enrollment in this school	5/10
TIER		
Total Score (45%)		45.0/100

**Sample Expected PMF summary for grade span 3-8
by the end of fifth year in operation:**

Grades Measured: 3-8		
Student Progress	Growth on DC-CAS Reading over time	11/20
Student Progress	Growth on DC-CAS Mathematics over time	11/20
Student Achievement	Elementary grades DC-CAS Reading (Proficient and Advanced)	3/5
Student Achievement	Elementary grades DC-CAS Reading (Advanced only)	0.5/1.25
Student Achievement	Elementary grades DC-CAS Mathematics (Proficient and Advanced)	3/5
Student Achievement	Elementary grades DC-CAS Mathematics (Advanced only)	0.5/1.25
Student Achievement	Middle grades DC-CAS Reading (Proficient and Advanced)	3/5
Student Achievement	Middle grades DC-CAS Reading (Advanced only)	0.5/1.25
Student Achievement	Middle grades DC-CAS Mathematics (Proficient and Advanced)	3/5
Student Achievement	Middle grades DC-CAS Mathematics (Advanced only)	0.5/1.25
Gateway	Proficient and Advanced 3rd grade Reading	6/7.5
Gateway	Proficient and Advanced 8th grade Math	5/7.5
Leading Indicators	Attendance	10/10
Leading Indicators	Re-enrollment in this school	8/10
Total Score (65%)		65.0/100

**Sample Expected PMF summary for grade span 9-12
by the end of sixth year in operation:**

Grades Measured: 9-10		
Student Progress	Growth on DC-CAS Reading over time	2.5/7.5
Student Progress	Growth on DC-CAS Mathematics over time	2.5/7.5
Student Achievement	Reading 10th DC-CAS (Proficient and Advanced)	5/10
Student Achievement	Reading 10th DC-CAS (Advanced only)	0.5/2.5

Student Achievement	Mathematics 10th DC-CAS (Proficient and Advanced)	5/10
Student Achievement	Mathematics 10th DC-CAS (Advanced only)	0.5/2.5
Student Achievement	AP and IB Performance (12 th)	N/A
Gateway	Graduation Rate	N/A
Gateway	PSAT Performance (11 th)	N/A
Gateway	SAT Performance (12 th)	N/A
Gateway	College Acceptance Rate	N/A
Leading Indicators	Attendance	5.5/10
Leading Indicators	Re-enrollment in this school	4.2/10
Leading Indicators	9th Grade Credits on Track to Graduate	3.7/5
Total Score (45.2%)		29.4/65

Sample Expected PMF summary for grade span 9-12 by the end of tenth year in operation:

Grades Measured: 9-12		
Student Progress	Growth on DC-CAS Reading over time	3/7.5
Student Progress	Growth on DC-CAS Mathematics over time	3/7.5
Student Achievement	Reading 10th DC-CAS (Proficient and Advanced)	7/10
Student Achievement	Reading 10th DC-CAS (Advanced only)	1/2.5
Student Achievement	Mathematics 10th DC-CAS (Proficient and Advanced)	7/10
Student Achievement	Mathematics 10th DC-CAS (Advanced only)	1/2.5
Student Achievement	AP and IB Performance (12 th)	4/5
Gateway	Graduation Rate	2/7.5
Gateway	PSAT Performance (11 th)	6/7.5
Gateway	SAT Performance (12 th)	4/7.5
Gateway	College Acceptance Rate	7/7.5
Leading Indicators	Attendance	9/10
Leading Indicators	Re-enrollment in this school	7/10
Leading Indicators	9th Grade Credits on Track to Graduate	4/5
Total Score (65%)		65/100

Additional goals:

- HSE will create a college going atmosphere for students
- HSE will have active involvement of parents to their children's education.
- HSE will create a secure and disciplined environment for students.

2. Guidelines for Schools Not Electing to Use the PMF in Setting Goals

Non-applicable because HSE will use Performance Management Framework (PMF) adopted by the DC PCSB in setting its goals.

b. Goals

Goals connect to mission

Mission of HSE is to prepare students for higher learning in a safe, caring, and collaborative atmosphere through a quality learner-centered educational program with a strong emphasis on science, technology, engineering, and mathematics. This environment will promote high expectations for all students while focusing on differentiated instruction to meet each student's needs. This mission drives each harmony stakeholder to reach out and replicate its school model for expanding innovation and personalization in education. Harmony DC will have goals that connect to its mission in terms of preparing students for college. Putting Math, ELA, and STEM subjects in

focus, HSE will set the following goals throughout the operation of its new proposed charter in Washington, DC. (It is important to note that Harmony will have the same expectations from ALL student groups regardless of their gender, race, socio-economic status, and language proficiency.)

The two big academic goals of our curriculum build to the larger goal of our mission: 100% of our students graduate college-ready, career-ready, and life-ready with skills necessary to succeed in career and life endeavors.

Goals, Assessment Tools, and Targets

Goal #1: Students' academic performance meets or exceeds local, state, and national standards.

- By the end of first year in operation, 60% of HSE students in grades 3 through 8 will perform at or above grade level in English Language Arts as measured by STAR Reading and NWEA MAP running records. STAR and MAP running records will assess students' phonics skills, vocabulary, reading comprehension and fiction/poetry/nonfiction reading process in order to appropriately determine a reading level.
- By the end of third year in operation, 70% of HSE students in grades 3 through 8 will perform at or above grade level in English Language Arts as measured by STAR Reading and NWEA MAP running records.
- By the end of fifth year in operation, 75% of HSE students in grades 3 through 8 will perform at or above grade level in English Language Arts as measured by STAR Reading and NWEA MAP running records.
- By the end of first year in operation, 60% of HSE students in grades 3 through 8 will perform at or above grade level in Math by mastering at least 75% of the DCPS Common Core State Standards in Math. Mastery is determined by beginning, middle and end of the year benchmarks for each grade level and interim assessments to determine mastery of each state standard. Mastery of a standard is defined by 80% or better on the math assessments which will be developed internally by lead teachers and curriculum consultants and adapted from the math curriculum.
- By the end of third year in operation, 70% of HSE students in grades 3 through 8 will perform at or above grade level in Math by mastering at least 80% of the DCPS Common Core State Standards in Math.
- By the end of fifth year in operation, 75% of HSE students in grades 3 through 8 will perform at or above grade level in Math by mastering at least 80% of the DCPS Common Core State Standards in Math.
- Each year, 75 percent of Kindergarten through 2nd grade students will perform at or above grade level in reading, as determined by teacher created common reading assessments.
- Each year, 75 percent of Kindergarten through 2nd grade students will perform at or above grade level in mathematics, as determined by teacher created common math assessments.

Goal #2: Students' academic performance improves every year by at least one-year of instructional growth.

- For years 2 through 5 of the proposed charter, each grade-level cohort of the same students (i.e. students who are in the school for two years in a row) will reduce by one-half the gap between the baseline and the target goal, where the baseline represents the percent of students at or above proficiency on the previous year's DC CAS Reading and Math exam and with the target goal being that 75 percent of students will test at or above proficient on the current year's State Reading and Math exam. For K-2 grade, the "at or above grade level" status will be determined by the STAR and NWEA MAP reading levels and students at or above 80 percent mastery of

DCPS Common Core math standards. The same calculations apply for all grades, in that the number of students below each of these standards will be decreased by $\frac{1}{2}$ each year. If the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's Reading or Math exam, we will demonstrate some growth (above 75%) in the current year (*relevant for schools serving grades 3-8*).

- For example, if 45% of a school's students score proficient in year 1, the school must ensure that at least 60% of the same students who took the test at the school in year 1 are proficient the following year, thereby reducing by half the gap between the first year's performance of 45% proficient and the goal of 75% proficient (or whatever level the school sets above 75%).
- Beginning in kindergarten, HSE students will take the NWEA test in September, January, and May. After viewing the September diagnostic, teachers will set goals for percentage growth for students and their class as a whole. As a team, we will also develop school-wide minimum standards for our students to reach by the May assessment.

Goal #3: In non-tested grades and subjects, students' academic performance will be tracked using locally developed assessments.

- Based on TAS (Teacher-Assessed Student Achievement Data), in three years, in non-tested subjects, for 80% of students in non-tested grades, scores on teacher assessments indicate, significant learning, such as at least 1 year of growth or at least 80% mastery of content standards.

Academic & Organizational Goals

Goal #1: *HSE will create an environment where the students will develop the academic skills, intellectual habits, and character traits necessary to maximize their potential in high school, college, and the world beyond.*

- At least 60 percent of the grade-level cohort will earn the summer leadership camp.

Goal #2: *HSE teachers will be recognized as professional educators committed to continuous learning and professional development.*

- 100 percent of HSE teachers will be deemed highly qualified.

Goal #3: *Students at HSE will be consistently reminded and encouraged that they are on the path to college.*

- At least once a year, every student will participate in a school-organized college visit.
- At least once a year, every student will participate in a school-organized college preparatory high school visit.

Goal #4: *College & Career Readiness Goals*

- 1- 100% of HSE students will graduate with at least one Advanced Placement (AP) or Dual Credit course with a passing grade on their transcripts.
- 2- At least 60% of HSE high school students will be enrolled in AP or dual credit courses.
- 3- At least 80% of HSE students enrolled in AP courses will take AP exams.
- 4- At least 50% of HSE students who take AP exams will receive a passing grade of 3 or above.
- 5- HSE will be in the top 20% of schools when compared to the public schools with similar demographics in DC in terms of the mean SAT scores in Math for all students who take SAT Test.

- 6- HSE will be in the top 20% of schools when compared to the public schools with similar demographics in DC in terms of the mean SAT scores in Critical Reading for all students who take SAT Test.
- 7- HSE will be in the top 20% of schools when compared to the public schools with similar demographics in DC in terms of the mean SAT scores in Writing for all students who take SAT Test.
- 8- HSE will be in the top 20% of schools when compared to the public schools with similar demographics in DC in terms of the mean ACT scores in English for all students who take ACT test.
- 9- HSE will be in the top 20% of schools when compared to the public schools with similar demographics in DC in terms of the mean ACT scores in Math for all students who take ACT test.
- 10- HSE will be in the top 20% of schools when compared to the public schools with similar demographics in DC in terms of the mean ACT scores in Reading for all students who take ACT test.
- 11- HSE will be in the top 20% of schools when compared to the public schools with similar demographics in DC in terms of the mean ACT scores in Science for all students who take ACT test.
- 12- HSE will achieve and maintain a 100% high school graduation rate.
- 13- HSE will achieve and maintain a 0% high school drop-out rate.
- 14- HSE will achieve and maintain a 100% college acceptance rate.
- 15- During first year of operation, HSE will have at least 92% student attendance rate.
- 16- By the third year in operation, HSE will maintain at least 95% student attendance rate.
- 17- By the fifth year in operation, HSE will maintain at least 97% student attendance rate.

Data storage, analysis and communication

All data will be tracked using locally developed Harmony database. This database is able to draw from and send data to the Texas Student Data System. The IT department in the central office will ensure that a similar communication exists with the DC student data systems and PCBS (District of Columbia Public Charter School Board). Data will help Harmony Central Office to evaluate the goals set above and revise the educational programs of the school.

Tracking and assessing goals for students with disabilities

Harmony will have similar expectations from all students. However, if the IEP of a student recommends revised goals for a student with disabilities, the revised goals will be set. The IEP committee will evaluate at the end of the year whether the student met his/her annual goals.

3. Charter School Curriculum

a. Student Learning Standards:

Learning standards

HPS already has an established curriculum aligned with the Texas curriculum framework, i.e. Texas Essential Knowledge and Skills. With the Race To The Top – District Grant Award, HPS has

committed to align its curriculum to Common Core standards. HPS also embraces the goals, objectives, and content in all subject areas and grade levels which have been established by DC Public Schools.

HSE will adopt the Common Core State Standards (CCSS) in English/Language Arts and Mathematics for all grade levels. In Science and Social Studies, HSE will use the CCSS in literacy along with the DC Learning Standards. For all other subjects, HSE will fully implement DCPS learning standards for all grade levels.

HSE aims to meet expectations from high school graduates needed to truly be ready for success in college, careers and life. Then, those goals are back-mapped down through the grades to kindergarten, so that students, parents and teachers all know what skills and knowledge are necessary at each step along the way. By adopting those high standards, HSE would like to prepare the students in each grade level and subject area to be competitive not just in our city, but also our region, our country and the world. Effective implementation of DCPS's academic plan will allow us to develop 21st century skills among our students.

Common Core and 21st Century Standards

Harmony's instructional approach strives for equity by providing a rigorous, challenging STEM curriculum to serve all students, a focus on formative assessment, and a culture of high expectations and support. While Texas has not yet adopted the Common Core State Standards (CCSS), Harmony is committed to ensuring all of our programs are aligned to the CCSS as well as the State standards. Our curriculum is inquiry-based and student-centered and matches the focus of the CCSS on rigor, depth, and higher-order skills such as conceptual understanding and application. In addition, we emphasize mastery of 21st century skills that all students will need to be successful in college and career. Harmony's curriculum teams will modify our curriculum to meet the needs of DC students and align our curriculum fully to the CCSS and DCPS's standards.

Attainable standards for ELL

HSE will ensure that the standards are attainable for English language Learners (ELLs) using three phases. In Phase I, ELP standards will be integrated into core curriculum scope and sequence documents and teachers will use differentiation strategies. ELL students will be mainstreamed. Phase I will be applicable to all ELL students. In Phase II, ELL students who need additional instruction will be given sheltered instruction. The ESL curriculum used during Phase II will be suited to the students' developmental levels. In Phase III, the students will have independent study using educational software at their level to work at their own pace.

Attainable standards for students with disabilities

HSE will ensure that the standards are attainable for students with disabilities. In Phase I, modifications will be integrated into core curriculum scope and sequence documents and teachers will use differentiation strategies based on individual students' IEP. HSE special education department will develop IEP for each child with disabilities and train the teachers on IEP's and modifications. Teachers will modify their lesson plans and curriculum materials for a child with disabilities based on his/her IEP. Students with special needs will be mainstreamed. Phase I will be applicable to all students with disabilities. In Phase II, students with disabilities who need additional instruction will be given sheltered instruction. The curriculum used during Phase II will be suited to the students' developmental levels.

Commitment to “No Difference in standards”

As explained in the previous sections, HPS has committed to align its curriculum to Common Core in Math and ELA and align its curriculum to DC standards in other subjects.

Description of HPS Curriculum – Core Subjects and Technology

English/Language Arts

K-5 ELA Curriculum

“Whatever the form- poem, novel, drama, biography, essay – literature makes comprehensible the myriad ways in which human beings meet the infinite possibilities that life has to offer.” –Louise M. Rosenblatt

Comprehending a text involves actively creating meaning by building relationships among ideas in text, and between the text and one’s knowledge, beliefs, and experiences (Wittrock, 1990).

In Harmony Public Schools, our goal is to develop students with strong literacy skills, allowing for reading and writing in multiple genres, as well as effective in all modes of communication. In accordance with the National Council of Teachers of English position statement on the 21st Century Literacies, we expect HSE students to:

- Develop Proficiency with the tools of technology
- Build relationships with others to pose and solve problems collaboratively and cross-culturally
- Design and share information for global communities to meet a variety of purposes
- Manage, analyze, and synthesize multiple streams of simultaneous information
- Create, critique, analyze, and evaluate multi-media texts
- Attend to the ethical responsibilities required by these complex environments

To support this goal, we provide students with high-quality instruction in a variety of texts, genres, and various modes of access to these texts. Our approach to reading and writing instruction follows the balanced literacy model of instruction, teaching through the reader’s and writer’s workshop method. Teachers deliver lessons using the gradual release model of instruction, first modeling skills and strategies in reading and writing, followed by a scaffolded instruction phase where students and teachers work in collaboration toward student independence. Through the gradual released method of instruction, students gain the skills and confidence necessary for independent work. Students invest significant time in reading and writing from self-selected texts and topics to develop strong literacy skills and capitalize on the power of engagement which is essential in developing life-long readers.

The reading and writing curriculum is based on locally developed curriculum, aligned with the Texas Essential Knowledge and Skills, utilizing resources aligned with the Common Cores State Standards. The curriculum is dynamic and refined to meet the needs of all students. By nature of the reader’s and writer’s workshop, all students are provided opportunities to refine skills to their highest potential. Teacher support and peer collaboration are always available. Students are provided with ample time for whole group, small group, and side-by-side instruction in reading and writing.

6-12 ELA Curriculum

In Harmony Public Schools, secondary English language arts instruction focuses on developing students as readers and writers through authentic literacy experiences. Reading and writing are linked together, as students consume critique and produce texts in multiple genres. Students are given choices of texts they can and want to read. The majority of classroom time is spent immersing students in reading and writing. The teacher supports student learning through modeling new skills, working closely with small groups, and conferring with students one on one. Teachers provide ample time for purposeful and thoughtful student to student and student to teacher talk. Instruction is differentiated based on the needs of individual students. Authentic assessment at each phase of the learning process informs instruction. ELA Curriculum teams will modify the curriculum based on DCPS standards and the CCSS.

Mathematics

K-5 Mathematics Curriculum

Harmony uses its own locally developed curriculum which can be found at www.hpsmath.org that is aligned to the CCSS and Texas State Standards. Teachers use a variety of supplemental and instructional materials to produce a curriculum rich in hands-on and high level learning opportunities for our students. The math instruction provides the students with regular opportunities to make real-life applications to daily math lessons. The K-5 mathematics standards provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals—which help young students build the foundation to successfully apply more demanding math concepts and procedures, and move into applications.

6-12 Mathematics Curriculum

Harmony uses its own locally developed curriculum that is aligned to the CCSS and Texas State Standards. The middle school standards are robust and provide a coherent and rich preparation for high school mathematics. Teachers frequently use manipulatives to move students' understanding from concrete to abstract level. The high school standards call on students to practice applying mathematical ways of thinking to real world issues and challenges; they prepare students to think and reason mathematically. The mission of HPS Mathematics Education is to develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do. For that purpose, high school mathematics curriculum emphasizes mathematical modeling, use of mathematics and statistics to analyze real life situations.

Science

K-8 Science Curriculum

According to the National Academic Press,

“Scientific literacy means that a person can ask, find, or determine answers to questions derived from curiosity about everyday experiences. It means that a person has the ability to describe, explain, and predict natural phenomena. Scientific literacy entails being able to read with understanding articles about science in the popular press and to engage in social conversation about the validity of the conclusions. Scientific literacy implies that a person can identify scientific issues underlying

national and local decisions and express positions that are scientifically and technologically informed. A literate citizen should be able to evaluate the quality of scientific information on the basis of its source and the methods used to generate it. Scientific literacy also implies the capacity to pose and evaluate arguments based on evidence and to apply conclusions from such arguments appropriately.” (National Science Education Standards)

In Harmony Public Schools, our goal is to develop scientifically literate students. Looking at 21st Century skills, we expect our students to:

- Communicate effectively
- Work cooperatively
- Think critically and creatively
- Use technology effectively
- Grow as self-directed learners

To support this goal, we focus on student-centered learning, with applications in real life situations. Students are engaged in research and investigation activities conducted individually or in small groups. Teachers provide a framework within which students meet engineering challenges and design solutions to everyday life problems, while developing academic language.

This framework is based on a locally developed curriculum, aligned with the Texas Knowledge and Skills Standards. The curriculum is STEM education influenced and provides assessments to gauge student progress, intervention tools, acceleration materials, and teacher support resources. Technology is used as a tool to help all students actively learn scientific concepts.

In our Elementary science classrooms, we focus more on building literacy skills. In our Secondary science classrooms, we challenge the students to develop communication and collaboration skills. Among other activities, students are encouraged to create Prezi presentation, videos to upload into YouTube, create podcasts, and visit interactive sites to practice scientific concepts.

9-12 Science Curriculum

Harmony uses a locally developed science curriculum that is aligned to College and Readiness Standards (CCRS) and Texas State Standards. Science curriculum teams will modify the curriculum based on DCPS standards. Inquiry is the driving force of the curriculum. Our teachers “don’t explain the concepts before they have the students explore the facts. The curriculum model is student-centered and uses inquiry based teaching. Our teachers frequently use 5E model lessons along with explore/application investigations. Also, they use many PBL and collaborative learning lessons. The curriculum framework provides hands-on inquiry activities, assessments, problem-based-learning, intervention tools, acceleration materials, and teacher support resources.

We also use technology effectively in high school science classes. Students use Vernier and Pasco’s data collection equipments in the experiments. We also design a variety of opportunities for students to take learning “beyond the classroom” and see how today’s instruction connects to career and lifelong learning. In Harmony Public Schools, High school students design an experiment or demonstration about a STEM topic of their choice with the help of technology. Throughout the course of the project students learn to use the scientific method, work with peers and experts, teach their classmates about their topics, and ultimately communicate their process and findings on a website, including explanations of their scientific process, a brochure, and a movie of their project. Students’ share their high-quality projects in on-site exhibits, on web-based platforms, and at local,

state, and national science or STEM fairs. These projects lead to mastery of critical content through a deeply engaging process that also develops students' higher order thinking skills, as well as critical skills such as teamwork, communication, perseverance, creativity, and problem solving.

Social Studies

K-5 Social Studies Curriculum

"The purpose of elementary school social studies is to enable students to understand, participate in, and make informed decisions about their world. Social studies content allows young learners to explain relationships with other people, to institutions, and to the environment, and equips them with knowledge and understanding of the past. It provides them with skills for productive problem solving and decision making as well as for assessing issues and making thoughtful value judgments. Above all, it integrates these skills and understandings into a framework for responsible citizen participation locally, nationally, and globally. The teaching and learning processes within social studies are uniquely organized to develop these capacities, beginning with the youngest learners in our schools." (This position statement was prepared by the Task Force on Early Childhood/Elementary Studies and members of the NCSS Board of Directors, and was approved by the NCSS Board of Directors in June 2009).

"When children are empowered by knowledgeable and skillful teachers with the ideas, skills, values, questions, and attitudes that compose the social studies curriculum, their judgment is improved. Consequently, they can reason historically, help solve community problems, appreciate diversity, protect the environment, and, with deep understanding, empathize with the hopes, dreams, and struggles of people everywhere." (Parker, Social Studies in Elementary Education, 2001).

In Harmony Public Schools, our goal is to develop students with the social studies skills that will allow students to experience and explore the social sciences. A key focus for the academic structure of our social studies curriculum examines the needs for students to build the skill necessary for the 21st Century skills, we expect our students to:

- Communicate effectively
- Be Innovative
- Collaborate with peers
- Present Ideas in a clear concise way
- Use technology efficiently in all aspects of the above skills

To support these goals, our Social Studies curriculum and framework is based and aligned with the Texas Knowledge and Skills Standards (TEKS). As a base for our instruction we use the TCI Social Studies Alive program for kindergarten to fifth grade. The curriculum is built around six teaching strategies; Visual Discovery, Social Studies Skill Builders, Experiential Exercises, Writing for Understanding, Response Groups, and Problem Solving Group work each designed to bring learning to life and to support the 21st century skills we expect our students to take with them when they graduate from Harmony Public Schools.

The developed curriculum uses many research-based instructional designs including Understanding by Design, Multiple Intelligences, and Spiral Curriculum. Each lesson contains an interactive presentation that teachers can use in a traditional format or can use with interactive

white boards or smart boards. In addition to tying each lesson to literacy standards there are also recommendations for English Language Learners and for Enrichment. In our Elementary social studies classrooms, students will collaborate with their peers, research and discover social studies concepts through the hands on and project based instruction and lessons provided by the TCI SS Alive Program.

6-12 Social Studies Curriculum

The Social Studies programs at HPS are designed to meet the needs of the 21st century student. We believe that today's learners, arguably more so than at any other time, need;

- strong critical thinking skills
- strong data management skills
- ability to assess facts from opinions
- to understand cause and affect
- to understand how perception of issues change over time

Through our courses offered in world cultures, geography, history, government and the social sciences, students will learn how to apply these skills with the rapidly changing technology used in the 21st century to be successful. Harmony uses its own locally developed curriculum that is aligned to the CCSS literacy standards, and the College and Career Readiness Standards (CCRS). Social Studies curriculum teams will modify our curriculum to meet the needs of DCPS's standards.

Technology and Digital literacy Curriculum

Technology and digital literacy are the keys to the 21st century. HSE integrates 21st century skill building into teaching. This curriculum helps students and teachers efficiently learn technology skills, digital literacy, and higher-order thinking as they study and learn core curriculum. A comprehensive curriculum provides classroom teachers with resources and tools needed to engage 21st century learners, implement NETS-S standards of International Society for Technology in Education (ISTE), support national and state technology standards, support technology and 21st century skills that are present in core curriculum standards, comfortably use technology in the classroom.

The curriculum also includes a comprehensive NETS-T professional development curriculum for teachers. With units for each of the 20 NETS-T 2008 performance indicators, teachers will master the skills they need. This enables teachers to use 21st century teaching skills and technology in the classroom and in their careers.

b. Resources and Instructional Materials:

Resources and Instructional Materials

HPS currently uses the following resources and instructional materials in core subjects. In case of a discrepancy with the DC and Common Core standards, HSE will adapt new instructional materials in consultation with local experts.

English/Language Arts

K-5 ELA Resources

Journeys Program by Houghton Mifflin: K-3 teachers utilize this resource to teach phonics, vocabulary skills, and spelling.

Fountas and Pinnell Phonics and Word Study: K-3 teachers utilize this resource to teach phonics, vocabulary skills, and spelling.

Comprehension Toolkit: K-2 and 3-5 is an integral part of reading instruction. Students receive instruction in the comprehension strategies including: monitor comprehension, activate and connect, ask questions, infer and visualize, determine importance, summarize and synthesize. The strategies are taught using highly engaging, primarily non-fiction texts; incorporates science and social studies topics.

Comprehension Intervention for Small Group Instruction – K-2 and 3-5 – Utilizing this resource, teachers follow-up with lessons from the Comprehension Toolkit in a small group setting, providing for supported instruction for struggling readers.

Scaffolding the Comprehension Toolkit for English Language Learners – K-2 and 3-5 – English Language Learners (ELL) receive a pre-lesson, or opportunity to front-load comprehension strategies before whole class instruction. Following the whole group instruction, ELLs receive a follow-up lesson to reinforce the skill and address any deficits in learning.

Lucy Calkins Units of Study for Writing, Primary and Intermediate – Writing is taught through the writer’s workshop, where students read widely in a genre before writing. Born out of the work at the Teacher’s College - Columbia University, this resource scaffolds writing instruction for the teachers by providing specific moves, language, writing rubrics, samples, and more.

Guided Reading Libraries – Leveled libraries are provided with texts ranging from the most basic level, through eighth grade. Students receive instruction in and opportunities to participate in guided reading lessons, literature circles, and book clubs.

Classroom Libraries – All classrooms contain an extensive collection of trade books and magazines to provide ample opportunities for students to find and read books they want to and can read.

Teacher/Student Resource – A collection of over 500 picture books, including poetry and non-fiction texts are provided for teachers to use during read aloud and other reading and writing instruction. Many of the titles support cross-curricular instruction. The collection of books is accompanied with a text correlation document to provide guidance for selecting titles to teach specific comprehension strategies, content areas, genres, and more.

Image Grammar by Harry Noden – Students receive grammar instruction within the context of reading and writing. This resource provides the teachers with strategies for explicit ways to model and instruct students in learning grammar while enhancing their personal writing.

High Definition Vocabulary – 3rd – 5th grade students receive vocabulary instruction through engaging in various writing genres including, explanatory, persuasive, narrative, descriptive, and poetry. The text outlines an adapted version of Isabel Beck’s tiered system of word selection. Teachers are guided to select three tiers of words: tier one – basic words, tier two – concept words, tier three – content-specific/academic words. This instruction supports vocabulary development for all students, regardless of academic level.

6-12 ELA Resources

Harmony ELA Curriculum and Instructional Framework

The Comprehension Toolkit by Stephanie Harvey and Ann Goudvis
Acts of Teaching, Dr. Joyce Armstrong Carroll and Eddie Wilson
Dr. JAC's Guide to Writing with Depth, Dr. Joyce Armstrong Carroll
Teacher-selected picture books and expository essays/articles
Anchor charts
Composition notebooks

Through the use of picture books and real-world essays and articles, students will be exposed to authentic reading and writing to engage their interest and provide models for reading and writing. By providing students with texts that they can and want to read, that they find accessible, students have the opportunity to develop as readers and writers. By consuming and critiquing a wealth of the type of writing the curriculum calls for students to write, the students have a wealth of experience with the genre and are able to transfer what they have experienced with the models of writing into their own writing. They have extensive experience with the genre they are writing and take a sense of confidence and experience into their writing.

Harmony English Language Instruction operates under the following set of beliefs:

- Students learn best when the teacher appropriately scaffolds instruction, gradually releasing responsibility to the students.
- Instruction should be differentiated based on the needs of individual students.
- Reading and writing are reciprocal processes.
- Students need abundant time to read and write daily.
- Students need a choice from a wide variety of texts they can and want to read.
- In explicit instruction, the teacher should model and demonstrate useful strategies for the students.
- Students need ample time for purposeful and thoughtful student to student and student to teacher talk.
- Students should spend time on longer, deeper tasks rather than shorter, multiple tasks.
- Authentic student assessment at each stage of the learning process should inform instruction.

Following these beliefs, students choose the texts they read rather than having whole-class novels assigned by the teacher. Research from the National Endowment for the Arts reveals that the traditional method of whole-group novel instruction is producing fewer and fewer readers. The "To Read or Not to Read" study points to the effectiveness of student choice in developing life-long readers. Additionally, grammar is taught in the context of the students writing rather than through isolated drills and worksheets. Research from The National Council of Teachers of English shows that grammar taught in isolation does not transfer to student writing. By allowing students choice in their reading, teaching grammar through writing, supporting student learning through the use of modeling, anchor lessons, and reading and writing conferences, Harmony follows a gradual release method of instruction that is Vygotskian in nature. Rather than experience frustration, which shuts learning down, students, in the gradual release method are guided through tasks that with the assistance of a more experienced peer they will eventually be able to achieve on their own.

Just as students who take ownership in their own learning experience success, teachers who take an active role in their own growth through professional learning communities, professional reading, and quality professional development set a foundation for success in the classroom. Harmony supports the professional growth of teachers through the dissemination of high-quality articles that support the Harmony beliefs and practices. Harmony supports the professional growth of its teachers by recommending professional books and journals and by building libraries of professional development books on campuses. Harmony supports the professional growth of its teachers by recommending and supporting teachers in their participation in high-quality professional development conferences and conventions. Harmony supports the professional development of its teachers by conducting professional development workshops that support the work teachers are doing in their classrooms and offers them opportunities to experience lessons and activities that they can transfer to their own classrooms. Harmony supports its teachers by allowing its teachers to develop as professionals and to, in turn, share their expertise with other teachers. Harmony seeks opportunities for its teachers to present at conferences, publish journal articles, mentor other teachers, and participate in writing projects and other professional development growth opportunities.

Mathematics

K-5 Mathematics Resources

All of the following supplemental resources are based on the new Common Core standards in preparation for the upcoming new Texas mathematics standards adoption. These resources are organized within the curriculum documents in a way that teachers can easily pull to create a lesson plan that supports a variety of students including English language learners, special needs, gifted and talented students, and a variety of learning styles. We encourage the use of technology within these resources and materials to create a 21st century skills classroom environment.

- ***Pearson EnvisionMath*** - This is our guiding curriculum. However, we encourage the teachers to focus on our supplemental materials.
- ***Hands-On Standards (K-5)*** - This supplemental book guides the teachers on how to integrate math manipulatives into their math lesson.
- ***AIMS Math Activities (K-5)*** - These activities are downloadable by clicking on the lesson that the teacher would like to do within each week's detailed curriculum document.
- ***Super Source (3rd-5th)***- This supplemental set of seven books is for classrooms that are needing more complex and integrated lessons.
- ***Math Classroom Library (K-4)*** -This is a set of literature books which introduce a math topic. There are lessons that are with each book to help the teachers integrate literature within that math objective.
- ***Step-by-Step Model Drawing by Char Forsten (K-5)*** - This book is helpful for helping with the bridge between reading and math. It teaches the teachers how to set up a word problem in a very visual way.
- ***Model Drawing Word Problem Practice Books (1-5)*** - These books accompany the Step-By-Step Model Drawing books and are helpful both in class and in tutoring.

- ***Marcy Cook Supplemental Materials (K-2)*** – These books are to help with spiraling review for K-2 math teachers with fun games and activities.
- ***Activities to Undo Math Misconceptions (k-2)*** – This is a helpful resource for teachers to help a student who is having trouble with a particular math objective. It gives activities and helpful hints.
- ***Connecting Arithmetic to Algebra (K-5)*** – This is a resource for teachers to help with connecting arithmetic to algebra.
- ***Financial Fitness for Life (K-5)*** – This is our financial literacy curriculum that is being used to cover the new Texas financial literacy strand.
- ***Good Questions: Ways to Differentiate Mathematics*** by Marian Small
This book helps to facilitate higher level thinking skills through open ended questions that can be adapted to fit the math objective.

6-12 Mathematics Resources

- *Harmony Scope & Sequence and Instructional Materials*
- ETA/Cuisenaire: Hands-On Manipulatives and Supplemental Materials for 6-Grade 12
- Holt Textbooks, Teacher resources, Supplemental Materials and Online Resources
- For upper level courses, Houghton Mifflin and Addison Wesley Textbooks, Teacher resources, Supplemental Materials and Online Resources
- Accelerated Math by Renaissance Place
- Integration of Technology: Tablet, SmartBoard, Document Camera, Graphing calculator activities

Harmony resources and Instructional Materials framework is predicated on the belief that proficiency in mathematics is a consequence of sustained student effort and effective instruction. All students are capable of understanding mathematics, given the opportunities and encouragement to do so. The goal of accelerating students' progress through a College and Readiness Standards-based (CCRS) and Texas State Standards-based program has a significant impact on the entire curriculum. These standards necessitate a more continued substantive, rigorous, and demanding curriculum and systematic instruction to better serve Texas students.

The major goal of Math Harmony Scope & Sequence and Instructional Materials is for teachers to achieve are increase teachers' knowledge of mathematics content, provide an instructional program, assess student progress frequently, offer alternative instructional suggestions and strategies, hands-on inquiry activities, offer students problem-based-learning, intervention tools.

Instructional/Classroom-based Components:

ETA/Cuisenaire is for differentiated instruction through various manipulative and hands-on activities. Hands-On Standards and Super Source supplemental book guides the teachers on how to integrate math manipulatives into their math lesson.

Accelerated Math Enterprise by Renaissance Place helps teachers personalize math practice, differentiate instruction, monitor progress, and make data-driven decisions to guide each student

to success. This high-performance software creates math assignments tailored to each student's current level, automatically scores all math practice, including assignments and tests, provides ongoing feedback on students' daily practice, helps you differentiate math instruction, addressing each student's individual needs. Math content libraries meet state standards and Common Core State Standards. Tablet, SmartBoard, Document Camera, Graphing calculator activities etc. is for Incorporating Technology.

Campus-based Activities:

Students participate in a variety of extracurricular competitions and events as a means of engaging in healthy competition to test their knowledge and understanding of various math concepts. School leadership frameworks in finding and using instructional materials can be a basis for consistent recruitment, training and appraisal of HSE school leaders. Frameworks should clearly define the major domains of responsibility for school leaders. They should be developed with involvement by the profession.

Science

K-8 Science Resources

- Online STEM Scope Curriculum – Rice University
- Aims Curriculum (Supplementary)
- Holt/ Houghton Mifflin Harcourt-Online Materials
- Glencoe, McGraw-Hill – Online Materials
- Vernier Probeware Equipment
- Science Research Project (Annual Capstone Project)

HPS science teachers have access to online curriculum resources through Rice University, Holt/ Houghton Mifflin Harcourt, Glencoe, McGraw-Hill, and AIMS. Our online resources provide numerous hands-on inquiry activities, 5E model lessons including intervention and acceleration resources. The instructional materials help teachers provide rigorous instruction in STEM, engage students in interactive-based learning through games, virtual labs, and online assessments. Our curriculum helps teachers to develop life-long science learners through inquiry-based hands-on science materials. Additionally, teachers and students use technology such as Vernier Probeware equipment and laptops or iPads while conducting their investigations and composing their student products.

Partnerships for 21st Century Skills designed 21st Century Skills Map in collaboration with the National Science Teachers Association (NSTA). The linkages between the 21st Century and Science skill sets detailed in this map are rooted in the inquiry, process knowledge, experimental design, and scientific habits of mind elements of these traditions, as referenced in the *AAAS Project 2061 Benchmarks for Science Literacy*¹ and the *Atlas of Science Literacy*², and the *National Science*

¹ American Association for the Advancement of Science Project 2061. (1993) *Benchmarks for Science Literacy*. New York, NY: Oxford University Press

² American Association for the Advancement of Science Project 2061. (2001, 2007) *Atlas of Science Literacy*, Volumes 1 and 2. Washington, D.C.: AAAS/ National Science Teachers Association. <http://www.project2061.org/publications/atlas/default.htm>

*Education Standards*³, and extrapolated from the practices of scientific research as they are changing in the 21st Century. In Harmony Public Schools, every grades 4-8 student should complete a science research project annually. The science fair provides opportunity for students to learn and practice critical thinking, inquiry, and investigative skills through independent as well as group work.

For HSE, a collaborative team of expert teachers and curriculum directors will work to align the curriculum to the CCSS and DCPS. Harmony will provide all these resources for the teachers at HSE school. HSE teachers will use those resources and be trained on using resources by Harmony's curriculum specialists and lead teachers to make effective inquiry lessons. Lessons will be simulated to HSE's teachers by our lead teachers through professional development workshops.

9-12 Science Resources

- Harmony Scope & Sequence and Instructional Materials
- Vernier and Pasco Data Collection Equipment, Lab manuals
- Flinn Scientific Resources and Manuals
- STEM Project
- Holt Textbooks and Online Resources

The curriculum framework provides hands-on inquiry activities, assessments, problem-based-learning, intervention tools, acceleration materials, and teacher support resources. Memorizing facts and information is not the most important skill in today's world. Through the use of Harmony resources, students will be exposed to inquiry based investigations. We believe that the process of inquiry promotes motivation, deep thinking, collaboration, and problem solving. We also enrich our curriculum with Flinn Demo and experiments manuals, Holt textbook and online resources. Students will be frequently using Vernier and Pasco probeware tools in their investigations. The 2000 NAEP Science Assessment study of 49,000 U.S. students showed that students who used probeware to collect and analyze data scored significantly higher on tests than those who did not. We believe that using such technology improves student understanding of science concepts, and promotes student engagement in higher order thinking skills, such as analysis, synthesis, and evaluation.

Harmony follows a gradual release method of instruction. Our inquiry approach helps the students to get the ownership of their learning experience. The annual STEM project is a unique program at Harmony Public Schools to support this philosophy. Through the program; we provide personalized learning journey for each student, extend their understanding, and promote their curiosity.

Harmony will provide all these resources for the teachers at HSE school. HSE teachers will be trained on those resources by Harmony's curriculum specialists and lead teachers. We will also support teachers by conducting professional development workshops. Lead teachers will offer them opportunities to experience lessons and activities that they can transfer to their own classrooms.

³ National Research Council. National Science Education Standards. (1996). Washington, D.C.: National Academies Press. http://www.nap.edu/openbook.php?record_id=4962

Social Studies

K-5 Social Studies Resources

HPS social studies teachers have access to online curriculum resources through Teach TCI. Teachers have access to all materials through an online account. To supplement the materials in our SS Alive program teachers have access to a 700+ teacher/student resource library that provides numerous opportunities to tie in nonfiction text that correlates directly to the lessons. Teachers also have the Comprehension Toolkits and toolkit texts that allow for specific instruction on comprehension related to nonfiction texts. To differentiate and add to the classroom, teachers have access to a Fountas and Pinnell leveled readers library and the Pearsonsuccess.net site which also includes specific social studies leveled readers.

6-12 Social Studies Resources

The resources available for all social studies teachers are vast. We use HSE-Clio web database for providing our teachers with primary source documents. Each teacher has access to over 150,000 primary source documents and over eight thousand videos that are all aligned to the Common core standards. In addition, these documents and videos are searchable by the common core standards. Next, each social studies teacher is provided with a History Channel Multimedia classroom kit, for Global History or American History. This kit contains ten DVD's aligned to the CCSS of History channel programs along with a booklet of accepted strategies and an assessment CD for developing summative and formative assessments.

Social Studies teachers are also strongly encouraged to take advantage of local historical programs. Funds are allocated to take advantage of these resources. Our belief that the Washington area has the Nation's best collection of museums, libraries, and archives allows our teachers to build special programs aimed at student's success and academic achievement.

The textbooks our teachers use are the most up to date versions published by the major publishing companies. We use Glencoe, Holt, and McGraw-Hill products. Each teacher is also provided with training on strategies used by each textbook company for the use of their product.

The above materials, combined with the strategies in use by our social studies departments allow for teachers to be excellent resources, mentors and leaders for our students. We expect our teachers to provide varied learning experiences in and out of the classroom to help our students develop the strong skills necessary to be successful in the rapidly evolving world we live in.

To aid in this task, the leadership of Harmon public schools is dedicated to providing our teachers with the strongest support possible. Our Social Studies department is headed up by a director of Social Studies, who is directly responsible for the success of our students learning, teacher materials and training, and assessment of students to make sure they are meeting our learning standards. To gauge student learning, and teacher success each course has a set of benchmark exams that are designed to test the learning objectives of each unit. These benchmark exams are carefully monitored and if problems arise we quickly provide teachers with extra training and materials to meet the needs of the students. All of our teachers are strongly encouraged to keep in close communication with the director of social studies for the purpose of providing those resources in a timely manner.

Technology Applications Resources

HSE will utilize web-delivered EasyTech curriculum and digital textbooks to engaging students with technology based lessons. Self-paced, interactive curriculum teaches students critical technology skills in the context of core curriculum and real world challenges. With EasyTech, teachers don't have to stop or change what they plan to teach to integrate technology and 21st century skills into their day. Instead, EasyTech provides comprehensive, scoped and sequenced lessons that incorporate 21st century skills and technology skills into the teacher's own curriculum.

Features and Benefits:

- Instruction for basic technology literacy from mouse basics to basic HTML, 21st century skills, online safety, keyboarding and word processing
- Aligned with and reports to ISTE NETS-S 2007, state and core curriculum standards
- Includes NETS-T professional development curriculum to help teachers learn how to teach 21st century standards
- Guided instruction with immediate feedback
- Meets E-Rate requirements for K-12 education and demonstrates compliance
- Web-delivered, so no downloads, CDs or installations
- In both English and Spanish
- Constantly updated

Technology curriculum engages students with core curriculum projects. Students gain a sense of accomplishment as they exercise critical thinking and build essential 21st century skills. Students learn and use 21st century skills that align to the NETS-S 2007 and state technology standards.

- Demonstrate creativity and innovation
- Communicate and collaborate
- Conduct research and use information
- Think critically, solve problems, and make decisions
- Use technology effectively and productively

Resources and Materials Meet the Needs of all students

These resources are used in various instructional formats. Some of the resources are used in the traditional classroom setting with the teacher as the facilitator. Based on the needs of the students, the materials are used for whole-group instruction, collaborative learning, inquiry-based learning, and project-based learning setups.

Some of the resources are used during interventions, scaffolded instruction, small-group and one-on-one tutoring situations. There are also materials that allow students to study independently and progress at their own pace.

Additional ELL Resources

- **Journey's Leveled readers for ELL Students(K-2 Grade Levels):** Journeys Common Core Leveled Readers for English language learners offer scaffolded practice and application by proficiency level, and they incorporate explicit instruction in functional, academic, and target vocabulary.
- **National Geographic – Inside(3-12 Grade Levels)**
 - Motivating content in 8 units, all at an appropriate reading level, and valuable supports for accessing texts.

- In-depth writing instruction including model study, writing traits, writing strategies, and applications connected to the units in the Reading and Language Book.

Additional Resources for Students with Disabilities

- **Journey's Leveled readers (K-5 Grade Levels):** Journeys Common Core Leveled Readers offer scaffolded practice and application by proficiency level, and they incorporate explicit instruction in functional, academic, and target vocabulary.
- **Reading Software Programs:** These software programs are used specifically to teach students with learning disabilities, developmental disabilities, autism etc.
- **Life Skills Resources:** Life skills resources that cover health, safety, money management, job search etc. are used to introduce students to essential skills and concepts they will need to perform real life activities.
- **Mathematics and Geometry intervention Manipulative Sets:** The geometry set includes workbooks, folding geometric shapes, 2-D geometric shapes, durable plastic rulers that all help to assist struggling students and those with special needs to grasp the geometric shapes and concepts better. Math set includes workbooks on fractions and decimals, a set of pizza fraction figures, a set of printed fraction circles, and a set of fraction tower equivalency cubes all intended to help the struggling and special needs students grasp these concepts easily.
- **Smart boards:** These technology items help to teach special populations in a more effective way by increasing their attention, engagement and interaction. They allow flexibility since the lessons can be altered easily and quickly to address different students' needs. With finger-touch capabilities, they enable students with motor skill problems or physical disabilities to interact in the classroom.

I-Pad Applications: For students with disabilities using I-Pad applications provide differentiated instruction as well as accommodating their needs and having access to curriculum on their level.

Materials will lead to accomplishment of goals and expectations

HPS has confidence in these materials that have been implemented in Texas schools and hopes that they will lead to accomplishment of set goals and student achievement expectations. The current materials and resources will be reviewed based on the needs of the student body in HSE. Administrators, teachers, parents, and local consultants will be involved in the curriculum revision.

Variations in curriculum, curriculum leadership, and timeline for curriculum work

Minor updates are expected in the first year of curriculum implementation. During the first year, HPS central office curriculum specialists will work with local consultants in DC area and HSE curriculum leaders. HSE will identify department chairs and lead teachers who will help align the curriculum based on students' needs and map the curriculum during and at the end of the year. Curriculum teams will be established and in-service training for teachers will be a priority.

Curriculum teams that comprise of HPS curriculum directors, HSE curriculum leaders including lead teachers, and local experts in DC area will meet six times a year:

In July before school starts to prepare for before-school training; twice during first semester and twice during second semester to update curriculum materials, and in June right after school to do the final revision on curriculum documents .

Unit plans will be completed before each nine-week calendar by the curriculum teams. Teachers will be expected to devise their own lesson plans and post them weekly before the beginning of each week.

c. Methods of Instruction:

Methods of instruction

At HSE, students will be exposed to a wide range of instructional methods based on student needs, nature of the lesson, and availability of resources. Students will always be at the center of education. 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 throughout the year at HSE School.

The thematic approach will be used as the basis for planning the academic year. 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 program, so it will become a natural part of instructional opportunities as well.

Goal-setting will be another strategy; students will be expected to write long-term and short-term goals for every aspect of their education. Educational goals will be evaluated during every semester. Goals will be expected to be realistic, reliable, and measurable.

Individualized instruction will be one of the most important instructional strategies of HSE School, 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.

Integration of technology into curriculum and constructivist learning: A 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.

New instructional approaches for current sites and HSE-DC

In addition to the historically implemented methods of instruction at HPS, HSE-DC will utilize the project-based learning and custom day personalized learning. These are new methods that will be utilized in HPS with the Race-To-The-Top District Grant Award.

In summary, project-based learning will allow students to drive their own question, work collaboratively to come up with a creative learning outcome. Students will be assessed using authentic assessment tools.

Custom-day personalized learning will allow teachers to work with students in small-group settings or provide scaffolding during independent study.

HSE administrators and teachers will be flexible to implement or not implement an instructional method based on the students' needs.

Various learning styles at HSE:

HSE will ensure that curriculum materials, resources, unit, and lesson plans cater to the need of a student group that has a wide spectrum of learning styles and intelligences. 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 interpersonal. 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, serialing, attributes, experimenting, puzzles, manipulative, scientific model, money, time, sequencing, and critical thinking.
- **Musical/Rhythmic:** singing, humming, rhythms, rap, background music, music appreciation, mood music, patterns, form, rhythm, and playing instruments.
- **Intrapersonal:** individual study, personal goal setting, individual projects, journal log keeping, personal response, personal choice, individualized reading, and self-esteem activities.
- **Interpersonal:** co-operative learning, sharing, group work, peer teaching, social awareness, conflict mediation, discussion, peer editing, cross age tutoring, social gathering, study groups, clubs, and brainstorming.

Instructional Methods for ELL Students:

HSE will ensure that the standards are attainable for English language Learners (ELLs) using three phases. In Phase I, ELP standards will be integrated into core curriculum scope and sequence documents and teachers will use differentiation strategies. ELL students will be mainstreamed. Phase I will be applicable to all ELL students. In Phase II, ELL students who need additional instruction will be given sheltered instruction. The ESL curriculum used during Phase II will be suited to the students' developmental levels. In Phase III, the students will have independent study using educational software at their level to work at their own pace.

Instructional Methods for Students with Disabilities:

HSE will ensure that the standards are attainable for students with disabilities. In Phase I, modifications will be integrated into core curriculum scope and sequence documents and teachers will use differentiation strategies based on individual students' IEP. HSE special education department will develop IEP for each child with disabilities and train the teachers on IEP's and modifications. Teachers will modify their lesson plans and curriculum materials for a child with disabilities based on his/her IEP. Students with special needs will be mainstreamed. Phase I will be applicable to all students with disabilities. In Phase II, students with disabilities who need additional instruction will be given sheltered instruction. The curriculum used during Phase II will be suited to the students' developmental levels.

Why are these methods well-suited for the anticipated student population?

These methods provide teachers with a comprehensive list to choose from. Many of these methods have been used successfully, but cautiously on HPS campuses. It is important to note that there is no single instructional method that is well-suited for a particular student population. Teachers must use reflective eclecticism to determine what is best for the context, goal, student group, and subject-matter.

Describe how staff at existing school(s)/charter network will help support the District of Columbia staff with instruction.

HSE campus and HPS core teachers will have common training sessions. The train-the-trainer model will be utilized, where experienced Harmony educators will train the HSE instructional leaders who may be instructional coaches, curriculum directors, assessment specialists, department chairs and lead teachers. These HSE school leaders will train the teachers on campus. Webinars, blogs, and e-mail groups will be utilized to continue the support relationship.

d. Strategies for Providing Intensive Academic Support

Addressing the Needs

HSE will follow Response to Intervention (RTI) process to meet the needs of the students who are below grade level in math and reading. According to this method, there are three main intervention categories:

Tier I	These interventions are universal and available to all students. Teachers often deliver these interventions in the classroom. They include the strategies that instructors are likely to put into place at the first sign that a student is struggling.
Tier II	Tier II interventions are individualized to the unique needs of struggling learners. They are reserved for students with significant skill gaps who have failed to respond successfully to Tier I strategies. There are two different methods that can be used to deliver Tier II interventions: a) Problem-solving (Classroom-based) interventions: The classroom teacher is often responsible for carrying out these interventions. In this approach, the interventions are customized to the student’s needs. b) Standard-protocol (Stand-alone) interventions: In this method, group intervention programs based on scientifically valid instructional practices are created to address frequent students referral concerns. These services are provided outside of the classroom. Large numbers of students can be put into these group interventions.
Tier III	These interventions are the most intensive academic supports available in school and are generally reserved for students with severe and chronic academic delays or behavioral problems.

To monitor students’ progress in RTI program, HSE will utilize screening tests, benchmarks and teacher observation.

Progress screening tests

HSE students at grades K-12 will take tests called Measures of Academic Progress® (MAP®). We give students MAP tests to determine students’ instructional level and to measure academic growth throughout the school year, and from year to year in the areas of English Language Arts and Reading, Mathematics, and Science. Students will take the tests on a computer.

MAP tests are unique in that they adapt to be appropriate for student’s level of learning. As a result, each student has the same opportunity to succeed and maintain a positive attitude toward testing. And with MAP tests, we can administer shorter tests and use less class time while still receiving detailed, accurate information about your child’s growth.

We are truly focused on every child's individual growth and achievement. Partnering to help all kids learn, parents and teachers can have a profound positive effect on the lives of our children. MAP assessments will be based on the learning path for each student to be developed to progress. Teachers will create personalized learning path in English Language arts and Reading, and Mathematics. Students will focus on the objectives that they have not mastered yet.

Reading

Students will be given *NWEA Map Test* to determine their current reading level. This assessment will provide information on students' over all reading ability and suggest a range of book levels for each student. Teachers then will meet with each student to set individualized reading practice goals using *Compass Learning Accelerated Reading (AR)* program, where students read books in their reading levels and take quizzes. AR provides teachers with immediate information on students' performance on the quizzes and helps them monitor reading level and comprehension skills of each student. If the students' performances are below their grade level, the teachers start implementing RTI process.

Math

Students will take NWEA Map test three times in a year to see their progress in Mathematics. The MAP testing data will verify the students' true achievement level. HSE will use Assessment and Learning in Knowledge Spaces (ALEKS) to meet the needs of each student based on MAP data. ALEKS is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course she is taking. *ALEKS* intervention program, through which students practice teacher identified objectives and receive immediate feedback on the mastery of the objective.

Benchmarks

Every grading period, students will be given benchmarks as a formative assessment. Based on the students' scores in these tests, teachers will plan their instruction and interventions.

Current HPS students and strategies

Similar strategies that are explained above are currently being used in HPS to improve students' academic performances in reading and math. HPS campuses differ in the range of students they have and the intensity of interventions necessary for each student. It is HPS approach that interventions are planned carefully using data-driven instruction. It is important that no matter what the student's level is, the student must revisit the standards that they have not mastered. Using this "clean-up" method, students work on what they have missed. This allows HPS to move students towards their annual goals. HPS strives to help every student to go beyond their math and reading levels.

Continuum of Services for students with disabilities

In HSE, Student Support team (SST) which consists of special education teacher, administrator and general education teachers, coordinates RTI implementation. The SST meets regularly to review the

implementations of the RTI and the progress students make. When interventions in tier III are not successful, the SST refers student to special education evaluation which is considered as level 4. During the evaluation process intensive interventions are continued to be implemented until evaluation report is ready and IEP or Section 504 meeting is conveyed to determine eligibility for special education or Section 504 services. Referral, initial evaluation and eligibility determination will be completed within the federal and state guidelines.

Harmony Public Schools hires its own staff to provide an array of Special Education Services so that children with a wide variety of learning disabilities and different education plans can be placed in a program that works for them.

Preliminary Child Find system

If teachers notice that the students are having difficulty in the academics during in class work or assignments, they may refer the students for SST and start following RTI progress for these students. If the students do not respond to implemented interventions in the RTI program, referral for special education services might be considered, but if the students show progress they will continue to receive interventions.

e. Strategies for Meeting the Needs of Accelerated Learners

Addressing the need

HSE will offer a program to meet the needs of students, who perform at a remarkably high level of accomplishment in selected academic curriculum. Following instructional services will be available for students from grade K thru 12:

K-5 th	Students who are above their grade levels will be provided with differentiated instruction in the academic core areas of ELA, math, science and social studies. In ELA and math, the students will be pulled out and grouped homogeneously with other students and participate in enriched academic experiences one or two periods every week to work on activities, labs, and projects outside the scope of the standard curriculum.
6-8 th	In addition to differentiated instruction in the core subject areas, the students will be able to take one grade level above instruction in math and science (8 th grade only). The students will have after school sessions for accelerated ELA instruction. They will be encouraged to participate in middle school level academic competitions.
9-12 th	As well as receiving differentiated instruction, the students will be eligible to take Pre-AP, AP and honor courses. They will be provided opportunities to participate in high school level competitions.

Data on Accelerated Learners:

HSE currently has no data on the time needed for students to move two grade levels above their peers' percentage of students. However, the following information may be helpful. According to College Board district integrated summary report for 2011-12 academic year:

Advanced placement exams: 962 HPS students took the AP test and 88.3% of them scored 3 or higher in these tests.

Tests	HPS			Texas Public Schools				
	# of students	Mean Critical Reading	Mean Math.	Mean Writing	# of students	Mean Critical Reading	Mean Math	Mean Writing
PSAT/NMSQT Sophomore	775	43.6	45.5	42.2	226,499	40.7	41.7	39.1
PSAT/NMSQT Junior	488	46.1	49.5	45.2	194,001	43.7	45.6	42.4
SAT	312	488	571	476	156,486	470	496	456

Strategies for Accelerated Learners:

Accelerated learners will benefit from all curriculum materials, instructional methods and programs that other learners are subject to. Additionally, accelerated learners will have the following:

- Enrollment in AP and dual credit courses
- More independent study
- Self-motivated STEM-based projects
- Participation in competitions
- Leadership in collaborative learning activities
- Preparation of portfolios

Full HPS curriculum

Full Harmony Curriculum is available on <http://www.harmonytx.org/curriculum/Home.aspx> (An account for access will be necessary).

Additionally, Harmony STEM PBL Curriculum is available on <http://pbl.harmonytx.org/> (An account for access will be necessary).

d. Graduation / Promotion Requirements

Elementary and Middle School Graduation

HSE, since it will be a K-12 school, will not plan on students graduating from elementary and middle school. Students in each grade will be subject to promotion standards as required by DC Public Schools.

High School Graduation

The HSE High School Diploma will be the equivalent of a DCPS diploma. To receive a DCPS diploma, students who enroll in 9th grade for the first time in School Year 2007-2008 and thereafter must earn 24.0 credits (or Carnegie Units) as follows:

Subject	Credits (Carnegie Units)
Art	0.5 credits
Electives	3.5 credits
English	4.0 credits
Health and Physical Education	1.5 credits
Mathematics (including Algebra I, Geometry, Algebra II, and Upper Level Math)	4.0 credits
Music	0.5 credits
Science (including biology, 2 lab sciences, and 1 other science)	4.0 credits
Social Studies (including World History I & II, DC History, US Government, US History)	4.0 credits
World Languages	2.0 credits
Total	24.0 credits

Students must also meet the following requirements:

- At least 2.0 credits of the 24.0 required credits must be earned through courses that appear on the approved "College Level or Career Prep" list.
- 100 hours of Community Service

A sound high school track of courses

A sound high school track of courses for timely graduation of a ninth grader HSE would require students to earn one credit from the four core areas every year. This is called a 4x4 system. 16 credits of math, ELA, science, and social studies completed in four years. The remaining eight credits will be taken in 2's every year based on the student's individual plan.

4. Support for Learning

a. Planning Year

The timeline table listed below indicates calendar of activities that the school will undertake from charter approval to opening day;

TIME TABLE AND TASKS FOR IMPLEMENTATION OF THE CHARTER			2013				2014							
AREA	CATEGORY	TASK	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Charter Application and Contract	Application Process	Submit application	█											
		Prepare for private interview	█											
		Prepare for public hearing	█	█										
	Oversight	Finalize terms of charter			█	█								
		Understand reporting requirements			█	█								
		Set up reopening system			█	█	█	█	█	█	█			
		Make certifications			█	█	█	█	█	█	█	█		
		Complete all opening requirements			█	█	█	█	█	█	█	█	█	
	Governance	Establish Legal Board Entity	Write by-laws				█	█						
			Submit for tax-exempt status				█	█						
Add PCS to official name						█	█							
Transition to formal Board					█	█								
Develop Procedures		Develop Board manual				█	█							
		Develop Board calendar				█	█							
		Define communication methods				█	█							
		Plan for Board Liability insurance				█	█							
		Develop evaluation plan						█	█	█				
		Develop transition plan						█	█	█				
Finalize Board Local Membership	Identify additional, needed roles		█	█										
	Talk to prospective candidates	█	█											
	Nominate Prospective candidates			█										

		Approve prospective candidates															
Educational Program																	
	Curriculum Planning																
		Identify curriculum planning team															
		Refine effective entering level															
		Refine target grade level															
		Define content standard per grade															
		Define performance standards/grade															
TIME TABLE AND TASKS FOR IMPLEMENTATION OF THE CHARTER			2013				2014										
AREA	CATEGORY	TASK	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug			
		Refine Core Knowledge sequence															
		Define units per grade															
		Coordinate for interdisciplinary inst.															
		Define mini-course contents															
		Select textbooks and materials															
		Verify and order materials															
		Administer Diagnostic Test															
		Analyze test results															
		Use information to revise curriculum															
	Assessment																
		Investigate online assessment options															
		Create performance assessments															
	Develop Character Program																
		Refine Core Values															
		Refine discipline policy															
		Create student covenants															
		Create weekly performance cards															
		Create weekly performance reports															
	Special Education																
		Discuss services with cooperative															
		Review Sped discipline policy															
		Secure counsel and review policies															
	Enrichment and Remediation																
		Define enrichment program details															
		Define remediation program details															
	Operational Programs																
		Finalize schedule															
		Finalize calendar															

		Develop weekly progress reports														
		Create all necessary intake forms														
Financial	Set-Up															
		Open bank account														
		Secure accountant														
		Create budget														
		Create controls and fiscal policies														
		Set up system														
		Establish/ modify payroll system														
		Establish revenue transfers														
TIME TABLE AND TASKS FOR IMPLEMENTATION OF THE CHARTER			2013				2014									
AREA	CATEGORY	TASK	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug		
	Refine budget															
		Input specific costs as known														
		Refine pre-opening budget														
		Refine operating budget														
		Refine 5-years rolling plan														
Operations																
	Understand Contracting Requirements															
	Obtain Insurance															
		Investigate options														
		Obtain quotes														
		Select vendors														
	Set up food services															
		Investigate options (incl. D.C.P.S)														
		Obtain quotes														
		Select vendors														
	Contracted Services															
		Trash removal														
		Custodial services														
	Transportation															
		Understand requirements														
		Investigate options (incl. D.C.P.S)														
		Obtain quotes														
		Select vendors														
	Purchasing															
		Develop procedures														
		Investigate donated options														
		Furniture														
		Technology														
		Instructional materials														
		Office materials														
	Administration															

		Procure school management system														
		Create/modify master database														
	Communications															
		Define phone, internet, fax needs														
		Investigate options														
		Obtain quotes														
		Select vendors														
		Installing lines and equipment														
Facility																
	Identify sites															
		Identify possible sites														
		Continue monitoring alternatives														
	Plan for selected site															
TIME TABLE AND TASKS FOR IMPLEMENTATION OF THE CHARTER			2013				2014									
AREA	CATEGORY	TASK	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug		
		Submit letter of intent														
		Negotiate contract														
		Conduct feasibility study														
		Review codes /ordinances														
		Obtain permits														
		Contract with architect														
		Preview with regulatory office														
		Develop architectural plan														
		Finalize renovation cost														
	Arrange Financing for Selected Site															
		Coordinate with site owner														
		Meet with possible bankers														
		Investigate bond financing														
	Renovate Selected Site															
		Hire contract(s)														
		Hire project manager														
		Required code changes														
		Major construction/ renovation														
		Plumbing														
		HVAC														
		Wiring / Lighting														
		Windows / Safety glass														
		Kitchen Facility														
		Locate / design play area														
		Landscaping														
		Signage														
		Acoustics														
		Final building inspection														
		Obtain certificate of occupancy														
	Safety Plan															
		Identify all safety needs														

	Parent Involvement														
		Define volunteering roles													
		Refine parent buddy details													
		Draft PTO Organization bylaws													
Fundraising															
	Create Materials														
		Create logo													
		Create sch. website, reserve the name													
		Format explanatory materials													
		Develop website													
	Set up fundraisings														
		Develop fundraising strategy													
		Research individuals													
		Talk to individuals													
		Research foundations													
		Write grant proposals													
		Hold large fundraising event													

b. School Organization and Culture:

HSE school leaders will hire teachers and support personnel who will work with them to meet the high expectations of the school program. Prior the school start day and during school year, teacher and administrators will be train to set high goals and expectation for their students and will keep them accountable. High expectations and excellence become a common theme among faculty, staff and students with daily conversation and activities.

Cooperation, collaboration, and total commitment to team work are common values that HSE. Additionally, access to opportunities for professional development will make our teachers and staff stronger and even more prepared to meet all the needs of the students including students with disabilities and ELLs. All students who enter the school mid-year or after the first year of enrollment or who are ELL or have disabilities will go through an orientation sessions to ensure that they are aware of HSE’s high expectations and culture after registration. Different assessment tools will be used to identify those student’s needs so that they can be supported. Teachers will work together and with administration to create a warm, student-centered environment at HSE campus, supported by strong parental involvement and a family-like setting that extends from the front office secretary to the superintendents.

Furthermore, all students will be required to exhibit a caring, responsible, accountable, and value-creating attitude and outlook throughout their journey at HSE. Positive reinforcement and incentives will be used to create pleasant environment for all students to observe positive examples of behavior as well as allow them the opportunity to excel. Character Education classes will play an important role in equipping students with necessary tools, values and skills for acquiring and maintaining a positive outlook. We believe that possessing a positive attitude will drive all to success.

HSE will host many events and activities on and off campus to increase students’ awareness of their civic responsibilities and accountabilities to general public. Some of these events include

September 11 Remembrance Day, Red Ribbon Week, Bullying Prevention Week, Veteran's Day, Martin Luther King Day, Black History Month, American Education Week, Teacher Appreciation Week, Memorial Day, Volunteer Appreciation Day, Secretary Day, National Arbor Day, and Earth Day.

Providing a safe and healthy environment to its students, parents and employees is a top priority for HSE. HSE will do everything to ensure that every campus without exception is bully, drug and weapon free. A safe and healthy environment is one where all students can experience the joy of learning, free from any threat. The success of our students at HSE is based on a program which emphasizes academic excellence while motivating student achievement. HSE has fully implemented its Three R's Model of Rigor (prepares students for college), Relevance (reinforces math and science skills) which in turn are underpinned by a tight web of Relationships (a strong culture reinforced by teachers and parents).

Grievance Policy for Parents and Students

HSE developed levels of grievance/complaint policies and procedures for parents and students. According to the policy, student and/or parental complaints shall be submitted in writing on a form provided by the school. Copies of documents that support the complaint shall be attached to the complaint form or presented to school administrators to be considered at one of these steps;

Level One: The student or parent shall request in writing a conference with the appropriate Assistant Principal within three days from the time the event(s) causing the complaint were or should have been known. Following a conference, the appropriate Assistant Principal shall have four days to respond.

Level Two: If the student or parents is not satisfied with the Level One decision, or if no decision is provided, the student or parent may request in writing a conference with the Principal or designee. The request must be filed within seven days of the Level One decision or the response deadline if no decision is made. The Principal or designee shall hold the conference within seven days of the request. The student or parent shall submit a signed statement of the complaint, any evidence supporting the complaint, and the date and results of the conference with the Principal. The Principal or designee shall have seven days following the conference to respond.

Level Three: If the student or parent is not satisfied with the Level Two decision, or if no timely decision is provided, the student or parent may submit to the Principal or designee in writing a request for a hearing before the Board of Directors. The request must be filed within seven days of the Level Two decision or the response deadline if no decision is made. The student or parent shall be informed of the date, time, and place of the hearing. The Board of Directors shall hear the student or parent complaint, and may set a reasonable time limit for presenting the complaint. Only written documentation and issues previously submitted and presented by the student or parent and the school will be considered. An audiotape recording of the hearing shall be made.

The Board of Directors shall communicate its decision, if any, orally or in writing before or during the next regularly scheduled Board meeting. If no decision is made by the end of the next regularly scheduled Board meeting, the Level Two decision shall be upheld. The Board may not delegate its authority to issue a decision, and any decision by the Board of Directors is final and may not be appealed. If the complaint involves concerns or charges regarding an employee, it shall be heard by

the Superintendent in closed meeting unless the employee to whom the complaint pertains requests that it be heard in public.

The specific grievance policy and procedures for the students with disabilities will be available in the Notice of Procedural Safeguards and Section 504 documents under the title of Notice of Parents Rights. The Notice of Procedural Safeguards which is a description of the legal rights of the parent of a child with a disability under the Individuals with Disabilities Education Act (IDEA) is given to the parents upon student transfers, initial referral or parents' request for evaluation; upon the school's receipt of the first filing of any official complaint or a due process hearing complaint; as required by the discipline procedures; or upon request by the parents; or in the IEP meeting. This document also outlines the grievance procedures.

c. Safety, Order, and Student Discipline:

Harmony School of Excellence-DC's number one priority is to provide a safe environment where education can take place. Principles and practices of good citizenship are taught to students as well as modeled by school staff. This includes an appreciation for the rights of others. Harmony School of Excellence-DC is committed to helping every student fulfill his or her intellectual, social, physical, and emotional potential. To foster this potential, a safe and orderly environment is established through a strong disciplinary system by following HSE's Student Code of Conduct as well as HSE's Emergency Preparedness Plan. HSE's Student Code of Conduct and Emergency Preparedness Plan are presented to both students and staff at the beginning of the academic year and throughout the year to assure comprehension and preparedness. Safety Drills and Procedures are practiced throughout the year to prepare for any crisis that may take place. A crisis management team will be formed at HSE to mitigate, prevent, and be prepared for any crisis. Through collaboration with our key stakeholders such as the local Fire Marshal and Police Department we will be able to strive for excellence and maintain a healthy and safe environment for both students and faculty.

As part of the school philosophy, HSE feels that safety, order, and student discipline are fundamental prerequisites for student success and increased learning. Therefore, we have developed a strong disciplinary system that fosters a safe, orderly, and drug-free environment for both the general student population and for student with disabilities. To foster this environment, HSE has established a Student Code of Conduct. The Code outlines prohibited behaviors and consequences for such behaviors. The student code of conduct is presented to parents at the beginning of the academic year to detail the school's expectations of their children's behavior.

Our Student Code of Conduct is introduced to students at registration, at enrollment, and repeatedly after. All adults affiliated with the school (faculty, staff, administration, tutors and volunteers) will be asked to support this Code and be trained on how HSE's discipline system works. The following summarizes HSE's Student Code of Conduct. A complete template that will be adapted by HSE is available in Appendix J.

CHARTER SCHOOL BOARD POLICY MANUAL
POLICY GROUP 3 – STUDENTS
STUDENT DISCIPLINE PG-3.24

General Guidelines

Harmony School of Excellence-DC personnel shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student's behavior, to maintain essential order, or to protect other students, school employees, or property.
2. Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of each case.

Student Code of Conduct

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Made available for review in the Principal's office; and
2. Made available on the School's Web site and/or as hard copy to students, parents, teachers, administrators, and to others on request.

Revisions

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

Corporal Punishment

The Board prohibits the use of corporal punishment in the School. Students shall not be spanked, paddled, or otherwise physically disciplined for violations of the Student Code of Conduct.

Extracurricular Standards of Behavior

Sponsors and coaches of extracurricular activities may develop and submit for approval standards of behavior that are higher than the School-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off School property. Extracurricular behavioral standards shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

Students shall be informed of any extracurricular behavior standards at the beginning of each school year or when the students first begin participation in the activity. Students and their parents shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

Expulsion

The Superintendent or designee shall determine conduct for which students may be expelled from school. Expellable offenses shall be described in the Student Code of Conduct, which shall be

distributed to students and parents on an annual basis, as well as made available at HSE campus and posted on the School's Web site.

Federal Firearm Provision

In accordance with the Gun-Free Schools Act, the School shall expel from the student's regular program, for a period of one year, any student who is determined to have brought a firearm, as defined by federal law, to any School campus. The Superintendent may modify the term of expulsion for a student or assess another comparable penalty that results in the student's exclusion from the regular school program on a case-by-case basis.

For the purposes of this provision, "firearm" means:

1. Any weapon (including a starter gun), which will or is designed to or which may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer; or
4. Any destructive device. "Destructive device" means any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or device similar to any of the preceding described devices. It also means any type of weapon (other than a shotgun shell or a shotgun that is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and any combination of parts either designed or intended for use in converting any device into a destructive device as described in this item, and from which a destructive device may be readily assembled.

Expulsion Proceedings

Due Process

Before a student may be expelled, the Board or its designee shall provide the student a hearing at which the student is afforded appropriate due process as required by the federal constitution. The minimum procedural requirements necessary to satisfy due process depend upon the circumstances and the interests of the parties involved. Federal due process requires notice and some opportunity for hearing.

Notice

The notice should contain a statement of the specific charges and grounds that, if proven, would justify expulsion. In some cases, the student should be given the names of the witnesses against him or her and an oral or written report on the facts to which each witness testifies.

Hearing

The rights of the student may properly be determined upon the hearsay evidence of school administrators who investigate disciplinary infractions.

Representative

At the hearing, the student is entitled to be represented by the student's parent, guardian, or another adult who can provide guidance to the student and who is not an employee of the School. If the School makes a good-faith effort to inform the student and the student's parent or guardian of the time and place of the hearing, the School may hold the hearing regardless of whether the student, the student's parent or guardian, or another adult representing the student attends.

Term of Expulsion

If the period of expulsion is inconsistent with the guidelines on length of expulsion in the Student Code of Conduct, the order must give notice of the inconsistency.

Appeals

A decision by the Board's designee to expel a student may be appealed to the Board. If the hearing is not before the Board directly, the results and findings of the hearing should be presented in a report open to the student's inspection.

STUDENT DISCIPLINE: STUDENTS WITH DISABILITIES PG-3.26**Special Education Students**

Except as set forth below, the placement of a student with a disability who receives special education services may be made only by a duly constituted IEP committee. Any disciplinary action regarding the student shall be determined in accordance with federal law and regulations.

Removal for Ten Days or Less

A student with a disability who violates the Student Code of Conduct may be moved from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten consecutive school days, to the extent those alternatives are applied to children without disabilities.

Services during Removal

HSE is required to provide services during the period of removal if the School provides services to a child without disabilities who is similarly removed.

Subsequent Removals of Ten Days or Less

School personnel may remove the student for additional removals of not more than ten consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change in placement.

Services during Removal

After a student has been removed from his or her current placement for ten school days in the same school year, during any subsequent removal of ten consecutive school days or less, school personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.

Notice of Procedural Safeguards

Not later than the date on which the decision to take the disciplinary action is made, the School shall notify the student's parents of the decision and of all procedural safeguards.

Changes in Placement

Any disciplinary action that would constitute a change in placement may be taken only after the student's IEP committee conducts a manifestation determination review.

For purposes of disciplinary removal of a student with a disability, a change in placement occurs if a student is:

1. Removed from the student's current educational placement for more than ten consecutive school days; or
2. Subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than ten school days in a school year;
 - b. The student's behavior is substantially similar to the student's behavior in the previous incidents that resulted in the series of removals; and
 - c. Additional factors exist, such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

The School determines, on a case-by-case basis, whether a pattern of removals constitutes a change in placement. The School's determination is subject to review through due process and judicial proceedings.

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student who violates the Student Code of Conduct.

Manifestation Determination

Within ten school days of any decision to change the placement of a student because of a violation of the Student Code of Conduct, the School, parents, and relevant members of the IEP committee (as determined by the parent and the School) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine whether the conduct in question was:

1. Caused by, or had a direct and substantial relationship to, the student's disability; or
2. The direct result of the School's failure to implement the IEP.

If the School, the parent, and relevant members of the IEP committee determine that either of the above is applicable, the conduct shall be determined to be a manifestation of the student's disability.

Not a Manifestation

If the determination is that the student's behavior was not a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to the student in the same manner and for the same duration as for students without disabilities. The IEP committee shall determine the interim alternative educational setting.

Services during Removal

The student must:

1. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP.
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

These services may be provided in an interim alternative educational setting.

Manifestation

If the School, the parents, and relevant members of the IEP committee determine that the conduct was a manifestation of the student's disability, the IEP committee shall:

1. Conduct a functional behavioral assessment (FBA), unless the School had conducted an FBA before the behavior that resulted in the change in placement occurred, and implement a behavioral intervention plan (BIP) for the student; or
2. If a BIP has already been developed, review the BIP and modify it, as necessary, to address the behavior.

Except as provided at SPECIAL CIRCUMSTANCES, below, the IEP committee shall return the student to the placement from which the student was removed, unless the parent and the School agree to a change in placement as part of the modification of the BIP.

Special Circumstances

School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

1. Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of DC Public Charter School Board or the School; or
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of DC Public Charter School Board or the School;
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of DC Public Charter School Board or the School.

The IEP committee shall determine the interim alternative education setting.

Services During Removal

The student must:

1. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP.
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

These services may be provided in an interim alternative educational setting.

Appeals

A parent who disagrees with a placement decision or the manifestation determination may request a hearing. Additionally, the School may request a hearing if it believes that maintaining a current placement of a student is substantially likely to result in injury to the student or others.

Placement during Appeals

When an appeal has been requested by a parent or the School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the student's assignment to the alternative setting, whichever occurs first, unless the parent and School agree otherwise.

Reporting Crimes

Federal law does not prohibit the School from reporting a crime committed by a student with a disability to appropriate authorities. If the School reports a crime, the School shall ensure that copies of the special education and disciplinary records of the student are transmitted for

consideration by the appropriate authorities to whom the School reported the crime. The School may transmit records only to the extent permitted by the Family Educational Rights and Privacy Act (FERPA).

Students Not Yet Identified

A student who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated the Student Code of Conduct may assert any of the protections provided for in the IDEA if the School had knowledge that the student had a disability before the behavior that precipitated that disciplinary action occurred.

School Knowledge

The School shall be deemed to have knowledge that a student has a disability if, before the behavior that precipitated the disciplinary action occurred:

1. The parent of the student expressed concern in writing to supervisory or administrative personnel of the School, or to the teacher of the student, that the student was in need of special education and related services;
2. The parent requested an evaluation of the student for special education and related services; or
3. The student's teacher, or other School personnel, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the special education director or to other supervisory personnel of the School.

Exception

The School shall not be deemed to have knowledge that the student had a disability if:

1. The parent has not allowed an evaluation of the student;
2. The parent has refused services; or
3. The student has been evaluated and it was determined that the student did not have a disability.

If the School does not have knowledge, before taking disciplinary measures, that a student has a disability, the student may be subjected to the same disciplinary measures applied to students without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation during the time period in which the student is subjected to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

Behavior Management Techniques

It is the School's policy to treat all students with dignity and respect, including students with disabilities who receive special education services. Any behavior management technique and/or discipline management practice must be implemented in such a way as to protect the health and safety of the student and others. No discipline management practice may be calculated to inflict injury, cause harm, demean, or deprive the student of basic human necessities.

Exceptions

Regarding use of confinement, seclusion, restraint, and time-out) does not apply to:

1. A peace officer, while performing law enforcement duties;
2. An educational services provider with whom a student is placed by a judicial authority, unless the services are provided in an educational program of the School.

Further, SRA §38-1802.02(11) and §38-1802.04(c)(4) does not prevent a student's locked, unattended confinement in an emergency situation while awaiting the arrival of law enforcement personnel if:

1. The student possesses a weapon; and
2. The confinement is necessary to prevent the student from causing bodily harm to the student or another person.

For these purposes, "weapon" includes any weapon described under SRA §38-1802.02(11) and §38-1802.04(c)(4).

Confinement

A student with a disability, who receives special education services may not be confined in a locked box, locked closet or other specially designed locked space as either a discipline management practice or a behavior management technique.

Seclusion

A School employee or volunteer or an independent contractor of the School may not place a student in seclusion. "Seclusion" means a behavior management technique in which a student is confined in a locked box, locked closet, or locked room that:

1. Is designed solely to seclude a person; and
2. Contains less than 50 square feet of space.

Restraint

A School employee, volunteer or independent contractor may use restraint only in an emergency and with the following limitations:

1. Restraint shall be limited to the use of such reasonable force as is necessary to address the emergency.
2. Restraint shall be discontinued at the point at which the emergency no longer exists.
3. Restraint shall be implemented in such a way as to protect the health and safety of the student and others.
4. Restraint shall not deprive the student of basic human necessities.

"Restraint" means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student's body.

"Emergency" means a situation in which a student's behavior poses a threat of:

1. Imminent, serious physical harm to the student or others; or
2. Imminent, serious property destruction.

Training

Training for School employees, volunteers, or independent contractors regarding the use of restraint shall be provided according to the requirements.

Documentation

In a case in which restraint is used, school employees, volunteers, or independent contractors shall implement the documentation requirements.

Time-Out

A School employee, volunteer, or independent contractor may use time-out with the following limitations.

1. Physical force or threat of physical force shall not be used to place a student in time-out.
2. Time-out may only be used in conjunction with an array of positive behavior intervention strategies and techniques and must be included in the student's IEP and/or BIP if it is utilized on a recurrent basis to increase or decrease targeted behavior.
3. Use of time-out shall not be implemented in a fashion that precludes the ability of the student to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP.

"Time-out" means a behavior management technique in which, to provide a student with an opportunity to regain self-control, the student is separated from other students for a limited period in a setting:

1. That is not locked; and
2. From which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object.

Training

Training for School employees, volunteers, or independent contractors regarding the use of time-out shall be provided according to the requirements.

Documentation

Necessary documentation or data collection regarding the use of time-out, if any, must be addressed in the IEP or BIP. The ARD committee must use any collected data to judge the effectiveness of the intervention and provide a basis for making determinations regarding its continued use.

d. Professional Development for Teachers, Administrators, and Other School Staff

We believe that professional development opportunities provide teachers the skills to maximize student learning. Thus, HSE will make every effort to provide best possible professional developments opportunities for teachers. Professional development will be essential in core subject areas and will be emphasized throughout the school year.

HSE administration will bring colleagues, mentors, and outside experts to the school to provide up to date and research based professional development. Faculty and staff will also be encouraged to participate in professional development workshops at outside educational Institutions and online webinars. The principal will be committed to pursue of a new and innovative instructional strategies and pedagogy that support the philosophy of the school.

Staff Development Model

The teachers of HSE will be trained on the following instructional practices to deliver quality of education for all students. The model includes instructional management and behavioral management practices.

- a. Bloom's Taxonomy
- b. Motivation and Reinforcement Theories
- c. Lesson Cycle
- d. 5E model (engage, explore, explain, elaborate, evaluate)
- e. Cooperative Learning
- f. Project Based Learning (PBL)

g. Technology Integrated learning (using current technology in the classroom)

Trainings on those practices will be delivered in campus wide trainings throughout the years. Teachers will attend the related workshops at outside educational instructions to establish the skills.

Campus-Wide Staff Development Plan- 5 year

Day	Year 1	Year 2	Year 3	Year 4	Year 5
Day 1- Morning	Welcome Back/State Mandated Activities	Welcome Back/State Mandated Activities	Welcome Back/State Mandated Activities	Welcome Back/State Mandated Activities	Welcome Back/State Mandated Activities
Day 1- Afternoon	Bloom's Taxonomy	5E Model	Project Based Learning	Technology Integrated Learning	Technology Integrated Learning/Be st Practices
Day 2- morning	Discipline Management	Discipline Management	Discipline Management	Discipline Management	Discipline Management
Day 2- Afternoon	Motivation/ Reinforceme nt Theory	5E Model	Project Based Learning	Technology Integrated Learning	Technology Integrated Learning/Be st Practices
Day 3- morning	Curriculum	Curriculum	Curriculum	Curriculum	Curriculum
Day 3- Afternoon	Lesson Cycle	5 E Model	Project Based Learning	Technology Integrated Learning	Campus Improvemen t Plan/ Team
Day 4- morning	Curriculum	Curriculum	Curriculum	Curriculum	Curriculum
Day 4- Afternoon	Lesson Cycle	Cooperative Learning	5E Model/ best practices	Project Based Learning/Be st Practices	Campus Improvemen t Plan/Team

Day 5- morning	Curriculum	Curriculum	Curricular	Curricular	Curricular
Day5- Afternoon	Lesson Cycle	Cooperative Learning	Cooperative Learning/Best Practices	Project Based Learning/Best Practices	Campus Improvement Plan/Team

There will be two main components of the professional development programs. This programs are 1) Workshops/In-Service Programs and 2) HSE Mentoring Program.

1) Workshops/In-service Programs:

Every year, all faculty members and administrators will be required to attend designated professional developments workshops and seminars hosted by the school and the outside educational institutions (e.g. the regional educational service center). Minimum yearly credit/hour requirements will be as follow:

Administrators:

- At least 24 hours (or four full days) for the administrators before the school starts.
- At least 12 hours (or two full days) for the administrators during the school year.
- At least 24 hours (or four full days) from workshops at Outside Educational Institutions (e.g. Universities, Educational Service Centers)

First Year Teachers:

- At least 12 hours (or two full days) for the administrators before the school starts.
- At least 24 hours (or two four full days) for school-wide in-service programs.
- At least 18 hours (or three full days) from workshops at Outside Educational Institutions (e.g. Universities, Educational Service Centers)

Experinced Teachers (2 or more years):

- At least 12 HOURS (or two full days) for the administrators before the school starts.
- At least 24 HOURS (or two four full days) for school-wide in-service programs.
- At least 12 HOURS (or three full days) from workshops at Outside Educational Institutions (e.g. Universities, Educational Service Centers)

2- HSE Mentoring Program:

A new mentoring program which is called HSE Mentoring Program will be implemented at the proposed school campus. HSE Mentoring Program will be an ongoing professional development activity. The overall focus of the program is to provide individualized assistance to teachers (entry-year teachers and experienced teachers having serious difficulty in the classroom) and create a positive ongoing professional development atmosphere where everybody can learn from each other.

An Overview

HSE Mentoring Program is a modified version of the Peer Assistance and Review (PAR) program. The PAR program is a research based program and commonly used many states including Texas. The components of the program offer a useful professional development program model and also serve as an effective evaluation tool to assess teacher performance.

Implementation

1. **Formation of teams:** Each team consists of one consulting teacher (Mentor Teacher) and one regular teacher. Minimum Qualifications for a consulting teacher are;

- Two years of outstanding teaching service;
- Proven outstanding classroom teaching ability;
- Proven talent in written and oral communications;
- Proven ability to work cooperatively and effectively with other professional staff members;
- Extensive knowledge of a variety of classroom management and instructional techniques.

2- **Training Consulting Teachers:** The three-day workshop is intended to prepare the consulting teacher for his or her new role as a mentor. The workshop focuses on the organizational, technical, and affective knowledge and skills of mentoring. Since not all of the demands of serving as a consulting teacher can be addressed in a three day workshop, it is important that on-going and regularly scheduled seminars be conducted. These seminars should reflect the current needs and concerns of the consulting teachers.

3- **Preparation Time Line for Class Visits:** Consulting teachers are supposed to conduct monthly;

- Conference with the assigned teacher.
- Observation, evaluation, and feedback to the teacher.
- Monitor progress toward goals.
- Professional development through observation of other consulting teacher/teacher teams.
- Communicate with the principal.

4- **Regular Teacher Orientation:** Each regular teacher receives an orientation folder and a local education association handbook. Agenda items for teacher orientation program include the following:

- Introductions
- HSE Mentoring Program description.
- Background information sheet filled out by the teacher
- Observation and conference forms
- Professional growth opportunities
- Specific information on the first workshop opportunity for new teachers
- Organizing for the first day of school
- How to prepare a student centered classroom, setting the tone
- Ideas for structuring lesson plans
- Management plan and creating a discipline plan before school begins
- Advice for the first week: over prepared, flexible, consistent, respectful
- Discussion of teacher presence
- Lesson pacing
- Staff as a resource
- Lists of first day ideas, a checklist of first day musts

- Conveying teacher expectations
- Preparing a substitute folder
- Parent communication

New teachers are given the opportunity to ask questions about any topic related to the program, the beginning of school, resources and the like.

5- Teacher Professional Development: The overall focus of the HSE Mentoring Program is to provide individualized assistance to teachers (entry-year teachers and experienced teachers having serious difficulty in the classroom) and create a positive on going professional development atmosphere where everybody can learn from each other. Therefore, the focus of the teacher's professional development is based upon teachers' specific needs in their classroom environment. Teacher is not in a passive position in the group. He/She takes active roles in decision making process. Teacher and the consulting teacher discuss and pick the appropriate method and related instrument together. Initial actions will be taken by the consulting teacher are;

- initial discussion with the teacher
- observation of the classroom
- completing a needs assessment survey, and using the teacher's responses as a basis for further discussion
- completing a goal-setting agreement with the teacher, where specific goals are written and become a major focus over the next few weeks and months.

The consulting teacher then uses this information as a basis for observations, feedback, and conferences with the teacher.

Appraisal System

HPS 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.

School administrators will participate in various workshops, training, conferences, and seminars (i.e., Instructional Leadership Development, Instructional Leadership Training, and leadership skills) throughout each school year. Historically, HPS has used "grown your administrator" model to grow future administrators. Potential staff members that can take administrative roles in the future also attend Instructional Leadership Development and Instructional Leadership Training. Following each training, the school officers will be required to disseminate information and share documents with other members of the school officers. Additionally, regional education service center and its services will be utilized for professional development of the school officers.

e. Structure of the School Day and Year

The number of days in school calendar will be 180 days for students. Teachers will be working 192 days including professional development days. Please see Appendix for a tentative school calendar. The school year will be divided into four quarters and each quarter will last approximately in 40+

days. After each quarter, report cards will be sent homes and parent/teacher conferences will be scheduled within a week in order to give opportunity to the parents to discuss their children’s progress and to increase parental involvement. Please see Appendix-A for a template calendar.

The daily hours of operation will be from 8:00am to 3:15pm. After 3:15 am, there will be several programs for students such as tutoring for intervention, enrichment activities, and extra-curricular activities. Please see a tentative daily schedule for middle school students.

A Sample Daily Schedule for a 6th Grade Student

HOURS	MON	TUE	WED	THU	FRI
8:00 - 8:45	English	English	English	English	English
8:50 - 9:35	English	English	English	English	English
9:40 - 10:25	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
10:30 - 10:55	DEAR	DEAR	DEAR	DEAR	DEAR
11:00 - 11:25	Advisory Period	Advisory Period	Advisory Period	Advisory Period	Advisory Period
11:30 - 11:55	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00 - 12:45	Mathematics	Mathematics	Mathematics	Social Studies	Social Studies
12:50 - 1:35	Social Studies	Science	Science	Science	Science
1:40 - 2:25	Physical Education	Music	Character Education	English	Science
2:30 - 3:15	Physical Education	Health	Technology Applications	Technology Applications	Art

DEAR: Drop Everything and Read

f. Family Involvement

HSE fully recognizes the importance of active parental involvement and works to ensure that this is given the utmost attention. It is our belief that truly successful students are a result of the unified efforts of school staff/administration, teachers, parents and the community at large.

Parents, local business owners/officers, faculty and staff from local universities and community colleges will be invited to the school to discuss our proposed mission and educational programs by current school staff before establishing the new school. According to a recent study by the National Coalition for Parent Involvement in Education, when schools and families work together to support learning, everyone benefits:

- Students do better in school and in life
- Parents become empowered
- Teacher morale improves
- Schools perform better
- Communities grow stronger

To close any gaps among students, parents and staff, HPS actively seeks ways to bring these stakeholders together very often so that all students will achieve success emotionally, socially and academically. A student succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication. Parental involvement in this partnership will include:

1. Encouraging your student to put a high priority on education and working with your student on a daily basis to make the most of the educational opportunities the school provides.
2. Becoming familiar with all of your student's school activities and academic programs, including special programs, offered in the school. Discuss with the teacher or Principal any questions you may have about the options and opportunities available to your student.
3. Monitoring your student's academic progress and contact teachers as needed.
4. Attending scheduled conferences and requesting additional conferences as needed.
5. Becoming a school volunteer or participating in campus parent organizations.

In order to create the conditions that enable effective programs of family-school partnerships to be developed and sustained, the following supporting structures need to be in place at both systemic and school levels:

- I. Written policies and administrative support for family involvement;
- II. Accountability to the community, to report on outcomes and drive improvement in partnership programs;
- III. Support networks, to enable school communities to share ideas, issues and best practice;
- IV. parent/staff action teams for partnerships to plan, organize, implement and evaluate partnerships programs.

Family-school Action Teams

Any successful partnership program will involve parents, careers and families at the local level in its preparation, planning, implementation and review. A dedicated family-school Action Team of teachers, administrators and parents to develop and coordinate partnership plans and activities, can provide the basis for improving family-school links.

School communities are encouraged to review their current supporting structures and develop new structures where necessary. This may include establishing a dedicated family-school Action Team of administrators, teachers and parents or using an existing working group – to develop and coordinate the partnership plans and activities. This Action Team would:

- audit existing arrangements and practices and collect information on the views, experiences and wishes of teachers, parents, administrators and students;
- confirm that the school administrators and the parent network endorse the concept of partnership and inform the school community;
- develop plans for implementation, setting goals, timelines and success indicators;
- arrange training for the Action Team and appoint class coordinators;
- implement selected and agreed activities;
- evaluate the effectiveness of the partnership initiatives;
- continue to improve and coordinate practices for the seven dimensions of family-school partnerships identified in the following section; and
- explore options for new partnerships.

Key Dimensions of Family-School Partnerships and Strategies

The Family-School Partnerships Program identifies seven dimensions as guidelines for planning parent and family participation in all its forms. These seven dimensions are:

- A. understanding of roles;
- B. connecting home and school learning;
- C. communicating;
- D. participating;

- E. decision-making;
- F. collaborating beyond the school; and
- G. building community and identity.

A brief description of each dimension and suggested strategies or approaches under each key dimension to develop family-school partnerships are outlined below. These strategies provide practical pointers for schools not only about how to initiate partnerships, but also about how to make it possible for families to initiate partnerships and to have their perspectives – on family-school relations, parents' responsibility in education and the needs of diverse families – represented in these partnerships. They are designed to support school communities in developing family-school partnerships, to assist them to reflect on their existing practices and plan for improvement.

The different strategies are designed to build on each other; none of them is a 'cure-all' by itself. They are not intended to be exhaustive but are examples of good practice to help school communities' move towards partnerships. Strategies can be added or modified for each key dimension. They will also overlap across key dimensions. Skills-building for families, school leaders and teachers is a crucial strategy for each key dimension.

A. Understanding roles

As primary educators of their children, parents/careers and families have a lasting influence on their children's attitudes and achievements at school. They can encourage their children's learning in and out of school and are also in a position to support school goals, directions and ethos. Parents look to schools to provide secure and caring environments for their children.

Families and schools can reach mutual understanding of each other's roles and priorities in partnerships by:

- exploring the nature of the parent role in the education of their children to develop mutual understanding;
- offering strategies for parent/career support and encouragement of their children's learning at school;
- organizing workshops/discussions/meetings and demonstrations around areas such as literacy and numeracy, home and classroom work, raising resilience and confidence in young people, transitions and careers and so on, depending on local needs and priorities;
- ensuring families understand school goals, curriculum and the social objectives of schooling; and
- ensuring schools understand family, parent and community priorities.

Suggested strategies

Consider establishing a dedicated Family-School Partnership Action Team of parents, teachers and school leaders

- Assess whether school arrangements meet good practice for partnership between families and the school
- Survey parents, families and community members to determine their needs and priorities
- Develop and distribute a written policy, in consultation with the school community, on family-school partnerships
- Conduct forums which discuss:
 - parents' role as the first educators of their children;
 - the research which links parental support and involvement at school with improved learning outcomes for children and improved school culture
- Identify parents/groups of parents to present the forums to their parent peers

- Organize discussions/meetings/workshops around areas of school goals (e.g., resilience, literacy and numeracy) which allow parents to share their experience and understandings of parenting, school goals and school culture

B. Connecting home and school learning

This dimension involves:

- families and schools creating positive attitudes to learning in each child;
- ensuring families are informed about and understand their child's learning progress;
- families and schools valuing and using the skills and knowledge children bring from the home to the school and from the school to the home;
- families and schools recognizing and using literacy and numeracy learning opportunities in the home environment; and
- parents working with teachers in the educational decision-making process for their individual child.

Suggested strategies

An Action Team/Working Group can plan and implement initiatives that explore links between home and school learning through newsletters, discussions, class meetings, etc. such as:

- the ways in which parents and families can encourage, motivate and reinforce children's learning at school;
- the links between home learning activities and learning in the classroom;
- the literacy/numeracy learning opportunities in the home;
- the ways in which classroom practice recognizes the family environments of the students and uses texts and activities from home and the wider community;
- the school's homework policy, with homework designed to assist parental support and tips for parents on how they can monitor and discuss schoolwork at home;
- the involvement of families in setting student goals each year and in career planning;
- information for families on the skills required for students in all subjects at each Year level;
- additional opportunities for discussions about student progress between home and school

C. Communicating

This dimension emphasizes that effective communication:

- is a two-way exchange between families and schools;
- involves not only an exchange of information, but also an opportunity for schools and families to learn about each other;
- needs to take into account cultural and linguistic diversity and not assume that all families prefer, or are able, to communicate in the same way;
- is multi-dimensional – it may be:
 - formal or informal,
 - happen in different places (both in the school and in other sites such as community centers), and
 - use different modes (oral, written, face-to-face, phone, email, etc).

Family-school communication needs to be taken seriously – it must be valued, recognized, and rewarded by schools and education systems. It is essential to provide teachers and school leaders with education and training programs to prepare them to communicate effectively with families. It is equally important to empower and encourage families to communicate effectively with schools.

Suggested strategies

An Action Team/Working Group can plan for effective two-way communication between school and home – for example:

- conduct a survey to assess communication needs;
- review the newsletter for relevance and ease of language and promote feedback;
- consider the placement of 'welcome' signs around the school;
- review current school practice on inviting parent and family participation and consider how this can be improved;
- consider working with parents and families to develop a parent handbook of information on school rules, policies, mission and goals, curriculum standards and assessment procedures, hold a launch event, put it on the website;
- find out parent/family time availability for participation in events, workshops, etc.
- examine good 'front desk' reception practice, including bilingual office staff where appropriate;
- set in place alternative methods of parent-teacher interviews when personal circumstances prevent parents from attending a face-to-face meeting;
- consider the appointment of a school contact person/s to assist and support parents in their interactions with the school (i.e. home/school liaisons);
- education and training programs for teachers/administrators that prepare them to communicate with parents effectively and extend their reporting skills;
- programs to welcome new families;
- folders of student work sent home regularly for review and comment

D. Participating

Families' time, energy and expertise can support learning and school programs in many ways. This may involve family members:

- working with students on learning activities in classrooms,
- participating in other school activities outside the classroom, or
- participating in activities outside the school itself.

Families participate in the school in a wide variety of ways and all contributions are valuable.

Suggested strategies

An Action Team/Working Group can plan the support of volunteers and greater participation of parents – for example:

- assess volunteer needs of schools and list the many ways parents and families can participate and interact with school and the school community;
- develop a policy for recruitment, training, goal setting and recognition for volunteers;
- ask family members how they would like to participate at their child's school and respond in a timely manner to those indications, i.e. establish a skills bank;
- invite family and community members to become involved as guest teachers, guest speakers about their jobs/career opportunities, excursion chaperones, tutors/mentors, sport coaches, and so on;
- implement flexible schedules for volunteers, assemblies and events, so that all are able to participate;
- invite parents to volunteer to have students 'work shadow' them;
- arrange working parties or committees for parent leadership and participation (e.g., on safety or student behavior);
- make sure parental involvement in children's learning is a recognized topic of staff meetings, professional development and in the induction of new staff.

E. Decision- making

Parents are entitled to be consulted and allowed to participate in decisions concerning their own children.

Parents can play meaningful roles in the school decision-making processes. Training and information to make the most of those opportunities can be conducted as part of the partnership programs and processes of the school.

An inclusive approach to school decision-making and parental involvement creates a sense of shared responsibility among parents, community members, teachers and administrators. In turn, shared responsibility:

- ensures that parents' values and interests are heard and respected, and
- makes the school more accountable to its community.

Suggested strategies

An Action Team/Working Group can foster family involvement in decision-making – for example:

- arrange for the school community to be consulted on new school policies e.g., assessment, reporting and curriculum changes;
- encourage participation in the Parents and Friends organization and school council and provide appropriate induction and training;
- seek out and include parent leaders from all racial, ethnic, socioeconomic and other groups at the school;
- include students (along with parents) in decision-making groups;
- provide for parent input to formal school reviews;
- offer training and support to parent leaders;
- establish networks to link all families with parent representatives

F. Collaborating beyond the school

This dimension involves identifying, locating and integrating community resources. The wider community provides services to strengthen and support schools, students and their families. Schools, families and students can assist the community in return. Schools are increasingly relying on collaborative efforts with partners such as:

- local businesses,
- after-school care providers,
- higher education,
- foundations, and
- other community-based agencies.

Suggested strategies

An Action Team/Working Group can plan for interaction with the wider community – for example:

- gather and provide information and access for students and families on community health, cultural, recreational, social support and other programs/services;
- gather and provide information on community activities that link to learning skills and talents, including summer programs for students;
- establish partnerships with other service agencies e.g., student health nurse;
- inform families of community programs for students e.g., tutoring, mentoring and business partnerships;
- invite past students to participate in school programs for students;
- establish partnerships with local businesses to provide work experience and structured work placements for students;

- develop an outreach community service program by schools and families e.g., recycling, musical performances and voluntary work with seniors

G. Building community and identity

This refers to activities that improve the quality of life in a community while honoring the culture, traditions, values and relationships in that community. By including activities that shape students' sense of identity and culture, schools can build a sense of community in each student. Thus schools have a role to play in promoting both personal growth and cultural renewal.

Suggested strategies

An Action Team/Working Group can plan to build community through the school – for example:

- consider and implement ways in which the school can become a community resource e.g., for adult learning and community meetings;
- provide a place for potential parents and students of the school to meet and participate in programs e.g., for early literacy learning, health care, etc.;
- assist the resettlement of new migrants, through the work of English as a Second Language teachers and families;
- invite people in the community to attend school functions;
- invite local civic and service groups to become involved in the school in a variety of ways such as mentoring students and speaking to classes

Efforts

The following are a few of the efforts put forth by HSE to ensure robust family involvement.

a. Parent-Teacher Organizations (PTO)

The purpose of the PTO will be to enhance and support the educational experience at our schools, to develop a closer connection between school and home by encouraging parent involvement, and to improve the environment at our school through volunteer and financial support. Parents are encouraged and invited to join the Parent Teacher Organizations at each campus prior to the start of the school year. Elected officers of PTO can include President, First Vice President, Second Vice President, Secretary, Treasurer, Assistant Treasurer, and Parliamentarian and Liaison Officers and terms are to last one year. In addition, the school's administration will select a PTO chairman from among active and respected community members and parents. The Liaison Officers positions (which consist of two (2) Teacher Liaisons and an Administrative Liaison) shall act as conduits between the PTO and campus faculty. The principal shall appoint faculty members to these positions. The Liaison Officers shall perform such other duties as assigned by the PTO President or a Vice President. The PTO will meet monthly during the school year.

b. Access to Information

Parents have a right to know what is occurring in their child's school. All school administrators have an obligation to see that all parents are kept systematically and adequately informed about school's non-academic, academic and fiscal performance in a transparent way. Informative sessions will be held regarding.

The school will annually hold a public informative meeting for and with parents, family, and school community members to inform, explain, and discuss yearly school and student progress data, Annual Performance Reports (the PCSB's Performance Management Framework and the State's accountability index), school program plans, and other legally required public meetings including financial program information. Parents, families, and school community members will annually

assess the effectiveness of its school program, including the family and community engagement component.

Some of the avenues available to parents looking to acquire this type of information from their child's Harmony campus include:

1. Harmony Parent Mobile Application is a great tool for parents to keep in contact with the school and track their child's progress, including student grades, homework, discipline points, attendance, school bell schedule, lunch payments, school event calendar and newsletter by receiving push notifications.

2. Teacher-Parent Conferences are another option available to parents looking to be more involved their children's educational life. Parents are encouraged to attend and participate in at least one parent-teacher conference every ninety (90) days during the academic year.

3. Home visits are an excellent way to improve the relationship between staff, parents and students. Sharing student progress through lively, face-to-face dialogue and discussing college opportunities are the main reasons for conducting home visits but HPS teachers and staff also conduct these visits to celebrate birthdays as well as offer condolences to a family experiencing difficulties. These efforts to connect with our students' families definitely increases trust. The benefits of building trust in this way have and continue to be reflected in the classroom and beyond.

4. Online HPS Database Access provides a great way for parents to monitor their children's attendance, grades, and class grade averages and can be accessed through the school web site. This interactive, password-protected, web-based system provide parents with a method to communicate with classroom teachers, ask questions, share their suggestions/complaints, and most importantly, receive updates about school activities. As yet another show of its commitment to parent involvement and development and to increase computer literacy among parents, HPS will provide free computer classes throughout the academic year.

5. Progress and Grades Reports will be sent to home regularly to inform parents about their children's progress.

6. Curriculum Nights will play an important role into HPS' school life. Parents have the right to receive up-to-date information about each academic discipline within the school's curriculum. Curriculum Nights are excellent opportunities for parents to review and share their concerns about the curriculum during the curriculum nights.

7. Morning and Afternoon Short Conversations that take place between school staff and parents during drop off and dismissal, as HPS does not provide bus service to its students, go a long way in keeping communication flowing. Harmony firmly believes that not offering transportation actually strengthens the connections between parents and school personnel.

8. Parent Information Room provides parents with an invaluable means to closely monitor their children's progress. This room will be equipped with a kiosk machine, computer and printer with internet. Parents can print day to day progress report at their convenience.

9. Newsletters will be issued weekly. This will keep the parents up to date about school events. E-mail circulation, school web site and the school's weekly newsletter will play an important role in

keeping parents informed of upcoming events and encourage participation in activities such as field trips, talent shows, fundraising, classroom projects, and attending legally required meetings.

10. Suggestion Boxes will be installed in each campus' lobby so that parents and other family members always have a method of expressing their opinions, thoughts and concerns about general school operations.

11. Most Common LOTE (Language Other Than English) will be used to translate all documents into the languages most frequently spoken at that campus so the school can communicate freely with ESL and non-English speaking parents as well. At least one of the front office personnel will be bilingual in the most frequently used LOTE language at that particular campus. School officials will also use a translator in meetings when necessary.

12. Social Events such as Harmony Back-2-School Bash, Fall Family Festival, Thanksgiving Banquet & Food Drive, Holiday Dinner & Winter Clothing Drive, Muffins with Mom and Donuts with Dad and Six Honor Roll and Recognition Assemblies will increase the school spirit and parental involvement, as well as offering access to information. All events help create comfortable environments where school staff interact and speak informally with parents.

13. FERPA will be fully enforced at HPS. Parents will have access to all public documents such as teachers' credentials. Schools will share their Highly Qualified Teacher Report, as required under the NCLB statute in a timely manner. At the beginning of each school year, the school will notify the parent of each student attending with information regarding the professional qualifications of their student's classroom teachers. The school will also provide this information upon request from a parent. The notification will include, at a minimum:

1. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
3. Undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree; and
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

c. Volunteering

Parents will be asked to volunteer upon enrolling their child at a Harmony campus. It will be optional but creates another way for parents to be involved in school life. Classroom teachers will have the opportunity to improve the curriculum in the classroom because of the presence of volunteers to take care of tasks such as copying, reading books to students and helping to provide certain accommodations for students who need them. Each classroom teacher will prepare and share a monthly wish list so that parents will know how they can help.

In conclusion, a school can't perform well without parental involvement. Students' successes will be diminished without parent support and active participation. HPS will seek all opportunities to involve parents in school life. Parents who are involved the most will be publicly acknowledged and appreciated at special celebration events and are also given recognition by our Board of Directors. Parents will be included all decision making processes. The School Board and all committees, such as the Title I School Improvement Plan Committee, will have parental representation to ensure that parents are involved in the school's operations at every level.

d. Reaching out to non-English speaking parents

Reaching out to parents with limited English language skills and helping them to feel welcome at school is one of the biggest challenges for schools. Self transportation will provide a great opportunity to HSE staff members to interact with parents during dropping off or picking up their children by a warm smile and a friendly greeting. During all interactions with those parents, HSE will hire multilingual staff and use bilingual students to help translate and provide access to translated documents, and send home correspondence in different colors to make those simple.

e. Parents with disable student

HSE values all parental involvement because it is crucial for the education of the students. To ensure effective communication with families with disable students, HSE will have a transparent and accountable communication with parents. HSE will conduct parent, student and teacher conference to go over their rights and opportunities that students will have at HSE.

During the conference, parents will be informed about their child's rights through Notice of Procedural Safeguards: Rights of Parents of Students with Disabilities .This document will inform the parents about their specific rights under the Individuals with Disabilities Education Act (IDEA) and responsibilities in special education process.

Notice of Parents Rights will also be provided to the parents of the students with 504 Plan to inform them about their rights and HSE's responsibilities under Section 504.

f. Reaching out Parents during emergencies

Communication is the key element to involve all parents in the school's operations at every level. Parents will be notified in case of school closure, early releases, and late starts due to inclement weather or emergencies through voice calls, texting, e-mailing, campus social media and website, local radio and TV stations.

g. Community Participation

Everyone in a community gains benefit from a successful school. Success depends not just on one individual, such as a principal or teacher, but lies in the hands of many. Parental and community involvement will help and support a healthy, joyful, collaborative school environment. Schools and communities are mirrors to each other; a thriving school will result in a thriving community. This is achieved by a constant exchange of giving and taking between the two entities.

At HSE, students are a part of their community through a strong commitment to volunteerism. Each Harmony senior is required to do one hundred (100) hours of volunteering in order to graduate. They are taught that the environment around them will only be as great as they make it, that in order to really experience success, they must expand their lives to include the needs of others. They are taught that their community – meaning whatever community they find themselves in (school community, home community, etc...) - is by extension, part of who they are and as such, they should care for it the same way they care for themselves. In the past, HPS campuses have partnered with the American Red Cross, Habitat for Humanity, American Family Services among many other service-oriented organizations, and provided numerous student volunteers, as well as used our campuses to host various events that benefit those in need. Students and staff are regularly encouraged to participate in donation drives, car washes and other means of giving back and do so with great enthusiasm. Giving back is part of the fiber of Harmony culture.

Other efforts on this front include but are not limited to: hosting business breakfasts/dinners, luncheons, involving community events, organizing career days, developing partnerships and collaborations with local community colleges and universities, organizing fundraising events that benefit people affected by natural disasters such. Working to develop and expand external relations for each campus, school staff regularly attends local Chamber of Commerce luncheons and network events, work to develop rapport with all community stakeholders such as state senators, and representatives, as well as civic organizations.

Upcoming are panel discussion series that tangibly bring together students, staff, parents and community leaders will be hosted in each major city on topics such as Bullying and Obesity, while the upcoming STEM (Science, Technology, Engineering, Mathematics) Conference and Expo will help to bring community awareness of the academically rigorous and successful programs offered at HSE.

Community members will be asked to support our proposed program and advertise it to larger community. In addition, the sponsoring entity will invite many community leaders, government officials, and law makers to the school to share their experiences with school officials, students, and their parents.

h. Extracurricular Activities

Students learning will be supported by extracurricular activities such as tutoring, clubs, and participating academic competitions. Students struggling with a particular subject area or course objective receive individual tutoring after school or on the weekends to help them achieve mastery. The extended hours are not only for those needing additional help; gifted & talented and advanced students also receive extended advanced after school tutorials.

A variety of academic, athletic, artistic and technology clubs are offered to HSE students to help them build social skills and enhance character development. The clubs offered include Animation, Aquatic Science, Arts and Crafts, Baseball, Basketball, Board Games, Cheerleading, Chess, Digital Graphics, Drama, Debate/Speech, Drawing, Folk Dance, Football, French, Journalism, Lego, Math Counts, Math League, Movies, Multiculturalism, National Junior Honor Society, Psychology, Reading, Robotics, Sculpture, Soccer, Sociology, Student Council, Theater & Performing Arts, Video Production, Volleyball, Web Mastering, Wrestling, and Yearbook.

Students are also offered college field trips as part of their college-bound culture found at every HPS campus. In addition, there are opportunities for students, teachers and parents to participate in national and international field trips.

Participation in science fairs is a tradition at HPS. All students work on a project of their interest in math, science, computer technology or engineering. Science fair projects offer a valuable means of applying a concept of a scientific method as well as a fun learning experience for the students.

All extracurricular activities will be offered to all students. To encourage all students participation including economically disadvantages students, HSE will seek private and governmental grant opportunities and coordinate fundraising activities to waive the membership fees, if applicable, for economically disadvantages students.

h. Technology Plan: Virtual School Eligible Applicants Only (Not Applicable)

B. Business Plan

1. Planning and Establishment

a. Profile of Founding Group:

Members of Harmony Public Schools Central Administration Office in Texas will play a very important role in establishment of a local non-profit foundation (Harmony DC Public Schools) and its campus (Harmony Schools of Excellence-DC). HPS already identified three people to for the formation of a DC based non-profit foundation. Of those three, two are current HPS executive team members and one is a long time educator and a WDC native. HPS Central Administration Office consists of over 100 specialists in the areas of 1) School Accounting and Finance, 2) Curriculum and Instruction, 3) Operations, and 4) Human Resources to oversee its 40 campuses and 2,300 employees in Texas.

HPS Central Office along with these three individuals is in the process of identifying a diverse group of individuals to expand this local board. Harmony DC Public Schools (will be referred as Harmony DC) will be the charter holder of the proposed school (HSE). These founding board members are highly qualified individuals who dedicate their lives to quality education and promote STEM in school environments.

The board of trustee of the Harmony DC is committed to the development and operation of new public charter schools in Washington DC. The main goal of the Harmony DC trustees is to work with District of Columbia PCSB and HPS Board to improve quality education and to have positive impact on the current educational landscape by opening public charter schools in WDC.

The HPS board of directors will make this Harmony DC board of trustees aware of that the majority of the student body will come from low-income families and at-risk students groups which require great deal of additional instructional time and resources. Thus, members of the Harmony DC trustees along with the proposed school administrators will actively be engaged with the community to create partnerships opportunities and fund raising efforts.

HPS Board of Directors authorized Dr. Soner Tarim (current CEO of HPS) to work with Harmony DC to submit this charter application. Dr. Tarim will be the primary contact person to oversee the establishment of the proposed charter school, HSE, until a local school leader/principal is identified.

Below are the names and short biographies of our current board members of the HPS as well as their experience in relevant areas such as secondary and/or postsecondary education, administration and management in areas of business, finance, management, and nonprofit governance. As a non-profit organization, members of Harmony DC board of trustees are all unpaid volunteers, come from varied backgrounds but share a common passion for education.

Dr. Soner Tarim is a founding member and current CEO/Superintendent of Harmony Public Schools, high performing K-12 public charter schools located in Texas with a strong focus on science, technologies, engineering, and math (STEM) providing opportunities for underserved communities. He is the driving force in creating STEM academies with an emphasis on College-readiness and the tracking of performance metrics of its high caliber students.

A luminary in the Charter School Community, his leadership philosophy recognizes the need to develop meaningful partnerships, maintain open collaborative lines of communication, and leverage relationships with high-level corporate, business, civic, legislative and international leaders to advance the mission of Harmony and opportunities for its beneficiaries.

Over his 24 year professional career, Dr. Tarim has developed innovative educational programs geared to K-12 schools. He is highly sought after as an educator and as a speaker in state charter & STEM conferences and has distinguished himself as a results-oriented educator with unrivaled expertise and knowledge in developing and managing innovative charter schools.

Under Dr. Tarim's leadership, Harmony has grown to 40 schools and over 25,000 students from throughout the state of Texas, many of which have been recognized as academically competitive schools in the nation. Harmony has received numerous outstanding awards and recognitions including the National Title I Distinguished School Award for closing the achievement gap and a Broad Prize nomination.

Dr. Tarim holds a Ph.D. from Texas A&M University and is a trained biologist and ecologist. In addition to his background in biological sciences, he has taught many courses in the field of biology, ecology, general science, and physical education at the high school, college and graduate school levels. Dr. Tarim has spearheaded scientific symposiums and international science Olympiads including I-SWEEEP (the International Sustainable World Energy, Engineering, and Environment Project), the largest science fair event of its kind comprising over 1,000 top-ranked high school students representing 43 states and over 70 nations world-wide presenting and sharing their ideas, experiences, and knowledge to promote maintaining global sustainability. He has also has developed and directed successful after school programs.

Dr. Tarim has published numerous peer reviewed scientific articles, policies, procedures, and guidelines for charter schools in the areas of Admissions, Governance, and Human Resources. He is a certified school board member and school administrator trainer and sits on the Board of Directors of the Region 4 Education Service Center, which is the largest Texas educational service center providing services to 54 school districts representing over 1,000,000 students and more than 83,000 professional educators.

Mr. A. H. Sharif Salim, M. Ed. is a veteran educator and a Washington, D.C. resident. As a 39-year professional educator, he worked in almost every capacity in public school system. He graduated from Calvin Coolidge High School and attended D.C. Teacher's College. In 1982, he received his Master's Degree from Bowie State College of Maryland in Administration/Supervision (Secondary Education). Mr. Salim received his degree from He began his career as a 4th grade classroom teacher in 1974. Then, he became 5th and 6th grade teachers, respectively. Following his teaching experience, Mr. Salim was promoted to school administrator position and hold assistant principal and principal positions at the following schools;

- Theodore Roosevelt H.S. of DCPS
- Abram Simon E.S. of D.C. Public Schools
- the Village Learning Center Public Charter School in Washington, D.C.
- Bradbury Heights E.S. of Prince George's Public Schools
- E.S. Prince George's County Public Schools
- Oxon Hill Middle School in Prince George's County Public Schools

Julie Norton, M.Ed., currently serves as Director of Communications for Harmony Public Schools. Over the last eight years she has served in a variety of capacities, including elementary classroom teacher, campus administrator, Director of Elementary Curriculum, and most recently as Director of Communications. As Director of Elementary Curriculum, she coordinated teams of educators in developing curriculum, organized the professional development for elementary teachers, offered and coordinated teacher and administrator support, and managed the budget for all elementary classroom and campus library resources. During her tenure with Harmony Public Schools, the organization has grown from 5 campuses and 2,000 students, to 40 campuses and over 25,000 students.

Julie graduated from University of Houston with a Bachelors of Science in Anthropology. The most notable experience of her undergraduate studies included a field study in San Ignacio, Belize. She conducted interviews with numerous members of the community to gain a clearer understanding of the relationship between the government, education, and religious organizations. With education as a lifelong passion, Julie ultimately earned her alternative teacher certification, principal certification, as well as a Master's in Education, with a focus on Reading.

b. Planning Process:

HPS Central Office has been actively overseeing and providing services to its 40 campuses over a decade. Because HPS has been expanding its STEM model successfully in Texas, the executive team and board of directors have been exploring to expand its STEM model out of Texas. Knowing that Washington, DC is an ideal incubator for many charter organizations, we feel that it is the time to replicate our model in our nation's capital. This will allow us to showcase the importance of STEM education in our nation's future.

We strongly believe that local community involvement is very critical for the success of our program and the success of our student. We have been in communication with many local educational organization, higher education officials, elected official, and city governments to gather support for the proposed school.

We also value parental support and specifically parental involvement which creates a positive bond between the home and the school. So that we can provide a more responsive and inviting school climate to increase the level of family engagement.

We understand that strong continuing family and community involvement in all aspects of school programs and activities, provides support for measurable improvement in student achievement. The HSE commits to building involvement capacity in: communication, parenting across the grades, volunteering, at -home learning, decision making, collaborating with the community, and advocacy.

Upon approval of this charter proposal, members of Harmony DC Board and HPS will hold several open houses meetings. In these meetings, the new administrative team will provide power-point presentations regarding the proposed programs and school expectations from its students and parents. Following these presentations, parents will be asked to participate in various committees (i.e., PTO, LEP, Family-School Action Team, School Improvement Committee, Parent Advisory Committee, fundraising committee, etc.) in conjunction with faculty and staff.

c. Corporate Structure and Nonprofit Status of the School:

Copies of bylaws and articles of incorporation are included in Appendix C.

2. Governance and Management

a. Board of Trustees:

Autonomous local Board of Trustees: A local autonomous board (Harmony DC Public Schools) was established by three individuals. These founding members will expand membership to 5 within next two months. Upon approval of the charter, membership of this board will be expanded to seven to include two parents.

There will be no shared responsibilities between Harmony Public Schools and the local Harmony DC board regarding governance of Harmony School of Excellence-DC. The Harmony DC Board of Trustees is and will be the governing body of the proposed school (HSE). The local Board of Trustees will be held directly accountable to and for the proposed school and will be the sole governing body entered into the charter contractual agreement with DC PSCB. The school is committed to a diverse Board and will endeavor to maintain such a balance at all times. In selecting the Board, the founding group will look for high quality individuals with the range of backgrounds and experiences necessary to ensure a representative and competent Board. The board of trustees will include two parents, majority D.C. residents, and an odd number of people, not to exceed 15.

Selection of Board Members: The Board of Directors of Harmony Public Schools and HPS executive team identified founding members of Harmony DC Board of Trustees for HSE. Harmony DC board of trustees will be composed of divers group of individuals.

After initial formation of Harmony DC, selection of new members will be according to the bylaws. At any meeting at which the election of a trustee occurs, a trustee may nominate a person with the second of any other trustee. In addition to nominations made at meetings, a nominating committee may also be formed to consider possible nominees and make nominations for each election of trustees. 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.

Strategic Direction by the Board: Harmony DC board of trustees will provide the governance function, which encompasses legal responsibilities, general oversight, planning, policy-making and fiduciary obligations. The board members will carry out their statutory responsibilities associated with operating the charter school in an efficient and ethical manner and in compliance with local and all other applicable state and federal laws and regulations. The board will have the following responsibilities to manage and provide strategic direction for HSE;

- Ensure that the school adheres to its mission;
- Oversee accountability of the school to its charter and DC PCSB;
- Set up polices to ensure compliance with all applicable local, state, and federal laws;
- Hire and evaluate the Principal;
- Review and approve budget;
- Serve as ambassadors for HSE by supporting the school's mission, accomplishments, and goals to the community and by garnering support from key leaders of the community;
- Bear final authority to direct the disposition or safekeeping of public records, except that

the governing body may delegate this function to any person, subject to the governing body's superior right of immediate access to, control over, and possession of such records;

- Approve audit reports; and
- Bear final responsibility for HSE on any legal or regulatory matter.

The Board and CMO Relationship: After initial formation of formal Harmony DC Board of Trustees is completed, the board intends to enter into a partnership service agreement with HPS to ensure the HSE obtains academic and operational success. HPS has outstanding record and experience on working with campus leaders to provide excellence educational services and support.

It is anticipated that the partnership service agreement will address at least the following academic components and may be revised as needed;

- Harmony Public Schools personnel will provide on-site services to the school, and will also conduct ongoing teacher training sessions in Math, Science, English/Language Arts and Social Studies; provide 'best practices' instructional materials; and host trainings for teachers, school leaders, and trustees.
- HPS will monitor the conduct and performance of the proposed school and provide the school with assistance in the following areas:
 - a) on site principal training;
 - b) on site teacher training;
 - c) classroom management critique and assessment;
 - d) technology training;
 - e) help attain local accreditation in addition to adhering to the HPS Standards; and
 - f) others identified by the HPS and the Board of Trustee of proposed school.
- Harmony Public Schools will make available to the proposed school certain model books, curriculum modules, or other documents or compilations of data that are identified with the HPS model.

Succession Plan: Each Trustee shall serve until his or her successor is elected or appointed. A Trustee's term shall not be extended or shortened beyond the term for which the Trustee was elected by an amendment of these Bylaws or other Board action. Director/Principal will be hired and evaluated by the local Board of Trustees on annual basis. Assistant Principals will be hired and evaluated by the Director/Principal on annual basis. All school leaders will be on annual contracts to ensure accountability.

Accountability: Board of Trustees will establish policies related to operation of the school to ensure accountability. The board and staff of HSE will be guided by the following principles to ensure that goals set forth in the charter are met and students are held to high learning outcomes.

- The board will establish the strategic direction of the school and provide oversight and advice in pursuing it; and
- HSE teachers and staff under the leadership of Principal will adhere to the board's vision and direction in crafting and executing the school's program.
- To implement the above mentioned guidelines with fidelity, the Board will require that:
- Principal will provide the board with financial and academic information on a regular basis including monthly/quarterly/annual financial statements and periodic student progress

- reports; and
- Principal will consult the Board and obtain its approval before undertaking significant actions that would have a material impact on school's mission or performance.

The Relationships among the Board, Administrators, Staff, Parents and Students: The main goal of HSE's Board of Trustees is to ensure that all necessary resources are available to accomplish the mission and goals of the proposed school. Thus, the Board will hire a Principal with authority and responsibility for day-to-day operations of the school, including but not limited to: hiring and firing school staff, designing the school's curriculum, and creating the school's annual budget (subject to board approval). Board members will not interfere with daily operation of the school.

The Board believes that parental support is an integral part of a student's education, and will make every effort to ensure that parental input is considered in the Board's decision-making process. The two parent Board members will be able to directly address the Board in issues and concerns relating to students and school operations. They will serve as the primary voice of parents in addressing the Board. Additionally, the Board will be actively engaged in student life at the school. The Board may observe classes and attend school functions in order to engage with the students. Doing so will provide them with personal understanding on how effective decision-making opens the door to a quality education and great opportunities for students, ensuring success in many aspects of their lives. The Board members will not have direct supervision of or prescribed interaction with the students but will rather be instructed to notify the Principal, of any input or complaints, so that official policy may be followed.

Board of Trustees is the ultimate body to hear grievances from administrators, staff, Parents, and students if such grievances cannot be resolved at the school level by the Principal.

Job description of the Board of Trustees and Board Member Agreement are provided in Section I.

Contractual relationship with a for-profit EMO: N/A. Harmony Public Schools is a non-profit organization.

b. Rules and Policies:

Powers and Duties of the Board of Trustees: The Board of Trustees of HSE's main goal is to ensure that all necessary resources are available to accomplish the mission and goals of the proposed school. The Board of Trustees is ultimately responsible for the success of the school. Thus, the Board will hire a Principal with authority and responsibility for day-to-day operations of the school, including but not limited to: hiring and firing school staff, designing the school's curriculum, and creating the school's annual budget. Trustees will not interfere with daily operation of the school. The Board members' duties include but are not limited to:

- Affirm the mission, goals and objectives,
- Attend regular and special board meetings,
- Provide leadership to board sub-committees,
- Prepare the budget along with the principal and business manager
- Commit time to developing financial resources for the charter school,
- Evaluate the performance of the principal,
- Establish and maintain all policies governing the operation of the charter school,;

- Ensure that the school adheres to the mission and goals outlined in the charter,
- Hold the principal accountable for the academic success and fiscal responsibility of the school;
- Provide support to the school for additional fund-raising, marketing and other services as needs arise,
- Hear and render decisions on issues brought to the board's attention,
- Participate in disputes that are brought to the board's attention as they relate to the school's discipline policy, especially disputes arising in the areas of expulsion and long-term suspension,
- Handle complaints submitted to the board in a timely manner per the complaints process detailed in the charter application.
- Responsibly review and act upon sub-committee recommendations brought to the board for action,
- Assist in identifying resources and attract resourceful people, and
- Advocate on behalf of the school by working to establish partnerships with community organizations, institutions of higher learning, nonprofit foundations and corporate entities that support education through noncommercial relationships.

Ethical standards and conflicts of interest: It is important that each Board member recognize that he or she is a public official charged with an important responsibility. In view of the fact that each and every Board member is elected to his or her position and pledges to properly serve the citizens of the given community, each member has a profound responsibility to the voters who have elected him or her. Following this, representation should at all times serve the best interests of the students in the school as a whole rather than the interests of other entities. Members of this unique Board will be volunteers and no Board member will be paid for the services he or she provides. To this end, the Board members, officers, and employees of HSE will declare their acceptance of the standards of practice set forth herein, and their solemn intent to honor them to the limits of their ability as outlined in the following Code of Ethics:

1. The Board members and the school administrators shall not engage in any "self-dealing transactions". "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the directors has a material financial interest.
2. Every Board member has the right to participate in the discussion and vote on all issues before the board or any board committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such director relating to;
 - (a) A conflict of interest,
 - (b) Indemnification of that Trustee uniquely; or
 - (c) Any other matter at the discretion of a majority of the Board members.
3. No one on the Board may be comprised of any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
4. No Trustees or officers of the Board of Trustees or key employees of the school shall have any contract interest or other business transaction with the proposed school.
5. Trustees representing any not-for-profit corporation shall not engage in any business transaction with the proposed school.
6. No Trustee, officer, or employee of a for-profit corporation having a business relationship with the charter school shall serve as voting member of the Board of Trustees for the

- duration of such business relationship.
7. In no instance shall a Trustee, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Trustees for the duration of such business relationship.
 8. Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the board.
 9. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
 10. Trustees shall not use his or her position with the school to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.
 11. Trustees, officers, or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

If the member of the school board or a committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board of Trustees or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

The minutes of the board of directors and all committees with board-delegated powers shall contain:

- Names of Persons with Financial Interest: The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Trustees or committee's decision as to whether a conflict of interest in fact existed.
- Names of Persons Present: The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Each Board member, principal officer and member of a committee with board-delegated powers shall annually sign a statement which affirms that such person;

- Understands that the Board is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
- To ensure that the Board operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Board may conduct periodic reviews.

Existing Conflict: Currently there is no existing relationship that could pose actual or perceived conflicts if the application is approved.

Please see Code of Ethics Statement included in Appendix-C.

c. Administrative Structure:

Administrative Structure of the Proposed School: The Board of Trustees of HSE will carry out its statutory responsibilities associated with operating the charter school in an efficient and ethical manner and in compliance with local and other applicable state and federal laws.

The Board of Trustees will have the final authority for policy and operational decisions of the proposed school. The school principal will be responsible for daily school activities. The following table shows key decisions and the decision making authority;

Key Decisions	Decision Making Authority
Hiring and evaluating Principal	Board of Trustees
Hiring and evaluating teacher performance	Principal
Setting the budget and managing the school's expenses and revenues against the approved budget	Board of Trustees has the final authority to approve school budget; however Principal and business manager will play active roles in managing the school's expenses and revenue against the approved budget.
Defining key school policies including code of conduct, enrollment procedures, and grievance process	Board of Trustees
Hiring and evaluating the CMO	Board of Trustees

The following flow chart shows the organizational structure and line of authority in the school. Each arrow points to the flow of leadership of each position from top-to-bottom. A dotted line shows mutual communications rather than a line of authority between the management network and Principal. Within this line of authority, teachers, aids, coordinators, nurse etc. report to assistant principals. Payroll and benefit coordinators report to the business manager. Assistant principals and the business manager report to Principal. The Principal gathers relevant data and evaluates all of his or her personnel. The Principal also prepares a monthly board reports to be submitted to the Board of Trustees.

Role of Experience Operator: Harmony Public Schools will offer comprehensive school advisory services to Harmony School of Excellence-DC. The management company will not interfere nor be involved in daily school activities; although, the management company will review, periodically school activities and operation and provide monthly reports to the Board of Trustees of HSE. HPS will work closely with the Board of Trustees and the Principal during and after the establishment phase. The HPS will advise and provide services when necessary in the following areas;

- Human Resources
- Professional Development for School Administrators and Teachers
- Accreditation and Recognition (including Contract renewal)
- Strategic Planning
- Curriculum Development, teaching techniques and testing;
- Grant Writing
- After School Program Design
- Technology Support
- Database Management (student related)

- Facility Management
- Marketing materials
- Student recruitment
- PR Services
- Purchasing Services

Harmony Public Schools is highly qualified to deliver these services with their track record of success as explained below.

Parents, teachers, and students input: Upon approval of this charter proposal, members of the Board of Trustees will hold several open houses. In these open houses, the new administrative team will provide power-point presentations regarding our proposed programs and school expectations from its parents and students. Following these presentations, parents will be asked to form various committees (i.e., PTO, LEP, Family-School Action Team, School Improvement Committee, Parent Advisory Committee, fundraising committee, etc.) in conjunction with faculty and staff. Parents and school staff will be nominated by school administrators to take part in board subcommittees that are listed in previous sections.

We recognize that parent involvement is essential as we partner to educate our students and to prepare them for life-long learning. The schools, families, and community must all be actively involved in developing strong programs and policies that support the academic success of every student in our school. A strong continuing family and community involvement in all aspects of school programs and activities provides support for measurable improvement in student achievement. The parent involvement creates a positive bond between the home and the school. Therefore we will create a more responsive and inviting school climate to increase the level of family engagement. Harmony School of Excellence-DC will have a Site Based Decision Making Committee (SBDMC), which will have parents, teachers, and students representatives. SBDMC will provide guidance to the school and the Board of Trustees on issues and support that are needed.

In addition to parents, local business owners/officers, faculty and staff from local universities and community colleges will be invited to the governing board and sub-committee meetings. These meetings will be announced via e-mail list, fliers, brochures, posters, and local newspaper advertisement.

The school staff will be encouraged to participate in all aspects of the proposed school. The staff will participate on the Education Committee, Principal selection committee, Safety committee, Charter Renewal, and will regularly attend board and sub-committee meetings.

Organization chart: Please see organization chart in Appendix-C.

d. Performance History of Experienced Operator

List of the schools managed by the experienced operator: Currently, Harmony Public Schools owns and operates 40 campuses and serves 26,000 students in Texas. Campus names and year that they are established are listed below. More detailed info (ethnicity etc.) is listed in Attachments.

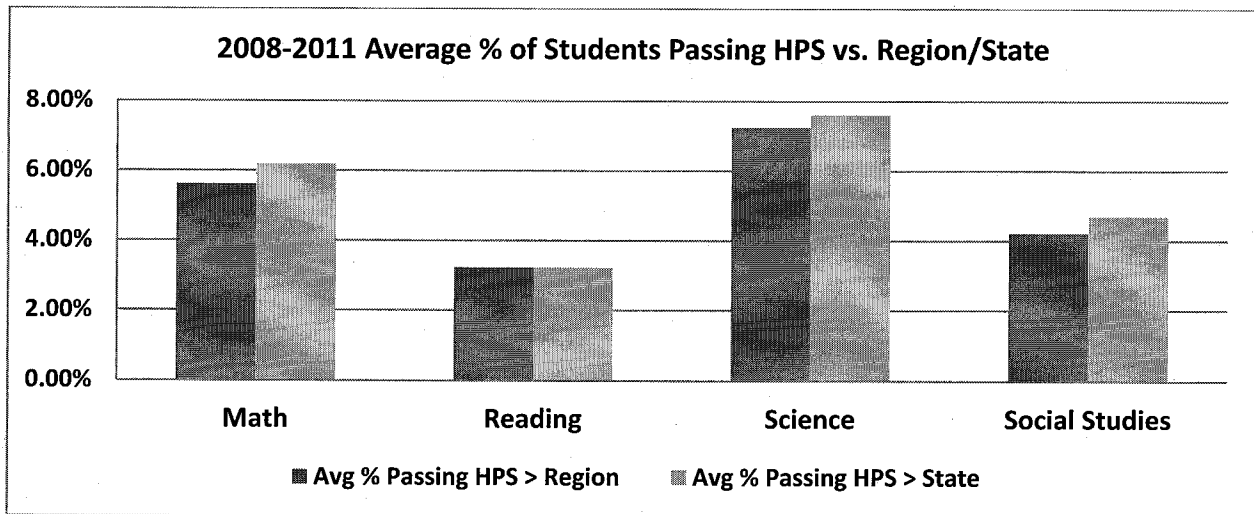
#	Campus Names	Location	Enrollment	Grades	Low-Income	Opened
1	Harmony Science Academy-Houston	Houston, TX	350	K-8	79%	2000
2	Harmony Science Academy-Austin	Austin, TX	355	K-8	77%	2002
3	Harmony Science Academy-Dallas	Dallas, TX	1,218	K-12	80%	2004
4	Harmony School of Innovation-Houston	Houston, TX	599	K-8	72%	2005
5	Harmony School of Science-Austin	Austin, TX	540	K-8	42%	2006
6	Harmony Science Academy-El Paso	El Paso, TX	978	K-12	66%	2006
7	Harmony Science Academy-Fort Worth	Fort Worth, TX	673	K-12	48%	2006
8	Harmony School of Excellence-Houston	Houston, TX	902	K-8	25%	2006
9	Harmony Science Academy-San Antonio	San Antonio, TX	919	K-12	58%	2006
10	Harmony Science Academy-Waco	Waco, TX	723	K-12	77%	2007
11	Harmony Science Academy-Bryan/Col. Sta.	Bryan, TX	478	K-12	66%	2007
12	Harmony Science Academy-Houston NW	Houston, TX	681	K-8	44%	2007
13	Harmony Science Academy-Beaumont	Beaumont, TX	558	K-12	53%	2007
14	Harmony Science Academy-Lubbock	Lubbock, TX	451	K-12	79%	2007
15	Harmony Science Academy-North Austin	Pflugerville, TX	616	6-12	49%	2008
16	Harmony Science Academy-Grand Pra.	Grand Pra., TX	531	K-12	66%	2008
17	Harmony School of Science-Houston	Sugar Land, TX	754	K-6	51%	2008
18	Harmony Science Academy-Brownsville	Brownsville, TX	449	K-12	80%	2008
19	Harmony Science Academy-Laredo	Laredo, TX	761	K-12	64%	2008
20	Harmony School of Excellence-Austin	Austin, TX	728	K-12	70%	2009
21	Harmony School of Innovation-Dallas	Carrollton, TX	650	K-12	38%	2009
22	Harmony School of Innovation-El Paso	El Paso, TX	775	K-12	63%	2009
23	Harmony Science Academy-Eules	Eules, TX	653	K-12	53%	2009
24	Harmony School of Excellence-Endeavor	Houston, TX	564	K-8	64%	2009
25	Harmony School of Ingenuity	Houston, TX	626	K-12	63%	2009
26	Harmony Science Academy-Garland	Garland, TX	685	K-12	52%	2010
27	Harmony School of Nature and Athletics	Dallas, TX	735	K-12	44%	2010
28	Harmony School of Advancement-High	Houston, TX	619	9-12	45%	2010
29	Harmony School of Discovery	Houston, TX	773	K-12	47%	2010
30	Harmony School of Fine Arts and Technology	Houston, TX	665	K-12	62%	2010
31	Harmony Science Academy-Houston High	Houston, TX	583	9-12	74%	2010
32	Harmony Science Academy-Odessa	Odessa, TX	361	K-12	46%	2010
33	Harmony School of Innovation-San Antonio	San Antonio, TX	606	K-12	57%	2010
34	Harmony School of Political Sci. and Comm.	Austin, TX	822	K-12	14%	2011
35	Harmony School of Science-Houston High	Sugar Land, TX	697	6-12	51%	2011
36	Harmony Science Academy-West Houston	Katy, Texas	837	K-12	45%	2011
37	Harmony School of Business-Dallas	Dallas, TX	649	K-12	46%	2012
38	Harmony School of Innovation-Fort Worth	Fort Worth, TX	484	K-12	42%	2012
39	Harmony School of Exploration-Houston	Houston, TX	347	K-5	67%	2013
40	Harmony School of Innovation-Eules	Eules, TX	632	K-8	48%	2013
TOTAL			26,057		56%	

Student Performance and Comparable Campus Data: Since the opening of our first school in 2000, HPS has been successfully advancing student learning and achievement across the state of Texas, providing exceptionally high-quality educational experiences for traditionally underserved students. In just 13 years, Harmony has grown from one school serving 200 students to 40 schools serving 26,000 students across the state, with their low-income and minority students consistently and significantly outperforming their peers within their respective regions and statewide.

Recognition of success: In its first six years of operation, Harmony focused on quality and refining its model, then started expanding and robustly replicating the model. In 2006, Harmony Science Academy-Houston, our original school, received the Title I Distinguished School Award from the US Department of Education for outstanding performance in the categories of exceptional student performance for two or more consecutive years and closing the achievement gap. Harmony Science Academy was one of two schools in Texas and 52 across the nation to receive this award and was the *only* school that qualified to receive this award in both categories. In this same year, due to its success as a STEM school, Harmony Science Academy Houston was selected to serve as an incubator school in the T-STEM (Texas Science Technology Engineering and Mathematics) initiative, which was funded by a combination of public and private agencies including Texas Education Agency, Dell, and the Gates Foundation. Today, because of the high performance of the students and the focus on science, math, and computer technologies, 17 Harmony campuses have been designated as T-STEM Academies as part of the Texas High School Project.

Harmony's impressive program and student results have been recognized by numerous national publications. Harmony schools have been ranked in *U.S. News & World Report's* "Best High Schools in the Nation" every year from 2007-2012. Seven Harmony schools were included in Newsweek's "America's Best High Schools 2012" list with four making Newsweek's "Top 25 Transformative High Schools" in 2012 and two gracing their list of "Top Ten Miracle High Schools." This year, four Harmony schools made *The Washington Post's* Challenge Index, which ranks high schools based on student achievement on IB, AP, and college level tests such as the SAT and ACT, and graduation rates. Three of the four were in the top 100 of the 1900 schools on the list.

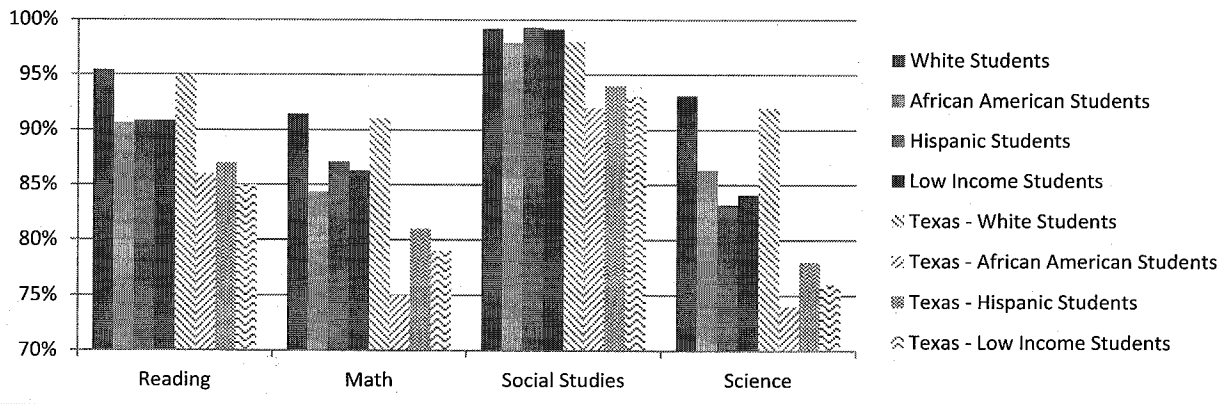
High Performance: HPS campuses have consistently outperformed regional and state averages in all four core subject areas. From 2007-08 to 2010-11, Harmony system-wide has outperformed the state in every year. The data below show results from Texas's statewide TAKS assessment for 2007-08 through 2010-11 (last year Texas shifted to the STAAR assessment and results from that assessment are not yet available). The graph below illustrates how Harmony students have outperformed regional and state averages in terms of the percent of students passing the TAKS assessment from 2007-08 to 2010-11.



- Math Achievement:** On average, from 2007-08 to 2010-11, the percent of Harmony students grades 3-12 passing Mathematics TAKS was 89.8%, approximately 5.6% higher than each school's given region and 6.2% higher than the passing rate of the entire state.
- Science Achievement:** On average, from 2007-08 to 2010-11, the percent of HPS students grades 3-12 passing Science TAKS was 88.9%, which was 7.3% higher than each school's given region and 7.6% higher than the passing rate of the entire state.
- Reading/ELA Achievement:** On average, from 2007-08 to 2010-11, the percent of HPS students grades 3-12 passing Reading TAKS was 93.8%, which was 3.2% higher than each school's given region and 3.2% higher than the passing rate of the entire state.
- Social Studies Achievement:** On average, from 2007-08 to 2010-11, the percent of HPS students grades 3-12 passing Social Studies TAKS was 98.6%, which was 4.2% higher than each school's given region and 4.7% higher than the passing rate of the entire state.

Closing the Achievement Gap: Harmony students across every subject and subgroup are outperforming their peers across the state. The graph below illustrates the performance of Harmony subgroups compared to their counterparts across the state on the 2010-11 TAKS in each of the core subjects.

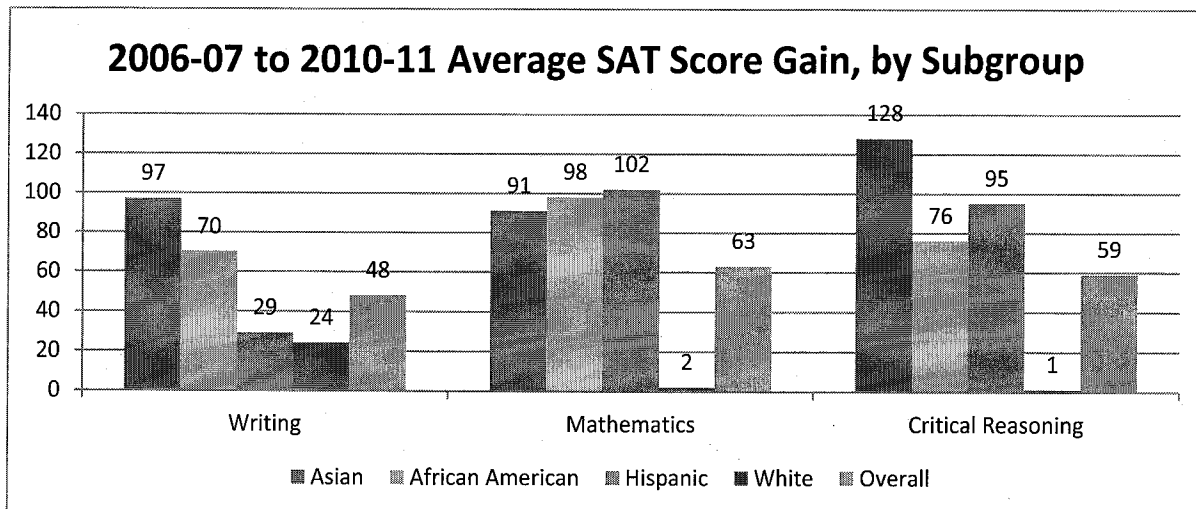
HPS vs. State: 2011 TAKS % Passing by Subgroup



Our Special Education and Limited English Proficient (LEP) students are also outperforming their peers across the state. (Special Education students make up 4% of our population and are significant subgroups in 10 of our schools. LEP students make up 14% of our population and are significant subgroups in 29 of our schools.) On average, across all grades and subjects on the 2010-11 TAKS, 55% of our LEP students passed, compared to 29% statewide, and 54% of our Special Education students passed, compared to 44% across the state.

College-Ready Results: Harmony’s individualized approach and unique combination of programs yield a model that ensures students graduate prepared for college. Students’ participation rates and scores in Harmony’s Advanced Placement (AP) program and on the SATs, and Harmony’s graduation rate and college acceptance rate demonstrate the success of the HPS model.

AP participation rates and scores: From 2007-08 to 2010-11 (scores not available yet for 2011-12), the percentage of students taking AP courses steadily increased from 46% to 57%, with 46% of test takers scoring 3 or higher, compared to 44% statewide. Our pass rate rose strongly over time, such that it is now higher than that of the state (see chart below). We are focused on closing the gap with national pass rate results, which reflect an overall student demographic that is significantly more affluent than our student demographic. Within these results, Harmony’s minority subgroups are showing particularly strong results. Specifically, in 2010-11, of Harmony’s African American test-takers, 54% scored 3 or higher, as compared to 22% statewide, and 26% nationally. And of Harmony’s Hispanic test-takers, 37% scored 3 or higher, as compared to 29% statewide and 39% nationally.



Graduation rates: Harmony works closely with students and families to ensure all students receive the support they need to stay on track and graduate. We are proud of our four-year adjusted cohort graduation rate of 100%, calculated in accordance with State and Federal guidelines.

College acceptance and enrollment rates: With college admission a requirement for graduating, 100% of Harmony Public Schools' graduating seniors have been accepted to college since 2005. NCS data shows 74% of Harmony students matriculating in comparison to a statewide matriculation rate of 55%.

STEM in college: Harmony's focus on STEM preparation is having an impact - a university study found Harmony students outperformed the national average in admission to two-year and four-year colleges and in selection of STEM majors, with 65% of matriculating Harmony students choosing STEM majors, compared to a national average of 33% (see Attachments for a copy of this study). These results are even more striking for women and minorities: for matriculating students, 51% of female Harmony students selected a STEM major, compared to a national average of 15%, as did 94% of African American Harmony students (vs. 18% national average) and 57% of Hispanic Harmony students (vs. 22% national average).

College and Career Focused: From its inception, Harmony has been committed to ensuring all of its students have access to rigorous, engaging, high-quality STEM and college preparatory curricula and graduate college- and career-ready. This focus has resulted in the strong performance of our students on state tests and in our high graduation rates and college acceptance and enrollment rates.

Three years of audited financials

Audited financial statements for the last three years were enclosed in the Appendix-C.

Disclose any sanctions placed on the Experienced Operator's

Since the establishment of the first Harmony school in 2000, no Harmony school has failed to fulfill its obligations to the charter authorizer (Texas State Board of Education) or the local community of its parents and students and no sanction was taken against HPS. Harmony's successes have been widely applauded by government entities, the business community, and parents and students.

Disclose any management contracts broken with any schools and any current or past litigation that has involved the applicant or any school it operates.

None

Disclose any negative publicity that the PCSB would discover through researching the Experienced Operator and explain the circumstances of such publicity.

Due to its tremendous growth over a decade, HPS received a positive and as well as negative publicity. Through its public relation firm, Burson and Marsteller, HPS responded to misinformation and ready to respond any request. Despite, some negative publicity, HPS' strong program and its reputation among parents and educators in Texas was never damaged. Past three years, student wait list numbers have grown to over 40,000 annually. This further validates the strength of our program.

A draft contract between the Experienced Operator and the school's Board.

The draft contract is included in Appendix-C.

3. Finance

a. Anticipated Sources of Funds

Per pupil funding estimates are explained in the following table. We assumed 2 percent increase in per pupil funding in year 2 while facilities allowance remain at the same funding level. HSE anticipates \$3,042,545 per pupil funding including facilities allotment from DC public funding. Federal entitlements are expected to be \$249,457. Together both funds constitute 97% of operating budget. Same ratio is maintained for year 2. This shows that HSE will operate its educational programs without depending on outside funding sources.

Contingency Planning: In the event that funds for per pupil allocations are not available as early as expected, or are lower than expected, HSE will take following action(s);

1. It is Harmony Public Schools (HPS) commitment that HSE will be in good financial standing. HPS as management organization will waive all or partial of its management fees. This will accounts for up to \$170 thousand for year 1 and \$235 thousand for the year 2.
2. HPS has long term relations with Regions Bank. HSE will seek \$250,000 line of credit from Regions Bank, available immediately after school application is approved. HPS will guarantee the line of credit if needed.
3. HPS, itself, will provide short term loans to address cash flow problems due to any delays in payment.
4. It is always an option to go reduction in recruitment in teaching and administrative positions. We have identified 1 supplemental, 1 teaching and 1 administrative positions which can be eliminated in such financial difficulty which will save up to \$192 thousand.

	Planning Year	Year 1	Year 2
Enrollment: Foundation Level Per pupil		\$9,124	\$9,306
Kindergarten (x1.3)		48	48
1st-5th (x1)		168	192
6th-8th (x1.03)			48
Total Enrollment		216	288
# of students with Disabilities (11%)		24	32
# of non-English Proficient Students (8%)		17	23
Per Pupil Revenue			
General Education		\$ 2,102,147	\$ 2,827,651
Special Education		\$ 264,651	\$ 353,970
LEP/NEP		\$ 70,947	\$ 96,488
Facilities allowance (\$2,800 both years)		\$ 604,800	\$ 806,400
Total per Pupil Charter Revenue		\$ 3,042,545	\$4,084,509
Federal Entitlements			
Title I (\$900/pupil)		\$ 194,400	\$ 259,200
Title II (\$200/pupil)		\$ 43,200	\$ 57,600
IDEA-B (\$499/pupil)		\$ 11,857	\$ 15,808
Total Federal Entitlements		\$ 249,457	\$ 332,608
Other Government Funding/Grants			
National School Lunch Program		\$ 75,014	\$ 100,019
E-RATE program			\$ 10,800
Total		\$ 75,014	\$ 110,819
Private Revenue			
Private Donations		\$ 15,000	\$ 18,000
Activity Fees		\$ 4,500	\$ 6,000
Other Income: student paid school lunch		\$ 11,113	\$ 14,818
Total Non-Public Revenue		\$ 30,613	\$ 38,818
Harmony Public Schools	\$ 137,050		
Total Revenue	\$ 137,050	\$ 3,397,629	\$4,566,754

Financial goals and objectives for five-year budget: HSE will develop 14% reserve fund in five years with its 3.6% to 4.7% annual surpluses. Once the reserve level reached 14%, HSE can invest in capital improvements such as moving to its own building or building a gym. Such major projects will be funded through private placement bond sales.

Financial transfers between the school and the Experienced Operator: Although HSE will seek grants to fund pre-opening year, HPS is committed to cover all remaining cost. HSE will charge 5% management for its services to HSE. HSE is also committed to waive such fees during financial hardship.

b. Planned Fundraising Efforts

HSE estimates \$15,000 and \$18,000 private donations. HSE will seek these donations from philanthropic organizations as well as its vendors and parents.

Planning year expenses will be provided by HPS.

c. Financial Management and Accounting

HSE will maintain its financial records in accordance with Generally Accepted Accounting Principles (GAAP) as defined by the American Institute of Certified Public Accountants. The school board and the principal will be responsible for adapting financial policies and procedures enforcing strong financial controls. The principal and business manager will be responsible to establishing HSE's financial systems and enforcing financial controls.

HSE intend to use the same software (WEBSMART) with HPS. The software utilizes an online system which enables even small size schools to have "segregation of duties" in their financial control procedures. However, HSE will evaluate other widely used finance software in DC charter schools.

Cash flow management. There will be only four payments of per pupil funds. Therefore, HSE intends to use secured line of credit when needed. However, we do not anticipate that HSE will have to use the line of credit if per pupil funds disbursed on scheduled time.

Affiliated organization (HPS) is located in Texas. HSE, being a separate 501 (C) organization, will have its own bank accounts. Physical assets and financial assets will be segregated completely. HSE will have its own financials. Its books will be audited annually by independent auditors.

d. Civil Liability and Insurance

HSE will provide at least minimum requirements for Civil Liability and Insurance as stated in Fiscal Policy Handbook of DC-PCSB. Following insurance coverage will be secured.

General Liability	
General Aggregate	\$2,000,000
Products & Complete Operations Aggregate	\$2,000,000
Personal/Advertising Injury	\$1,000,000
Rented To You	\$ 100,000
Medical Expense	\$5,000
Employee Benefits Liability – Aggregate	\$1,000,000
Employee Benefits Liability – Each Occurrence	\$1,000,000
Abuse and Molestation – Aggregate	\$1,000,000
Abuse and Molestation – Each Occurrence	\$1,000,000
Educators Protection	
Professional Educators Legal Liability – Aggregate	\$2,000,000
Professional Educators Leal Liability – Per Claim	\$2,000,000
Defense Reimbursement – Aggregate	\$300,000
Defense Reimbursement – Per Claim	\$100,000
Commercial Auto Liability	
Hired Car Liability	\$1,000,000
Non-Owned Liability	\$1,000,000
Workers Compensation	
Bodily Injury by Accident – Each Accident	\$1,000,000
Bodily Injury by Disease – Policy	\$1,000,000
Bodily Injury by Disease – Each Employee	\$1,000,000
Umbrella (Excess) Liability	
Products/Completed Operations	\$4,000,000
Each Incident	\$4,000,000
Aggregate	\$4,000,000
Property Insurance	
Blanket Building and Personal Property	\$1,000,000

e. Provision for Audit

The school board will hire an external independent auditor to conduct annual financial audit on HSE's financial records. The audit firm will be selected from DC PCSB's approved auditor list. The audit will be conducted according to Government Auditing Standards. The auditor will closely work with school principal and business manager to ensure transparent and timely audit process. The audit cost is included in school operating budget. Completed audit will be adapted by school board then a copy will be filed to the DC PCSB in accordance with requirements outlined in DC PCSB Fiscal Policy Handbook.

4. Facilities

a. Identification of a Site

Plan to Secure a School Facility: No building has been secured yet. HPS has been working with a real estate broker to determine appropriate school facility. Upon approval of the proposed school,

HPS will execute a lease agreement. HPS has vast experience working with developers and securing school properties at a reasonable price. HPS 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.

A timetable for identifying and acquiring a facility: The Board of Directors of Harmony Public Schools will finalize the leasing process of the school building immediately upon the approval of charter. HPS will be actively seeking an adequate facility to meet all statutory requirements. The facility will be ready for the school’s opening.

ACTIVITY	TIMELINE (beginning and Ending)		
School Building Renovation	2/15/2014	-	7/5/2014
Utilities set up (water, electric, gas, internet)	2/15/2014	-	2/19/2014
Hiring cleaning and maintenance services	3/1/2014	-	3/31/2014
Open houses in school and/or community centers	3/15/2014	-	7/16/2014
Security installations (alarm, cameras, secure door opener)	6/7/2014	-	7/5/2014
Network and Server Installation	7/5/2014	-	7/26/2014
Posting Fire Drill Plans	7/5/2014	-	7/23/2014
Fire alarm installation		by	7/5/2014
Certificate of occupancy Approval		by	7/12/2014
First day of school	August 2014		

b. Site Renovation

The school facility will be very suitable with its desired location, size, and layout of space and how the facility will support the implementation of the school’s educational program. Harmony DC will plan to have classrooms, technology classroom, meeting rooms, cafeteria, administrator offices, and etc. to provide suitable (healthy and safe) atmosphere for its students, parents and teachers after renovations.

HPS Central Office team and its designee will be responsible for identification of a suitable school facility. HPS will hire local architects and general contractors for remodeling of the site. Because HPS has constructed so many brand new schools and remodeled existing facilities (grocery stores, department stores, church building), it has the capacity to overcome site renovation in a limited time frame.

c. Financing Plans for Facilities

Leasing will be the first option to acquire a school facility. Leasing from a third party commercial landlord will obviate any needs for capital to purchase. However, we are seriously considering many other options (lease-to-purchase, direct lending, credit enhancement, etc.) to obtain a school building. In its analysis of potential rental properties across D.C., HSE will seek those facilities where the lease and tenant build-out costs do not exceed the budgeted amount. HSE will seek landlords who will contribute all or almost all of the cost of the improvements necessary to fit out the facility.

d. Building Maintenance

The proposed school building maintenance will be handled by a third party local vendor. In addition to onsite maintenance, the school will hire facility consultants to keep up with building and fire codes. The consultant will inspect health and safety standards, fire extinguishers, fire evacuation routes etc.

When needed, the school may hire sub-contract the appropriate vendors continuously meet the city codes. HSE will comply with all applicable health and safety requirements (e.g., building inspections, fire department, and municipal license authority, all other federal, state, and local health and safety laws and regulations) for its facility.

All necessary certificates and occupancy permits will be obtained and will be posted at the building in effect prior to the opening of the school. HSE will submit a report before school opening of each year to inform the District that HSE facility comply with the applicable health and safety laws and regulations of the federal government and the District of Columbia, including the District of Columbia Fire Prevention code and the American with Disabilities Act. The report shall be open to public inspection and available at the campus building on upon any request.

5. Recruiting and Marketing

a. Recruitment of Students

Recruitment of students shall be the responsibility of HSE. The recruitment process will include public notice through newspaper advertisements, direct mail, community information sessions, and announcements in local newsletters as well as notices on the school’s website. Open houses, school tours and presentations are also part of the recruitment activities. During this recruitment process, HSE will provide parents of potential students with accurate information about the programs, services and amenities available at HSE, and will highlight the unique characteristics.

HSE will recruit the students who are eligible to attend the DC Public Schools. Similar recruitment techniques will be utilized every school year during the recruitment season. Except for the initial year of operation, HSE agrees to complete registration for the upcoming school year and provide the names and addresses of all accepted students to the school no later than first day of August. The following timetable will be followed, as amended by HSE administration, for student recruitment and admission process.

April-May	Recruitment activities
April-June	Applications from prospective students
Late June	Lottery and Winner’s registration
Late July	Waiting List Registration
August	Waiting List Registration continues until the capacity is filled

HSE will be a school of choice for those who live in DC. The school will request students’ addresses from the districts in the area and will send bulk mail to reach out those parents and students. Since

the school will operate with minimum number of students, we do not anticipate any issue to meet adequate enrollment.

HSE will choose a location for the school which is suitable for a learning environment and will make sure that the location meets all statutory requirements. The facility will be ready for the school's opening by August 2014 according to below timeline.

Timeline

- Site search: ongoing; more extensive post charter approval
- Site selection: January 2014
- Lease negotiations: February 2014
- Designing plans and Renovations: March 2013 – June 2013
- Renovations completed: June 2013
- Site ready for occupancy: July 2013

HSE will conduct all recruitment efforts such as direct mail, community information sessions, newspaper advertisements, radio announcements as much as possible to meet the minimum enrollment numbers for the first year. HSE will not anticipate significantly less enrollment than expected. However, if less enrollment occurs, HSE will hire teachers, purchase supplies, and design classrooms accordingly to make the operations possible financially.

HSE will recruit the students who are residents of the District of Columbia and, if space is available, to nonresident students who meet the tuition requirement in subsection (e) of SRA § 38-1802.06. HSE will follow all federal and state laws and constitutional provisions prohibiting discriminations on the basis of a student's race, color, religion, national origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs.

HSE is committed to a responsible and carefully planned growth strategy which allows the school to focus on creating an excellent academic program for all students. To this end, for expanding school facilities, attritional additional qualified staff, and acquiring the other resources needed, HSE has identified following strategies to meet the needs of all students.

- ✓ Identification and development of facilities and resources to support new facility acquisition.
- ✓ Rigorous interview and hiring process along with an organizational commitment to staff satisfaction to get higher retention rate.
- ✓ Develop new organization structure to meet and serve the needs based on the growth plan.

HSE will open additional campuses in future if demand is higher than what is expected. Any proposed increase in facilities, staff and resources will be fully analyzed to ensure that the program provides an outstanding learning environment for all students and remains fiscally sound and self-sustaining.

C. Operations Plan

1. Student Policies and Procedures

a. Timetable for Registering and Enrolling:

HSE will use the D.C. common application date but will not join a common lottery. HSE will require applicants to submit a complete application form in order to be considered for admission. For the first year of operation of a campus, application period starts on January 10th (beginning date) and ends on June 25th (closing date). For the following years, the beginning and ending dates of the application period shall be January 10th and March 15th of each year, respectively. The lottery shall take place within fifteen days after the closing date of the application period. Enrollment will start within one week of the lottery date.

A lottery is to be conducted if the number of applicants exceeds the maximum enrollment. The lottery shall take place within fifteen days after the closing date of the application period. The lottery will be conducted via lottery selection software. The principal or designee of each campus will conduct the computerized lottery, with supervision by at least one member of the sponsoring entity or his/her designee and a representative from the Harmony Public Schools' Central Office. This ensures that the winner list and the waiting list are selected randomly. Results of the lottery shall be certified by a notary public.

Development of a Waiting List: The lottery will be paused momentarily after the computerized lottery fills all available seats allowed by the enrollment cap. The drawing will then continue, and the randomly-selected numbers will be used to create a waiting list. As space become available, applicants will be called from the waiting list beginning with applicants with the lowest number assignment.

Admission Process of Returning Students: Returning students (students who currently attended the school and intend to return the next school year) are given priority in admission, if they notify the school of their intent to return for the next school year by February 1st of the each school year.

Siblings Policy and Children of the School's Founders and Employees: Siblings of returning students currently enrolled at HSE and who timely notify the school of their intent to return for the next school year is exempt from the lottery and, space permitting, are automatically enrolled. For this policy "sibling" shall mean a biological or legally adopted brother or sister residing in the same household as the applicant. Cousins, nieces, nephews and unrelated children sharing an address with the applicant are not siblings. Sibling enrollment is dependent on available space and does not guarantee enrollment of each listed sibling. Children of the school's founders, teachers, and staff (so long as the total number of students allowed constitutes only 10% of the school's total enrollment or 20 students, whichever is less) are exempt from lottery requirements, as permitted by federal guidance on the Charter Schools Program.

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

b. Policies and Procedures for Enrollment and Withdrawal of Students:

Enrollment

Accepted students are going to be required to provide the following documents in order to enroll to HSE.

- Completed and signed registration package
- Birth certificate or other appropriate documentary evidence
- Up-to-date immunization records as required by DCPS policy
- Court orders or placement papers if applicable, including guardianship papers, adoption papers, etc.
- Proof of residency

Residency needs to be verified prior to enrolling to HSE with proper documents. Proof of residency will not be required only if there is space available after filling the available spots with resident students. Non-residents are going to be required to pay tuition specified by DCPS.

A lottery is to be conducted if the number of applicants exceeds the maximum enrollment. The lottery shall take place within fifteen days after the closing date of the application period. The lottery will be conducted via lottery selection software. The principal or designee of each campus will conduct the computerized lottery, with supervision by at least one member of the sponsoring entity or his/her designee. This ensures that the winner list and the waiting list are selected randomly. Results of the lottery shall be certified by a notary public.

After the computerized lottery fills all available seats allowed by the enrollment cap, the randomly-selected numbers will be used to create a waiting list. As space become available during mid-year, applicants will be called from the waiting list beginning with applicants with the lowest number assignment.

For the first year of operation enrollment of students will be limited to grades K-5. Following years students will be accepted to fill available spots in the grade levels served by the school.

Withdrawal

HSE will make every effort to provide best education to every student that they serve. Meantime, there will be cases where students might want to withdraw from school. They will be permitted to withdraw any time of the year. The parents will be asked to sign withdrawal form and the reason for withdrawal will be stated on the form such as to attend another school, moving to another state, etc. A copy of the withdrawal form will be provided to the parents. Feedback provided by withdrawing students and their families will be a good source information for assessing the school's performance.

c. Students with Disabilities

HSE plans to support and enhance the social and emotional functioning of all students, as well as their academic growth. It will provide a large learning environment that promotes a strong sense of self and community that fosters positive relationships among peers and staff and practices effective communication and peaceful conflict resolution. Its small size will allow for personal relationships among students, staff, administration, and families, ensuring that no student ever 'falls between the cracks'.

The staff will screen each student upon entering the school to determine his or her particular

learning style, academic strengths and weaknesses. The staff will also conduct a student and parent interview. They will review records from previous schools, along with any relevant evaluations, other agencies to insure that any previous special needs will be addressed as well as identify the needs which had previously been left unidentified. Teachers will be requested to monitor their students' academic and behavioral performance continuously to ensure early identification of any potential academic, behavioral, or emotional problems. Teachers will be required to implement Response to Intervention (RTI) process by consulting student support team (SST). Once tiered interventions are not successful, SST may refer the student for special education evaluation. During the evaluation process intensive interventions are continued to be implemented until evaluation report is ready and IEP or Section 504 meeting is conveyed to determine eligibility for special education or Section 504 services. Referral, initial evaluation and eligibility determination will be completed within the federal and state guidelines

HSE follow RTI model to identify the students with disabilities.

Tier I	These interventions are universal and available to all students. Teachers often deliver these interventions in the classroom. They include the strategies that instructors are likely to put into place at the first sign that a student is struggling.
Tier II	Tier II interventions are individualized to the unique needs of struggling learners. They are reserved for students with significant skill gaps who have failed to respond successfully to Tier I strategies. There are two different methods that can be used to deliver Tier II interventions: a) Problem-solving (Classroom-based) interventions: The classroom teacher is often responsible for carrying out these interventions. In this approach, the interventions are customized to the student's needs. b) Standard-protocol (Stand-alone) interventions: In this method, group intervention programs based on scientifically valid instructional practices are created to address frequent students referral concerns. These services are provided outside of the classroom. Large numbers of students can be put into these group interventions.
Tier III	These interventions are the most intensive academic supports available in school and are generally reserved for students with severe and chronic academic delays or behavioral problems.
Special Education or Section 504 referral and eligibility determination	When interventions in tier III are not successful, the Student Success Team refers student to special education evaluation. During the evaluation process intensive interventions are continued to be implemented until evaluation report is ready and IEP or Section 504 meeting is conveyed to determine eligibility for special education or Section 504 services. Referral, initial evaluation and eligibility determination will be completed within the federal and state guidelines.

It is the policy of the HSE to ensure that each eligible child with a disability is placed in the least restrictive environment (LRE) that is appropriate to the child's educational needs, in accordance with its procedures as reflected in the IEP meeting and LRE legal frameworks of the Legal Framework for the Child-Centered Special Education Process.

It is the policy of the HSE to have a continuum of alternative placements available to meet the unique needs of children who are eligible for special education services. To the maximum extent appropriate, children with disabilities will be educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

HSE hire its own staff to provide an array of Special Education Services so that children with a wide variety of learning disabilities and different education plans can be placed in a program that works for them. These services include:

Instructional Services	
General Education Classroom Placement	The needs of the students with learning disabilities are met in a general education classroom with no additional outside help. The special education teacher monitors the performance of the student periodically and supports the general education teacher outside the classroom.
Resource Room Placement	Students spend most of their day in general education classrooms but then participate in resource room programs for the other part of the day. Resource room will include a small number of students working with a special education teacher on reading, language, and math. Special education teacher and general education teachers work collaboratively in designing the instruction for the students.
Special Education Placement with Part Time Inclusion	Special education students are taught by a special education teacher for most of the day but join their peers for subjects such as physical education, art, and music.
Related Services	
Speech and language therapy	Speech Language Pathologists (SLP) work with the students who have communication problems like articulation, language, fluency and pragmatics that affect their social interaction, literacy and learning. Students generally receive services based on their IEPs either in small groups or within the classroom setting. SLPs provide support to general education teachers in meeting the needs of the students during classroom activities and monitoring their progress.
Occupational therapy	Occupational therapists (OT) work with the students to improve their cognitive, physical, and motor skills. Students generally receive services individually or in groups depending on their IEPs. When needed OTs meet with the teachers to determine strengths and the areas to be improved.
Physical therapy	Physical therapists (PT) work with the students to improve their muscle control, balance and to promote sensory motor development and independence in functional mobility skills. PTs work with the teachers in implementing the skills practiced during therapy sessions.
Dyslexia services	For students identified with reading difficulties, a multisensory, structured language instruction in decoding, comprehension, and fluency is provided.
Counseling services	Counselors work with the students to develop a positive self-concept,

	increase self-awareness, learn appropriate social skills and develop coping and organizational skills.
Assistive technology	Assistive technology is used by the students with disabilities in order to perform functions that are difficult or impossible for them. Assistive technology can include mobility devices such as walkers and wheelchairs, as well as hardware, software or other electronic devices.

It is the policy of the HSE to ensure that each eligible child with a disability is placed in the least restrictive environment (LRE) that is appropriate to the child’s educational needs, in accordance with its procedures as reflected in the IEP meeting and LRE legal frameworks of the Legal Framework for the Child-Centered Special Education Process.

It is the policy of the HSE to have a continuum of alternative placements available to meet the unique needs of children who are eligible for special education services. To the maximum extent appropriate, children with disabilities will be educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily based on IEP committee decision.

HSE’s plan for providing a continuum of services for students requiring levels 1 to 4: HSE will follow RTI process to meet the needs of the students who have some academic and behavioral problems. According to this method, there are three main intervention categories:

Tier I (Level 1)	These interventions are universal and available to all students. Teachers often deliver these interventions in the classroom. They include the strategies that instructors are likely to put into place at the first sign that a student is struggling.
Tier II (Level 2)	Tier II interventions are individualized to the unique needs of struggling learners. They are reserved for students with significant skill gaps who have failed to respond successfully to Tier I strategies. There are two different methods that can be used to deliver Tier II interventions: a) Problem-solving (Classroom-based) interventions: The classroom teacher is often responsible for carrying out these interventions. In this approach, the interventions are customized to the student’s needs. b) Standard-protocol (Stand-alone) interventions: In this method, group intervention programs based on scientifically valid instructional practices are created to address frequent students referral concerns. These services are provided outside of the classroom. Large numbers of students can be put into these group interventions.
Tier III (Level 3)	These interventions are the most intensive academic supports available in school and are generally reserved for students with severe and chronic academic delays or behavioral problems.

In HSE, Student Support team (SST) which consists of special education teacher, administrator and general education teachers, coordinates RTI implementation. The SST meets regularly to review the implementations of the RTI and the progress students make. When interventions in tier III are not successful, the SST refers student to special education evaluation which is considered as level 4. During the evaluation process intensive interventions are continued to be implemented until

evaluation report is ready and IEP or Section 504 meeting is conveyed to determine eligibility for special education or Section 504 services. Referral, initial evaluation and eligibility determination will be completed within the federal and state guidelines.

Students requiring 504 plans will be identified and serviced: Section 504 requires the use of evaluation procedures to ensure that children are not misclassified, unnecessarily labeled as having a disability, or incorrectly placed, based on inappropriate selection, administration, or interpretation of evaluation materials. Therefore, HSE will have standards and procedures in effect for initial evaluations and periodic re-evaluations of students who need or are believed to need special education and/or related services because of disability.

HSE will ensure that a medical diagnosis of an illness does not automatically mean a student can receive services under Section 504. A physician's medical diagnosis may be considered among other sources (include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior) in evaluating a student with impairment or believed to have an impairment which substantially limits a major life activity.

School personnel will be trained on the requirements of Section 504 and the characteristics of the students who may be eligible for Section 504 services. They are also requested to refer any student suspected with a disability to Section 504 coordinator. When a Section 504 referral has been initiated, Campus or District Section 504 Coordinator will start the process. The Section 504 Referral Form will be filled in by the Campus Coordinator, but may be supplemented as necessary by other school personnel, utilizing information from the student's cumulative folder or other sources. From that basic information, the Section 504 committee will determine whether a Section 504 Evaluation is necessary. If no Section 504 Evaluation is required, parents will be sent Parent Rights form, with a note explaining why the Referral did not lead to a Section 504 Evaluation at this time.

If a Section 504 Evaluation is necessary, the parents will be sent a Notice of Parent Rights under Section 504, together with a Notice and Consent for Initial Evaluation under Section 504 Form, and a Parent Input for Section 504 Evaluation Form. If no parental consent is received for Section 504 Evaluation, the parent will be reminded of the necessity of this 504 evaluation for student's progress.

Once a student is identified as being eligible for services under Section 504, to provide a free appropriate public education, Section 504 service plan is developed by considering the needs of the students. A copy of this plan is disseminated to the applicable teachers and service providers for implementation. HSE ensures that the school staff is trained on Section 504 and implements the provisions of Section 504 plans by accommodating students' needs.

d. English Language Learners

HSE will follow state requirements to identify English Language learners (ELL). Each parent enrolling a child in HSE will be given a home language survey to fill out. If the response on the home language survey indicates that a language other than English is used, the student will be assessed in the four domains language (listening, speaking, reading and writing) through a DC approved proficiency screener test. This test will measure the students' English proficiency level and determine if they are eligible for ELL services. Parents of ELLs who are eligible for services will be

informed, in a language they can understand, about the available programs. ELLs will be placed in appropriate program with parental approval. If parents submit a letter stating that they do not want their child to receive ELL service, their children will not be placed in a program but will be considered ELL until they meet the state exit criteria.

HSE will offer two types of programs for the ELLs.

Model	Description
ESL-Content based	A certified full-time teacher will provide supplementary instruction for all content area classes. English will be taught through reading, language arts, math, science, and social studies. There will be a strong English language development component in every lesson to teach ELLs to communicate (listen, speak, read, and write) in English while acquiring grade level skills and vocabulary. This component will take into account the ELL student's current English language proficiency level and guide the teacher in providing the appropriate instruction for each level.
ESL-Pull out	ELLs will be in their mainstream classroom for most of the day and they will be pulled out for a portion of each day to receive specialized instruction through ESL pull-out program. Based on the enrollment numbers and the student's schedule, the ESL pull-out program will include individual or small group instruction. Our certified ESL teachers will tutor the students in core content subject matter, helping them to understand the language involved and/or to devise strategies to become equipped to master grade level objectives, content area vocabulary and concepts, as well as higher order thinking skills.

In both instructional models, the acquisition of English will take place in a structured, non-threatening environment where each student's language and culture are valued, and where confidence and self-assurance are instilled; lessons will include controlled vocabulary allowing students to gradually acquire the necessary language skills to succeed in grade level objectives and become lifelong learners.

Our teachers will support the ELLs in core subject areas by addressing their affective, cognitive, and linguistic needs. Therefore,

- ELLs will be encouraged to participate in class while the teachers have high expectations, give necessary wait time and scaffold each skill and expectation.
- Cooperative learning strategies will be used and ELLs will be put in groups with English speaking students who are nurturing and accommodating.
- Content and language objectives will be taught through visual aids, body language, models, films and graphic organizers to make the content comprehensible for ELLs.
- The language of instruction will be simplified, not the concept being taught.
- Content area vocabulary and concepts will be presented using realia, pictures, files, visual aids, sentence stems, manipulative, and other hands-on activities.
- Teachers will scaffold student learning by demonstrating and providing necessary background vocabulary in order to connect prior linguistic knowledge to the lessons of the day.

- Teachers will use a variety of auditory, visual, and kinesthetic activities.
- Through the use of the gradual release model of instruction, students will be able to learn language skills while lessons begin with a high level of teacher support.
- English language development will be closely monitored through teacher observation, including anecdotal record keeping, student work portfolio, curriculum based assessments, state and district-wide assessments. According to the results of the on-going assessments, academic interventions will be put in place if needed, including small group tutoring and one on one instruction sessions as needed.
- ESL teachers will act as a resource to regular classroom teachers.

The ultimate goal of HSE's ELL instruction program is to develop English language proficiency. To **assess** student language development, ELLs will be given a language proficiency test, ACCESS for ELLs, annually. When ELLs score level 5 in this test, they will be eligible to exit the program. After they exit the program, they will be monitored for two years to evaluate their academic success in the general education program.

Effective communication with families who are not English speakers: HSE values parental involvement because it is crucial for the education of the students. To ensure effective communication with families who are not English speakers, HSE will hire multilingual staff and provide access to translated documents.

2. Human Resource Information

a. Key Leadership Roles:

Key leadership positions of Harmony School of Excellence will be Principal/Director, Assistant Principal, Curriculum Director, and Business Manager. Additional administrative staff and positions may be added as the enrollment increases. Key leaders must have a minimum of a bachelor's degree. The following is a list of roles and responsibilities of the key leaders:

PRINCIPAL / DIRECTOR:

Primary Role and Purpose: Operate as the educational leader and chief educational officer of the charter while implementing policies set by the Board of Trustees. 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.

- Annually, develop, evaluate, and revise the charter improvement plan with the input of all charter school committees.
- Compile reports and assist the board in the evaluation of the effectiveness of charter programs.

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 Board of Trustees, 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 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 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.

Job Related Conditions:

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

ASSISTANT PRINCIPAL:

Primary Role and Purpose: 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 and charter policy.

Student Management

- Provide for supervision of students during non-instructional hours.
- Help students develop 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.

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 administrators,

- 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.
 - 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 principal 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, 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 administrators, 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 and irregular hours.

BUSINESS MANAGER:

Primary Role and Purpose: 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 advisor to the principal and the board. Business manager must have an understanding of school accounting principles.

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 that the principal 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.
 - 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 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 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 and irregular hours.

b. Qualifications of School Staff:

HSE believes that the quality of the professional staff determines the quality of education offered in the School. It is therefore the responsibility of the School Principal to locate, recruit and hire the best qualified teachers to meet the School's educational needs. All core subject area teachers will be Highly Qualified as defined in the No Child Left Behind Act and in compliance with District of Columbia teacher licensure/certification/HQT requirements.

The recruitment will start by advertising at local newspapers, school web site and other teacher/ staff recruitment web sites, if necessary local radio stations as well. The District of Columbia Department of Employment Services Web Site will be one of the best tools that HSE will utilize to recruit qualified personnel. Candidates will be asked to submit a cover letter that states their qualifications and their educational philosophy (if applicable), as well as a resume and names of three business references, possibly online.

HSE principal/director will select from this pool of applicants a list of candidates who meet the minimum requirements. Principal/director may also recruit specific individuals who come to his/her attention and who possess experience or expertise considered especially valuable to the school. HSE principal will call candidates and arrange an interview. The first interview will consist of conversation and a question and answer exchange. General provisions of all contracts and benefits will be provided to the candidates. HSE principal shall use an interview score sheet for each candidate and follow a preset question format to ensure a standardized and fair process. Principal may request the second interview for some candidates before making decision to offer the position. References will be taking into account as well. Principal then shall offer the best candidate an employment contract.

Other personnel such as accountant, media specialist, tech specialist, and classified employees will have working knowledge of their respective areas, and a certification/licensure and college diploma will be an extra credential for their hiring process.

Harmony School of Excellence will conduct criminal background checks on all employees working in the school prior to their employment and individuals who volunteer in the school 10 hours or more prior to beginning of volunteer service.

c. Staffing Plan:

Estimated Staffing for Instructional and Non-Instructional Personnel (FTE)					
HSE	Year 1	Year 2	Year 3	Year 4	Year 5
Grade Level Served	K - 5	K - 6	K - 7	K - 8	K - 9
Expected Enrollment	216	288	360	432	480
Pupil / Teacher Ratio	15.4	15.2	13.8	13.5	13.7
<i>Administrative Personnel</i>					
Principal	1	1	1	1	1

Assistant Principal	1	2	2	3	3
Curriculum Director	1	1	1	2	2
Business Manager	1	1	1	1	1
Instructional Personnel					
Teacher (Grades K through 12)	11	16	22	27	30
Special Education Teacher	2	2	2	3	3
ESL / ELL Teacher	1	1	2	2	2
Teacher Aid	2	2	2	2	2
Support Staff					
Data Processing / IT Coordinator	1	1	1	1	1
Secretary	1	1	2	2	3
Health Assistant	1	1	1	1	1
Librarian/Media Specialist	1	1	1	1	1

Custodian, speech therapist, and janitor will be contracted out.

Number of Sections (Class) per Year	Years				
	Year 1	Year 2	Year 3	Year 4	Year 5
Grades					
K	2	2	2	2	2
1	2	2	2	2	2
2	2	2	2	2	2
3	1	2	2	2	2
4	1	1	2	2	2
5	1	1	1	2	2
6	-	2	2	2	2
7	-	-	2	2	2
8	-	-	-	2	2
9	-	-	-	-	2

Each HSE personnel hired regardless of his/her title will have a firm commitment to

- 1) supporting high-quality standards in education for all students,
- 2) be an individual and/or team-work participant toward the HSE goals, and
- 3) respect for all members of the HSE community.

School board will adopt a Policy to provide an accessible and fair procedure for the reporting and resolution of legitimate employment-related concerns of, or conflicts between, school employees in a timely and equitable manner. The intent of this process is to support communication and dialogue among staff, to encourage internal resolution of conflicts between staff/staff and

administration/staff in a safe environment, at the lowest appropriate level, and to clarify the roles of administration and council in dispute resolution. All grievances and disputes shall be processed as provided in this policy. This policy should address the terms and conditions of employment for the affected employee or their recognized representatives.

d. Employment Policies:

The HSE teaching staff members must fulfill their individual responsibilities and work in concert with the other members of the teaching team. The Principal of the School will be responsible for evaluation of the teachers and also advertising available jobs and soliciting applications from new qualified candidates. The Principal will evaluate the teachers and screen all applicants for vacancies and make recommendations to The Personnel Committee for hiring. By a majority of votes, the Board shall approve employment for hiring with the salary.

Evaluation of an employee's job performance should be a continual process that focuses on improvement. Performance evaluation is based on an employee's assigned job duties and other job-related criteria. All employees will participate in the evaluation process with their assigned supervisor at least annually. Written evaluations will be completed on forms approved by the School. Reports, correspondence, and memoranda can also be used to document performance information. All employees will receive a copy of their evaluation in writing, have a performance evaluation conference with their supervisor, and get the opportunity to respond to the evaluation.

Staff evaluation and selection shall be based on;

- Strong academic preparation,
- Professional competence,
- Intellectual rigor,
- Emotional maturity,
- Enthusiastic professional attitude,
- Knowledge of instructional practices,
- Ability to contribute to the furtherance of the School's educational goals.

Attention shall be paid, among other factors, to the candidate's academic records, and his/her previous relevant experience. Staff must demonstrate awareness on that children may have many different family circumstances and that they are willing and able to provide the educational support that a diverse student population needs in School.

HSE will utilize a salary plan that is competitive with the surrounding market. Specifically, the school intends to pay a salary similar to what they would receive in the District of Columbia Public Schools. HSE also plans to make its benefits package competitive with that of public and private schools in the District of Columbia.

The Board of HSE and its agents, employees or administrators shall not discriminate in the payment of wages on the basis of race, color, religion, sex, age, national origin or ancestry by paying wages to any employee at a rate less than the rate at which wages are paid to any other employee for equal work on jobs which require equal skill, effort and responsibility and which are performed under similar conditions, unless payment is made pursuant to the following:

- i. a seniority system;
- ii. a merit system;

- iii. a system which measures earnings by the quantity or quality of production;
- iv. D. a wage rate differential determined by any factor other than race, color, religious, sex, age, national origin or ancestry.

The Board believes that quality education is not possible in an environment affected by drugs. It will seek, therefore, to establish and maintain an educational setting which is not tainted by the use or evidence of use of any controlled substance. The board shall not permit the manufacture, possession, use, distribution, or dispensing of any controlled substance, including alcohol, by any member of the professional staff at any time while on School property or while involved in any School-related activity or event. Any staff member who violates this policy shall be subject to disciplinary action in accordance with Board policy. The School prohibits the unlawful distribution, possession, or use of illicit drugs; tobacco and alcohol on School premises or as part of any of the School's activities.

HSE is committed to maintaining a drug-free environment and will not tolerate the use of illegal drugs in the workplace. Employees who use or are under the influence of alcohol or illegal drugs during working hours shall be subject to disciplinary sanctions. Such sanctions may include referral to drug and alcohol counseling or rehabilitation programs or employee assistance programs, termination from employment with the School, and referral to appropriate law enforcement officials for prosecution. Compliance with these requirements and prohibitions is mandatory and is a condition of employment. School policy establishes standards of conduct for school employees.

(This notice is in compliance with requirements imposed by the federal Drug-Free Schools and Communities Act Amendments of 1989, 20 U.S.C. 3224a and 34 CFR 86.201.)

3. Implementation of the Charter

a. Maintenance and Reporting of Academic and Non-Academic Performance Data

The school technology infrastructure prepares the school community to efficiently deliver learning tools and track operational processes on the campuses. It will not only involve support for effective pedagogy, but it involves how the school can perform all its support functions in the most efficient manner possible. This includes the free flow of instructional data, assessments, process analysis and professional development of institution personnel.

HSE technology system will be used to manage, administer, analyze and disaggregate data. All parents will be able to access online student grades, attendance, conduct, discipline report, and teacher comments. The school web site is used as a strong communication tool between school and home and is regularly updated with ongoing projects, activities, announcements and homework logs.

Student progress will be reported to students and parents at the completion of each reporting period. This periodic reporting is not only a tool for ongoing monitoring and tracking of progress but also allow for instructional adjustments for teachers and coaches when necessary. Students are also encouraged to set goals and utilize self-assessment in monitoring their own progress thorough "Eduphoria" and "Naviance" platforms on school website. Both Eduphoria and Naviance online district portal will provide the administrators, counselors, teachers and parents to analyze the impact of the scope and sequence, measure outcomes across the students and build student

personal graduation plan with a wealthy data. The school will also use them to increase student engagement, and connect with families.

Teachers and parents will be provided with electronic and hard copies of summary reports. Harmony Parent Mobile applications will be for all parents to keep in contact with the school and track their child's progress. These application programs are designated to work with iPhone and Android version. To the extent that it is practical for the school, written reports may be available in a language that the parents can understand or the information in the progress reports may be communicated to parents in their primary language in alternative forms.

The proposed technology helps to develop appropriate platforms for data reporting for use by the school community and for disclosure to the staff, parents and community audiences. It supports how students learn collaboratively, experientially, and on demand. The proposed technology infrastructure supports today's "classroom" technologies, and it is fluid, robust and reliable because it is the delivery system around which all other technologies depend. It won't tolerate stepping back in technology when students enter the school building. It utilizes interactive and collaborative technologies to learn just as they use these technologies in their daily lives to investigate, collaborate and socialize. At the same time, it protects the intellectual assets, secure student information and provide a safe learning environment for students.

Campus principal, assistant principal and IT manager will be responsible for collecting, maintaining and reporting data to stakeholders.

b. Major Contracts Planned

HSE has not entered into any contracts at this point, however school will execute contracts for services which the value may equal or exceed \$25000 upon approval of the Charter in food catering, lease for school space, technology equipment such as computers and licensing, classroom and office furniture, bookkeeping/payroll and reporting services.

All contracts entered by the school will be in full compliance of District of Columbia law set forth in the DC School Reform Act in regards to requirements of appropriate public notice and bidding requirements.

c. Services Sought from the District of Columbia Public Schools

At this time, there is no contractual agreement with DCPS for any services. However depending on independent service providers' quality in the areas of Special education, food, and transportation, HSE may consider contractual agreement with DCPS.

D. Certifications

1. Required to be submitted with the initial application:

- a. An Assurances Form is located in Appendix A. The Assurances Form must be signed by a duly authorized representative of the applicant and submitted with the application.

The Assurances Form was executed and included in Appendix A.

E. Budget

1. Budget Narrative

We prepared budget of HSE based on Harmony Public schools' 13-year experience of operating academically and financially successful charter schools. The budget is geared towards achieving high academic goals while ensuring financial sustainability.

Assumptions: As provided in other chapters of the charter applications, HSE will be serving 216 students in grades kindergarten to 5th in 9 sections, 288 students in grades K-9 in 12 sections during the following year. We assumed 11% Special education and 8% LEP/NEP students.

We assumed 3% increase in per pupil funding for the second year, then 2 % for the following years. Federal funds (\$249,456) estimated based on \$900 per pupil for Title I and \$200 per pupil for Title II funds. Other government funding includes National Lunch Program reimbursements of \$75,000 assuming 75% students will participate in lunch program where 90% will be eligible for free lunches.

Salary expense assumptions are listed below:

- 1 principal @ \$90,000/year
- 1 assistant principal @ 70,000 (2 assistant principals after year 2).
- 1 Curriculum director and 1 Business manager at \$70,000
- 11, 16, 22, 27, 30 regular teachers for years 1 to 5 respectively at \$55,000
- 3, 3, 4, 5, 5 special education and LEP teachers for years 1 to 5 respectively at \$57,000
- 2 teacher aides, 1 Librarian assistant, 1 data processor, 1 health assistant assumed for the first two years at average salary of \$ 37,500.
- 20% employee benefit cost is included
- Total FTEs for the first five years are assumed to be 24, 30, 38, 46, and 50, respectively.
- Operating budget surpluses are at 3.6%, 4.4%, 4.7%, 3.6%, and 3.9% for the first five years respectively.
- Reserve fund level is set for 1.2 million dollar in five years (14.5%)

All expenses are increased 3% per annum including salaries.

Direct student costs are projected based on Harmony Public Schools experience. HSE will be leasing computers for computer lab, 25 teacher laptops, projectors, printers for \$45,000 for 3 years. Classroom furniture will also be leased for three years at \$80,000 per year. Contracted student services are projected based in \$1,000 per special education student.

Required facility size is 22,000 for the first year and 30,000 square foot for the second year, respectively. Rent rate is projected to be \$20/sf. We will have the land lord to finance tenant improvements at \$20/sf. This TI loan will be paid back in five years in addition to the rent payment. HSE will outsource accounting services for \$50,000. Annual audit and legal fees projected to be \$25,000.

Harmony Public Schools anticipate charging 5% fees for its management services to HSE. Using 2013 DC Public Charter School's Per Pupil Funding Analysis, we assumed \$9,124 per (weighted) pupil which generates \$2,102,147 for general education. Five of 23 special education students assumed to be considered level 2 and 3, resulting \$264,651 special education funding. 17 LEP/NEP students would generate \$70,947. Finally facilities allotment for 216 students is estimated to be \$604,800 (\$2,800/pupil).

2. Pre---opening Expenses

Harmony public schools as CMO will provide all funding for pre-opening expenses. Pre-opening expenses are including:

- January 1st to July 31st salary of
 - 1 executive at \$90,000/year i.e. \$52,500 for 7 months
 - 1 secretary at 35,000/year i.e. \$20,417 for 7 months
- HPS will lease an office at DC:
 - Rent \$2,000/month
- We assumed the executive will travel twice a month to HPS central office.

3. Two---Year Operating Budget

Please see, attached Two-Year Operating Budget in Appendix B. Although HSE two and five year operating budgets include revenues from non---formula grants, donations, and/or activity fees, they make only about 1% of projected revenue.

1.5% administrative fee for DC Public Charter School Board is included in the operating budget.

4. Estimated Five---Year Budget Projections

Please see, attached Five-Year Operating Budget in Appendix B.

5. Capital Budget

HSE will purchase computers and electronic equipment for students and staff to utilize in the classroom, computer labs, administrative offices and furniture for the classroom, administrative space, and school cafeteria.

DETAILED CAPITAL BUDGET - YEAR ONE & TWO	Year 1	Year 2	Assumptions
	\$ 120,000	\$ 45,000	
Computers and Materials	\$ 117,000	\$ 48,000	
Classroom Computers	\$ 36,000	\$ 24,000	\$800 per computer (45 in Year 1, 30 in Year 2)
Staff Laptops	\$ 25,000	\$ 6,000	\$1,000 per laptop (approx. 25 in Year 1, approx. 9 in Year 2)
SMART Boards	\$ 18,000	\$ 6,000	\$3,000 per SMART Board (4 in Year 1, 2 in Year 2)
Projectors	\$ 30,000	\$ 12,000	\$2,000 per projector including installation per classroom
Printers	\$ 8,000		15 laser B&W printer \$400. 2 color lazer printer \$1,000
Classroom Furnishings and Supplies	\$ 176,800	\$ 67,200	
Classroom Furnishings	\$ 150,000	\$ 60,000	10,000 per new classroom (4 in Year 1, 2 in Year 2)
Cafeteria Furnishings	\$ 16,800	\$ 7,200	\$1,200 per cafeteria table (14 in year 1, 4 in year 2)
Library	\$ 10,000		
Office Furnishings and Equipment	\$ 28,000	\$ 6,000	
Office Furnishings	\$ 28,000	\$ 6,000	20 Teacher desks, 1 principal office, 1 AP office, 1 lobby, 1 secretary, 1 nurse, 3 c
TOTAL CAPITAL BUDGET	\$ 111,950	\$ 84,830	

6. Cash Flow Projection for Year 1

Please see Appendix B for monthly cash flow projection for the period from July 1 through June 30 of Budget Year-1.

F. Résumés, Board Member Agreements, and Statements of Interest and Qualifications

Copies of (2) two résumés, Board Member Agreement, and a signed personal statement are included in Appendix-C.

G. Appendix A: Forms

1. Declaration of Intent to Apply Form
2. Demographic Analysis Form
3. Assurances Form
4. Conflict of Interest Form
5. Personal Background Check Consent Form

H. Appendix B: Budget Forms

- Pre-Opening (Planning Year) Budget
- Two-Year Operating Budget Worksheet
- Five -Year Estimated Budget Worksheet
- Monthly Cash Flow

I. Appendix C: Required Documents

The following required documents are included in Appendix-C.

- Articles of Incorporation
- Bylaws
- Charter School Individual Board Member Agreement
- Charter School Board of Trustees Job Description
- Code of Ethics
- Conversion Endorsement Certification (N/A)
- Discipline Policy
- Letter of Intent for Facility (N/A)
- Management Agreement and Related Documents
- Board Members' Resume
- Board member Agreement
- Board Members' Personal Statements

J. Curriculum Sample

Curriculum samples are included in Appendix-D.

- Course and unit objectives
- Course standards broken down by unit
- Summative assessments that measure standard attainment by unit and for the course
- Instructional materials/textbooks/on-line resources
- Instructional strategies for each unit
- Unit sequence

F. Resumes, Board Member Agreements, and Statement of Interest

Curriculum Vitae

May 2013

Dr. Soner Tarim, Superintendent of Schools Harmony Public Schools

9321 W. Sam Houston Pkwy. S. Houston, TX 77099

Phone: 713-343-3333/205 ♦ Fax: 713-777-8555

starim@harmonytx.org ♦ www.harmonytx.org

Education

August 2002

Ph.D. Texas A&M University, College Station, Texas, USA.

Work Experience

July 2000 - Present

Superintendent of Schools/CEO. Harmony Public Schools, a high performing charter school network with 40 locations throughout Texas. Administer and supervise all aspects of daily school activities of Harmony Schools, a college preparatory charter school system, is providing exemplary education to students in grades K through 12.

January 1998 - May 2000

T.A. Coordinator. Organize, coordinate and oversee activities of Fundamentals of Ecology lab and teach graduate assistant how to conduct/teach science at the Department of Renewable Natural Resources, Texas A&M University.

September 1997 - December 1997

Graduate Assistant, **Teaching**, at the Department of Renewable Natural Resources, Texas A&M University. **Course: Fundamentals of Ecology.**

January 1997 - August 1997

Graduate Assistant, **Research**, at the Department of Wildlife and Fisheries Sciences, Texas A&M University. Brazos River Floodplain Study.

September 1996 - December 1996

Graduate Assistant, **Teaching**, Department of Wildlife and Fisheries Sciences, Texas A&M University. **Course: WFSC 414, Limnology.**

January 1994 - May 1996

Graduate Assistant, **Teaching**, Department of Wildlife and Fisheries Sciences, Texas A&M University. **Course: Principles of Fisheries Management**

September 1988 - December 1994

Lecturer/Researcher, College of Agricultural Engineering. Ataturk University, Erzurum/Turkey.

Current Professional Services

Certified Trainer

Certified by Texas Education Agency to train school board members, superintendents, school business officers, and school administrators.

Grant Reviewer

Nominated by the State Board of Educators to review competitive grants that are submitted to the Texas Education Agency

Science Project Reviewer

Member of the scientific review committee of University of Houston-Downtown. Review and recommend scientific projects that are prepared by students who want to compete in local and regional science fairs.

Past Professional Services

June 2006 – Present

June 2005 – May 2006

July 1999 – July 2000

January 1998 - May 2000

January 1997 - December 1998

Board Member representing charter schools, Region 4 ESC Houston, TX.

Board Member representing charter schools, Region 4 ESC Houston, TX.

President and CEO, Cosmos Foundation Inc. Houston, TX.

President, Texas A&M Chapter of American Fisheries Society.

Member, Graduate Enhancement Committee, Texas A&M University.

Professional Memberships

Region IV Education Service Center

Association of Charter School Educators

Charter School Resource Center of Texas

Non-print Educational Materials

Personnel and Student Handbooks

Prepared guidelines, rules and regulations for faculty/staff and students. The Personnel Handbook covers topics including but not limited to code of ethics, hiring standards, job descriptions, pay and compensation, discipline, and termination. The Student Handbook covers topics including but not limited to grade promotion policy, discipline and code of conduct, attendance, and honor code policy.

BE/ESL Handbook

Prepared a Guideline (141 pages) regarding policies and procedure of BE/ESL program. This handbook shows how to plan, establish, and operate a BE/ESL program in a small public school system. The Handbook also includes all required forms and application tailored to school needs.

Grants and Proposals Funded

Race-to-the-Top District Grant, 2013

\$30M grant from U.S. Department of Education was received to fund significant effort to personalize learning for all students at the secondary school level.

T-STEM Grant

Over \$10M received to implement Texas-Science Technology Engineering and Mathematics (T-STEM) program in 14 Harmony Schools. The T-STEM initiative is sponsored by Texas Education Agency along with Gates, DELL, and the Communities Foundation of Texas foundations.

Harmony Science Academy-Houston

A Charter School Proposal awarded for 5 years by the State Board of Education of Texas in April 2000. Annual operational budget is \$1.7 millions.

Harmony Science Academy-Austin

A Charter School Proposal awarded for 5 years by the State Board of Education of Texas in February 2000. Annual operational budget is \$800,000.

Harmony Science Academy-Dallas

A Charter School Proposal awarded for 5 years by the State Board of Education of Texas in April 2004. Annual operational budget is \$1.2 millions.

Start-up Grant for HSA-Houston

Amount: \$590,000. A three-year grant was awarded by the Texas Education Agency to establish a college preparatory school.

Start-up Grant for HSA-Austin

Amount: \$590,000. A three-year grant was awarded the Texas Education Agency to establish a college preparatory school.

After School Grant for HSA-Houston

Amount \$49,000. A one year grant was awarded by the Texas education Agency to implement an after school program for students who need additional tutorials.

Publications and Papers Presented

1996: Soner Tarim and Kirk O. Winemiller

Fish Population Community Structure in Brazos River Oxbow Lakes. Department of Wildlife and Fisheries Sciences, Texas A&M University, College Station, Texas 77843-2258.

2000: Winemiller, K.O., S. Tarim, D. Shormann, and J. B. Cotner. 2000. Spatial variation in fish assemblages of Brazos River oxbow lakes. Transactions of the American Fisheries Society 129:451-468.

Sharif Salim, M. ED.



CAREER AS AN EDUCATOR (Administrator)

- Independent Education Consultant and Adviser, 2005 to present.
- Principal of Oxon Hill Middle School in Prince George's County Public Schools, 2009-2011
- Director of Economic Development in PGCPs, 2008-2009
- Principal of Samuel P. Massie E.S. Prince George's County Public Schools, 2004-2008
- Acting Principal of Bradbury Heights E.S. of Prince George's Public Schools, 2003-2004
- Principal and Co-Founder of the Village Learning Center Public Charter School in Washington, D.C., 1998-2003
- Principal and Assistant Principal of Abram Simon E.S. of D.C. Public Schools, 1993-1998
- Assistant Principal of Calvin Coolidge H.S., 1992-1993
- Acting Principal and Assistant Principal of Theodore Roosevelt H.S. of DCPS, 1987-1992
- Principal and Founder of The Community School of Montgomery County, Maryland, 1983-1987

CLASSROOM TEACHER/INSTRUCTOR

- Associate Professor (Economics and Literature) at the University of the District of Columbia, 1992-1994
- 6th Grade Teacher at Piney Branch Middle in the Montgomery County Public Schools, 1985-1987
- 5th Grade Teacher at Westover E.S. in the Montgomery County Public Schools, 1977-1983
- 4th Grade Teacher at Rock Creek Forest E.S. in the MCPS, 1974-1977

EDUCATION

- 1970 Graduated from Calvin Coolidge H.S. in Washington, D.C.
- 1975 Graduated from D.C. Teacher's College with a B.S. Degree in Elementary Education/Special Education
- 1982 Graduated from Bowie State College of Maryland with a Master's Degree in Administration/Supervision (Secondary Education)

CERTIFICATES and AWARDS

- 1974 Caldicott Award (University Division) for published Children's Literature Book, "The Tall Story of Sticky"
- 1975 Mayor's Youth Award as the Outstanding Youth Manager of Washington, D.C.
- 1987 Mayor's Local Hero Award for Distinguished Services to the Community (Wash., D.C.)
- 1993 Assistant Principal of the Year in Washington, D.C.
- 1996 Unsung Hero Award of the Washington, D.C. area
- 1999 Finalist for the D.C. Charter School Principal of the Year
- 2003 Certificate as an Advance Professional (ADMIN. II) in the State of Maryland
- 2004 Certified by passing the School License Leadership Exam or the Principal's Praxis Test
- 2010 Citations from the Maryland General Assembly and the House of Delegates as an Outstanding Principal of Prince George's County, Maryland
- 2011 Certified by the Danielson Group for the completion of the FIRST program (Financial Incentive Rewards for Supervisors)

Objective

Current goal includes continued professional service in the area of public education.

Experience

Director of Communications August 2013 – Present

- Coordinate internal communication efforts among all staff members and each department within Harmony Public Schools.
- Facilitate surveys to determine staff satisfaction both locally and system wide
- Provide professional development for staff in the areas of communications, media and public relations, and crisis communication

Director of Community Outreach January 2013 – August 2013

- Coordinate with Communications team and other staff to organization the first Celebration of STEM Education Week in Texas.
- Secure financial support for Celebration of STEM Education Week
- Organize and participate in introductory and collaborative meetings with variety of business, civic, and community groups
- Explore opportunities for partnerships with community to enhance student learning and outcomes and increase teacher support

Director of Curriculum and Instruction, Grades Kindergarten – Fifth Grade

August, 2008 – January 2013, Cosmos Foundation, Houston, TX

- Responsible for support and implementation of curriculum for a growing school system of 38 Harmony Schools and 3 Affiliates
- Conduct regular visits to classrooms, teacher observations and provide administrative feedback and support to system throughout the state
- Training of Kindergarten – Third Grade teachers for use of Accelerated Reader, Curriculum, reading assessments, and other best practices
- Organize and lead curriculum leadership of Kindergarten – Third Grade teachers
- Coordinate purchase of materials and general set-up of libraries within school system

Kindergarten – Third Grade Campus Administrator and Teacher

August 2007 – August 2008 Harmony School of Excellence, Houston, TX

- Respond to discipline issues and parent concerns for Kindergarten – Third Grade
- Teacher support for Kindergarten – Third Grade and larger teaching staff as a whole
- Classroom Teacher, Third Grade ELA
- Active in recruiting and interviewing prospective teaching staff
- PTO Liaison
- Kindergarten – Third Grade System Wide Cluster Chair

Classroom Teacher – First Grade

August 2006 – August 2007 Harmony School of Excellence, Houston, TX

- Classroom Teacher, First Grade
- PTO Liaison
- Presented school information to prospective families.

Teacher's Aide, Substitute, Tutor

January 2006 – August 2009 Harmony Elementary, Houston, TX

- Teacher's Aide, Kindergarten
- Tutor failing/struggling students to develop skills to pass standardized tests
- Substitute as needed

Education

University of Houston, Houston, TX

Graduate – December 2005

- Bachelor of Science, Anthropology, Minor Sociology
- Dean's List; 3.92 GPA

University of St. Thomas, Houston, TX

Graduate – December 2011

- Masters of Education, Reading
- Kappa Delta Pi

Interests

Literacy Development, Early Childhood Instruction and Development, Cultural Studies, Staff Relations

References

References are available on request.

Julie Norton

9111 Tepee Trail, Houston, TX 77064, 713.417.0667, julienorton15@gmail.com

G. Appendix A: Forms

1. Declaration of Intent to Apply Form
2. Demographic Analysis Form
3. Assurances Form
4. Conflict of Interest Form
5. Personal Background Check Consent Form

Declaration of Intent to Apply Form

The undersigned individual/organization is considering the possibility of submitting an application to establish a public charter school in Washington, D.C. We wish to participate in all forums and receive all information provided to potential applicants by the District of Columbia Public Charter School Board.

Entity Interested in Applying Harmony Public Schools

Address 9321 W. Sam Houston Pkwy. S. Houston, TX 77099

Name of Contact Person Soner Tarim

Daytime Telephone 832-641-5588 FAX 713-777-8555

Email Address starim@harmonytx.org

Name of Proposed School TBD

Target Population to Be Served K-12

You are invited to provide a one-paragraph description of the public charter school you are interested in establishing.

Harmony Public Schools is a high performing K-12 public charter school system in Texas that provides STEM education to traditionally under-served students. Currently, HPS operates 38 campuses and serve over 24,000 students. We intend to establish a school community that strives for excellence and equity for its students by providing a rigorous, challenging STEM curriculum to serve all students' needs.

Please complete and mail this form to the following address:

District of Columbia Public Charter School Board
3333 14th Street, NW
Suite 210
Washington, D.C. 20010

The form may also be emailed to: applications@dcpcsb.org

Filing this Notice of Intent is entirely voluntary and does not obligate a potential applicant in any way.

Demographics Analysis Form

Name of Proposed School: Harmony School of Excellence-DC

Proposed Location: Ward 6 or Ward 7

(Address or general location—NE, SW, NW, SE. *If no general location has been identified, provide information for top two options.*)

Projected Age Range and Number of Students Expected to Enroll by Year:

	PK3	PK4	K	1	2	3	4	5	6	7	8	9	10	11	12	Adult	TOTAL
Year 1			48	48	48	24	24	24									216
Year 2			48	48	48	48	24	24	48								288
Year 3			48	48	48	48	48	24	48	48							360
Year 4			48	48	48	48	48	48	48	48	48						432
Year 5			48	48	48	48	48	48	48	48	48	48					480
Year 6			48	48	48	48	48	48	48	48	48	48	48				528
Year 7			48	48	48	48	48	48	48	48	48	48	48	48			576
Year 8			48	48	48	48	48	48	48	48	48	48	48	48	48		624
Capacity			48	48	48	48	48	48	48	48	48	48	48	48	48		624

Anticipated Student Demographics

	Ethnicity		Race				Students with Disabilities				English Language Learners	Economically Disadvantaged
	Hispanic	Not Hispanic	B	W	A	Other	1	2	3	4		
Year 1	2%	98%	96%	1%	1%	2%	9%	2%	1%		2%	70%
Year 2	2%	98%	96%	1%	1%	2%	9%	2%	1%		2%	70%
Year 3	2%	98%	96%	1%	1%	2%	9%	2%	1%		2%	70%
Year 4	2%	98%	96%	1%	1%	2%	9%	2%	1%		2%	70%
Year 5	2%	98%	96%	1%	1%	2%	9%	2%	1%		2%	70%

Similar Schools Profile

Please provide the following information for schools that serve **the same age/grades** as you propose and are located in the same location where you propose to establish your charter school, target the same students you choose to target, and/or offer a similar mission or educational program:

School Name	Enrollment 2012-2013	Type*	% Low Income	DC-CAS Performance (% Proficient reading and math) on most recent test
Winston Education Campus	302	DCPS	92%	26% Math 36% Reading
Walker-Jones Education Campus	418	DCPS	92%	31% Math 23% Reading
Center City PCS – Capitol Hill	222	Public Charter School	59%	33% Math 55% Reading

NOTES:

*Type = DCPS, public charter school, independent,


Assurances Form

Assurances Form
(This form must be submitted with the application.)

As the authorized representative of the applicant, I acknowledge the obligation of the proposed public charter school to comply with the following:

1. Maintain non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. (School Reform Act (SRA) §38-1802.04(c)(16))
2. Seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the District of Columbia School Reform Act or a body otherwise approved by the D.C. Public Charter School Board. (SRA §38-1802.02(16))
3. Remain nonsectarian and not be affiliated with a sectarian school or religious institution. (SRA §38-1802.04 (c)(15))
4. Submit an annual audit of financial statements according to Government Auditing Standards, by a Certified Public Accountant listed in the Approved Auditor List for charter schools. (SRA §38-1802.04(c)(11)(B)(ix))
5. Offer open enrollment to all students who are residents of the District of Columbia, and use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. (SRA §38-1802.06 (a), (b), (c), and (d))
6. Provide PCSB with student enrollment data required for submission to the Office of the Chief Financial Officer and the District of Columbia Public Schools Office of Categorical Programs. (SRA §38-1802.04 (c)(12))
7. Collect, record, and report attendance, discipline, and enrollment data in compliance with the policies and procedures of PCSB, using the reporting software required by PCSB.
8. Collect and report academic and non-academic performance using technology prescribed by PCSB
9. Not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to Non-Resident Students or for field trips or similar activities. (SRA §38-1802.04 (c)(2))
10. Establish an informal complaint resolution process no later than two months prior to the first date on which instruction commences. (SRA §38-1802.04 (c)(13))
11. Provide training to relevant school personnel and Board of Trustee members in financial management, governance and management, and other areas as deemed necessary by PCSB.
12. Provide PCSB access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter. (SRA §38-1802.11(a)(2)).
13. Comply with the following federal and local laws:
 - a. Health and Safety: See SRA §38-1802.02(11) and §38-1802.04(c)(4); Healthy Schools Act of 2010; federal and local laws regarding background checks for all employees and volunteers working with children and referring students to the Child and Family Services Agency for instances of education neglect and suspected abuse
 - b. Building Safety: D.C Building and Fire Codes (D.C. Code § 5-501 et seq.)
 - c. Maintenance and Dissemination of Student Records: Family Educational Rights and Privacy Act

- d. Certain Requirements of Educational Institutions: Compulsory School Attendance (D.C. Code § 38-201 et seq.); Immunization of School Students (D.C. Code § 38-501 et seq.); Tuition of Nonresidents (D.C. Code § 31-301 et seq.); Non-Profit Corporations (D.C. Code § 29-401 et seq.)
- e. Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C. § 1411, et seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); any and all federal and local laws around providing a free and appropriate public education to all students with disabilities.
- f. English Language Learners: all federal and local laws and applicable regulations regarding identifying and serving students who are English language learners
- g. Title I of the Elementary and Secondary Education Act .
- h. Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia: The Age Discrimination Act of 1975 (42 U.S.C. 6101 et seq.); title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.); title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.); and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.)
- i. Other: All other laws deemed applicable by PCSB (SRA §38-1802.11(a)(1)(B)).

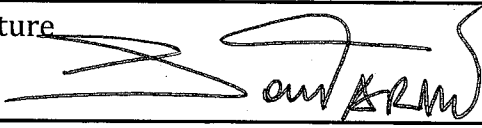
 Signature of Authorized Certifying Official	BOARD MEMBER Title
HARMONY DC PUBLIC SCHOOLS Applicant Organization	9/9/2013 Date Submitted

Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee member.)*

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1	Do or will you or your spouse have any contractual agreements with the proposed charter school?		✓
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		✓
3	Did or will you or your spouse lease or sell property to the proposed charter school?		✓
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		✓
6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?		✓
7	Did you or your spouse provide any start-up funds to the proposed charter school?		✓
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		✓
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		✓
10	Do you currently serve as a member of the board of any public charter school?		✓
11	Do you currently serve as a public official?	✓	
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		✓
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		✓

Signature 	Title BOARD MEMBER
Applicant Organization HARMONY DC PUBLIC SCHOOLS	Date Submitted 9/9/2013

Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee member.)*

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
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2	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		✓
3	Did or will you or your spouse lease or sell property to the proposed charter school?		✓
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		✓
6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?		✓
7	Did you or your spouse provide any start-up funds to the proposed charter school?		✓
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		✓
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		✓
10	Do you currently serve as a member of the board of any public charter school?		✓
11	Do you currently serve as a public official?		✓
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		✓
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		✓

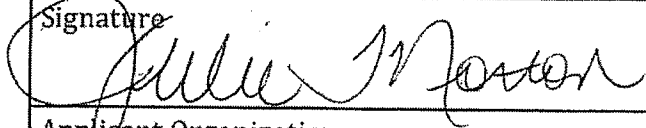
Signature <i>A. M. Sharif Jalun</i>	Title <i>Board Member</i>
Applicant Organization <i>Harmony DC Public Schools</i>	Date Submitted <i>9-9-2013</i>

Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee member.)*

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1	Do or will you or your spouse have any contractual agreements with the proposed charter school?		✓
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		✓
3	Did or will you or your spouse lease or sell property to the proposed charter school?		✓
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		✓
6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?		✓
7	Did you or your spouse provide any start-up funds to the proposed charter school?		✓
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		✓
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		✓
10	Do you currently serve as a member of the board of any public charter school?		✓
11	Do you currently serve as a public official?		✓
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		✓
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		✓

Signature 	Title Board Member
Applicant Organization Harmony DC Public Schools	Date Submitted 09.06.2013

H. Appendix B: Budget Forms

- Pre-Opening (Planning Year) Budget
- Two-Year Operating Budget Worksheet
- Five -Year Estimated Budget Worksheet
- Monthly Cash Flow

Pre-Opening (Planning Year) Budget Worksheet: Year ONE

DESCRIPTION		BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
REVENUES		501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
1	Per Pupil Charter Payments	0		0	
2	Per Pupil Facilities Allowance			0	
3	Federal Entitlements			0	
4	Other Government Funding/Grants			0	
5	Total Public Funding			0	
6	Private Grants and Donations			0	
7	Activity Fees			0	
8	Loans			0	
9	Other Income (please describe in footnote)			0	
10	Total Non-Public Funding			0	
11	EMO Management Fee (= line 73, col. G)			0	
12					
13					
14	TOTAL REVENUES	\$0	\$0		

DESCRIPTION		BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
EXPENSES		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
Personnel Salaries and Benefits					
15	Principal/Executive Salary		52,500		
16	Teachers Salaries				
17	Teacher Aides/Assistance Salaries		20,417		
18	Other Education Professionals Salaries				
19	Business/Operations Salaries				
20	Clerical Salaries				
21	Custodial Salaries				
22	Other Staff Salaries				
23	Employee Benefits		14,583		
24	Contracted Staff				
25	Staff Development Costs				
26					
27	Subtotal: Personnel Costs		\$87,500		
28					
29	Direct Student Costs				
30	Textbooks				
31	Student Supplies and Materials				
32	Library and Media Center Materials				
33	Computers and Materials				
34	Other Instructional Equipment				
35	Classroom Furnishings and Supplies				
36	Student Assessment Materials				
37	Contracted Student Services				
38	Miscellaneous Student Costs				
39					
40	Subtotal: Direct Student Costs		\$0		
41					
42	Occupancy Expenses				
43	Rent		14,000		
44	Mortgage Principal Payments				
45	Mortgage Interest Payments				
46	Building Maintenance and Repairs		0		
47	Renovation/Leasehold Improvements		0		
48	Utilities				
49	Janitorial Supplies				
50	Equipment Rental and Maintenance		2,100		
51	Contracted Building Services		5,000		
52					
53	Subtotal: Occupancy Expenses		\$21,100		
54					

Pre-Opening (Planning Year) Budget Worksheet: Year ONE

55 Office Expenses

56	Office Supplies and Materials	3,000
57	Office Furnishings and Equipment	3,000
58	Office Equipment Rental and Maintenance	1,750
59	Telephone/Telecommunications	700
60	Legal, Accounting and Payroll Services	0
61	Printing and Copying	
62	Postage and Shipping	3,000
63	Other	

64	Subtotal: Office Expenses	\$11,450		
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67 General Expenses

68	Insurance	2,000
69	Interest Expense	
70	Transportation	15,000
71	Food Service	
72	Administration Fee (to PCSB)	
73	EMO Management Fee	
74	Other General Expense	

76	Subtotal: General Expenses	\$17,000		
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78	TOTAL EXPENSES	\$137,050		
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80 EXCESS (OR DEFICIENCY)

81	Excess (or deficit) retained by school	\$0		
82	Excess (or deficit) retained by EMO	(\$137,050)		

Two-Year Operating Budget Worksheet: Year ONE

DESCRIPTION

BUDGETED AMOUNTS

	DESCRIPTION	Column A	Column B	Column C	Column D
		501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
REVENUES					
1	Per Pupil Charter Payments	\$ 2,437,745		2,437,745	
2	Per Pupil Facilities Allowance	\$ 604,800		604,800	
3	Federal Entitlements	\$ 249,456		249,456	
4	Other Government Funding/Grants	\$ 75,014		75,014	
5	Total Public Funding	\$ 3,367,016		3,367,016	
6	Private Grants and Donations	\$ 15,000		15,000	
7	Activity Fees	\$ 4,500		4,500	
8	Loans			0	
9	Other Income (please describe in footnote)	\$ 11,113		11,113	
10	Total Non-Public Funding	\$ 30,613		30,613	
11	EMO Management Fee (= line 73, col. G)		204,080	204,080	
12					
13					
14	TOTAL REVENUES	\$ 3,397,629	\$ 204,080		

	DESCRIPTION	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
		EXPENSES			
Personnel Salaries and Benefits					
15	Principal/Executive Salary	\$ 160,000	7,750	\$ 167,750	5.0%
16	Teachers Salaries	\$ 776,000		\$ 776,000	23.0%
17	Teacher Aides/Assistance Salaries	\$ 110,000		\$ 110,000	3.3%
18	Other Education Professionals Salaries	\$ 70,000	51,000	\$ 121,000	3.6%
19	Business/Operations Salaries	\$ 110,000	19,200	\$ 129,200	3.8%
20	Clerical Salaries	\$ 70,000		\$ 70,000	2.1%
21	Custodial Salaries	\$ 35,000		\$ 35,000	1.0%
22	Other Staff Salaries	\$ -		\$ -	0.0%
23	Employee Benefits	\$ 266,200		\$ 266,200	7.9%
24	Contracted Staff	\$ 15,000		\$ 15,000	0.4%
25	Staff Development Costs	\$ 30,000		\$ 30,000	0.9%
26					
27	Subtotal: Personnel Costs	\$ 1,642,200	\$77,950	\$ 1,720,150	51.1%
28					
29	Direct Student Costs				
30	Textbooks	\$ 10,800		\$ 10,800	0.3%
31	Student Supplies and Materials	\$ 90,000		\$ 90,000	2.7%
32	Library and Media Center Materials	\$ 15,000		\$ 15,000	0.4%
33	Computers and Materials	\$ 45,000		\$ 45,000	1.3%
34	Other Instructional Equipment	\$ 15,000		\$ 15,000	0.4%
35	Classroom Furnishings and Supplies	\$ 80,000		\$ 80,000	2.4%
36	Student Assessment Materials	\$ 22,000		\$ 22,000	0.7%
37	Contracted Student Services	\$ 21,000		\$ 21,000	0.6%
38	Miscellaneous Student Costs	\$ 120,000		\$ 120,000	3.6%
39					
40	Subtotal: Direct Student Costs	\$ 418,800	\$0	\$ 418,800	12.4%
41					
42	Occupancy Expenses				
43	Rent	\$ 440,000		\$ 440,000	13.1%
44	Mortgage Principal Payments	\$ -		\$ -	0.0%
45	Mortgage Interest Payments	\$ -		\$ -	0.0%
46	Building Maintenance and Repairs	\$ 15,000		\$ 15,000	0.4%
47	Renovation/Leasehold Improvements	\$ 88,000		\$ 88,000	2.6%
48	Utilities	\$ 40,000		\$ 40,000	1.2%
49	Janitorial Supplies	\$ 10,000		\$ 10,000	0.3%
50	Equipment Rental and Maintenance	\$ -		\$ -	0.0%
51	Contracted Building Services	\$ -		\$ -	0.0%
52					

Two-Year Operating Budget Worksheet: Year ONE

53	Subtotal: Occupancy Expenses	\$ 593,000	\$0	\$ 593,000	17.6%
54					
55	Office Expenses				
56	Office Supplies and Materials	\$ 25,000	1,500	\$ 26,500	0.8%
57	Office Furnishings and Equipment	\$ 20,000		\$ 20,000	0.6%
58	Office Equipment Rental and Maintenance	\$ 15,000		\$ 15,000	0.4%
59	Telephone/Telecommunications	\$ 15,000		\$ 15,000	0.4%
60	Legal, Accounting and Payroll Services	\$ 84,000	12,000	\$ 96,000	2.9%
61	Printing and Copying	\$ 6,480	600	\$ 7,080	0.2%
62	Postage and Shipping	\$ 5,400	600	\$ 6,000	0.2%
63	Other	\$ 32,400	2,000	\$ 34,400	1.0%
64					
65	Subtotal: Office Expenses	\$ 203,280	\$16,700	\$ 219,980	6.5%
66					
67	General Expenses				
68	Insurance	\$ 35,241		\$ 35,241	1.0%
69	Interest Expense	\$ -		\$ -	0.0%
70	Transportation	\$ 15,000	24,000	\$ 39,000	1.2%
71	Food Service	\$ 100,000		\$ 100,000	3.0%
72	Administration Fee (to PCSB)	\$ 50,964		\$ 50,964	1.5%
73	EMO Management Fee	\$ 169,882		\$ 169,882	5.0%
74	Other General Expense	\$ 48,000		\$ 48,000	1.4%
75					
76	Subtotal: General Expenses	\$ 419,087	\$24,000	\$ 443,087	13.2%
77					
78	TOTAL EXPENSES	\$ 3,276,367	\$118,650	\$ 3,395,017	100.8%
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by school	\$ 121,262		\$ 121,262	3.6%
82	Excess (or deficit) retained by EMO		\$85,430	\$ 85,430	2.5%

ASSUMPTIONS

Student Enrollment	216
Facility Size (square footage)	22,000
Average Teacher Salary	55,429
Student/Teacher Ratio	15/1
Other Major Assumptions	

NOTES:

Two-Year Operating Budget Worksheet: Year TWO

DESCRIPTION

BUDGETED AMOUNTS

REVENUES	Column A	Column B	Column C	Column D
	501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
1 Per Pupil Charter Payments	\$ 3,278,109		3,278,109	
2 Per Pupil Facilities Allowance	\$ 806,400		806,400	
3 Federal Entitlements	\$ 332,608		332,608	
4 Other Government Funding/Grants	\$ 110,819		110,819	
5 Total Public Funding	\$ 4,527,936		4,527,936	
6 Private Grants and Donations	\$ 18,000		18,000	
7 Activity Fees	\$ 6,000		6,000	
8 Loans	\$ -		0	
9 Other Income (please describe in footnote)	\$ 14,818		14,818	
10 Total Non-Public Funding	\$ 38,818		38,818	
11 EMO Management Fee (= line 73, col. G)		\$ 228,338	228,338	
12				
13				
14 TOTAL REVENUES	\$ 4,566,754	\$ 228,338		

EXPENSES	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
Personnel Salaries and Benefits				
15 Principal/Executive Salary	\$ 236,900	7,983	\$ 244,883	5.4%
16 Teachers Salaries	\$ 1,082,530		\$ 1,082,530	23.9%
17 Teacher Aides/Assistance Salaries	\$ 113,300		\$ 113,300	2.5%
18 Other Education Professionals Salaries	\$ 72,100	70,040	\$ 142,140	3.1%
19 Business/Operations Salaries	\$ 113,300	19,776	\$ 133,076	2.9%
20 Clerical Salaries	\$ 72,100		\$ 72,100	1.6%
21 Custodial Salaries	\$ 36,050		\$ 36,050	0.8%
22 Other Staff Salaries	\$ -		\$ -	0.0%
23 Employee Benefits	\$ 348,346		\$ 348,346	7.7%
24 Contracted Staff	\$ 15,450		\$ 15,450	
25 Staff Development Costs	\$ 41,097		\$ 41,097	0.9%
26				
27 Subtotal: Personnel Costs	\$ 2,131,173	\$ 97,799	\$ 2,228,972	49.2%
28				
Direct Student Costs				
29				
30 Textbooks	\$ 14,795		\$ 14,795	0.3%
31 Student Supplies and Materials	\$ 123,291		\$ 123,291	2.7%
32 Library and Media Center Materials	\$ 20,549		\$ 20,549	0.5%
33 Computers and Materials	\$ 61,646		\$ 61,646	1.4%
34 Other Instructional Equipment	\$ 20,549		\$ 20,549	0.5%
35 Classroom Furnishings and Supplies	\$ 109,592		\$ 109,592	2.4%
36 Student Assessment Materials	\$ 30,138		\$ 30,138	0.7%
37 Contracted Student Services	\$ 28,768		\$ 28,768	0.6%
38 Miscellaneous Student Costs	\$ 164,388		\$ 164,388	3.6%
39				
40 Subtotal: Direct Student Costs	\$ 573,714	\$ -	\$ 573,714	12.7%
41				
Occupancy Expenses				
42				
43 Rent	\$ 600,000		\$ 600,000	13.3%
44 Mortgage Principal Payments	\$ -		\$ -	0.0%
45 Mortgage Interest Payments	\$ -		\$ -	0.0%
46 Building Maintenance and Repairs	\$ 20,549		\$ 20,549	0.5%
47 Renovation/Leasehold Improvements	\$ 120,000		\$ 120,000	2.7%
48 Utilities	\$ 54,796		\$ 54,796	1.2%
49 Janitorial Supplies	\$ 13,699		\$ 13,699	0.3%
50 Equipment Rental and Maintenance	\$ -		\$ -	0.0%
51 Contracted Building Services				0.0%
52				

Two-Year Operating Budget Worksheet: Year TWO

53	Subtotal: Occupancy Expenses	\$ 809,044	\$ -	\$ 809,044	17.9%
54					
55	Office Expenses				
56	Office Supplies and Materials	\$ 34,248	1,500	\$ 35,748	0.8%
57	Office Furnishings and Equipment	\$ 27,398		\$ 27,398	0.6%
58	Office Equipment Rental and Maintenance	\$ 20,549		\$ 20,549	0.5%
59	Telephone/Telecommunications	\$ 20,549		\$ 20,549	0.5%
60	Legal, Accounting and Payroll Services	\$ 115,072	12,000	\$ 127,072	2.8%
61	Printing and Copying	\$ 8,877	600	\$ 9,477	0.2%
62	Postage and Shipping	\$ 7,397	600	\$ 7,997	0.2%
63	Other	\$ 44,385	2,000	\$ 46,385	1.0%
64					
65	Subtotal: Office Expenses	\$ 278,473	\$16,700	\$ 295,173	6.5%
66					
67	General Expenses				
68	Insurance	\$ 48,996		\$ 48,996	1.1%
69	Interest Expense	\$ -		\$ -	0.0%
70	Transportation	\$ 21,549	30,000	\$ 51,549	1.1%
71	Food Service	\$ 136,990		\$ 136,990	3.0%
72	Administration Fee (to PCSB)	\$ 68,501		\$ 68,501	1.5%
73	EMO Management Fee	\$ 228,338		\$ 228,338	5.0%
74	Other General Expense	\$ 70,755		\$ 70,755	1.6%
75					
76	Subtotal: General Expenses	\$ 575,129	\$ 30,000	\$ 605,129	13.4%
77					
78	TOTAL EXPENSES	\$ 4,367,533	\$ 144,499	\$ 4,512,032	99.6%
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by school	\$ 199,220			4.4%
82	Excess (or deficit) retained by EMO		\$ 83,840		1.9%

ASSUMPTIONS

Student Enrollment	288
Facility Size (square footage)	30,000
Average Teacher Salary	\$ 55,316
Student/Teacher Ratio	15/1
Other Major Assumptions	2% per pupil funding increase assumed

NOTES:

Five-Year Estimated Budget Worksheet

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES	216	288	360	432	480
Per Pupil Charter Payments	\$ 3,042,545	\$ 4,084,509	\$ 5,207,749	\$ 6,436,778	\$ 7,295,015
Federal Entitlements	324,470	443,427	554,284	665,141	739,045
Income from Grants and Don:	\$ 15,000	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000
Activity Fees	\$ 4,500	\$ 6,000	\$ 7,500	\$ 9,000	\$ 10,000
Other Income	\$ 11,113	\$ 14,818	\$ 18,523	\$ 22,227	\$ 24,697
TOTAL REVENUES	3,397,628	4,566,754	5,806,055	7,151,146	8,086,757

EXPENSES	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel Salaries and Benef	\$ 1,642,200	\$ 2,131,173	\$ 2,652,669	\$ 3,333,143	\$ 3,695,392
Direct Student Expense	\$ 418,800	\$ 573,714	\$ 738,657	\$ 912,980	\$ 1,044,855
Occupancy Expenses	\$ 593,000	\$ 809,044	\$ 1,041,644	\$ 1,287,471	\$ 1,473,439
Office Expenses	\$ 203,280	\$ 278,473	\$ 358,534	\$ 443,148	\$ 507,159
General Expenses	\$ 419,087	\$ 575,130	\$ 740,479	\$ 915,232	\$ 1,047,433
TOTAL EXPENSES	3,276,367	4,367,533	5,531,983	6,891,975	7,768,277
EXCESS (OR DEFICIENCY)	121,262	199,221	274,072	259,170	318,479

Monthly Cash flow Projection

Monthly Cash Flow Projection

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
1. Cash on Hand (start of month)	\$0	\$503,185	\$256,951	\$20,665	\$533,820	\$295,089	\$56,357	\$569,513	\$330,781	\$92,050	\$605,206	\$366,474		
2. Cash receipts														
Per Pupil Charter Payments		\$760,636	\$27,039	\$27,039	\$27,039	\$27,039	\$27,039	\$27,039	\$27,039	\$27,039	\$27,039	\$27,039	\$27,039	\$3,042,545
Federal Entitlements		\$27,039	\$27,039	\$27,039	\$27,039	\$27,039	\$27,039	\$27,039	\$27,039	\$27,039	\$27,039	\$27,039	\$27,039	\$324,470
Grants and Donations		\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$15,000
Activities Fees		\$0	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$4,500
Other Income		\$0	\$926	\$926	\$926	\$926	\$926	\$926	\$926	\$926	\$926	\$926	\$926	\$9,261
3. Total Receipts	\$0	\$788,926	\$28,289	\$29,665	\$29,665	\$29,665	\$29,665	\$29,665	\$29,665	\$29,665	\$29,665	\$29,665	\$29,665	\$3,395,777
4. Total Cash Available	\$0	\$788,926	\$531,475	\$810,966	\$846,659	\$599,178	\$360,447	\$882,352	\$634,871	\$396,140	\$7,025,868			
5. Expenses														
Personnel Salaries and Benefits														
Principal/Executive Salary		22500	\$22,500	\$22,500	\$22,500	\$22,500	\$22,500	\$22,500	\$22,500	\$22,500	\$22,500	\$22,500	\$22,500	\$270,000
Teachers Salaries		64666.7	\$64,667	\$64,667	\$64,667	\$64,667	\$64,667	\$64,667	\$64,667	\$64,667	\$64,667	\$64,667	\$64,667	\$776,000
Teacher Aides/Assistance Salaries		9166.67	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$110,000
Other Education Professionals Salaries		5833.33	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$70,000
Clerical Salaries		5833.33	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$70,000
Custodial Salaries		2916.67	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$35,000
Other Staff Salaries		1250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$15,000
Employee Benefits		22183.3	\$22,183	\$22,183	\$22,183	\$22,183	\$22,183	\$22,183	\$22,183	\$22,183	\$22,183	\$22,183	\$22,183	\$266,200
Staff Development Costs		2500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$30,000
Direct Student Costs														
Textbooks		\$10,800	\$12,857	\$12,857	\$12,857	\$12,857	\$12,857	\$12,857	\$12,857	\$12,857	\$12,857	\$12,857	\$12,857	\$150,000
Student Supplies and Materials		\$12,857	\$12,857	\$12,857	\$12,857	\$12,857	\$12,857	\$12,857	\$12,857	\$12,857	\$12,857	\$12,857	\$12,857	\$150,000
Library and Media Center Materials		\$2,143	\$2,143	\$2,143	\$2,143	\$2,143	\$2,143	\$2,143	\$2,143	\$2,143	\$2,143	\$2,143	\$2,143	\$25,716
Computers and Materials		\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$45,000
Other Instructional Equipment		\$2,143	\$2,143	\$2,143	\$2,143	\$2,143	\$2,143	\$2,143	\$2,143	\$2,143	\$2,143	\$2,143	\$2,143	\$25,716
Classroom Furnishings and Supplies		\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$80,000
Student Assessment Materials		\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$21,000
Contracted Instructional/Student Services		\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$120,000
Miscellaneous Student Costs														

Monthly Cash Flow Projection

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
Office Expenses														
Office Supplies and Materials		2083.33	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$25,000
Office Equipment Rental and Maintenance		2916.67	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$35,000
Telephone/Telecommunications		1250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$15,000
Legal, Accounting and Payroll Services		7000	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$84,000
Printing and Copying		540	\$540	\$540	\$540	\$540	\$540	\$540	\$540	\$540	\$540	\$540	\$540	\$6,480
Postage and Shipping		450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$5,400
Other		2700	\$2,700	\$2,700	\$2,700	\$2,700	\$2,700	\$2,700	\$2,700	\$2,700	\$2,700	\$2,700	\$2,700	\$32,400
Occupancy Expenses														
Rent		44000	\$44,000	\$44,000	\$44,000	\$44,000	\$44,000	\$44,000	\$44,000	\$44,000	\$44,000	\$44,000	\$44,000	\$528,000
Mortgage Interest Payments		0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance and Repairs		1250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$0
Utilities		3333.33	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$40,000
Janitorial Supplies		833.333	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$10,000
Equipment Rental and Maintenance		0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Contracted Building Services		0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
General Expenses														
Insurance		8,750	\$8,750	\$8,750	\$8,750	\$8,750	\$8,750	\$8,750	\$8,750	\$8,750	\$8,750	\$8,750	\$8,750	\$35,000
Interest Expense		0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Transportation		1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$15,000
Food Service		8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$91,667
Administration Fee		18,424	\$18,424	\$18,424	\$18,424	\$18,424	\$18,424	\$18,424	\$18,424	\$18,424	\$18,424	\$18,424	\$18,424	\$221,087
Other General Expense		4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$48,000
6. Total Expenses	\$0	\$285,740	\$274,523	\$265,952	\$277,146	\$268,396	\$268,396	\$277,146	\$268,396	\$268,396	\$277,146	\$268,396	\$268,396	\$3,268,033
7. Fund Balance (end of month)	\$0	\$503,185	\$256,951	\$20,665	\$533,820	\$295,089	\$56,357	\$569,513	\$330,781	\$92,050	\$605,206	\$366,474	\$127,743	\$3,757,835

Capital Budget

DETAILED CAPITAL BUDGET - YEAR ONE & TWO	Year 1	Year 2
	\$ 120,000	\$ 45,000
Computers and Materials	\$ 117,000	\$ 48,000
Classroom Computers	\$ 36,000	\$ 24,000
Staff Laptops	\$ 25,000	\$ 6,000
SMART Boards	\$ 18,000	\$ 6,000
Projectors	\$ 30,000	\$ 12,000
Printers	\$ 8,000	
Classroom Furnishings and Supplies	\$ 176,800	\$ 67,200
Classroom Furnishings	\$ 150,000	\$ 60,000
Cafeteria Furnishings	\$ 16,800	\$ 7,200
Library	\$ 10,000	
Office Furnishings and Equipment	\$ 28,000	\$ 6,000
Office Furnishings	\$ 28,000	\$ 6,000
TOTAL CAPITAL BUDGET	\$ 111,950	\$ 84,830

Assumptions

\$800 per computer (45 in Year 1, 30 in Year 2)

\$1,000 per laptop (approx. 25 in Year 1, approx. 9 in Year 2)

\$3,000 per SMART Board (4 in Year 1, 2 in Year 2)

\$2,000 per projector including installation per classroom

15 laser B&W printer \$400. 2 color lazer printer \$1,000

10,000 per new classroom (4 in Year 1, 2 in Year 2)

\$1,200 per cafeteria table (14 in year 1, 4 in year 2)

20 Teacher desks, 1 principal office, 1 AP office, 1 lobby, 1 secretary, 1 nurse, 3 other offices

I. Appendix C: Required Documents

- Articles of Incorporation
- Bylaws
- Sample School Calendar
- Audit Documents
- Charter School Individual Board Member Agreement
- Charter School Board of Trustees Job Description
- Code of Ethics
- Conversion Endorsement Certification (N/A)
- Discipline Policy
- Letter of Intent for Facility (N/A)
- Management Agreement and Related Documents
- Board Members' Personal Statements

ARTICLES OF INCORPORATION OF

HARMONY DC PUBLIC SCHOOLS

A DISTRICT OF COLUMBIA NON-PROFIT CORPORATION

The undersigned, being natural person(s) over the age of eighteen years, acting as incorporator(s) of a non-profit corporation under the District of Columbia Nonprofit Corporation Act of 2010 (D.C. Code, Title 29, Chapter 4) (the "Act"), hereby adopt the following Articles of Incorporation:

**ARTICLE 1
NAME**

The name of the non-profit corporation is Harmony DC Public Schools ("Corporation").

**ARTICLE 2
DEFINITIONS**

Except as otherwise provided herein or as may be required by the context, the terms contained in these Articles of Incorporation, shall have the defined meanings provided in the Act.

**ARTICLE 3
DURATION**

The Corporation shall exist perpetually or until dissolved pursuant to law.

**ARTICLE 4
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 as defined by the Internal Revenue Code of 1986, Section 501(c)(3). No part of the Corporation's net earnings shall inure to the benefit of any incorporator, Member, Director, Officer, private shareholder or individual, except to the extent permissible by law. 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.

Specific Purpose:

The Corporation will establish, develop, market and operate one or more charter schools pursuant to the District of Columbia School Reform Act of 1995, D.C. Code § 38-1800.01, et seq., or the corresponding provisions of any future District law.

**ARTICLE 5
POWERS**

The Corporation, subject to any specific written limitations or restrictions imposed by the Act or these Articles of Incorporation, shall have and may exercise the power to do any and all things that a non-profit corporation entitled to exemption pursuant to Section 501(c)(3) of the Internal Revenue Code may now or hereafter do under the laws of the District of Columbia. The Corporation may exercise all the powers specified in the Act and all implied powers necessary and proper to carry out its express powers.

**ARTICLE 6
MEMBERSHIP**

The Corporation shall have one member (the "Member"), Harmony Public Schools, a Texas non-profit corporation.

**ARTICLE 7
BOARD OF DIRECTORS**

The affairs of the Corporation shall be managed by a Board of Directors, consisting of not more than fifteen (15) Directors as prescribed by the Bylaws. The number of Directors constituting the initial Board of Directors shall be five.

**ARTICLE 8
BYLAWS**

The initial Bylaws shall be adopted by the Board of Directors. The Board of Directors may adopt, amend, repeal and enforce Bylaws and reasonable rules and regulations governing the operation of the Corporation, to the extent that the same are not inconsistent with these Articles of Incorporation or the law.

**ARTICLE 9
REGISTERED AGENT**

The name of the registered agent of the Corporation is:

Lauren E. Baum
Law Office of Lauren E. Baum, PC
3573 Warder Street, NW, #2 Washington, DC 20010

ARTICLE 10
INITIAL BOARD OF DIRECTORS

The names and addresses of the individuals who are to serve on the initial Board of Directors until the first annual meeting of the Corporation and until the successors of such Directors are elected and qualified are as follows:

1. Soner Tarim: 9914 Deanwood St. Houston, TX 77040
2. Julie Norton: 340-B Parkview St. Houston, TX 77009
3. Sharif Salim: 4400 Brook Street Washington, DC 20019

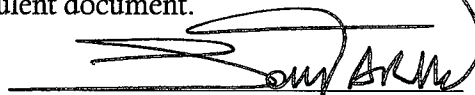
ARTICLE 11
INCORPORATORS

The name and address of the incorporator(s) of the Corporation are as follows:

Soner Tarim
9914 Deanwood St.
Houston, TX 77040

The undersigned incorporator(s) signs these Articles of Incorporation subject to the penalties imposed by law for the submission of a false or fraudulent document.

DATED this 6 day of September, 2013.



BYLAWS OF
HARMONY DC PUBLIC SCHOOLS

ARTICLE 1
NAME & OFFICES

Name

1.01 The name of the Corporation is **Harmony DC Public Schools (the “Corporation”)**.

Principal Office

1.02 The Corporation shall have and continuously maintain a principal office in the District of Columbia. The Corporation may have such other offices, either in the District of Columbia or elsewhere, as the Board of Directors may determine. The Board of Directors may change the location of any office of the Corporation without amendment of these bylaws.

Registered Agent

1.03 The Corporation shall maintain a registered agent in the District of Columbia.

ARTICLE 2
PURPOSE

Primary Purpose

2.01 The Corporation is established as a not-for-profit corporation for any lawful purpose permitted under the laws of the District of Columbia. For purposes of federal laws, the Corporation is organized and shall be operated exclusively for charitable, educational, scientific and literary purposes as defined by the Internal Revenue Code of 1986, Section 501(c)(3). No part of the Corporation’s net earnings shall inure to the benefit of any private shareholder or individual, except for any and all contracts that may be entered into with any individuals as provided and afforded by these Bylaws and appropriate resolution of the Board of Trustees of the Corporation. 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.

Specific Purpose

2.02 The Corporation will establish, develop, market and operate one or more charter schools pursuant to the District of Columbia School Reform Act of 1995, D.C. Code § 38-1800.01, *et seq.*, or the corresponding provisions of any future District law.

ARTICLE 3
MEMBER

Member

- 3.01 The Corporation shall have one member (the "Member"). The Member shall be Harmony Public Schools, a Texas nonprofit corporation. The Member shall have all the authority set forth in the Articles of Incorporation, these Bylaws and District of Columbia law. Membership in this Corporation may be assigned or transferred solely by Harmony Public Schools to any lawful person or entity.

Interest

- 3.02 Membership interests in the Corporation do not represent an economic or proprietary interest, directly or indirectly, in the assets or the profits of the Corporation.

Dues/Fees

- 3.03 The Member shall not be required to pay any dues or fees to the Corporation.

ARTICLE 4 MEMBER MEETINGS & AUTHORITY

Annual Meeting

- 4.01 The Member shall hold an annual meeting on first Tuesday of October of each calendar year, unless: (i) such date falls on a holiday observed by the federal government or the District of Columbia, in which event, the meeting shall be held on the next succeeding Tuesday; or (ii) another date is designated by the Member and notice is properly given. The Member may hold regular or special meetings, within or outside the District of Columbia, as prescribed by the Member's Articles of Incorporation or Bylaws. Member meetings will be held in Texas at the corporate offices of the Member or in the District of Columbia, at the discretion of the Member. Member meetings may also be held by means of electronic communication technology at the discretion of the Member.

Member Authority

- 4.02 The Member shall have all of the duties and powers required or permitted by applicable law and, in addition, but without limitation, the rights set forth in these Bylaws. Further, any decision of the Board of Directors of the Corporation that, in the opinion of the Member materially or adversely affect the financial or operational well being of the Corporation or the delivery or quality of the educational programs provided by the Corporation, shall be null and void unless approved or ratified by the Member prior to implementation by the Board of Directors of the Corporation. The Member's duties and powers shall include but not be limited to the following:
- The Member's approval shall be required for any amendments to the Corporation's Articles of Incorporation or Bylaws to be effective, and such approval shall be at the Member's sole discretion.
 - The Member shall be entitled to appoint or approve the appointment of each seat on the Board of Directors and to appoint or approve the appointment of any persons to vacancies on the Board of Directors, as described in Article 5 below.

- The Member may remove any person from the Board of Directors with or without cause.

ARTICLE 5 BOARD OF DIRECTORS

Management of the Corporation

- 5.01. The affairs of the Corporation shall be managed by the Board of Directors of the Corporation (“Board”).

General Powers

- 5.02. The Board shall have all of the duties and powers required or permitted by applicable law. Subject to the rights of the Member, all corporate powers shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of, the Board.

Number of Directors

- 5.03. The number of Directors of the Board shall be an odd number of no less than five nor more than fifteen, or as subsequently amended by majority vote of the directors then serving on the Board, subject to any restrictions of law. A majority of Directors must be District of Columbia residents. The number of Directors may be increased or decreased in accordance with this Section 5.03 but in no case shall the number of directors be less than three (3). As required by District of Columbia law, as long as the Corporation operates a school in the District of Columbia, the Board shall include two (2) parents of students attending a school operated by the Corporation (“Parent Directors”). Upon the effective date of these Bylaws, the Corporation has not been granted a charter, nor has the Corporation commenced operation of a school. Accordingly, the appointment of the required Parent Directors shall occur upon the earliest practicable date after classes commence at a school operated by the Corporation in the District of Columbia. Until such time, Directors may be individuals that are not parents of students attending a school operated by the Corporation and such Directors may exercise all of the powers and perform all of the duties of Directors of the Board.

Appointment of Directors

- 5.04. For each Board vacancy, the Board shall submit to the Member a list of three candidates selected by the Board, along with such individuals’ qualifications and any other information related to such individuals reasonably requested by the Member. After due inquiry and deliberation, which may, at the Member’s discretion, include personally interviewing such candidates, the Member shall fill such Board vacancy by appointing a Director from qualified individuals on the list provided by the Board or the Member may, at the Member’s discretion, request a new list of candidates selected by the Board if none of the presented candidates are deemed qualified by the Member. All such Directors must meet the District of Columbia’s statutory requirements for Directors. Directors must, in the opinion of the

Member and the Board, possess experience and qualifications that further the Board's commitment to the educational and operational purposes of the Corporation.

Term of Directors

- 5.05 Each Director shall serve a three year term or until his or her successor is appointed. A Director whose term has expired may be appointed to succeed him or herself. A Director's term shall not be extended or shortened beyond the term for which the Director was appointed by an amendment of these Bylaws or other Board action. In the case of a Parent Director, such Director shall hold office as stated or permitted herein or, if earlier, until the student qualifying such Parent Director is no longer a student at a school operated by the Corporation. In such event, the Parent Director shall be removed as a Director as of the date such student graduates or is withdrawn from enrollment at a school operated by the Corporation.

Vacancies

- 5.06. Any vacancy occurring on the Board, and any director position to be filled due to an increase in the number of Directors, shall be filled by appointment as specified in Section 5.04 of these Bylaws.

Resignation of Directors

- 5.07. A Director may resign at any time by written notification to the President or Secretary of the Board. The resignation shall take effect at any time specified therein, and if no time is specified, at the time of its receipt. The acceptance of a resignation by the President or Secretary shall not be necessary to make it effective. Any Director who is absent for more than four (4) consecutive meetings of a Board meeting in any fiscal year shall be deemed to have resigned in accordance with this Section 5.07 of these Bylaws, unless the Board acts affirmatively by majority vote of directors present at a meeting to retain the Director..

Removal of Director

- 5.08 Any Director may be removed from the Board, with or without cause, by the affirmative vote of two-thirds of the Directors entitled to vote who are present at a duly called meeting of the Board convened for that purpose or by the Member as provided in Article 4. Any director removed by this Section shall also be deprived of status as an officer of the Corporation. The Director under consideration for removal by the Board must abstain from voting and may not be considered in calculating the two-thirds vote requirement, but may be included when determining a quorum. Any Director who is absent for more than 40 percent of Board meetings in any 12-month period may be removed automatically, unless the Board or the Member affirmatively determines in writing to retain such Director.

Annual Meeting

- 5.09. The annual meeting of the Board shall be held on the first Tuesday of October 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. Officers of the Corporation shall be elected at the Annual Meeting and there shall be transacted such other business as may properly be brought before the Board.

Regular Meeting

- 5.10. Regular meetings of the Board shall be held at the principal office on the first Tuesday of every other month starting October of each year or at such other time or place as the Board may designate from time to time within the District of Columbia. The number of meetings 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.

Special Meetings

- 5.11. Special meetings of the Board may be called by or at the request of the Member, the President or any two Directors. A person or persons authorized to call special meetings of the Board 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 written notice of the meeting to each Director not less than five (5) nor more than 30 days before the date of the meeting.

Notices

- 5.12. All meeting (Annual, Regular, and Special Meetings) notices must be in writing and set forth the time, place and general purposes of the meeting. Notice to Directors may be delivered personally, by facsimile, or by email, or deposited in the mail, with postage paid, addressed to each Director of record at his or her last address (including email or facsimile number) as it appears in the Corporation's records. Notice that is mailed to a Director must be deposited in the mail no less than five (5) days (exclusive of the date of the meeting) before the date of the meeting. Attendance of a Director at a meeting constitutes a waiver of notice, unless the Director attends a 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.

Agendas

- 5.13. The order of business of the Board shall be established by an Agenda as presented in the notice of the meetings. The Agenda shall be prepared by the President of the Board and the CEO of the Corporation and shall identify all matters to be presented to and to be considered by the Board. The Member shall have the right to require items to be placed on the Agenda of any meeting of the Board.

Quorum

- 5.13. A majority of the number of Directors then serving on the Board 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 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

5.14. 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 specified in 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. In the event there is a voting deadlock of the Board, the Board shall, within five business days of the deadlock vote, submit the action under consideration, in writing to the Member. The Member shall decide such action under consideration, in its sole discretion, and deliver its written decision to the Board within 15-days. The Member's decision shall be binding on the Board of Directors and the Corporation.

Proxies

5.15. Board of Directors may not issue a proxy, vote by proxy, or be represented at a meeting of the Board by a proxy.

Resolutions and Minutes

5.16. All motions and resolutions of the Board will be written or recorded in the minutes of the Board and certified copies will be placed in the corporate records of the Board.

Compensation

5.17. Directors shall not receive compensation for their services as Directors or as members of any committee of the Board. The Board of Directors may adopt a resolution providing for a reimbursement payment according to state law to the Directors for their necessary and reasonable expenses incurred in the performance of duties as directors of the Corporation.

ARTICLE 6 OFFICERS

Officer Positions

6.01. The officers of the Corporation shall be a President, two Vice Presidents, a Secretary, and a Treasurer. The Board may reduce the number of or create additional officer positions, define the authority and duties of each such position, and elect persons to fill the positions. Any two or more offices may be held by the same person, except the offices of President and Treasurer.

Election and Term of Office

6.02. The officers of the Corporation shall be elected annually by the Board at the annual meeting of the Board by a majority vote of Directors present at such meeting. 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

6.03. Any officer elected by the Board may be removed by the Board with or without cause by the affirmative vote of a majority of the Directors then serving on the Board. The officer in question shall not vote on the question of removal, but may be present at the meeting and may be counted in determining the presence of a quorum.

Vacancies

6.04. A vacancy in any office may be filled by the Board of Directors for the unexpired portion of the officer's term.

President

6.05. The President shall preside at all meetings of the Board. The President shall perform other duties prescribed by the Board and all duties incident to the office of President. The President shall be responsible for the management of the Corporation.

Vice President

6.06. When the President is absent, is unable to act, or refuses to act, the First Vice President shall perform the duties of the President. When the First Vice President is absent, unable to act, or refuses to act, the Second 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. A Vice president shall perform other duties as assigned by the President or Board.

Treasurer

6.07. The Treasurer shall:

- (a) Perform all the duties incident to the office of Treasurer.
- (b) Perform duties as assigned by the President or by the Board.
- (c) Be responsible for the financial affairs of the Corporation.

Secretary

6.08. The Secretary shall:

- (a) Give all notices as provided in these Bylaws or as required by law.
- (b) Take minutes of the meetings of the Board 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) Perform duties as assigned by the President or by the Board.
- (f) Perform all duties incident to the office of Secretary.

Superintendent/CEO

- 6.09. The Superintendent/CEO is the educational leader and chief executive officer (CEO) of the charter schools and the Corporation and is responsible for implementing the policies adopted by the Board or requirements of the Member. The Superintendent/CEO has the primary administrative responsibility for planning, operation, supervision and evaluation of the education programs, services, and facilities of the Corporation and its charter school and for the annual evaluation of employees. The Superintendent/CEO is responsible for maintaining general supervision and exercising supervisory authority over all employees and over all programs for which they are responsible.

ARTICLE 7 COMMITTEES

Establishment of Committees

- 7.01. Designated bodies may be established by the Board to perform the duties and functions assigned in furtherance of Board objectives. The Corporation currently has three designated bodies, which will be referred to as committees, established pursuant to this Article 7: Facilities & Construction; Finance; and Academic and & Instruction. Any committee may include one or more Directors from the Board selected by the President and approved by the Board. The rules of procedure of any committee may be set by the Board. Any committee may be abolished or any committee member removed for any reason and at any time by the Board. All such committees shall be subject to the direction of the Board and all actions of any committee shall be subject to Board approval. Any actions recommended by a committee to be taken by the Board of Directors shall be presented as a consent agenda item on the agenda for the meeting at which the Board shall consider the action recommended by the committee. A committee shall include two or more Directors and may include persons who are not directors.

Notice of Meetings

- 7.02. Written notice of the time, place and agenda of all committee meetings will be given by the committee chair in the same manner as notices given for regular Board meetings. Each committee will keep and deliver a copy of minutes of its proceedings to the Secretary of the Board and will report briefly on its activities at each Board meeting.

Rules

- 7.03. Each committee may adopt rules for its own operation not inconsistent with these Bylaws or with rules adopted by the Board.

ARTICLE 8 TRANSACTIONS OF THE CORPORATION

Contracts

- 8.01. 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

- 8.02. All funds of the Corporation not otherwise employed will be deposited in banks or other depositories designated by the Board of Directors and in accordance with District of Columbia law. All checks, drafts, endorsements, notes and evidences of indebtedness of the Corporation will be signed by such officers or agents and all endorsements for deposits to the credit of the Corporation will be made as authorized by the Board.

Gifts

- 8.03. 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, District of Columbia law, and any requirements for maintaining the Corporation's federal and state tax status.

Potential Conflicts of Interest

- 8.04. The Corporation shall not make any loan to a director, officer or employee of the Corporation. The Corporation shall not borrow money from or otherwise transacts business with a member, director, officer, employee 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, employee or committee member of the Corporation without full disclosure of all relevant facts and without the approval of the Board, not including the participation or 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 of any law applicable to the Corporation regarding a potential conflict of interest and any policy adopted by the Board.

Prohibited Acts

- 8.05. 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 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 9 BOOKS AND RECORDS

Records

- 9.01. The Corporation will maintain at its principal office all financial books and records of account, all minutes of the Board meetings and committee meetings, the list of directors, and copies of all other material corporate records, books, documents and contracts as required by law. All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to the Member, the Member's agents, attorneys or designees, any officer, any director, any person authorized by the Board, or as otherwise required by District of Columbia law. Upon leaving office, each director, officer or agent of the Corporation will turn over to the President in good order any Corporation monies, books, records, minutes, lists, documents, contracts or other property of the Corporation in his or her custody or control.

Annual Report

- 9.02. In addition to such other reports and information as may be required by District of Columbia law, the Board shall have the financial and programmatic operations of the Corporation audited annually by a certified public accountant, and the Board shall review and approve a copy of the annual audit report no later than 150 days after the end of the fiscal year for which the audit is made.

ARTICLE 10 FISCAL YEAR

- 10.01. The fiscal year of the Corporation shall begin on the first day of July and end on the last day in June in each year.

ARTICLE 11 INDEMNIFICATION

- 11.01. Any person made or threatened to be made a party to any action in court or other proceeding because he is or was a director or committee member will be indemnified by the Corporation against any and all liability and the reasonable expenses, including attorney's fees, incurred in connection with the defense or settlement of the action, except where it is adjudged that the director or committee member is liable for gross negligence, bad faith, personal gain or willful misconduct in performing his duties. The right of indemnification will not exclude any other right of the director or committee member. INDEMNIFICATION UNDER THIS SECTION IS SUBJECT TO ANY AND ALL PROHIBITIONS, RESTRICTIONS AND LIMITATIONS IMPOSED BY LAW AND SUBJECT TO ANY POLICY ADOPTED OF THE BOARD AND ANY INSURANCE

POLICY PROCURED BY THE CORPORATION CONCERNING THE INDEMNIFICATION OBLIGATIONS OF THIS SECTION 11.01.

- 11.02. The Board will have the power to purchase and maintain at the Corporation's expense insurance on behalf of the Corporation, the Board and others.

**ARTICLE 12
AMENDMENTS TO BYLAWS**

- 12.01. These bylaws may be altered, amended, or repealed, and new bylaws may be adopted by a majority vote of the Directors then serving on the Board subject to the approval of the Member. Notwithstanding the foregoing, no alteration, amendment or restatement of these Bylaws may: 1) violate District of Columbia law; 2) adversely affect the Corporation's nonprofit status; 3) adversely affect the Corporation's tax-exempt status under Section 501(c)(3) of the Internal Revenue Code; or 4) alter or adversely affect any rights of the Member without the Member's express written consent. Any repeal, alteration, amendment or restatement that purports to alter this Article 12 may only be made upon the unanimous vote of all the Directors and the approval of the Member. 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 13
MISCELLANEOUS PROVISIONS**

Legal Authorities Governing Constructions of Bylaws

- 13.01. The bylaws shall be construed in accordance with the laws of the District of Columbia and are subject to and governed by, and should be read to comply therewith, any applicable federal or District of Columbia laws and regulations applicable to the Corporation and the charter schools, including the District of Columbia School Reform Act of 1995, and interpretive regulations. 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

- 13.02. If any bylaw provision is held to be invalid, illegal, or unenforceable in any respect, the invalidity, illegality, any other provision of these bylaws shall be unaffected by such holding. The headings used in the bylaws are used for convenience and shall not be considered in contouring the terms of the bylaws. 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

13.03. The Board may provide for a corporate seal and such seal may be inscribed with the Corporation name and year and place of its incorporation.

Dissolution or Bankruptcy

13.04 Any event of dissolution or bankruptcy of the Corporation shall require prior written approval of the Member. Upon dissolution, the Corporation's assets shall be distributed in accordance with the law of the District or if permitted by District law, distributed to the Member to be used for charitable and educational purposes only.

ARTICLE 14 STATEMENTS OF THE CORPORATION

Statement of Non-Discrimination

14.01 The Corporation, in all its activities and programs, shall not discriminate on the basis of sex, national origin, ethnicity, religion, disability or any other protected class in accordance with applicable federal or District of Columbia laws. Any charter school operated by the Corporation will not deny admission based on sex; national origin; ethnicity; religion; disability; or any other factors prohibited by District or federal law.

14.02. The Corporation is formed for charitable and educational purposes, and is and shall be nonprofit and nonpartisan. No substantial part of the activities of the Corporation will consist of the publication or dissemination of materials or statements with the purpose of attempting to influence legislation, and the Corporation will not participate or intervene in any political campaign on behalf of or in opposition to any candidate of public office. No part of the net earnings, properties or assets of this corporation, on dissolution or otherwise shall inure to the benefit of any private person, or any director or officer of this Corporation. On liquidation or dissolution, all properties, assets and obligations will be distributed or paid over to an organization dedicated to charitable and educational purposes that is tax-exempt pursuant to Internal Revenue Code Section 501 (c)(3) as amended or as otherwise required by state and federal law.

Code of Ethics

2014 - 2015

ACADEMIC CALENDAR

Harmony School of Excellence - DC



Where Excellence is Our Standard

First Semester (82 days)

S M T W T F S

Aug-14

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	[25	26	27	28	29	30
31						

Sep-14

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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Oct-14

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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	[27	28	29	30	31	

Nov-14

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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Dec-14

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2014	
Professional Development	11-15
Orientation for K-5	18
Orientation for 6-12	20
First Day of School/1st Quarter Begins	25
September 2014	
Labor Day Holiday	1
Professional Development	26
October 2014	
2nd Quarter Begins	27
Parent Conference/Early Dismissal	30
November 2014	
Professional Development	14
Thanksgiving Break	27-28
December 2014	
Winter Break	22-31

Second Semester (95 days)

S M T W T F S

Jan-15

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	[20	21	22+	23	24
25	26	27	28	29	30	31

Feb-15

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Mar-15

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Apr-15

			1	2	3	4
5	[6	7	8	9+	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May-15

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2015	
Winter Break	1-2
Professional Development	5
Martin L. King Jr. Holiday	19
3rd Quarter Begins	20
Parent Conference/Early Dismissal	22
February 2015	
President's Day Holiday	16
March 2015	
Professional Development	27
Spring Break	30-31
April 2015	
Spring Break	1-3
4th Quarter Begins	6
Parent Conference/Early Dismissal	9
May 2015	
Memorial Day Holiday	25

S M T W T F S

Jun-15

		1	2	3	4	5	6
7	8*	9*	10	11	12	13	14
15	16	17	18	19	20	21	22
23	24	25	26	27	28	29	30

Jul-15

				1	2	3	4
5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28
29	30	31					

QUARTERS

1 st	Aug 25 - Oct 24	43 Days
2 nd	Oct 27 - Jan 16	46 Days
3 rd	Jan 20 - Mar 27	48 Days
4 th	Apr 6 - Jun 4	43 Days
Total		180 Days

LEGEND

- Student / Teacher Holiday
- Staff Development Day / Stu. Holiday
- Beginning, End of Quarters
- Make-Up Day if necessary
- Parent Conference/Early Dismissal

June 2015	
Last Day of School	4
Make-Up Day if necessary	8-9
Summer School Begins	15
July 2015	
Summer School Ends	10

Harmony School of Excellence - DC
 School Address
 City, TX Zip
 Phone - web

Financial Audits for the Last Three Years

2011-2012 Audit Report

(Full Copy)

2010-2011 Audit Report

(Only summary pages for entire organization – not for individual campuses)

2009-2010 Audit Report

(Only summary pages for entire organization – not for individual campuses)

Upon request 2010-2011 and 2009-2010 full audit reports are available – or it can be downloaded from

www.harmonytx.org/harmonyDC/AuditsAll.zip

**HARMONY PUBLIC SCHOOLS
STATEMENT OF ACTIVITIES**

<u>REVENUE</u>	<u>August 31 2012</u> <u>(Unaudited)</u>	<u>August 31 2011</u> <u>(Audited)</u>
5700 LOCAL REVENUE	\$ 8,937,357	\$ 8,047,126
5800 STATE REVENUE	\$ 148,896,371	\$ 126,447,384
5900 FEDERAL REVENUE	\$ 17,732,116	\$ 14,176,454
Total revenue	\$ 175,565,844	\$ 148,670,964
 <u>EXPENDITURE</u>		
11-INSTRUCTION	\$ 81,435,121	\$ 67,810,285
12-INSTR RES&MEDIA SVCS	\$ 415,257	\$ 654,206
13-CURR DEV & INST STF DEV	\$ 7,307,037	\$ 2,164,510
21-CURR DEV & ADMIN	\$ 1,892,114	\$ 1,545,599
23-SCHOOL LEADERSHIP	\$ 16,731,694	\$ 11,019,204
33-HEALTH SERVICES	\$ 207,691	\$ 658,524
34-TRANSPORTATION	\$ 508,664	\$ 313,614
35-FOOD SERVICES	\$ 7,071,899	\$ 5,326,177
36-CO-CUR/EXTRA CURR STU	\$ 4,408,660	\$ 3,281,558
41-GENERAL ADMIN	\$ 3,511,496	\$ 12,340,091
51-PLAN MAINT/ OPR PLANT	\$ 31,985,078	\$ 28,193,442
52-SECURITY & MONITORING SVCS	\$ 402,846	\$ 459,985
53- DATA PROCESSING SVCS	\$ 1,441,960	\$ 320,887
71- DEBT SERVICES	\$ 12,718,422	\$ 9,420,796
Total Expenditure	\$ 170,037,938	\$ 143,508,876
Change in Net Assets	\$ 5,527,906	\$ 5,162,088
Net Assets, Begining of Year	\$ 31,214,956	\$ 26,052,867
Net Assets, End Of Period	\$ <u>36,742,862</u>	\$ <u>31,214,955</u>

**HARMONY PUBLIC SCHOOLS
STATEMENT OF FINANCIAL POSITION**

	<u>August 31 2012</u> (Unaudited)	<u>August 31 2011</u> (Audited)
<u>ASSETS</u>		
Assets:		
Cash	\$ 67,009,315	\$ 54,860,564
Receivable	\$ 8,357,653	\$ 8,008,846
Other Receivable	\$ 1,400,580	\$ 321,532
Land	\$ 28,873,193	\$ 27,850,679
Buildings and improvements	\$ 208,284,282	\$ 179,955,661
Furniture and Equipment	\$ 14,654,001	\$ 13,510,264
Accumulated depreciation	\$ (28,919,052)	\$ (17,969,661)
Security Deposits	\$ 446,259	\$ 399,713
Other Assets	\$ 7,536,418	\$ 4,429,369
Total assets	307,642,648	271,366,967
 <u>LIABILITIES</u>		
Liabilities:		
Accounts payable	\$ 5,575,629	\$ 5,219,270
Accrued liabilities	\$ 1,182,562	\$ 264,995
Wages Payable	\$ 3,091,344	\$ 2,598,831
Capital lease payable	\$ 22,353	\$ 33,205
Interest payable	\$ 1,750,275	\$ 1,565,651
Notes Payable	\$ 15,844,629	\$ 18,497,994
Bond payable net of discount	\$ 243,432,993	\$ 211,972,064
Total liabilities	\$ 270,899,785	\$ 240,152,010
Net Assets:	\$ 36,742,862	\$ 31,214,957
Total liabilities and net assets	\$ 307,642,648	\$ 271,366,967
	<u>August 31 2012</u> (Unaudited)	<u>August 31 2011</u> (Audited)
Unrestricted Cash Balance	<u>\$25,062,903.00</u>	<u>\$14,397,966.83</u>

HARMONY PUBLIC SCHOOLS
FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION
FOR THE YEAR ENDED AUGUST 31, 2012

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HARMONY PUBLIC SCHOOLS

071-806
101-858
220-813
015-828
101-846
227-816
152-805
161-807
031-803
101-862
240-804

(Federal Employer Identification Number: 76-0615245)

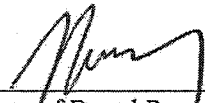
CERTIFICATE OF BOARD

August 31, 2012

We, the undersigned, certify that the attached Annual Financial and Compliance Report of Harmony Public Schools was reviewed and approved disapproved for the year ended August 31, 2012, at a meeting of the governing body of said charter school on the 24 day of January, 2013.



Signature of Board Secretary



Signature of Board President

GOMEZ & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS

5177 RICHMOND AVE. SUITE 1100

HOUSTON, TEXAS 77056

TEL: (713) 666-5900

FAX: (713) 666-1049

<http://www.gomezandco.com>

INDEPENDENT AUDITOR'S REPORT

To The Board of Directors of
Harmony Public Schools
Houston, Texas

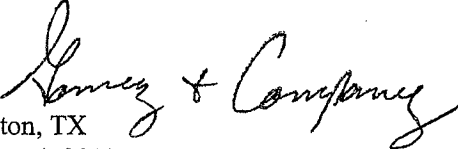
We have audited the accompanying statement of financial position of Harmony Public Schools (a nonprofit organization) (HPS) as of August 31, 2012, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of HPS's management. Our responsibility is to express an opinion on these financial statements based on our audit.

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. 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 the 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 previously present fairly, in all material respects, the financial position of HPS as of August 31, 2012, 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 January 4, 2013, on our consideration of HPS's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Our audit was conducted for the purpose of forming an opinion on the financial statements 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 financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the financial statements as a whole.


Houston, TX
January 4, 2013

HARMONY PUBLIC SCHOOLS

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2012

ASSETS

Current Assets:

Cash	\$ 22,828,524
Restricted Cash	44,205,391
Receivables	8,840,385
Other Receivables	1,297,153
Prepays	87,954
Total Current Assets	<u>77,259,408</u>

Property & Equipment:

Land	28,873,193
Buildings and Improvements	209,878,657
Furniture and Equipment	15,138,340
	<u>253,890,190</u>
Less: Accumulated Depreciation	<u>(28,613,744)</u>
	225,276,446

Other Assets:

Deposits	555,646
Bond Issuance Cost	<u>5,064,085</u>

Total Assets \$ 308,155,585

LIABILITIES AND NET ASSETS

Current Liabilities:

Accounts Payable	\$ 6,513,721
Accrued Liabilities	1,185,056
Wages Payable	3,086,767
Interest Payable	1,750,275
Due to State	185,376
Capital Lease Payable	8,396
Current Portion of Notes Payable	7,485,482
Current Portion of Bonds Payable	<u>3,911,782</u>
Total Current Liabilities	24,126,855

Long-term Liabilities:

Notes Payable Net of Current Portion	8,273,953
Bonds Payable Net of Discount/Premium and Current Portion	<u>238,900,751</u>

Total Liabilities 271,301,559

Net Assets:

Unrestricted	10,935,047
Temporarily Restricted	<u>25,918,979</u>

Total Net Assets 36,854,026

Total Liabilities and Net Assets \$ 308,155,585

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2012

	Unrestricted	Temporarily Restricted	Total
SUPPORT AND REVENUE			
Federal Grants	\$	\$ 18,290,028	\$ 18,290,028
State and Local Grants		148,926,334	148,926,334
Donations	700,126		700,126
Interest Income	113,722		113,722
Other Income	7,500,319		7,500,319
Net Assets Released From Restrictions	164,658,598	(164,658,598)	
Total Revenues	<u>172,972,765</u>	<u>2,557,764</u>	<u>175,530,529</u>
EXPENSES			
Salaries	74,832,273		74,832,273
Employee Benefits	10,610,597		10,610,597
Payroll Tax Expense	1,569,260		1,569,260
Professional Fees	17,524,847		17,524,847
Occupancy	8,942,449		8,942,449
Equipment Lease	2,103,298		2,103,298
Supplies	14,734,184		14,734,184
Interest	12,571,988		12,571,988
Repairs & Maintenance	3,594,993		3,594,993
Utilities	3,360,979		3,360,979
Travel	2,747,084		2,747,084
Insurance	502,339		502,339
Other Expense	5,879,064		5,879,064
Depreciation	10,644,083		10,644,083
Amortization	274,021		274,021
Total Expenses	<u>169,891,459</u>	<u>2,557,764</u>	<u>169,891,459</u>
Change In Net Assets	3,081,306	2,557,764	5,639,070
Net Assets, Beginning of Year	7,853,741	23,361,215	31,214,956
Net Assets, Ending of Year	<u>\$ 10,935,047</u>	<u>\$ 25,918,979</u>	<u>\$ 36,854,026</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED AUGUST 31, 2012

Cash Flows From Operating Activities	
Change in net assets	\$ 5,639,070
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities	
Depreciation	10,644,083
(Increase) Decrease in Accounts Receivable	(831,539)
(Increase) Decrease in Other Receivable	(1,031,339)
(Increase) Decrease in Deposits	(155,933)
(Increase) Decrease in Bond Issuance Cost	(634,716)
Increase (Decrease) in Accounts Payable	1,294,451
Increase (Decrease) in Wages Payable	487,936
Increase (Decrease) in Accrued Liabilities	920,061
Increase (Decrease) in Due to State	185,376
Increase (Decrease) in Interest Payable	<u>184,624</u>
Net Cash Provided (Used) by Operating Activities	<u>16,702,074</u>
Cash Flows From Investing Activities	
Purchase of Fixed Assets	<u>(32,605,824)</u>
Net Cash Provided (Used) by Investing Activities	<u>(32,605,824)</u>
Cash Flows From Financing Activities	
Proceeds from Loans	4,435,037
Proceeds from Bonds	31,720,469
Repayment of Capital Leases	(24,809)
Repayment of Loans	(7,173,596)
Repayment of Bonds	<u>(880,000)</u>
Net Cash Provided (Used) by Financing Activities	<u>28,077,101</u>
NET INCREASE (DECREASE) IN CASH	<u>12,173,351</u>
CASH AT BEGINNING OF YEAR	<u>54,860,564</u>
CASH AT END OF YEAR	<u>\$ 67,033,915</u>
<u>Supplemental Disclosures</u>	
Cash Paid During the Year for:	
Interest	<u>\$ 12,571,988</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2012

A. Organization:

Harmony Public Schools (HPS), a nonprofit organization, provides curricula for students in grades kindergarten through 12. The school was incorporated in the State of Texas in September 1999, under the Texas Non-Profit Corporation Act. The Internal Revenue Service determined that HPS 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, HPS operates as part of the state public school system subject to all federal and state laws and rules governing public schools. HPS is also subject to all laws and rules pertaining to open-enrollment charter schools in section 12 of the Texas Education Code.

CHANGE OF ORGANIZATION NAME

On June 13, 2012 HPS filed a certificate of amendment with the Office of the Secretary of State of Texas to change their organization name from Cosmos Foundation, Inc. to Harmony Public Schools which was approved on June 14, 2012. On August 3, 2012 HPS received approval from TEA to change their charter holder name from Cosmos Foundation, Inc. to Harmony Public Schools for all of the districts.

B. Summary of Significant Accounting Policies:

BASIS OF PRESENTATION

HPS reports its financial information based on the *Financial Accounting Standards Board Accounting Standards Codification 958 Not-for-Profit Entities-205 Presentation of Financial Statements*. Under *FASB ASC 958-205*, an Organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

PRINCIPLES OF CONSOLIDATION

The consolidated financial statements include all of the agencies accounts. All significant intercompany balances and transactions have been eliminated.

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.

HARMONY PUBLIC SCHOOLS
NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2012

CONTRIBUTIONS

In accordance with *Financial Accounting Standards Board Accounting Standards Codification 958 Not-for-Profit Entities-605 Revenue* Recognition, contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence or nature of any donor restrictions.

B. Summary of Significant Accounting Policies: (Continued)

PROPERTY AND EQUIPMENT

Property and equipment purchased by HPS 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 \$5,000 are recorded as fixed assets. Depreciation is provided on the straight-line method based upon estimated useful lives of ten years for equipment. Gains or losses on retired or on sale of property and equipment are reflected in income for the period. The proceeds from such sales which are not legally required or expected to be reinvested in property and equipment are transferred to unrestricted net assets.

PLEDGES AND ACCOUNTS RECEIVABLE

Contributions are recognized when the donor makes a promise to give to HPS 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.

INCOME TAXES

HPS 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.

HARMONY PUBLIC SCHOOLS
NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2012

B. Summary of Significant Accounting Policies: (Continued)

ESTIMATES

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

C. Pension Plan:

The charter school contributes to the Teacher Retirement System of Texas (TRS), a cost sharing, multiple-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. TRS administers retirement and disability annuities, and death and survivor benefits to employees and beneficiaries of employees of the public school systems of Texas. It operates primarily under the provisions of the Texas Constitution, Article XVI, Sec. 67, and Texas Government code, Title 8, Chapters 803 and 805 respectively. The Texas State legislature has the authority to establish and amend benefit provisions of the pension plan and may, under certain circumstances, grant special authority to the TRS Board of Trustees. TRS issues a publicly available financial report that includes financial statements and required supplementary information for the defined benefit plan. That report may be obtained by writing to the TRS Communications Department, 1000 Red River Street, Austin, Texas 78701 or by calling the TRS Communications Department at 1-800-223-8778, or by downloading the report from the TRS Internet website, www.trs.state.tx.us, under the TRS Publications Heading.

Contribution requirements are not actuarially determined but are established and amended by the Texas state legislature. The state funding policy is as follows: (1) the state constitution requires the legislature to establish a member contribution rate of not less than 6.0% and not more than 10% of the aggregate annual compensation of all members of the system; (2) A state statute prohibits benefit improvements or contribution reductions if, as a result of a particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, if the amortization period already exceeds 1 years, the period would be increased by such action. State law provides for a member contribution rate of 6.4% for fiscal year 2012, 2011 and 2010, and a state contribution rate of 6.0% for fiscal years 2012, 6.644% for fiscal year 2011 and 2010. The charter school's employee contributions to the system for the years ending August 31, 2012 were \$4,647,884 equal to the required contributions for the year. Other contributions made from federal and private grants and from the charter school for salaries above the statutory minimum for the year ending August 31, 2012 was \$-0-.

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.

HARMONY PUBLIC SCHOOLS
NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2012

E. Operating Lease Commitment:

HPS is currently leasing its office equipment and building on a non-cancelable operating lease. HPS minimum annual lease commitment is as follows:

Year months ending August 31,	Amount
2013	\$ 9,296,321
2014	5,542,467
2015	4,178,113
2016	3,201,582
2017	2,169,605
Total	\$ 24,388,088

Operating lease expense amounted to \$11,045,747 for the year ended August 31, 2012.

F. Notes Payable:

HPS's obligations under notes payable consists of the following:

Note payable to a bank, secured by land and buildings. The note is dated August 5, 2009, and has a variable interest rate, payable in monthly installments of \$79,917 and a face amount of \$6,650,000. The date of maturity is August 31, 2015.	\$ 4,848,629
Note payable to a bank, secured by land and buildings. The note is dated December 28, 2009, and has a 6.5% interest rate, payable in 20 installments of \$97,156 and a face amount of \$4,300,000. The date of maturity is October 5, 2015.	4,106,667
Note payable to a finance company, secured by land and buildings. The note is dated June 15, 2009, and has a 6.15% interest rate, payable in 360 installments of \$39,864 and a face amount of \$4,290,000. The date of maturity is January 1, 2013.	3,589,125
Note payable to a finance company, secured by land and buildings. The note is dated June 15, 2009, and has a 6.25% interest rate, payable in 360 installments of \$15,542 and a face amount of \$2,110,000. The date of maturity is January 1, 2013	1,490,014
Note payable to a church, secured by land. The note is dated December 9, 2011, has a 5.50% interest rate, payable in 24 monthly installments of \$9,921 and a face amount of \$225,000. The date of maturity is August 1, 2014.	225,000
Revolving line of credit with a bank unsecured, payable on demand with an interest rate of 6.50%. The date of maturity is January 23, 2013. See note H.	1,500,000
Total notes payable	\$ 15,759,435
Less Current Portion	(7,485,482)
Notes Payable	8,273,953

HARMONY PUBLIC SCHOOLS
NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2012

F. Notes Payable: (Continued)

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

<u>Year ending August 31,</u>	<u>Amount</u>
2013	\$ 7,485,482
2014	920,681
2015	7,353,161
Total	<u>\$ 15,759,324</u>

G. Capital Leases:

HPS has acquired equipment under the provisions of three remaining long-term leases. For financial reporting purposes, minimum lease payments to the equipment have been capitalized.

The first lease expires January 2013. The equipment under capital lease as of August 31, 2012 has a cost of \$41,600, accumulated amortization of \$37,149 and a net book value of \$4,451. Amortization of the equipment is included in depreciation expense.

The second lease expires February 2013. The equipment under capital lease as of August 31, 2011 has a cost of \$36,883, accumulated amortization of \$32,937 and a net book value of \$3,946. Amortization of the equipment is included in depreciation expense.

The future minimum lease payments under capital lease together with their present value as of August 31, 2012 is as follows:

Total minimum lease payments	\$ 8,653
Less amount representing interest	(257)
Present value of net minimum lease payments	<u>\$ 8,396</u>

H. Revolving Line of Credit:

HPS, Inc. has a \$1,500,000 revolving line of credit with a bank. All advances on the credit line are payable on demand and carry an interest rate of 6.50%. The credit line is unsecured. HPS, Inc. had draws on the line of credit that totaled to \$1,500,000 as of August 31, 2012.

I. Restricted Cash:

Restricted cash at August 31, 2012 consisted of project funds, debt service, debt service reserve fund and sinking fund bond cash accounts. These funds are to be solely used in the construction and acquisition of new facilities and repayment of bond liabilities and cannot be used for normal operating expenditures.

HARMONY PUBLIC SCHOOLS
NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2012

J. Bonds Payable:

HPS, Inc. has secured bond financing pursuant to Chapter 53 of the Texas Education Code of "Qualified Tax Exempt" Education Revenue Series Bonds, 2007A, 2008A, 2010A, 2011A and 2012A in the amounts of \$28,860,000, \$30,075,000, \$50,090,000 \$58,930,000 and \$31,350,000 respectively. HPS also has Taxable Educational Revenue Bonds, Q Series (Qualified School Construction Bonds) 2010Q and 2011Q in the amounts of \$39,910,000 and \$5,085,000 respectively. The bonds are limited obligations of the issuer payable solely from revenues received by the issuer pursuant to a loan agreement between the issuer and the borrower.

Bonds payable at August 31, 2012 consist of the following:

2007A Bonds, 5.35% interest; principle due annually commencing February 15, 2011 and interest due in semi-annual installments, commencing August 15, 2008; Maturity dates range from 2011 to 2037.	\$ 27,835,000
2008A Bonds, 6.25% interest; principle due annually commencing February 15, 2013 and interest due in semi-annual installments, commencing February 15, 2007; Maturity dates range from 2013 to 2038.	30,075,000
2010A Bonds, 6.0% - 6.2% interest; principle due annually commencing 2028 and interest due in semi-annual installments, commencing February 15, 2011; Maturity dates range from 2028 to 2040.	50,090,000
2010Q Bonds, 8.125% interest; principle is deposited annually to a sinking fund account and interest due in semi-annual installments, commencing February 15, 2011; Bond matures in 2027	39,910,000
2011A Bonds, 8.125% interest; principle due annually commencing May 15, 2013 and interest due in semi-annual installments, commencing November 15, 2011; Maturity dates range from 2013 to 2041.	58,930,000
2011Q Bonds, 8.125% interest; principle due annually commencing May 15, 2013 and interest due in semi-annual installments, commencing November 15, 2011; Maturity dates range from 2013 to 2026.	5,085,000

HARMONY PUBLIC SCHOOLS
NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2012

J. Bonds Payable: (Continued)

2012A Bonds, 4% - 5% interest; principle due annually commencing February 15, 2014 and interest due semi-annually commencing August 15, 2012; Maturity dates range from 2014 to 2042		31,350,000
	Total	\$ 243,275,000
	Less unamortized discount	(802,123)
	Plus original issue premium	339,656
	Less current portion	(3,911,782)
		\$ 238,900,751

Future maturities of long-term debt at August 31, 2011 are as follows:

Year ending August 31,	Amount
2012	\$ 3,911,782
2013	4,586,379
2014	4,767,778
2015	4,951,032
2016	5,151,198
Thereafter	\$ 219,906,831
	243,275,000
Less unamortized discount	(802,123)
Plus original issue premium	339,656
Amount of bond net of discount and premium	\$ 242,812,533

HPS must maintain a debt service fund which is required to maintain a minimum balance for the 2007A, 2008A, 2010A, 2011A and 2012A series bonds in the amounts of \$1,021,296, \$2,499,614, \$5,009,000, \$5,039,469 and \$2,035,125. At August 31, 2012, the debt service funds for the 2007A, 2008A, 2010A, 2011A and 2012A series bonds had a balance of \$1,067,170, \$1,515,265, \$5,031,476, \$5,051,439 and \$2,035,828 respectively. HPS applied for, and was awarded, a grant 2009 from the Texas Credit Enhancement Program in the amount of \$1,000,000 to secure the \$2,023,338 debt service fund requirement for the 2007A series bonds. This grant can be used to secure other debt service reserve funds as deemed necessary.

HARMONY PUBLIC SCHOOLS
NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2012

K. Commitments and Contingencies:

HPS 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.

L. Health Care Coverage:

During the year ended August 31, 2012, employees of HPS were covered by a group insurance plan. The school paid premiums up to \$525 for teachers, \$625 for assistant principals, \$825 for principals and central office administrators, \$1,025 for assistant superintendents, cluster superintendents, and superintendents, for each campus per month per employee (depending upon coverage selected) to the plan. Employees, at their option, authorized payroll withholdings to pay premiums for dependents. All premiums were paid to a licensed insurer.

M. Temporarily Restricted Net Assets:

Temporarily restricted net assets at August 31, 2012, are available for the following periods:

Periods after August 31, 2012	
State Funds	\$ 25,918,979
Total restricted funds	<u>\$ 25,918,979</u>

Net assets were released from restrictions by incurring expenses satisfying the restricted purposes or by occurrence of other events specified by donors as follows:

State Fund	\$ 146,368,570
Federal Funds	18,290,028
Total restrictions released	<u>\$ 164,658,598</u>

N. Certificate of Deposits:

HSA- El Paso has renewed a \$300,000 eight month certificate of deposit with a variable interest rate, and also invested in a \$1,500,000 twelve month certificate of deposit with a variable interest rate as of August 31, 2012. The certificates of deposits mature on April 20, 2013 and January 23, 2013 respectively. Investments in certificates of deposit total \$1,816,476 at August 31, 2012.

HARMONY PUBLIC SCHOOLS
 NOTES TO FINANCIAL STATEMENTS
 AUGUST 31, 2012

O. Consolidation of Harmony Public Schools:

On June 30, 2012 Harmony Public Schools submitted a request for Consolidation of Districts to the Texas Education Agency for the consolidation of two of its District numbers for the purpose of restructuring and realigning some of their campuses.

Harmony Public Schools previously held eleven (11) District numbers covering thirty-six (36) campuses in several Texas cities. On June 30, 2012 the agency returned and consolidated the following districts:

- Harmony Science Academy – Laredo #240-804– Consolidated its assets under Harmony Science Academy – San Antonio District # 015-828

The consolidation was approved by the Texas Education Agency on June 30, 2012. We understand that the academic history and records of the consolidated charters will continue to exist regardless of the consolidation. Effective June 30, 2012, the consolidation of the two (2) districts were implemented.

As required by TEA, a separate audit report for Harmony Science Academy – Laredo #240-804 for the ten month period ended June 30, 2012 was performed see pages 77 to 82. The assets of Harmony Science Academy – Laredo were transferred and consolidated with Harmony Science Academy – San Antonio. All campus financial activity subsequent to June 30, 2012 is now recorded under Harmony Science Academy – San Antonio.

P. Prior Period Adjustment

Net assets were restated at August 31, 2011 due to reclassification of a bond liability and an overstatement and understatement of bond cost of issuance cash accounts. Below is a table that shows the changes of beginning net assets and reconciles the restated net assets on each district’s financial statements. The result of this change had a zero effect on net assets as a whole, but did increase/decrease individual district net assets at August 31, 2011.

The charter school’s adjustments are as follows:

Houston – Reclassification of bond liability	\$ (66,733)
Houston – Bond Issuance Cost Transfer to Fort Worth	(32,846)
Fort Worth – Bond Issuance Cost Transfer from Houston	32,846
Excellence – Reclassification of bond liability	<u>66,733</u>
Net effect of the charter school’s adjustments	<u>\$ -0-</u>

HARMONY PUBLIC SCHOOLS
NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2012

Q. Elimination Entries:

<u>Description</u>	<u>Balance Before Eliminations</u>	<u>Eliminations</u>	<u>Consolidated Balance</u>
Total Assets	\$ 308,155,585	\$ -	\$ 308,155,585
Total Liabilities	271,301,559	-	271,301,559
Net Assets	36,854,026	-	36,854,026
Total Liabilities & Net Assets	308,155,585	-	308,155,585
Revenue	187,170,530	(11,640,000)	175,530,530
Expenses	181,531,460	(11,640,000)	169,891,460
Net Income	\$ 5,639,070	-	\$ 5,639,070

Eliminations consist of the following:

District Financial Services	\$ 10,920,000
Rental Income	720,000
Total	<u>\$ 11,640,000</u>

R. Due to State:

During the fiscal year end August 31, 2011 TEA conducted a grant audit of Title I and Idea B funds. The preliminary report on an audit of the administration of federal awards issued on April 8, 2011 identified question cost of \$ 544,649.47. HSA did not agree with the findings, disputed \$521,346 and submitted their response in July 2011 to TEA. On September 28, 2012 TEA finalized their audit and requested that Harmony Science Academy – Houston #101-846 return \$79,709 and \$59,674 of Title I and IDEA B funds respectively. They also requested that Harmony Science Academy – Laredo #240-804 return \$14,859 and \$31,134 of Title I and IDEA B funds respectively. A liability for the amounts requested totaling \$185,376 was accrued as of August 31, 2012.

HARMONY PUBLIC SCHOOLS
NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2012

S. Guarantee of Bonds:

The Corporation guarantees \$1,245,000 of Series 2010 Y Bonds and \$705,000 of Series 2010 Z Bonds for Lisa Academy, Inc. (an independent charter school district) for property located in Arkansas. The outstanding principal balances on the bonds are \$1,245,000 and \$485,000 respectively at August 31, 2012. This guarantee would require payment by HPS only in the event of default by Lisa Academy, Inc. The security interest in the property would be subrogated to HPS. The related partnership was current with required payments as of August 31, 2012 and management believes likelihood is remote that material payments will be required under this guarantee.

T. Subsequent Event:

HPS submitted a request to change its accounting period to TEA. On August 3, 2012 TEA approved a change in fiscal year from September 1 through August 31 to July 1 through June 30 for all districts under HPS.

On December 11, 2012 the U.S. Department of Education announced that HPS is the recipient of Race to the Top-District funding in the amount of \$29,866,398. The funds will be received over the next four years. HPS joins just sixteen charter schools and independent school districts nationwide in receiving this round of grants.

U. Evaluation of Subsequent Events:

HPS has evaluated subsequent events through January 4, 2013, the date which the financial statements were available to be issued.

GOMEZ & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS

5177 RICHMOND AVE. SUITE 1100

HOUSTON, TEXAS 77056

TEL: (713) 666-5900

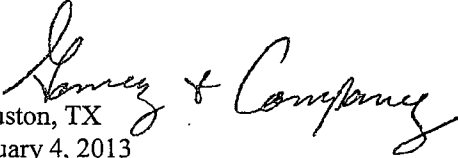
FAX: (713) 666-1049

<http://www.gomezandco.com>

INDEPENDENT AUDITOR'S REPORT ON ADDITIONAL INFORMATION

To The Board of Directors of
Harmony Public Schools
Houston, Texas

We have audited the financial statements of Harmony Public Schools as of and for the year ended August 31, 2012, and have issued our report thereon dated January 4, 2013, which contained an unqualified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements dated as a whole. The schedules for individual charter school dated August 31, 2012 pages 17 to 76 and the schedules for individual charter school – Laredo dated June 30, 2012, a ten month period, pages 77 to 82 are presented for purposes of additional analysis and are not a required part of the consolidated financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.


Houston, TX
January 4, 2013

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY-HOUSTON
STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2012

ASSETS	
Current Assets:	
Cash	\$ 2,709,476
Restricted Cash	16,884,185
Receivables	1,204,615
Other Receivables	949,338
Prepays	<u>87,954</u>
Total Current Assets	21,835,568
Property & Equipment:	
Land	6,223,837
Buildings and Improvements	51,695,739
Furniture and Equipment	<u>3,571,837</u>
	61,491,413
Less: Accumulated Depreciation	<u>(6,495,974)</u>
	54,995,439
Other Assets:	
Deposits	7,077
Bond Issuance Cost	<u>3,058,823</u>
Total Assets	<u>\$ 79,896,908</u>
LIABILITIES AND NET ASSETS	
Current Liabilities:	
Accounts Payable	\$ 959,632
Accrued Liabilities	290,884
Wages Payable	478,688
Interest Payable	214,334
Due to State	139,383
Current Portion of Notes Payable	5,090,454
Current Portion of Bonds Payable	<u>1,008,456</u>
Total Current Liabilities	8,181,830
Long-term Liabilities:	
Notes Payable Net of Current Portion	96,405
Bonds Payable Net of Discount and Current Portion	<u>63,332,076</u>
Total Liabilities	<u>71,610,311</u>
Net Assets:	
Unrestricted	3,545,843
Temporarily Restricted	<u>4,740,753</u>
Total Net Assets	<u>8,286,596</u>
Total Liabilities and Net Assets	<u>\$ 79,896,908</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY- AUSTIN
STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2012

ASSETS

Current Assets:

Cash	\$ 2,025,018
Restricted Cash	2,779,867
Receivables	<u>987,284</u>
Total Current Assets	5,792,170

Property & Equipment:

Land	2,129,350
Buildings and Improvements	18,001,868
Furniture and Equipment	<u>1,710,227</u>
	21,841,446
Less: Accumulated Depreciation	<u>(2,141,790)</u>
	19,699,655

Other Assets:

Deposits	110,814
Bond Issuance Cost	<u>222,343</u>

Total Assets \$ 25,824,982

LIABILITIES AND NET ASSETS

Current Liabilities:

Accounts Payable	\$ 493,552
Accrued Liabilities	8,338
Wages Payable	363,978
Interest Payable	165,351
Current Portion of Notes Payable	68,994
Current Portion of Bonds Payable	<u>323,933</u>
Total Current Liabilities	1,424,145

Long-term Liabilities:

Notes Payable Net of Current Portion	112,200
Bonds Payable Net of Discount and Current Portion	<u>20,785,968</u>

Total Liabilities 22,322,314

Net Assets:

Unrestricted	257,076
Temporarily Restricted	<u>3,245,592</u>

Total Net Assets 3,502,668

Total Liabilities and Net Assets \$ 25,824,982

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY- SAN ANTONIO
STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2012

ASSETS	
Current Assets:	
Cash	\$ 2,748,886
Restricted Cash	1,672,138
Receivables	706,540
Other Receivables	4,265
Total Current Assets	<u>5,131,828</u>
Property & Equipment:	
Land	1,718,271
Buildings and Improvements	19,369,982
Furniture and Equipment	1,276,001
	<u>22,364,254</u>
Less: Accumulated Depreciation	<u>(1,844,569)</u>
	20,519,686
Other Assets:	
Deposits	23,750
Bond Issuance Cost	379,944
	<u>403,694</u>
Total Assets	<u>\$ 26,055,208</u>
 LIABILITIES AND NET ASSETS	
Current Liabilities:	
Accounts Payable	\$ 172,447
Accrued Liabilities	14,519
Wages Payable	264,339
Interest Payable	80,181
Due to State	45,993
Current Portion of Notes Payable	500,000
Current Portion of Bonds Payable	447,572
Total Current Liabilities	<u>1,525,051</u>
Long-term Liabilities:	
Bonds Payable Net of Discount and Current Portion	<u>20,103,506</u>
Total Liabilities	<u>21,628,557</u>
Net Assets:	
Unrestricted	2,229,564
Temporarily Restricted	2,197,087
	<u>4,426,651</u>
Total Net Assets	<u>4,426,651</u>
Total Liabilities and Net Assets	<u>\$ 26,055,208</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY- EL PASO
STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2012

ASSETS	
Current Assets:	
Cash	\$ 6,064,541
Restricted Cash	1,682,095
Receivables	737,513
Other Receivables	<u>268,115</u>
Total Current Assets	8,752,265
Property & Equipment:	
Land	1,790,950
Buildings and Improvements	13,112,839
Furniture and Equipment	<u>594,281</u>
	15,498,070
Less: Accumulated Depreciation	<u>(1,570,862)</u>
	13,927,208
Other Assets:	
Deposits	37,532
Bond Issuance Cost	<u>114,953</u>
Total Assets	<u>\$ 22,831,959</u>
LIABILITIES AND NET ASSETS	
Current Liabilities:	
Accounts Payable	\$ 526,333
Accrued Liabilities	6,039
Wages Payable	275,319
Interest Payable	258,614
Current Portion of Notes Payable	122,400
Current Portion of Bonds Payable	<u>414,191</u>
Total Current Liabilities	1,602,894
Long-term Liabilities:	
Notes Payable Net of Current Portion	823,084
Bonds Payable Net of Discount and Current Portion	<u>14,228,812</u>
Total Liabilities	<u>16,654,790</u>
Net Assets:	
Unrestricted	1,957,434
Temporarily Restricted	<u>4,219,735</u>
Total Net Assets	<u>6,177,169</u>
Total Liabilities and Net Assets	<u>\$ 22,831,959</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY- FORT WORTH
STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2012

ASSETS	
Current Assets:	
Cash	\$ 725,937
Restricted Cash	7,436,430
Receivables	1,377,877
Other Receivables	35,706
Total Current Assets	<u>9,575,950</u>
Property & Equipment:	
Land	2,944,614
Buildings and Improvements	31,558,404
Furniture and Equipment	1,942,249
	<u>36,445,267</u>
Less: Accumulated Depreciation	<u>(3,027,621)</u>
	33,417,645
Other Assets:	
Deposits	82,542
Bond Issuance Cost	416,004
	<u>498,546</u>
Total Assets	<u>\$ 43,492,141</u>
LIABILITIES AND NET ASSETS	
Current Liabilities:	
Accounts Payable	\$ 1,783,210
Accrued Liabilities	11,403
Wages Payable	420,311
Interest Payable	333,233
Current Portion of Notes Payable	311,438
Current Portion of Bonds Payable	578,885
Total Current Liabilities	<u>3,438,480</u>
Long-term Liabilities:	
Notes Payable Net of Current Portion	1,599,680
Bonds Payable Net of Discount and Current Portion	33,955,099
	<u>35,554,779</u>
Total Liabilities	<u>38,993,259</u>
Net Assets:	
Unrestricted	1,552,559
Temporarily Restricted	2,946,323
	<u>4,498,882</u>
Total Net Assets	<u>4,498,882</u>
Total Liabilities and Net Assets	<u>\$ 43,492,141</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCHOOL OF EXCELLENCE
STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2012

ASSETS	
Current Assets:	
Cash	\$ 1,649,372
Restricted Cash	6,848,104
Receivables	1,205,512
Other Receivables	<u>2,200</u>
Total Current Assets	9,705,188
Property & Equipment:	
Land	3,995,277
Buildings and Improvements	28,727,026
Furniture and Equipment	<u>2,633,711</u>
	35,356,014
Less: Accumulated Depreciation	<u>(5,556,699)</u>
	29,799,315
Other Assets:	
Deposits	59,781
Bond Issuance Cost	<u>438,620</u>
Total Assets	<u>\$ 40,002,904</u>
LIABILITIES AND NET ASSETS	
Current Liabilities:	
Accounts Payable	\$ 158,346
Accrued Liabilities	842,863
Wages Payable	444,653
Interest Payable	116,970
Capital Lease Payable	8,396
Current Portion of Notes Payable	1,282,783
Current Portion of Bonds Payable	<u>457,301</u>
Total Current Liabilities	3,311,314
Long-term Liabilities:	
Notes Payable Net of Current Portion	5,367,960
Bonds Payable Net of Discount and Current Portion	<u>29,858,240</u>
Total Liabilities	<u>38,537,514</u>
Net Assets:	
Unrestricted	651,463
Temporarily Restricted	<u>813,927</u>
Total Net Assets	<u>1,465,390</u>
Total Liabilities and Net Assets	<u>\$ 40,002,904</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY- LUBBOCK
STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2012

ASSETS	
Current Assets:	
Cash	\$ 973,960
Restricted Cash	369,794
Receivables	295,479
Total Current Assets	1,639,233
Property & Equipment:	
Land	154,893
Buildings and Improvements	4,573,437
Furniture and Equipment	529,513
	5,257,844
Less: Accumulated Depreciation	(1,418,645)
	3,839,198
Other Assets:	
Deposits	15,800
Bond Issuance Cost	97,420
	113,220
Total Assets	\$ 5,591,651
LIABILITIES AND NET ASSETS	
Current Liabilities:	
Accounts Payable	\$ 28,523
Accrued Liabilities	481
Wages Payable	120,524
Interest Payable	26,085
Current Portion of Bonds Payable	121,565
Total Current Liabilities	297,178
Long-term Liabilities:	
Bonds Payable Net of Discount and Current Portion	4,615,309
	4,615,309
Total Liabilities	4,912,486
Net Assets:	
Unrestricted	(28,026)
Temporarily Restricted	707,191
	679,165
Total Net Assets	679,165
Total Liabilities and Net Assets	\$ 5,591,651

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY-WACO
STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2012

ASSETS

Current Assets:

Cash	\$ 4,067,631
Restricted Cash	4,658,278
Receivables	1,733,017
Other Receivables	<u>19,969</u>
Total Current Assets	<u>10,478,895</u>

Property & Equipment:

Land	8,828,501
Buildings and Improvements	28,657,706
Furniture and Equipment	<u>2,198,889</u>
	39,685,096
Less: Accumulated Depreciation	<u>(4,556,270)</u>
	35,128,826

Other Assets:

Deposits	134,352
Bond Issuance Cost	<u>122,861</u>

Total Assets \$ 45,864,935

LIABILITIES AND NET ASSETS

Current Liabilities:

Accounts Payable	\$ 2,291,050
Accrued Liabilities	4,927
Wages Payable	475,241
Interest Payable	458,080
Current Portion of Notes Payable	109,414
Current Portion of Bonds Payable	<u>250,052</u>
Total Current Liabilities	3,588,765

Long-term Liabilities:

Notes Payable Net of Current Portion	274,622
Bonds Payable Net of Discount and Current Portion	<u>36,921,606</u>

Total Liabilities 40,784,993

Net Assets:

Unrestricted	362,129
Temporarily Restricted	<u>4,717,813</u>

Total Net Assets 5,079,942

Total Liabilities and Net Assets \$ 45,864,935

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY- BROWNSVILLE
STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2012

ASSETS	
Current Assets:	
Cash	\$ 1,164,469
Restricted Cash	6,384
Receivables	162,883
Other Receivables	<u>18,090</u>
Total Current Assets	1,351,827
Property & Equipment:	
Buildings and Improvements	379,476
Furniture and Equipment	<u>107,749</u>
	487,225
Less: Accumulated Depreciation	<u>(232,512)</u>
	254,713
Other Assets:	
Deposits	<u>24,000</u>
Total Assets	<u><u>\$ 1,630,541</u></u>
LIABILITIES AND NET ASSETS	
Current Liabilities:	
Accounts Payable	\$ 18,256
Wages Payable	62,133
Interest Payable	1,215
Current Portion of Bonds Payable	<u>666</u>
Total Current Liabilities	82,269
Long-term Liabilities:	
Bonds Payable Net of Discount and Current Portion	<u>60,294</u>
Total Liabilities	<u>142,563</u>
Net Assets:	
Unrestricted	155,951
Temporarily Restricted	<u>1,332,027</u>
Total Net Assets	<u>1,487,978</u>
Total Liabilities and Net Assets	<u><u>\$ 1,630,541</u></u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCHOOL OF SCIENCE- HOUSTON
STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2012

ASSETS	
Current Assets:	
Cash	\$ 699,234
Restricted Cash	1,868,116
Receivables	<u>429,135</u>
Total Current Assets	2,996,484
Property & Equipment:	
Land	1,087,500
Buildings and Improvements	13,802,178
Furniture and Equipment	<u>573,882</u>
	15,463,561
Less: Accumulated Depreciation	<u>(1,768,802)</u>
	13,694,759
Other Assets:	
Deposits	59,998
Bond Issuance Cost	<u>213,117</u>
Total Assets	<u>\$ 16,964,358</u>
LIABILITIES AND NET ASSETS	
Current Liabilities:	
Accounts Payable	\$ 82,373
Accrued Liabilities	5,604
Wages Payable	181,582
Interest Payable	96,214
Current Portion of Bonds Payable	<u>309,162</u>
Total Current Liabilities	674,935
Long-term Liabilities:	
Bonds Payable Net of Discount and Current Portion	<u>15,039,840</u>
Total Liabilities	<u>15,714,775</u>
Net Assets:	
Unrestricted	249,684
Temporarily Restricted	<u>999,899</u>
Total Net Assets	<u>1,249,583</u>
Total Liabilities and Net Assets	<u>\$ 16,964,358</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - HOUSTON

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2012

	Unrestricted	Temporarily Restricted	Total
REVENUES			
Local Support:			
5740 Other Revenues from Local Sources	\$ 12,922,477		\$ 12,922,477
5750 Revenue from Curricular	1,074,146		1,074,146
Total Local Support	13,996,624		13,996,624
State Program Revenues			
5810 Foundation School Program Act Revenue		23,060,759	23,060,759
5820 State Program Revenues Distributed by Texas Education Agency		201,279	201,279
Total State Program Revenues		23,262,038	23,262,038
Federal Program Revenues:			
5920 Federal Revenues Distributed by Texas Education Agency		2,906,054	2,906,054
5940 Federal Revenues Distributed Directly From the Federal Government		783,280	783,280
Total Federal Program Revenues		3,689,334	3,689,334
Net assets released from restrictions:			
Restrictions satisfied by payments	27,970,434	(27,970,434)	
Total Revenues	41,967,058	(1,019,062)	40,947,996
EXPENSES			
11 Instruction	13,618,075		13,618,075
12 Instructional Resources and Media Service	57,757		57,757
13 Curriculum Development and Instructional Staff Development	3,981,269		3,981,269
21 Instructional Leadership	609,950		609,950
23 School Leadership	2,651,629		2,651,629
31 Guidance, Counseling, and Evaluation			
33 Health Services	53,153		53,153
34 Student (Pupil) Transportation	139,320		139,320
35 Food Service	1,357,278		1,357,278
36 Cocurricular/Extracurricular Activities	808,493		808,493
41 General Administration	7,028,774		7,028,774
51 Plant Maintenance and Operations	6,188,762		6,188,762
52 Security and Monitoring Services	184,506		184,506
53 Data Processing Services	358,015		358,015
71 Debt Service	3,383,408		3,383,408
Total Expenses	40,420,389		40,420,389
Change in Net Assets	1,546,668	(1,019,062)	527,607
Net Assets, Beginning of Year as Restated	1,999,175	5,759,815	7,758,990
Net Assets, End of Year	\$ 3,545,843	\$ 4,740,753	\$ 8,286,596

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - AUSTIN

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2012

	Unrestricted	Temporarily Restricted	Total
REVENUES			
Local Support:			
5740 Other Revenues from Local Sources	\$ 4,988	\$	\$ 4,988
5750 Revenue from Curricular	774,764		774,764
Total Local Support	779,752		779,752
State Program Revenues			
5810 Foundation School Program Act Revenues		18,654,327	18,654,327
5820 State Program Revenues Distributed by Texas Education Agency		176,934	176,934
Total State Program Revenues		18,831,261	18,831,261
Federal Program Revenues:			
5920 Federal Revenues Distributed by Texas Education Agency		1,615,522	1,615,522
5940 Federal Revenues Distributed Directly From the Federal Government		375,339	375,339
Total Federal Program Revenues		1,990,862	1,990,862
Net assets released from restrictions:			
Restrictions satisfied by payments	20,168,849	(20,168,849)	
Total Revenues	20,948,601	653,273	21,601,874
EXPENSES			
11 Instruction	10,496,828		10,496,828
12 Instructional Resources and Media Services	20,146		20,146
13 Curriculum Development and Instructional Staff Development	649,454		649,454
23 School Leadership	1,937,459		1,937,459
31 Guidance, Counseling, and Evaluation			
33 Health Services	3,898		3,898
34 Student (Pupil) Transportation	90,282		90,282
35 Food Service	699,353		699,353
36 Cocurricular/Extracurricular Activities	425,537		425,537
41 General Administration	1,053,045		1,053,045
51 Plant Maintenance and Operations	4,091,896		4,091,896
52 Security and Monitoring Services	23,097		23,097
53 Data Processing Services	237,796		237,796
71 Debt Service	1,118,147		1,118,147
Total Expenses	20,846,938		20,846,938
Change in Net Assets	101,664	653,273	754,937
Net Assets, Beginning of Year	155,412	2,592,319	2,747,731
Net Assets, End of Year	\$ 257,076	\$ 3,245,592	\$ 3,502,668

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - SAN ANTONIO

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2012

	Unrestricted	Temporarily Restricted	Total
REVENUES			
Local Support:			
5740 Other Revenues from Local Sources	\$ 2	\$	\$ 2
5750 Revenue from Curricular	333,840		333,840
Total Local Support	333,841		333,841
State Program Revenues:			
5810 Foundation School Program Act Revenues		9,298,263	9,298,263
5820 State Program Revenues Destributed by Texas Education Agency		71,051	71,051
Total State Program Revenues		9,369,314	9,369,314
Federal Program Revenues:			
5920 Federal Revenues Distributed by Texas Education Agency		843,510	843,510
5940 Federal Revenues Distributed Directly From the Federal Government		292,596	292,596
Total Federal Program Revenues		1,136,106	1,136,106
Net assets released from restrictions:			
Restrictions satisfied by payments	11,932,848	(11,932,848)	
Total Revenues	12,266,689	(1,427,428)	10,839,261
EXPENSES			
11 Instruction	5,391,614		5,391,614
12 Instructional Resources and Media Services	24,679		24,679
13 Curriculum Development and Instructional Staff Development	454,446		454,446
23 School Leadership	971,733		971,733
33 Health Services	4,106		4,106
35 Food Service	491,472		491,472
36 Cocurricular/Extracurricular Activities	175,106		175,106
41 General Administration	499,452		499,452
51 Plant Maintenance and Operations	1,513,456		1,513,456
52 Security and Monitoring Services	8,111		8,111
53 Data Processing Services	66,760		66,760
71 Debt Service	1,283,413		1,283,413
Total Expenses	10,884,347		10,884,347
Change in Net Assets	1,382,342	(1,427,428)	(45,086)
Net Assets, Beginning of Year	808,639	1,193,388	2,002,027
Net Assets Transferred In From Laredo	38,583	2,431,127	2,469,710
Net Assets, End of Year	\$ 2,229,564	\$ 2,197,087	\$ 4,426,651

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - EL PASO

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2012

	Unrestricted	Temporarily Restricted	Total
REVENUES			
5740 Other Revenues from Local Sources	\$ 55,494	\$	\$ 55,494
5750 Food Service Sales	663,709		663,709
Total Local Support	719,203		719,203
State Program Revenues:			
5810 Foundation School Program Act Revenues		12,818,245	12,818,245
5820 State Program Revenues Distributed by			
Texas Education Agency		85,487	85,487
Total State Program Revenues		12,903,732	12,903,732
Federal Program Revenues:			
5920 Federal Revenues Distributed by			
Texas Education Agency		1,391,920	1,391,920
5940 Federal Revenues Distributed Directly			
From the Federal Government		244,016	244,016
Total Federal Program Revenues		1,635,937	1,635,937
Net assets released from restrictions:			
Restrictions satisfied by payments	13,435,584	(13,435,584)	
Total Revenues	14,154,787	1,104,085	15,258,872
EXPENSES			
11 Instruction	6,530,343		6,530,343
12 Instructional Resources and Media Services	27,411		27,411
13 Curriculum Development and Instructional			
Staff Development	473,256		473,256
23 School Leadership	1,407,769		1,407,769
33 Health Services	4,672		4,672
35 Food Service	512,544		512,544
36 Cocurricular/Extracurricular Activities	447,502		447,502
41 General Administration	806,014		806,014
51 Plant Maintenance and Operations	2,979,808		2,979,808
52 Security and Monitoring Services	21,344		21,344
53 Data Processing Services	112,841		112,841
71 Debt Service	674,232		674,232
Total Expenses	13,997,735		13,997,735
Change in Net Assets	157,052	1,104,085	1,261,137
Net Assets, Beginning of Year	1,800,382	3,115,650	4,916,032
Net Assets, End of Year	\$ 1,957,434	\$ 4,219,735	\$ 6,177,169

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - FORT WORTH

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2012

	Unrestricted	Temporarily Restricted	Total
REVENUES			
Local Support:			
5740 Other Revenues from Local Sources	\$ 991	\$	\$ 991
5750 Revenue from Curricular	772,348		772,348
Total Local Support	773,339		773,339
State Program Revenues			
5810 Foundation School Program Act Revenue		17,314,988	17,314,988
5820 State Program Revenues Distributed by Texas Education Agency		138,084	138,084
Total State Program Revenues		17,453,072	17,453,072
Federal Program Revenues:			
5920 Federal Revenues Distributed by Texas Education Agency		1,420,080	1,420,080
5940 Federal Revenues Distributed Directly From the Federal Government		783,519	783,519
Total Federal Program Revenues		2,203,599	2,203,599
Net assets released from restrictions:			
Restrictions satisfied by payments	19,657,017	(19,657,017)	
Total Revenues	20,430,356	(346)	20,430,010
EXPENSES			
11 Instruction	10,350,996		10,350,996
12 Instructional Resources and Media Service	9,270		9,270
13 Curriculum Development and Instructional Staff Development	790,704		790,704
23 School Leadership	1,840,128		1,840,128
33 Health Services	41,006		41,006
35 Food Service	644,824		644,824
36 Cocurricular/Extracurricular Activities	516,078		516,078
41 General Administration	1,001,600		1,001,600
51 Plant Maintenance and Operations	3,547,542		3,547,542
52 Security and Monitoring Services	23,157		23,157
53 Data Processing Services	75,665		75,665
71 Debt Service	1,652,036		1,652,036
Total Expenses	20,493,005		20,493,005
Change in Net Assets	(62,649)	(346)	(62,995)
Net Assets, Beginning of Year as Restated	1,616,126	2,945,751	4,561,877
Net Assets, End of Year	\$ 1,553,477	\$ 2,945,405	\$ 4,498,882

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCHOOL OF EXCELLENCE

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2012

	Unrestricted	Temporarily Restricted	Total
REVENUES			
Local Support:			
5740 Other Revenues from Local Sources	\$ 1,519	\$	\$ 1,519
5750 Revenue from Curricular	<u>1,233,516</u>		<u>1,233,516</u>
Total Local Support	1,235,035		1,235,035
State Program Revenues			
5810 Foundation School Program Act Revenues		23,824,376	23,824,376
5820 State Program Revenues Distributed by Texas Education Agency		<u>204,092</u>	<u>204,092</u>
Total State Program Revenues		24,028,469	24,028,469
Federal Program Revenues:			
5920 Federal Revenues Distributed by Texas Education Agency		1,986,609	1,986,609
5940 Federal Revenues Distributed Directly From the Federal Government		<u>406,589</u>	<u>406,589</u>
Total Federal Program Revenues		2,393,198	2,393,198
Net assets released from restrictions:			
Restrictions satisfied by payments	<u>25,975,990</u>	<u>(25,975,990)</u>	
Total Revenues	<u>27,211,025</u>	<u>445,677</u>	<u>27,656,702</u>
EXPENSES			
11 Instruction	12,222,713		12,222,713
12 Instructional Resources and Media Services	183,353		183,353
13 Curriculum Development and Instructional Staff Development	881,359		881,359
23 School Leadership	3,147,388		3,147,388
33 Health Services	12,305		12,305
34 Student (Pupil) Transportation	279,062		279,062
35 Food Service	1,126,724		1,126,724
36 Cocurricular/Extracurricular Activities	781,299		781,299
41 General Administration	1,483,983		1,483,983
51 Plant Maintenance and Operations	5,124,750		5,124,750
52 Security and Monitoring Services	66,409		66,409
53 Data Processing Services	83,016		83,016
71 Debt Service	<u>1,951,107</u>		<u>1,951,107</u>
Total Expenses	<u>27,343,468</u>		<u>27,343,468</u>
Change in Net Assets	<u>(132,444)</u>	<u>445,677</u>	<u>313,234</u>
Net Assets, Beginning of Year as Restated	<u>783,906</u>	<u>368,250</u>	<u>1,152,156</u>
Net Assets, End of Year	<u>\$ 651,463</u>	<u>\$ 813,927</u>	<u>\$ 1,465,390</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - LUBBOCK

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2012

	Unrestricted	Temporarily Restricted	Total
REVENUES			
Local Support:			
5740 Other Revenues from Local Sources	\$ 485	\$	\$ 485
5750 Revenue from Curricular	204,098		204,098
Total Local Support	204,583		204,583
State Program Revenues:			
5810 Foundation School Program Act Revenues		5,449,114	5,449,114
5820 State Program Revenues Distributed by Texas Education Agency		56,319	56,319
Total State Program Revenues		5,505,434	5,505,434
Federal Program Revenues:			
5920 Federal Revenues Distributed by - Texas Education Agency		706,303	706,303
5940 Federal Revenues Distributed Directly From the Federal Government		111,074	111,074
Total Federal Program Revenues		817,377	817,377
Net assets released from restrictions:			
Restrictions satisfied by payments	6,078,574	(6,078,574)	
Total Revenues	6,283,157	244,236	6,527,393
EXPENSES			
11 Instruction	3,054,491		3,054,491
12 Instructional Resources and Media Services	23,657		23,657
13 Curriculum Development and Instructional Staff Development	304,454		304,454
23 School Leadership	689,497		689,497
33 Health Services	2,098		2,098
35 Food Service	341,897		341,897
36 Cocurricular/Extracurricular Activities	107,099		107,099
41 General Administration	318,211		318,211
51 Plant Maintenance and Operations	1,005,482		1,005,482
52 Security and Monitoring Services	2,471		2,471
53 Data Processing Services	132,301		132,301
71 Debt Service	302,305		302,305
Total Expenses	6,283,963		6,283,963
Change in Net Assets	(806)	244,236	243,430
Net Assets, Beginning of Year	(27,220)	462,955	435,735
Net Assets, End of Year	\$ (28,026)	\$ 707,191	\$ 679,165

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - WACO

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2012

	Unrestricted	Temporarily Restricted	Total
REVENUES			
Local Support:			
5740 Other Revenues from Local Sources	\$ 162,552	\$	\$ 162,552
5750 Revenue from Curricular	902,878		902,878
Total Local Support	1,065,431		1,065,431
State Program Revenues:			
5810 Foundation School Program Act Revenues		22,022,521	22,022,521
5820 State Program Revenues Distributed by Texas Education Agency		269,085	269,085
Total State Program Revenues		22,291,606	22,291,606
Federal Program Revenues:			
5920 Federal Revenues Distributed by Texas Education Agency		2,055,370	2,055,370
5940 Federal Revenues Distributed Directly From the Federal Government		463,149	463,149
Total Federal Program Revenues		2,518,520	2,518,520
Net assets released from restrictions:			
Restrictions satisfied by payments	22,569,033	(22,569,033)	
Total Revenues	23,634,464	2,241,093	25,875,557
EXPENSES			
11 Instruction	12,169,950		12,169,950
12 Instructional Resources and Media Services	40,851		40,851
13 Curriculum Development and Instructional Staff Development	884,083		884,083
23 School Leadership	2,544,536		2,544,536
33 Health Services	81,724		81,724
35 Food Service	1,054,433		1,054,433
36 Cocurricular/Extracurricular Activities	591,167		591,167
41 General Administration	1,186,912		1,186,912
51 Plant Maintenance and Operations	3,487,775		3,487,775
52 Security and Monitoring Services	28,936		28,936
53 Data Processing Services	197,750		197,750
71 Debt Service	1,299,612		1,299,612
Total Expenses	23,567,729		23,567,729
Change in Net Assets	66,735	2,241,093	2,307,828
Net Assets, Beginning of Year	295,394	2,476,720	2,772,114
Net Assets, End of Year	\$ 362,129	\$ 4,717,813	\$ 5,079,942

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - BROWNSVILLE

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2012

	Unrestricted	Temporarily Restricted	Total
REVENUES			
Local Support:			
5740 Other Revenues from Local Sources	\$ 2,353	\$	\$ 2,353
5750 Revenue from Curricular	132,817		132,817
Total Local Support	135,170		135,170
State Program Revenues:			
5810 Foundation School Program Act Revenues		3,184,933	3,184,933
5820 State Program Revenues Distributed by Texas Education Agency		40,294	40,294
Total State Program Revenues		3,225,227	3,225,227
Federal Program Revenues:			
5920 Federal Revenues Distributed by Texas Education Agency		487,367	487,367
Total Federal Program Revenues		487,367	487,367
Net assets released from restrictions:			
Restrictions satisfied by payments	3,665,085	(3,665,085)	
Total Revenues	3,800,255	47,509	3,847,764
EXPENSES			
11 Instruction	1,842,522		1,842,522
12 Instructional Resources and Media Services	26,133		26,133
13 Curriculum Development and Instructional Staff Development	153,949		153,949
23 School Leadership	463,364		463,364
33 Health Services	529		529
35 Food Service	158,385		158,385
36 Cocurricular/Extracurricular Activities	92,474		92,474
41 General Administration	240,418		240,418
51 Plant Maintenance and Operations	770,103		770,103
52 Security and Monitoring Services	910		910
53 Data Processing Services	13,523		13,523
71 Debt Service	1,215		1,215
Total Expenses	3,763,525		3,763,525
Change in Net Assets	36,730	47,509	84,239
Net Assets, Beginning of Year	119,221	1,284,518	1,403,739
Net Assets, End of Year	\$ 155,951	\$ 1,332,027	\$ 1,487,978

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCHOOL OF SCIENCE - HOUSTON

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2012

	Unrestricted	Temporarily Restricted	Total
REVENUES			
Local Support:			
5740 Other Revenues from Local Sources	\$ 7	\$	\$ 7
5750 Revenue from Curricular	475,120		475,120
Total Local Support	475,127		475,127
State Program Revenues:			
5810 Foundation School Program Act Revenues		8,128,959	8,128,959
5820 State Program Revenues Distributed by Texas Education Agency		36,576	36,576
Total State Program Revenues		8,165,534	8,165,534
Federal Program Revenues:			
5920 Federal Revenues Distributed by Texas Education Agency		534,432	534,432
5940 Federal Revenues Distributed Directly From the Federal Government		287,281	287,281
Total Federal Program Revenues		821,714	821,714
Net assets released from restrictions:			
Restrictions satisfied by payments	8,899,488	(8,899,488)	
Total Revenues	9,374,614	87,761	9,462,375
EXPENSES			
11 Instruction	4,257,736		4,257,736
12 Instructional Resources and Media Services	27		27
13 Curriculum Development and Instructional Staff Development	261,552		261,552
23 School Leadership	705,357		705,357
33 Health Services	3,715		3,715
35 Food Service	446,007		446,007
36 Cocurricular/Extracurricular Activities	264,161		264,161
41 General Administration	474,485		474,485
51 Plant Maintenance and Operations	2,001,963		2,001,963
52 Security and Monitoring Services	19,524		19,524
53 Data Processing Services	86,143		86,143
71 Debt Service	906,514		906,514
Total Expenses	9,427,184		9,427,184
Change in Net Assets	(52,570)	87,761	35,190
Net Assets, Beginning of Year	302,254	912,138	1,214,392
Net Assets, End of Year	\$ 249,684	\$ 999,899	\$ 1,249,583

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - HOUSTON

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2012

Cash Flows From Operating Activities	
Change In Net Assets	\$ 527,607
Adjustments To Reconcile Change In Net Assets To Net	
Cash Provided (Used) By Operating Activities	
Depreciation	2,285,162
(Increase) Decrease in Accounts Receivable	586,356
(Increase) Decrease in Other Receivables	(866,633)
(Increase) Decrease in Prepaids	(55,716)
(Increase) Decrease in Bond Issuance Cost	(754,220)
Increase (Decrease) in Accounts Payable	304,647
Increase (Decrease) in Wages Payable	41,494
Increase (Decrease) in Accrued Liabilities	275,350
Increase (Decrease) in Due to State	139,383
Increase (Decrease) in Interest Payable	<u>41,142</u>
Net Cash Provided (Used) by Operating Activities	<u>2,524,572</u>
Cash Flows From Investing Activities	
Purchase of Fixed Assets	<u>(3,930,840)</u>
Net Cash Provided (Used) by Investing Activities	<u>(3,930,840)</u>
Cash Flows From Financing Activities	
Proceeds From Loans	915,058
Proceeds From Bonds	18,355,194
Repayment of Loans	(2,436,201)
Repayment of Bonds	<u>(298,318)</u>
Net Cash Provided (Used) by Financing Activities	<u>16,535,733</u>
NET INCREASE (DECREASE) IN CASH	15,129,465
CASH AT BEGINNING OF YEAR	<u>4,464,196</u>
CASH AT END OF YEAR	<u>\$ 19,593,661</u>
 <u>Supplemental Disclosures</u>	
Cash Paid During the Year for:	
Interest	<u>\$ 3,383,408</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - AUSTIN

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2012

Cash Flows From Operating Activities	
Change In Net Assets	\$ 754,937
Adjustments To Reconcile Change in Net Assets To Net Cash Provided (Used) By Operating Activities	
Depreciation	972,594
(Increase) Decrease in Accounts Receivable	(161,929)
(Increase) Decrease in Deposits	(21,581)
(Increase) Decrease in Bond Issuance Cost	9,908
Increase (Decrease) in Accounts Payable	(1,272,887)
Increase (Decrease) in Wages Payable	22,124
Increase (decrease) in Accrued Liabilities	(15,690)
Increase (Decrease) in Interest Payable	<u>13,020</u>
Net Cash Provided (Used) by Operating Activities	<u>300,496</u>
Cash Flows From Investing Activities	
Purchase of Fixed Assets	<u>(2,970,647)</u>
Net Cash Provided (Used) by Investing Activities	<u>(2,970,647)</u>
Cash Flows From Financing Activities	
Proceeds From Loans	93,467
Proceeds From Bonds	435,781
Repayment of Loans	(384,213)
Repayment of Bonds	<u>(5,911)</u>
Net Cash Provided (Used) by Financing Activities	<u>139,124</u>
NET INCREASE (DECREASE) IN CASH	(2,531,027)
CASH AT BEGINNING OF YEAR	<u>7,335,912</u>
CASH AT END OF YEAR	<u>\$ 4,804,885</u>
 <u>Supplemental Disclosures</u>	
Cash Paid During the Year for:	
Interest	<u>\$ 1,118,147</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - SAN ANTONIO

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2012

Cash Flows From Operating Activities	
Change In Net Assets	\$ (45,086)
Adjustments To Reconcile Change In Net Assets To Net	
Cash Provided (Used) By Operating Activities	
Depreciation	843,424
(Increase) Decrease in Accounts Receivable	(174,229)
(Increase) Decrease in Other Receivables	17,203
(Increase) Decrease in Deposits	(23,750)
(Increase) Decrease in Bond Issuance Cost	21,172
Net Assets Transferred in from Laredo	2,469,710
Increase (Decrease) in Accounts Payable	169,819
Increase (Decrease) in Wages Payable	93,293
Increase (Decrease) in Due to State	45,993
Increase (Decrease) in Accrued Liabilities	(6,951)
Increase (Decrease) in Interest Payable	<u>16,625</u>
Net Cash Provided (Used) by Operating Activities	<u>3,427,223</u>
Cash Flows From Investing Activities	
Purchase of Fixed Assets	<u>(590,989)</u>
Net Cash Provided (Used) by Investing Activities	<u>(590,989)</u>
Cash Flows From Financing Activities	
Proceeds From Loans	1,070,223
Proceeds From Bonds	706,521
Repayment of Loans	(1,291,056)
Repayment of Bonds	<u>(168,615)</u>
Net Cash Provided (Used) by Financing Activities	<u>317,073</u>
NET INCREASE (DECREASE) IN CASH	3,153,307
CASH AT BEGINNING OF YEAR	<u>1,267,717</u>
CASH AT END OF YEAR	<u>\$ 4,421,024</u>
<u>Supplemental Disclosures</u>	
Cash Paid During the Year for:	
Interest	<u>\$ 1,281,547</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - EL PASO

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2012

Cash Flows From Operating Activities	
Change In Net Assets	\$ 1,261,137
Adjustment To Reconcile Change in Net Assets To Net Cash Provided (Used) By Operating Activities	
Depreciation	713,686
(Increase) Decrease in Accounts Receivable	(32,696)
(Increase) Decrease in Other Receivables	(116,574)
(Increase) Decrease in Bond Issuance Cost	474
Increase (Decrease) in Accounts Payable	(317,461)
Increase (Decrease) in Wages Payable	66,109
Increase (Decrease) in Accrued Liabilities	(146,139)
Increase (Decrease) in Interest Payable	<u>(7,782)</u>
Net Cash Provided (Used) by Operating Activities	<u>1,420,754</u>
Cash Flows From Investing Activities	
Purchase of Fixed Assets	<u>(2,754,906)</u>
Net Cash Provided (Used) by Investing Activities	<u>(2,754,906)</u>
Cash Flows From Financing Activities	
Proceeds From Bonds	444,875
Repayment of Loans	<u>(66,649)</u>
Net Cash Provided (Used) by Financing Activities	<u>378,226</u>
NET INCREASE (DECREASE) IN CASH	(955,926)
CASH AT BEGINNING OF YEAR	<u>8,702,562</u>
CASH AT END OF YEAR	<u>\$ 7,746,636</u>
<u>Supplemental Disclosures</u>	
Cash Paid During the Year for:	
Interest	<u>\$ 674,232</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - FORT WORTH

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2012

Cash Flows From Operating Activities	
Change In Net Assets	\$ (62,995)
Adjustments To Reconcile Change In Net Assets To Net	
Cash Provided (Used) By Operating Activities	
Depreciation	988,588
(Increase) Decrease in Accounts Receivable	(429,337)
(Increase) Decrease in Other Receivables	(2,860)
(Increase) Decrease in Bond Issuance Cost	41,486
Increase (Decrease) in Accounts Payable	1,667,969
Increase (Decrease) in Wages Payable	133,349
Increase (Decrease) in Accrued Liabilities	11,403
Increase (Decrease) in Interest Payable	<u>56,736</u>
Net Cash Provided (Used) by Operating Activities	<u>2,404,339</u>
Cash Flows From Investing Activities	
Purchase of Fixed Assets	<u>(8,637,601)</u>
Net Cash Provided (Used) by Investing Activities	<u>(8,637,601)</u>
Cash Flows From Financing Activities	
Proceeds From Loans	232,417
Proceeds From Bonds	5,010,525
Repayment of Loans	(475,392)
Repayment of Bonds	<u>(136,613)</u>
Net Cash Provided (Used) by Financing Activities	<u>4,630,937</u>
NET INCREASE (DECREASE) IN CASH	(1,602,325)
CASH AT BEGINNING OF YEAR	<u>9,764,692</u>
CASH AT END OF YEAR	<u>\$ 8,162,367</u>
<u>Supplemental Disclosures</u>	
Cash Paid During the Year for:	
Interest	<u>\$ 1,652,036</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HOUSTON SCHOOL OF EXCELLENCE

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2012

Cash Flows From Operating Activities	
Change In Net Assets	\$ 313,234
Adjustment To Reconcile Change In Net Assets To Net	
Cash Provided (Used) By Operating Activities	
Depreciation	1,907,772
(Increase) Decrease in Accounts Receivable	(110,873)
(Increase) Decrease in Other Receivables	(2,200)
(Increase) Decrease in Bond Issuance Cost	20,250
Increase (Decrease) in Accounts Payable	(544,145)
Increase (Decrease) in Wages Payable	10,903
Increase (Decrease) in Accrued Liabilities	842,863
Increase (Decrease) in Interest Payable	<u>14,680</u>
Net Cash Provided (Used) by Operating Activities	<u>2,452,484</u>
Cash Flows From Investing Activities	
Purchase of Fixed Assets	<u>(2,134,247)</u>
Net Cash Provided (Used) by Investing Activities	<u>(2,134,247)</u>
Cash Flows From Financing Activities	
Proceeds From Loans	1,520,703
Proceeds From Bonds	5,105,638
Repayment of Capital Leases	(17,061)
Repayment of Loans	(1,885,508)
Repayment of Bonds	<u>(69,313)</u>
Net Cash Provided (Used) by Financing Activities	<u>4,654,459</u>
NET INCREASE (DECREASE) IN CASH	4,972,696
CASH AT BEGINNING OF YEAR	<u>3,524,780</u>
CASH AT END OF YEAR	<u>\$ 8,497,476</u>
 <u>Supplemental Disclosures</u>	
Cash Paid During the Year for:	
Interest	<u>\$ 1,951,107</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - LUBBOCK

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2012

Cash Flows From Operating Activities	
Change In Net Assets	\$ 243,430
Adjustment To Reconcile Change In Net Assets To Net Cash Provided (Used) By Operating Activities	
Depreciation	436,285
(Increase) Decrease in Accounts Receivable	47,942
(Increase) Decrease in Bond Issuance Cost	7,646
Increase (Decrease) in Accounts Payable	(75,633)
Increase (Decrease) in Wages Payable	17,405
Increase (Decrease) in Accrued Liabilities	481
Increase (Decrease) in Interest Payable	<u>1,355</u>
Net Cash Provided (Used) by Operating Activities	<u>678,911</u>
Cash Flows From Investing Activities	
Purchase of Fixed Assets	<u>(34,170)</u>
Net Cash Provided (Used) by Investing Activities	<u>(34,170)</u>
Cash Flows From Financing Activities	
Repayment of Bonds	<u>(35,371)</u>
Net Cash Provided (Used) by Financing Activities	<u>(35,371)</u>
NET INCREASE (DECREASE) IN CASH	609,370
CASH AT THE BEGINNING OF THE YEAR	<u>734,384</u>
CASH AT END OF YEAR	<u>\$ 1,343,754</u>
<u>Supplemental Disclosures</u>	
Cash Paid During the Year for:	
Interest	<u>\$ 302,305</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - WACO

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2012

Cash Flows From Operating Activities	
Change In Net Assets	\$ 2,307,828
Adjustments To Reconcile Change In Net Assets To Net	
Cash Provided (Used) By Operating Activities	
Depreciation	1,733,615
(Increase) Decrease in Accounts Receivable	(770,034)
(Increase) Decrease in Other Receivables	(19,969)
(Increase) Decrease in Deposits	(134,352)
(Increase) Decrease in Bond Issuance Cost	6,015
Increase (Decrease) in Accounts Payable	2,212,640
Increase (Decrease) in Wages Payable	84,172
Increase (Decrease) in Accrued Liabilities	(31,985)
Increase (Decrease) in Interest Payable	<u>43,834</u>
Net Cash Provided (Used) by Operating Activities	<u>5,431,764</u>
Cash Flows From Investing Activities	
Purchase of Fixed Assets	<u>(11,516,077)</u>
Net Cash Provided (Used) by Investing Activities	<u>(11,516,077)</u>
Cash Flows From Financing Activities	
Proceeds From Loans	252,786
Proceeds From Bonds	1,405,951
Repayment of Capital Leases	(7,748)
Repayment of Loans	(129,040)
Repayment of Bonds	<u>(114,027)</u>
Net Cash Provided (Used) by Financing Activities	<u>1,407,922</u>
NET INCREASE (DECREASE) IN CASH	(4,676,391)
CASH AT THE BEGINNING OF THE YEAR	<u>13,402,300</u>
CASH AT END OF YEAR	<u><u>\$ 8,725,909</u></u>
<u>Supplemental Disclosures</u>	
Cash Paid During the Year for:	
Interest	<u><u>\$ 1,299,612</u></u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - BROWNSVILLE

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2012

Cash Flows From Operating Activities	
Change In Net Assets	\$ 84,239
Adjustments To Reconcile Change In Net Assets To Net Cash Provided (Used) By Operating Activities	
Depreciation	95,377
(Increase) Decrease in Accounts Receivable	(8,220)
Increase (Decrease) in Accounts Payable	17,705
Increase (Decrease) in Wages Payable	13,128
Increase (Decrease) in Interest Payable	<u>120</u>
Net Cash Provided (Used) by Operating Activities	<u>202,349</u>
Cash Flows From Investing Activities	
Purchase of Fixed Assets	<u>(12,937)</u>
Net Cash Provided (Used) by Investing Activities	<u>(12,937)</u>
NET INCREASE (DECREASE) IN CASH	189,412
CASH AT THE BEGINNING OF YEAR	<u>981,441</u>
CASH AT END OF YEAR	<u>\$ 1,170,853</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCHOOL OF SCIENCE - HOUSTON

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2012

Cash Flows From Operating Activities	
Change In Net Assets	\$ 35,190
Adjustments To Reconcile Change In Net Assets To Net Cash Provided (Used) By Operating Activities	
Depreciation	765,412
(Increase) Decrease in Accounts Receivable	(44,632)
(Increase) Decrease in Bond Issuance Cost	12,554
Increase (Decrease) in Accounts Payable	(868,202)
Increase (Decrease) in Wages Payable	71,070
Increase (Decrease) in Other Liabilities	5,605
Increase (Decrease) in Interest Payable	<u>6,578</u>
Net Cash Provided (Used) by Operating Activities	<u>(16,425)</u>
Cash Flows From Investing Activities	
Purchase of Fixed Assets	<u>(398,921)</u>
Net Cash Provided (Used) by Investing Activities	<u>(398,921)</u>
Cash Flows From Financing Activities	
Proceeds From Loans	130,861
Proceeds From Bonds	318,819
Repayment of Loans	(286,019)
Repayment of Bonds	<u>(21,021)</u>
Net Cash Provided (Used) by Financing Activities	<u>142,640</u>
NET INCREASE (DECREASE) IN CASH	(272,706)
CASH AT BEGINNING OF YEAR	<u>2,840,056</u>
CASH AT END OF YEAR	<u>\$ 2,567,350</u>
 <u>Supplemental Disclosures</u>	
Cash Paid During the Year for:	
Interest	<u>\$ 906,250</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - HOUSTON

SCHEDULE OF EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2012

Expenses

6100 Payroll Costs	\$ 18,977,453
6200 Professional and Contracted Services	9,245,247
6300 Supplies and Materials	2,876,872
6400 Other Operating Costs	5,797,024
6500 Debt	<u>3,523,793</u>
Total Expenses	<u>\$ 40,420,389</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - AUSTIN

SCHEDULE OF EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2012

Expenses

6100 Payroll Costs	\$ 10,248,382
6200 Professional and Contracted Services	6,054,170
6300 Supplies and Materials	1,775,205
6400 Other Operating Costs	1,640,881
6500 Debt	<u>1,128,300</u>
Total Expenses	<u>\$ 20,846,938</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - SAN ANTONIO

SCHEDULE OF EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2012

Expenses

6100 Payroll Costs	\$ 5,483,922
6200 Professional and Contracted Services	2,350,581
6300 Supplies and Materials	736,859
6400 Other Operating Costs	1,004,577
6500 Debt	<u>1,308,408</u>
 Total Expenses	 <u>\$ 10,884,347</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - EL PASO

SCHEDULE OF EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2012

Expenses	
6100 Payroll Costs	\$ 6,617,342
6200 Professional and Contracted Services	4,087,355
6300 Supplies and Materials	1,140,575
6400 Other Operating Costs	1,477,758
6500 Debt	<u>674,705</u>
 Total Expenses	 <u>\$ 13,997,735</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - FORT WORTH

SCHEDULE OF EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2012

Expenses

6100 Payroll Costs	\$ 9,925,185
6200 Professional and Contracted Services	5,058,406
6300 Supplies and Materials	2,145,764
6400 Other Operating Costs	1,664,468
6500 Debt	<u>1,699,182</u>
 Total Expenses	 <u>\$ 20,493,005</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCHOOL OF EXCELLENCE

SCHEDULE OF EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2012

Expenses

6100 Payroll Costs	\$ 12,861,238
6200 Professional and Contracted Services	7,320,858
6300 Supplies and Materials	2,295,706
6400 Other Operating Costs	2,892,468
6500 Debt	<u>1,973,198</u>
Total Expenses	<u>\$ 27,343,468</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - LUBBOCK

SCHEDULE OF EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2012

Expenses

6100 Payroll Costs	\$ 3,108,963
6200 Professional and Contracted Services	1,580,625
6300 Supplies and Materials	492,952
6400 Other Operating Costs	790,328
6500 Debt	<u>311,095</u>
 Total Expenses	 <u>\$ 6,283,963</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - WACO

SCHEDULE OF EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2012

Expenses

6100 Payroll Costs	\$ 11,982,376
6200 Professional and Contracted Services	5,390,245
6300 Supplies and Materials	2,297,753
6400 Other Operating Costs	2,591,180
6500 Debt	<u>1,306,175</u>
Total Expenses	<u>\$ 23,567,729</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - BROWNSVILLE

SCHEDULE OF EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2012

Expenses

6100 Payroll Costs	\$ 1,954,950
6200 Professional and Contracted Services	1,225,730
6300 Supplies and Materials	308,290
6400 Other Operating Costs	273,340
6500 Debt	<u>1,215</u>
Total Expenses	<u>\$ 3,763,525</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCHOOL OF SCIENCE - HOUSTON

SCHEDULE OF EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2012

Expenses

6100 Payroll Costs	\$ 4,067,482
6200 Professional and Contracted Services	2,536,417
6300 Supplies and Materials	921,972
6400 Other Operating Costs	981,375
6500 Debt	<u>919,938</u>
 Total Expenses	 <u>\$ 9,427,184</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - HOUSTON

SCHEDULE OF CAPITAL ASSETS

FOR THE YEAR ENDED AUGUST 31, 2012

	Ownership Interest		
	Local	State	Federal
1110 Cash	\$ 270,053	\$ 19,323,608	\$
1510 Land and Improvements		6,223,837	
1520 Buildings and Improvements		51,695,739	
1539 Furniture and Equipment		3,536,162	35,675
Total Property and Equipment	<u>\$</u>	<u>\$ 80,779,347</u>	<u>\$</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - AUSTIN

SCHEDULE OF CAPITAL ASSETS

FOR THE YEAR ENDED AUGUST 31, 2012

	Ownership Interest		
	Local	State	Federal
1110 Cash	\$	\$ 4,804,885	\$
1510 Land and Improvements:		2,129,350	
1520 Buildings and Improvements:		18,001,868	
1539 Furniture and Equipment		1,703,094	7,133
Total Property and Equipment	<u>\$</u>	<u>\$ 26,639,197</u>	<u>\$ 7,133</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - SAN ANTONIO

SCHEDULE OF CAPITAL ASSETS

FOR THE YEAR ENDED AUGUST 31, 2012

	Ownership Interest		
	Local	State	Federal
1110 Cash	\$	\$ 4,421,024	\$
1510 Land and Improvements:		1,718,271	
1520 Buildings and Improvements		19,369,982	
1539 Furniture and Equipment		1,276,001	
Total Property and Equipment	\$	\$26,785,278	\$

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - EL PASO

SCHEDULE OF CAPITAL ASSETS

FOR THE YEAR ENDED AUGUST 31, 2012

	Ownership Interest		
	Local	State	Federal
1110 Cash	\$ 164,800	\$ 7,581,836	\$
1510 Land and Improvements:		1,790,950	
1520 Buildings and Improvements:		13,075,189	37,650
1539 Furniture and Equipment		570,444	23,837
Total Property and Equipment	<u>\$ 164,800</u>	<u>\$23,018,419</u>	<u>\$ 61,487</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - FORT WORTH

SCHEDULE OF CAPITAL ASSETS

FOR THE YEAR ENDED AUGUST 31, 2012

	Ownership Interest		
	Local	State	Federal
1110 Cash	\$	\$ 8,162,367	\$
1510 Land and Improvements:		2,944,614	
1520 Buildings and Improvements		31,558,404	
1539 Furniture and Equipment	20,495	1,915,093	6,661
Total Property and Equipment	\$ 20,495	\$ 44,580,478	\$ 6,661

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCHOOL OF EXCELLENCE

SCHEDULE OF CAPITAL ASSETS

FOR THE YEAR ENDED AUGUST 31, 2012

	Ownership Interest		
	Local	State	Federal
1110 Cash	\$ 354,248	\$ 8,143,228	\$
1510 Land		3,995,277	
1520 Buildings and Improvements	39,850	28,687,176	
1539 Furniture and Equipment		2,607,710	26,001
Total Property and Equipment	<u>\$ 394,098</u>	<u>\$43,433,391</u>	<u>\$ 26,001</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - LUBBOCK

SCHEDULE OF CAPITAL ASSETS

FOR THE YEAR ENDED AUGUST 31, 2012

	Ownership Interest		
	Local	State	Federal
1110 Cash	\$	\$ 1,343,754	\$
1510 Land		154,893	
1520 Buildings and Improvements		4,573,437	
1539 Furniture and Equipment		529,513	
Total Property and Equipment	\$	\$ 6,601,597	\$

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - WACO

SCHEDULE OF CAPITAL ASSETS

FOR THE YEAR ENDED AUGUST 31, 2012

	Ownership Interest		
	Local	State	Federal
1110 Cash	\$ 368,411	\$ 8,357,498	\$
1510 Land and Improvements:		8,828,501	
1520 Buildings and Improvements		28,657,706	
1539 Furniture and Equipment		2,182,160	16,729
Total Property and Equipment	<u>\$ 368,411</u>	<u>\$ 48,025,865</u>	<u>\$ 16,729</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - BROWNSVILLE

SCHEDULE OF CAPITAL ASSETS

FOR THE YEAR ENDED AUGUST 31, 2012

	Ownership Interest		
	Local	State	Federal
1110 Cash	\$	\$ 1,170,853	\$
1520 Buildings and Improvements		379,476	
1539 Furniture and Equipment		107,749	
Total Property and Equipment	<u>\$</u>	<u>\$ 1,658,078</u>	<u>\$</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCHOOL OF SCIENCE - HOUSTON

SCHEDULE OF CAPITAL ASSETS

FOR THE YEAR ENDED AUGUST 31, 2012

	Ownership Interest		
	Local	State	Federal
1110 Cash	\$	\$ 2,567,350	\$
1510 Land and Improvements:		1,087,500	
1520 Buildings and Improvements		13,802,178	
1539 Furniture and Equipment		573,882	
Total Property and Equipment	\$	\$ 18,030,911	\$

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - HOUSTON

BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED AUGUST 31, 2012

	Budgeted Amounts		Actual Amounts	Variance from Final Budget
	Original	Final		
REVENUES				
Local Support:				
5740 Other Revenues from Local Sources	\$13,171,300	\$12,931,000	\$12,922,477	\$ (8,523)
5750 Food Service Sales	398,000	1,103,000	1,074,146	(28,854)
Total Local Support	<u>13,569,300</u>	<u>14,034,000</u>	<u>13,996,624</u>	<u>(37,376)</u>
State Program Revenues:				
5810 Foundation School Program Act Revenues	23,442,236	24,005,567	23,060,759	(944,808)
5820 State Program Revenues Distributed by Texas Education Agency		200,000	201,279	1,279
Total State Program Revenues	<u>23,442,236</u>	<u>24,205,567</u>	<u>23,262,038</u>	<u>(943,529)</u>
Federal Program Revenues:				
5920 Federal Revenues Distributed by Texas Education Agency	2,663,184	3,240,377	2,906,054	(334,323)
5940 Federal Revenues Distributed Directly From the Federal Government	610,903	785,637	783,280	(2,357)
Total Federal Program Revenues	<u>3,274,087</u>	<u>4,026,014</u>	<u>3,689,334</u>	<u>(336,680)</u>
Total Revenues	<u>40,285,623</u>	<u>42,265,581</u>	<u>40,947,996</u>	<u>(1,317,585)</u>
EXPENSES				
11 Instruction	13,542,704	14,668,870	13,618,075	1,050,795
12 Instructional Resources and Media Services	272,415	60,972	57,757	3,215
13 Curriculum Development and Instructional Staff Development	499,046	3,907,749	3,981,269	(73,520)
21 Instructional Leadership	2,119,764	617,041	609,950	7,091
23 School Leadership	2,069,693	2,652,666	2,651,629	1,037
33 Health Services	165,406	57,576	53,153	4,423
34 Student (Pupil) Transportation		136,000	139,320	(3,320)
35 Food Service	1,011	1,350,500	1,357,278	(6,778)
36 Cocurricular/Extracurricular Activities	195,000	800,500	808,493	(7,993)
41 General Administration	10,407,642	7,552,527	7,028,774	523,753
51 Plant Maintenance and Operations	5,502,005	6,221,291	6,188,762	32,529
52 Security and Monitoring Services	230,544	185,359	184,506	853
53 Data Processing Services	373,605	433,946	358,015	75,931
71 Debt Service	3,130,524	3,457,068	3,383,408	73,660
Total Expenses	<u>38,509,359</u>	<u>42,102,065</u>	<u>40,420,389</u>	<u>1,681,676</u>
Change in Net Assets	<u>1,776,264</u>	<u>163,516</u>	<u>527,607</u>	<u>364,091</u>
Net Assets, Beginning of Year as Restated	<u>7,758,990</u>	<u>7,758,990</u>	<u>7,758,990</u>	
Net Assets, End of Year	<u>\$ 9,535,254</u>	<u>\$ 7,922,506</u>	<u>\$ 8,286,596</u>	<u>\$ 364,091</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - AUSTIN
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED AUGUST 31, 2012

	Budgeted Amounts		Actual Amounts	Variance from Final Budget
	Original	Final		
REVENUES				
Local Support:				
5740 Other Revenues from Local Sources	\$ 13,500	\$ 4,999	\$ 4,988	\$ (11)
5750 Food Service Sales	<u>516,600</u>	<u>778,612</u>	<u>774,764</u>	<u>(3,848)</u>
Total Local Support	530,100	783,611	779,752	(3,859)
State Program Revenues:				
5810 Foundation School Program Act Revenues	17,567,099	18,447,748	18,654,327	206,579
5820 State Program Revenues Distributed by Texas Education Agency		184,100	176,934	(7,166)
5830 State Revenues From State of Texas				
Total State Program Revenues	<u>17,567,099</u>	<u>18,631,848</u>	<u>18,831,261</u>	<u>199,413</u>
Federal Program Revenues:				
5920 Federal Revenues Distributed by Texas Education Agency	1,552,708	1,645,007	1,615,522	(29,485)
5940 Federal Revenues Distributed Directly From the Federal Government	<u>287,913</u>	<u>375,339</u>	<u>375,339</u>	
Total Federal Program Revenues	<u>1,840,621</u>	<u>2,020,346</u>	<u>1,990,862</u>	<u>(29,484)</u>
Total Revenues	<u>19,937,820</u>	<u>21,435,805</u>	<u>21,601,874</u>	<u>166,069</u>
EXPENSES				
11 Instruction	10,234,757	10,739,254	10,496,828	242,426
12 Instructional Resources and Media Services	132,796	21,884	20,146	1,738
13 Curriculum Development and Instructional Staff Development	219,042	652,967	649,454	3,513
23 School Leadership	1,599,685	1,953,797	1,937,459	16,338
33 Health Services	112,201	4,134	3,898	236
34 Student (Pupil) Transportation	80,000	96,310	90,282	6,028
35 Food Service	636,600	713,025	699,353	13,672
36 Cocurricular/Extracurricular Activities	380,000	426,607	425,537	1,070
41 General Administration	1,959,785	1,127,382	1,053,045	74,337
51 Plant Maintenance and Operations	3,929,935	4,217,869	4,091,896	125,973
52 Security and Monitoring Services	28,550	23,140	23,097	43
53 Data Processing Services	3,000	219,110	237,796	(18,686)
71 Debt Service	<u>586,253</u>	<u>1,120,660</u>	<u>1,118,147</u>	<u>2,513</u>
Total Expenses	<u>19,902,604</u>	<u>21,316,139</u>	<u>20,846,938</u>	<u>469,201</u>
Change in Net Assets	35,216	119,666	754,937	635,271
Net Assets, Beginning of Year	<u>2,747,731</u>	<u>2,747,731</u>	<u>2,747,731</u>	
Net Assets, End of Year	<u>\$ 2,782,947</u>	<u>\$ 2,867,397</u>	<u>\$ 3,502,668</u>	<u>\$ 635,271</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - SAN ANTONIO

BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED AUGUST 31, 2012

	Budgeted Amounts		Actual Amounts	Variance from Final Budget
	Original	Final		
REVENUES				
Local Support:				
5740 Other Revenues from Local Sources	\$ 18,016	\$ 2	\$ 2	\$
5750 Revenue from Curricular	209,000	302,750	333,840	31,090
5760 Revenues from Intermediate Services			9,999,999	9,999,999
Total Local Support	<u>227,016</u>	<u>302,752</u>	<u>333,841</u>	<u>31,090</u>
State Program Revenues:				
5810 Foundation School Program Act Revenues	8,491,614	9,250,000	9,298,263	48,263
Texas Education Agency	<u>1,700</u>	<u>71,051</u>	<u>71,051</u>	
Total State Program Revenues	<u>8,493,314</u>	<u>9,321,051</u>	<u>9,369,314</u>	<u>48,263</u>
Federal Program Revenues:				
5920 Federal Revenues Distributed by				
Texas Education Agency	754,944	805,373	843,510	38,137
5940 Federal Revenues Distributed Directly				
From Federal Government	<u>292,596</u>	<u>292,596</u>	<u>292,596</u>	
Total Federal Program Revenues	<u>1,047,540</u>	<u>1,097,969</u>	<u>1,136,106</u>	<u>38,137</u>
Total Revenues	<u>9,767,870</u>	<u>10,721,772</u>	<u>10,839,261</u>	<u>117,489</u>
EXPENSES				
11 Instruction	4,812,984	4,973,535	5,391,614	(418,079)
12 Instructional Resources and Media Services	94,604	27,473	24,679	2,794
13 Curriculum Development and Instructional Staff Development	135,090	454,000	454,446	(446)
23 School Leadership	830,449	980,000	971,733	8,267
33 Health Services	34,031	4,240	4,106	134
35 Food Service	300,500	474,988	491,472	(16,484)
36 Cocurricular/ Extracurricular Activities	129,000	166,433	175,106	(8,673)
41 General Administration	1,075,024	500,000	499,452	548
51 Plant Maintenance and Operations	897,000	1,500,000	1,513,456	(13,456)
52 Security and Monitoring Services	20,000	7,616	8,111	(495)
53 Data Processing Services	9,700	61,310	66,760	(5,450)
71 Debt Service	<u>1,265,000</u>	<u>1,245,330</u>	<u>1,283,413</u>	<u>(38,083)</u>
Total Expenses	<u>9,603,382</u>	<u>10,394,925</u>	<u>10,884,347</u>	<u>(489,422)</u>
Change in Net Assets	164,488	326,847	(45,086)	(371,933)
Net Assets, Beginning of Year	2,002,027	2,002,027	2,002,027	
Net Assets Transferred In From Laredo	2,469,710	2,469,710	2,469,710	
Net Assets, End of Year	<u>\$4,636,225</u>	<u>\$4,798,584</u>	<u>\$4,426,651</u>	<u>\$ (371,933)</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - EL PASO
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED AUGUST 31, 2012

	Budgeted Amounts		Actual Amounts	Variance from Final Budget
	Original	Final		
REVENUES				
Local Support:				
5740 Other Revenues from Local Sources	\$ 3,600	\$ 64,608	\$ 55,494	\$ (9,114)
5750 Food Service Sales	267,992	663,709	663,709	
Total Local Support	<u>271,592</u>	<u>728,317</u>	<u>719,203</u>	<u>(9,114)</u>
State Program Revenues:				
5810 Foundation School Program Act Revenues	11,741,074	12,146,795	12,818,245	671,450
5820 State Program Revenues Distributed by Texas Education Agency		85,487	85,487	
Total State Program Revenues	<u>11,741,074</u>	<u>12,232,282</u>	<u>12,903,732</u>	<u>671,450</u>
Federal Program Revenues:				
5920 Federal Revenues Distributed by Texas Education Agency	1,199,901	1,391,920	1,391,920	
5940 Federal Revenues Distributed Directly From the Federal Government		244,500	244,016	(484)
Total Federal Program Revenues	<u>1,199,901</u>	<u>1,636,420</u>	<u>1,635,937</u>	<u>(483)</u>
Total Revenues	<u>13,212,567</u>	<u>14,597,019</u>	<u>15,258,872</u>	<u>661,853</u>
EXPENSES				
11 Instruction	6,512,864	6,330,343	6,530,343	(200,000)
12 Instructional Resources and Media Services	108,612	25,959	27,411	(1,452)
13 Curriculum Development and Instructional Staff Development	245,162	473,256	473,256	
23 School Leadership	965,761	1,457,892	1,407,769	50,123
33 Health Services	87,057	4,672	4,672	
35 Food Service	455,000	495,621	512,544	(16,923)
36 Cocurricular/Extracurricular Activities	172,992	447,296	447,502	(206)
41 General Administration	1,320,816	794,384	806,014	(11,630)
51 Plant Maintenance and Operations	2,536,500	3,021,917	2,979,808	42,109
52 Security and Monitoring Services	40,500	19,829	21,344	(1,515)
53 Data Processing Services	24,000	112,841	112,841	
71 Debt Services	56,690	669,501	674,232	(4,731)
Total Expenses	<u>12,525,954</u>	<u>13,853,512</u>	<u>13,997,735</u>	<u>(144,224)</u>
Change in Net Assets	686,613	743,508	1,261,137	517,629
Net Asset, Beginning of Year	4,916,032	4,916,032	4,916,032	
Net Assets, End of Year	<u>\$ 5,602,645</u>	<u>\$ 5,659,540</u>	<u>\$ 6,177,169</u>	<u>\$ 517,629</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - FORT WORTH

BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED AUGUST 31, 2012

	Budgeted Amounts		Actual Amounts	Variance from Final Budget
	Original	Final		
REVENUES				
Local Support:				
5740 Other Revenues from Local Sources	\$ 4,800	\$ 1,025	\$ 991	\$ (34)
5750 Revenue from Curricular	512,000	783,710	772,348	(11,362)
Total Local Support	516,800	784,735	773,339	(11,396)
State Program Revenues:				
5810 Foundation School Program Act Revenues	16,107,649	16,732,696	17,314,988	582,292
5820 State Program Revenues Distributed by Texas Education Agency		138,110	138,084	(26)
Total State Program Revenues	16,107,649	16,870,806	17,453,072	582,266
Federal Program Revenues:				
5920 Federal Revenues Distributed by Texas Education Agency	1,390,013	1,448,978	1,420,080	(28,898)
5940 Federal Revenues Distributed Directly From the Federal Government	290,955	997,267	783,519	(213,748)
Total Federal Program Revenues	1,680,968	2,446,245	2,203,599	(242,646)
Total Revenues	18,305,417	20,101,786	20,430,010	328,224
EXPENSES				
11 Instruction	8,714,324	10,060,299	10,350,996	(290,697)
12 Instructional Resources and Media Services	139,294	9,510	9,270	240
13 Curriculum Development and Instructional Staff Development	306,329	853,048	790,704	62,344
23 School Leadership	1,500,016	1,888,422	1,840,128	48,294
33 Health Services	160,089	43,434	41,006	2,429
35 Food Service	515,000	692,000	644,824	47,176
36 Cocurricular/Extracurricular Activities	352,000	506,351	516,078	(9,727)
41 General Administration	1,779,011	983,919	1,001,600	(17,681)
51 Plant Maintenance and Operations	3,089,756	3,695,405	3,547,542	147,863
52 Security and Monitoring Services	56,500	23,742	23,157	585
53 Data Processing Services	23,000	70,350	75,665	(5,315)
71 Debt Service	1,399,144	1,723,144	1,652,036	71,108
Total Expenses	18,034,463	20,549,624	20,493,005	56,619
Change in Net Assets	270,954	(447,838)	(62,995)	384,843
Net Assets, Beginning of Year as Restated	4,561,877	4,561,877	4,561,877	
Net Assets, End of Year	<u>\$ 4,832,831</u>	<u>\$ 4,114,039</u>	<u>\$ 4,498,882</u>	<u>\$ 384,843</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCHOOL OF EXCELLENCE

BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED AUGUST 31, 2012

	Budgeted Amounts		Actual Amounts	Variance from Final Budget
	Original	Final		
REVENUES				
Local Support:				
5740 Other Revenues from Local Sources	\$ 54,515	\$ 1,612	\$ 1,519	\$ (93)
5750 Revenues from Curricular	768,714	1,256,473	1,233,516	(22,957)
Total Local Support	823,229	1,258,085	1,235,035	(23,050)
State Program Revenues:				
5810 Foundation School Program Act Revenues	22,214,232	23,874,376	23,824,376	(50,000)
5820 State Program Revenues Distributed by Texas Education Agency		204,608	204,092	(516)
Total State Program Revenues	22,214,232	24,078,984	24,028,469	(50,515)
Federal Program Revenues:				
5920 Federal Revenues Distributed by Texas Education Agency	1,908,135	2,079,030	1,986,609	(92,421)
5940 Federal Revenues Distributed Directly From the Federal Government	406,589	410,494	406,589	(3,905)
Total Federal Program Revenues	2,314,724	2,489,524	2,393,198	(96,326)
Total Revenues	25,352,185	27,826,593	27,656,702	(169,891)
EXPENSES				
11 Instruction	12,434,765	12,449,583	12,222,713	226,870
12 Instructional Resources and Media Services	282,776	194,820	183,353	11,467
13 Curriculum Development and Instructional Staff Development	342,085	886,213	881,359	4,854
23 School Leadership	1,985,293	3,209,546	3,147,388	62,158
33 Health Services	161,558	13,006	12,305	701
34 Student (Pupil) Transportation		289,062	279,062	10,000
35 Food Service	682,000	1,186,724	1,126,724	60,000
36 Cocurricular/Extracurricular Activities	575,000	781,419	781,299	120
41 General Administration	2,378,897	1,567,638	1,483,983	83,655
51 Plant Maintenance and Operations	4,436,000	5,302,404	5,124,750	177,654
52 Security and Monitoring Services	71,950	66,908	66,409	499
53 Data Processing Services	43,500	83,178	83,016	162
71 Debt Service	1,873,979	1,963,980	1,951,107	12,873
Total Expenses	25,267,803	27,994,481	27,343,468	651,013
Change in Net Assets	84,382	(167,888)	313,234	481,122
Net Assets, Beginning of Year as Restated	1,152,156	1,152,156	1,152,156	
Net Assets, End of Year	<u>\$ 1,236,538</u>	<u>\$ 984,268</u>	<u>\$ 1,465,390</u>	<u>\$ 481,122</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - LUBBOCK

BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED AUGUST 31, 2012

	Budgeted Amounts		Actual Amounts	Variance from Final Budget
	Original	Final		
REVENUES				
Local Support:				
5740 Other Revenues from Local Sources	\$ 2,400	\$ 511	\$ 485	\$ (26)
5750 Revenue from Curricular	8,000	205,000	204,098	(902)
Total Local Support	<u>10,400</u>	<u>205,511</u>	<u>204,583</u>	<u>(928)</u>
State Program Revenues:				
5810 Foundation School Program Act Revenues	5,837,617	5,696,654	5,449,114	(247,540)
5820 State Program Revenues Distributed by Texas Education Agency		55,000	56,319	1,319
Total State Program Revenues	<u>5,837,617</u>	<u>5,751,654</u>	<u>5,505,434</u>	<u>(246,220)</u>
Federal Program Revenues:				
5920 Federal Revenues Distributed by Texas Education Agency	617,770	697,976	706,303	8,327
5940 Federal Revenues Distributed Directly From the Federal Government	82,666	111,074	111,074	
Total Federal Program Revenues	<u>700,436</u>	<u>809,050</u>	<u>817,377</u>	<u>8,327</u>
Total Revenues	<u>6,548,453</u>	<u>6,766,215</u>	<u>6,527,393</u>	<u>(238,822)</u>
EXPENSES				
11 Instruction	3,299,565	3,262,763	3,054,491	208,272
12 Instructional Resources and Media Services	40,037	22,184	23,657	(1,473)
13 Curriculum Development and Instructional Staff Development	169,002	324,258	304,454	19,804
23 School Leadership	437,387	727,835	689,497	38,338
33 Health Services	71,642	2,300	2,098	202
35 Food Service	308,000	350,400	341,897	8,503
36 Cocurricular/Extracurricular Activities		110,000	107,099	2,901
41 General Administration	777,768	312,437	318,211	(5,774)
51 Plant Maintenance and Operations	965,780	1,063,080	1,005,482	57,598
52 Security and Monitoring Services	11,500	2,550	2,471	80
53 Data Processing Services	20,000	125,000	132,301	(7,301)
71 Debt Service	288,211	302,305	302,305	
Total Expenses	<u>6,388,892</u>	<u>6,605,112</u>	<u>6,283,963</u>	<u>321,149</u>
Change in Net Assets	159,561	161,103	243,430	82,327
Net Assets, Beginning of Year	<u>435,735</u>	<u>435,735</u>	<u>435,735</u>	
Net Assets, End of Year	<u>\$ 595,296</u>	<u>\$ 596,837</u>	<u>\$ 679,165</u>	<u>\$ 82,327</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - WACO
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED AUGUST 31, 2012

	<u>Budgeted Amounts</u>		Actual Amounts	Variance from Final Budget
	<u>Original</u>	<u>Final</u>		
REVENUES				
Local Support:				
5740 Other Revenues from Local Sources	\$ 83,800	\$ 159,621	\$ 162,552	\$ 2,931
5750 Revenue from Curricular	103,000	902,878	902,878	
Total Local Support	<u>186,800</u>	<u>1,062,499</u>	<u>1,065,431</u>	<u>2,931</u>
State Program Revenues:				
5810 Foundation School Program Act Revenues	20,272,453	22,004,592	22,022,521	17,929
5820 State Program Revenues Distributed by Texas Education Agency		277,024	269,085	(7,939)
Total State Program Revenues	<u>20,272,453</u>	<u>22,281,616</u>	<u>22,291,606</u>	<u>9,990</u>
Federal Program Revenues:				
5920 Federal Revenues Distributed by Texas Education Agency	2,029,024	2,117,311	2,055,370	(61,941)
5940 Federal Revenues Distributed Directly From the Federal Government		462,728	463,149	421
Total Federal Program Revenues	<u>2,029,024</u>	<u>2,580,039</u>	<u>2,518,520</u>	<u>(61,519)</u>
Total Revenues	<u>22,488,277</u>	<u>25,924,154</u>	<u>25,875,557</u>	<u>(48,598)</u>
EXPENSES				
11 Instruction	12,050,149	12,421,355	12,169,950	251,405
12 Instructional Resources and Media Services	188,019	40,851	40,851	
13 Curriculum Development and Instructional Staff Development	477,971	895,164	884,083	11,081
23 School Leadership	2,106,783	2,555,663	2,544,536	11,127
33 Health Services	124,617	84,879	81,724	3,155
35 Food Service	750,175	1,074,010	1,054,433	19,577
36 Cocurricular/ Extracurricular Activities		591,167	591,167	
41 General Administration	2,171,518	1,222,529	1,186,912	35,617
51 Plant Maintenance and Operations	2,929,570	3,637,922	3,487,775	150,147
52 Security and Monitoring Services	29,200	28,942	28,936	6
53 Data Processing Services	50,000	197,750	197,750	
71 Debt Services	876,292	1,303,363	1,299,612	3,751
Total Expenses	<u>21,754,294</u>	<u>24,053,595</u>	<u>23,567,729</u>	<u>485,866</u>
Change in Net Assets	<u>733,983</u>	<u>1,870,559</u>	<u>2,307,828</u>	<u>437,269</u>
Net Assets, Beginning of Year	<u>2,772,114</u>	<u>2,772,114</u>	<u>2,772,114</u>	
Net Assets, End of Year	<u>\$ 3,506,097</u>	<u>\$ 4,642,673</u>	<u>\$ 5,079,942</u>	<u>\$ 437,269</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - BROWNSVILLE

BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED AUGUST 31, 2012

	Budgeted Amounts		Actual Amounts	Variance from Final Budget
	Original	Final		
REVENUES				
Local Support:				
5740 Other Revenues from Local Sources	\$ 3,100	\$ 2,408	\$ 2,353	\$ (55)
5750 Revenue from Curricular	136,000	139,168	132,817	(6,351)
Total Local Support	<u>139,100</u>	<u>141,576</u>	<u>135,170</u>	<u>(6,406)</u>
State Program Revenues:				
5810 Foundation School Program Act Revenues	3,248,829	3,179,304	3,184,933	5,629
5820 State Program Revenues Distributed by Texas Education Agency		41,421	40,294	(1,127)
Total State Program Revenues	<u>3,248,829</u>	<u>3,220,725</u>	<u>3,225,227</u>	<u>4,502</u>
Federal Program Revenues:				
5920 Federal Revenues Distributed by Texas Education Agency	227,283	509,461	487,367	(22,094)
Total Federal Program Revenues	<u>227,283</u>	<u>509,461</u>	<u>487,367</u>	<u>(22,094)</u>
Total Revenues	<u>3,615,212</u>	<u>3,871,762</u>	<u>3,847,764</u>	<u>(23,998)</u>
EXPENSES				
11 Instruction	1,720,924	1,720,924	1,842,522	(121,598)
12 Instructional Resources and media Services	32,090	26,252	26,133	119
13 Curriculum Development and Instructional Staff Development	51,048	157,825	153,949	3,876
23 School Leadership	391,048	464,145	463,364	781
33 Health Services	33,304	538	529	9
35 Food Service	135,000	152,405	158,385	(5,980)
36 Cocurricular / Extracurricular Activities	110,000	93,467	92,474	993
41 General Administration	338,018	252,911	240,418	12,493
51 Plant Maintenance and Operations	764,505	777,860	770,103	7,757
52 Security and Monitoring Services	3,160	927	910	17
53 Data Processing Services	2,500	13,643	13,523	120
71 Debt Service		1,215	1,215	
Total Expenses	<u>3,581,597</u>	<u>3,662,112</u>	<u>3,763,525</u>	<u>(101,413)</u>
Change in Net Assets	33,615	209,650	84,239	(125,411)
Net Assets, Beginning of Year	<u>1,403,739</u>	<u>1,403,739</u>	<u>1,403,739</u>	
Net Assets, End of Year	<u>\$ 1,437,354</u>	<u>\$ 1,613,389</u>	<u>\$ 1,487,978</u>	<u>\$ (125,411)</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCHOOL OF SCIENCE - HOUSTON

BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED AUGUST 31, 2012

	<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	\$ 4,620	\$ 7	\$ 7	\$
5750 Revenue from Curricular	<u>298,000</u>	<u>470,000</u>	<u>475,120</u>	<u>5,120</u>
Total Local Support	<u>302,620</u>	<u>470,007</u>	<u>475,127</u>	<u>5,120</u>
State Program Revenues:				
5810 Foundation School Program Act Revenues	7,687,102	8,384,217	8,128,959	(255,258)
5820 State Program Revenues Distributed by Texas Education Agency		<u>36,482</u>	<u>36,576</u>	<u>94</u>
Total State Program Revenues	<u>7,687,102</u>	<u>8,420,699</u>	<u>8,165,534</u>	<u>(255,165)</u>
Federal Program Revenues:				
5920 Federal Revenues Distributed by Texas Education Agency	549,067	550,225	534,432	(15,793)
5940 Federal Revenues Distributed Directly From the Federal Government	<u>287,281</u>	<u>287,281</u>	<u>287,281</u>	
Total Federal Program Revenues	<u>836,348</u>	<u>837,506</u>	<u>821,714</u>	<u>(15,792)</u>
Total Revenues	<u>8,826,070</u>	<u>9,728,212</u>	<u>9,462,375</u>	<u>(265,837)</u>
EXPENSES				
11 Instruction	4,307,379	4,704,241	4,257,736	446,505
12 Instructional Resources and Media Services	50,461	27	27	
13 Curriculum Development and Instructional Staff Development	65,507	264,258	261,552	2,706
23 School Leadership	656,052	711,552	705,357	6,195
33 Health Services	12,899	3,750	3,715	35
35 Food Service	290,500	453,000	446,007	6,993
36 Cocurricular/ Extracurricular Activities	235,000	270,000	264,161	5,839
41 General Administration	790,331	486,295	474,485	11,810
51 Plant Maintenance and Operations	1,520,987	1,991,760	2,001,963	(10,203)
52 Security and Monitoring Services	9,500	20,000	19,524	476
53 Data Processing Services	2,000	81,200	86,143	(4,943)
71 Debt Service	846,000	907,000	906,514	486
Total Expenses	<u>8,786,616</u>	<u>9,893,083</u>	<u>9,427,184</u>	<u>465,899</u>
Change in Net Assets	<u>39,454</u>	<u>(164,871)</u>	<u>35,190</u>	<u>200,061</u>
Net Assets, Beginning of Year	<u>1,214,392</u>	<u>1,214,392</u>	<u>1,214,392</u>	
Net Assets, End of Year	<u>\$ 1,253,846</u>	<u>\$ 1,049,521</u>	<u>\$ 1,249,583</u>	<u>\$ 200,061</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY- LAREDO
STATEMENT OF FINANCIAL POSITION

JUNE 30, 2012

ASSETS	
Current Assets:	
Cash	\$ 2,286,751
Restricted Cash	<u>9,295</u>
Total Current Assets	2,296,046
Property & Equipment:	
Buildings and Improvements	93,832
Furniture and Equipment	<u>302,248</u>
	396,080
Less: Accumulated Depreciation	<u>(135,342)</u>
	260,738
Other Assets:	
Deposits	23,750
Total Assets	<u>\$ 2,580,534</u>
LIABILITIES AND NET ASSETS	
Current Liabilities:	
Accounts Payable	\$ 17,178
Total Current Liabilities	<u>17,178</u>
Long-term Liabilities:	
Bonds Payable Net of Discount and Current Portion	<u>93,646</u>
Total Liabilities	<u>110,824</u>
Net Assets:	
Unrestricted	38,583
Temporarily Restricted	<u>2,431,127</u>
Total Net Assets	<u>2,469,710</u>
Total Liabilities and Net Assets	<u>\$ 2,580,534</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - LAREDO

STATEMENT OF ACTIVITIES

FOR THE TEN MONTHS ENDED JUNE 30, 2012

	Unrestricted	Temporarily Restricted	Total
REVENUES			
Local Support:			
5740 Other Revenues from Local Sources	\$ 4,225	\$	\$ 4,225
5750 Revenue from Curricular	231,839		231,839
Total Local Support	236,064		236,064
State Program Revenues:			
5810 Foundation School Program Act Revenues		3,858,056	3,858,056
5820 State Program Revenues Distributed by Texas Education Agency		32,590	32,590
Total State Program Revenues		3,890,645	3,890,645
Federal Program Revenues:			
5920 Federal Revenues Distributed by Texas Education Agency		596,016	596,016
Total Federal Program Revenues		596,016	596,016
Net assets released from restrictions:			
Restrictions satisfied by payments	4,305,696	(4,305,696)	
Total Revenues	4,541,760	180,965	4,722,725
EXPENSES			
11 Instruction	1,938,520		1,938,520
12 Instructional Resources and Media Services	1,614		1,614
13 Curriculum Development and Instructional Staff Development	90,311		90,311
23 School Leadership	370,495		370,495
33 Health Services	485		485
35 Food Service	237,311		237,311
36 Cocurricular/Extracurricular Activities	199,306		199,306
41 General Administration	532,868		532,868
51 Plant Maintenance and Operations	1,107,163		1,107,163
52 Security and Monitoring Services	24,381		24,381
53 Data Processing Services	722		722
Total Expenses	4,503,177		4,503,177
Change in Net Assets	38,583	180,965	219,548
Net Assets, Beginning of Year		2,250,162	2,250,162
Net Assets, End of Year	\$ 38,583	\$ 2,431,127	\$ 2,469,710

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - LAREDO

STATEMENT OF CASH FLOWS

FOR THE TEN MONTHS ENDED JUNE 30, 2012

Cash Flows From Operating Activities	
Change In Net Assets	\$ 219,548
Adjustments To Reconcile Change In Net Assets To Net Cash Provided (Used) By Operating Activities	
Depreciation	37,511
(Increase) Decrease in Accounts Receivable	266,642
(Increase) Decrease in Other Receivables	14,883
Increase (Decrease) in Accounts Payable	17,178
Increase (Decrease) in Wages Payable	(65,111)
Increase (Decrease) in Accrued Liabilities	(14,882)
Increase (Decrease) in Interest Payable	<u>(1,683)</u>
Net Cash Provided (Used) by Operating Activities	<u>474,086</u>
Cash Flows From Investing Activities	
Purchase of Fixed Assets	<u>(20,568)</u>
Net Cash Provided (Used) by Investing Activities	<u>(20,568)</u>
Cash Flows From Financing Activities	
NET INCREASE (DECREASE) IN CASH	453,518
CASH AT THE BEGINNING OF YEAR	<u>1,842,528</u>
CASH AT END OF YEAR	<u>\$ 2,296,046</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - LAREDO

SCHEDULE OF EXPENSES

FOR THE TEN MONTHS ENDED JUNE 30, 2012

Expenses

6100 Payroll Costs	\$ 2,030,401
6200 Professional and Contracted Services	1,769,104
6300 Supplies and Materials	424,605
6400 Other Operating Costs	<u>279,067</u>
Total Expenses	<u>\$ 4,503,177</u>

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - LAREDO

SCHEDULE OF CAPITAL ASSETS

FOR THE TEN MONTHS ENDED JUNE 30, 2012

	Ownership Interest		
	Local	State	Federal
1110 Cash	\$	\$ 2,296,046	\$
1520 Buildings and Improvements		93,832	
1539 Furniture and Equipment		302,248	
Total Property and Equipment	\$	\$ 2,692,126	\$

See accompanying notes to financial statements.

HARMONY PUBLIC SCHOOLS
HARMONY SCIENCE ACADEMY - LAREDO

BUDGETARY COMPARISON SCHEDULE

FOR THE TEN MONTHS ENDED JUNE 30, 2012

	Budgeted Amounts		Actual Amounts	Variance from Final Budget
	Original	Final		
REVENUES				
Local Support:				
5740 Other Revenues from Local Sources	\$ 3,100	\$ 4,260	\$ 4,225	\$ (35)
5750 Revenue from Curricular	270,000	230,000	231,839	1,839
Total Local Support	<u>273,100</u>	<u>234,260</u>	<u>236,064</u>	<u>1,804</u>
State Program Revenues:				
5810 Foundation School Program Act Revenues	4,308,914	3,900,000	3,858,056	(41,944)
5820 State Program Revenues Distributed by Texas Education Agency		32,000	32,590	590
Total State Program Revenues	<u>4,308,914</u>	<u>3,932,000</u>	<u>3,890,645</u>	<u>(41,355)</u>
Federal Program Revenues:				
5920 Federal Revenues Distributed by Texas Education Agency	331,618	642,225	596,016	(46,209)
Total Federal Program Revenues	<u>331,618</u>	<u>642,225</u>	<u>596,016</u>	<u>(46,209)</u>
Total Revenues	<u>4,913,632</u>	<u>4,808,485</u>	<u>4,722,725</u>	<u>(85,760)</u>
EXPENSES				
11 Instruction	2,125,968	1,950,500	1,938,520	11,980
12 Instructional Resources and media Services	46,994	1,600	1,614	(14)
13 Curriculum Development and Instructional Staff Development	68,642	90,000	90,311	(311)
23 School Leadership	404,798	360,000	370,495	(10,495)
33 Health Services	1,250	500	485	15
35 Food Service	230,000	261,000	237,311	23,689
36 Cocurricular / Extracurricular Activities	200,000	211,000	199,306	11,694
41 General Administration	574,271	540,000	532,868	7,132
51 Plant Maintenance and Operations	1,195,073	1,110,000	1,107,163	2,837
52 Security and Monitoring Services	7,250	25,500	24,381	1,119
53 Data Processing Services	2,100	750	722	28
Total Expenses	<u>4,856,346</u>	<u>4,550,850</u>	<u>4,503,177</u>	<u>47,673</u>
Change in Net Assets	57,286	257,635	219,548	(38,087)
Net Assets, Beginning of Year	<u>2,250,162</u>	<u>2,250,162</u>	<u>2,250,162</u>	
Net Assets, End of Year	<u>\$ 2,307,448</u>	<u>\$ 2,507,797</u>	<u>\$ 2,469,710</u>	<u>\$ (38,087)</u>

See accompanying notes to financial statements.

GOMEZ & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS

5177 RICHMOND AVE. SUITE 1100

HOUSTON, TEXAS 77056

TEL: (713) 666-5900

FAX: (713) 666-1049

<http://www.gomezandco.com>

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To The Board of Directors of
Harmony Public Schools
Houston, Texas

We have audited the financial statements of Harmony Public Schools (HPS) as of and for the year ended August 31, 2012, and have issued our report thereon dated January 4, 2013. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

Management of HPS is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered HPS's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of HPS's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

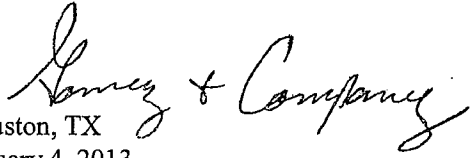
Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined previously.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether HPS's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of HPS in a separate letter dated January 4, 2013.

This report is intended solely for the information and use of management, the Board of Directors, others within the entity, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.


Houston, TX
January 4, 2013

GOMEZ & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS

5177 RICHMOND AVE. SUITE 1100

HOUSTON, TEXAS 77056

TEL: (713) 666-5900

FAX: (713) 666-1049

<http://www.gomezandco.com>

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

To The Board of Directors of
Harmony Public Schools
Houston, Texas

Compliance

We have audited Harmony Public Schools (HPS) compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of HPS's major federal programs for the year ended August 31, 2012. HPS's major federal programs are identified in the summary of auditor's results 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 HPS's management. Our responsibility is to express an opinion on HPS's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about HPS'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 of HPS's compliance with those requirements.

In our opinion, HPS complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended August 31, 2012.

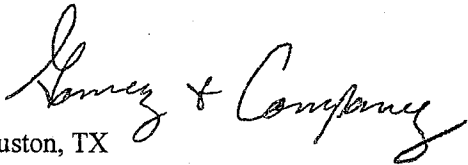
Internal Control Over Compliance

Management of HPS is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered HPS's internal control over compliance with the requirements that could have a direct and material effect on a major federal program to determine the 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, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of HPS's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of management, the Board of Directors, others within the entity, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.



Houston, TX
January 4, 2013

HARMONY PUBLIC SCHOOLS

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FOR THE YEAR ENDED AUGUST 31, 2012

Summary of Audit Results

1. Unqualified opinion issued on the financial statements.
2. No significant deficiencies or material weaknesses on internal control over financial statements.
3. No instances of noncompliance, which is material to the financial statements.
4. No significant deficiencies or material weaknesses on internal control over major federal award programs.
5. Unqualified opinion issued on compliance with major federal award 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>CFDA Number</u>
U.S. Department of Education	
Harmony Quality Charter Replication & Expansion Grant*	84.282M
Passed – Through Texas Education Agency	
Public Charter School*	84.282A
Education Jobs Fund ARRA	84.410A
Title XIV, SFSF-ARRA	84.394A
U.S. Department of Treasury	
2010 QSCB Direct Subsidy Assistance	21.020
U.S. Department of Agriculture	
Passed – Through Texas Education Agency	
School Breakfast*	10.553
School Lunch*	10.555

* denotes cluster

8. A \$548,701 threshold was used to distinguish between Type A and Type B programs as described in section .520 (b) of OMB A-133.

9. Harmony Public Schools does not qualify as a low-risk auditee.

Questioned

Current Year Findings

Cost

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

\$ -0-

HARMONY PUBLIC SCHOOLS

SCHEDULE OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS

FOR THE YEAR ENDED AUGUST 31, 2012

Summary Schedule of Prior Year Findings

I. Recording of Financial Data and Maintaining of General Ledger

Condition:

During the audit, key financial entries had to be recorded to HPS's general ledger to correct account balances. Some prior year audit adjustments were not reversed properly, some loan and related assets transaction were not recorded timely, construction payments had to be accrued along with retainage on several projects, and some year-end accruals for accounts payable were not posted. Based on our observation, this condition exists due to lack of qualified senior accounting staff to handle the daily accounting transactions and provide support to management.

Criteria:

HPS's transactions should be recorded in the manner required by generally accepted accounting principles and TEA's FASRG

Effect:

Without recording of key financial entries, and proper coding, HPS may not have an accurate general ledger. Without correct general ledgers, management would have inaccurate information and would not be able to make prudent decisions.

Recommendation:

We recommend that HPS implement procedures and controls to provide for timely recording of financial transactions, month-end entries and year-end closing entries. We also recommend that HPS restructure their accounting department and hire or obtain qualified senior staff experienced in charter school and/or non-profit accounting to assume a supervisory role and provide support to the accounting personnel.

Status:

The 2011 Financial Audit prepared by the Gomez & Company was carefully reviewed by the Superintendent and executive members of HPS. The finding was noted and acknowledged by management. Three months prior to end of the audit year, the leadership of the HPS Central Office along with the board president started to take the following important actions to address this finding. The Central Administration will continue to implement these actions throughout the year to have successful financial operation.

- The Central Office and campus organizational structure were revised in regards to the financial operation and communication between campuses and the central office.
- Chief Financial Officer and several other key financial managers were replaced with qualified personnel.
- Additional staff was hired for the financial department.
- Number of training hours for finance office personnel was increased to adequately address the needs of employees.
- Outside consulting firm hired to review finance department and its operation.
- Financial accounting software was replaced with more effective and efficient online system to address the needs of HPS.

We strongly believe that these actions will resolve the current challenges on financial operation of Harmony Public Schools. We will continue to seek consultation to respond fast growing needs of our organizations. The new CFO, Mr. Yalcin Akyildiz, will be in charge of implementing these changes in timely manner.

HARMONY PUBLIC SCHOOLS

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

FOR THE YEAR ENDED AUGUST 31, 2012

Federal Grantor/ Pass - Through Grantor/ Program Title	Federal CFDA Number	Pass - Through Entity Identifying Number	Federal Expenditures
<u>U.S. Department of Education</u>			
FOREIGN LANGUAGES ASSISTANCE	84.293.B	T293B090092	\$ 316,499
HARMONY QUALITY REPLICATION & EXPANSION	84.282M	U282M110010	983,328
Total U.S. Department of Education			<u>1,299,827</u>
<u>U.S. Department of Treasury</u>			
2010 QSCB DIRECT SUBSIDY ASSISTANCE	21.020		2,502,922
Total U.S. Department of Treasury			<u>2,502,922</u>
<u>U.S. Department of Education</u>			
Passed - Through Texas Education Agency:			
TITLE I, PART A-IMPROVING BASI	84.010A	11610101152805	2,157
TITLE I, PART A-IMPROVING BASI	84.010A	11610101101862	13,865
TITLE I, PART A-IMPROVING BASI	84.010A	11610101240804	41,448
TITLE I, PART A-IMPROVING BASI	84.010A	11610101220813	49,150
TITLE I, PART A-IMPROVING BASI	84.010A	12610101101862	93,850
TITLE I, PART A-IMPROVING BASI	84.010A	11610101071806	119,287
TITLE I, PART A-IMPROVING BASI	84.010A	12610101031803	122,864
TITLE I, PART A-IMPROVING BASI	84.010A	12610101152805	160,025
TITLE I, PART A-IMPROVING BASI	84.010A	11610101101846	168,664
TITLE I, PART A-IMPROVING BASI	84.010A	12610101015828	179,356
TITLE I, PART A-IMPROVING BASI	84.010A	12610101220813	272,861
TITLE I, PART A-IMPROVING BASI	84.010A	12610101101858	284,277
TITLE I, PART A-IMPROVING BASI	84.010A	12610101227816	296,194
TITLE I, PART A-IMPROVING BASI	84.010A	12610101071806	300,126
TITLE I, PART A-IMPROVING BASI	84.010A	12610101161807	350,433
TITLE I, PART A-IMPROVING BASI	84.010A	12610101240804	351,296
TITLE I, PART A-IMPROVING BASI	84.010A	12610101101846	732,220
IDEA-B FORMULA	84.027A	116600012408046000	6,429
IDEA-B FORMULA	84.027A	116600010158286000	29,154
IDEA-B FORMULA	84.027A	116600011018466000	38,681
IDEA-B FORMULA	84.027A	126600010318036000	42,288
IDEA-B FORMULA	84.027A	116600012208136000	67,040
IDEA-B FORMULA	84.027A	126600011528056000	82,167
IDEA-B FORMULA	84.027A	126600010158286000	119,620
IDEA-B FORMULA	84.027A	126600010718066000	129,033
IDEA-B FORMULA	84.027A	126600011618076000	208,036
IDEA-B FORMULA	84.027A	126600011018586000	212,075
IDEA-B FORMULA	84.027A	126600012278166000	212,533
IDEA-B FORMULA	84.027A	126600012208136000	216,820
IDEA-B FORMULA	84.027A	126600011018466000	254,239
IDEA-B FORMULA	84.027A	126600012408046000	468,909
2010-11 PUBLIC CHARTER SCHOOL	84.282A	115900217110001	273,651
TITLE III, PART A-LEP	84.365A	12671001101862	5,212
TITLE III, PART A-LEP	84.365A	12671001031803	5,785
TITLE III, PART A-LEP	84.365A	12671001240804	9,668
TITLE III, PART A-LEP	84.365A	12671001220813	16,702
TITLE III, PART A-LEP	84.365A	12671001071806	17,669

HARMONY PUBLIC SCHOOLS

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

FOR THE YEAR ENDED AUGUST 31, 2012

Federal Grantor/ Pass - Through Grantor/ Program Title	Federal CFDA Number	Pass - Through Entity Identifying Number	Federal Expenditures
TITLE III, PART A-LEP	84.365A	12671001101858	22,154
TITLE III, PART A-LEP	84.365A	12671001227816	25,940
TITLE III, PART A-LEP	84.365A	12671001161807	28,127
TITLE III, PART A-LEP	84.365A	12671001101846	43,426
TITLE II, PART A-TEACHER & PRI	84.367A	12694501101862	22,258
TITLE II, PART A-TEACHER & PRI	84.367A	12694501031803	28,232
TITLE II, PART A-TEACHER & PRI	84.367A	12694501240804	49,767
TITLE II, PART A-TEACHER & PRI	84.367A	12694501152805	54,997
TITLE II, PART A-TEACHER & PRI	84.367A	12694501015828	62,081
TITLE II, PART A-TEACHER & PRI	84.367A	12694501227816	85,668
TITLE II, PART A-TEACHER & PRI	84.367A	12694501101858	88,746
TITLE II, PART A-TEACHER & PRI	84.367A	12694501220813	92,650
TITLE II, PART A-TEACHER & PRI	84.367A	12694501071806	101,576
TITLE II, PART A-TEACHER & PRI	84.367A	12694501161807	141,087
TITLE II, PART A-TEACHER & PRI	84.367A	12694501101846	185,355
TITLE XIV, SFSF - ARRA	84.394A	11557001101858	2,949
TITLE XIV, SFSF - ARRA	84.394A	11557001031803	21,892
TITLE XIV, SFSF - ARRA	84.394A	11557001220813	28,976
TITLE XIV, SFSF - ARRA	84.394A	11557001240804	29,364
TITLE XIV, SFSF - ARRA	84.394A	11557001227816	57,784
TITLE XIV, SFSF - ARRA	84.394A	11557001101862	63,869
TITLE XIV, SFSF - ARRA	84.394A	11557001071806	65,164
TITLE XIV, SFSF - ARRA	84.394A	11557001101846	117,005
EDUCATION JOBS FUND - ARRA	84.410A	11550101031803	77,236
EDUCATION JOBS FUND - ARRA	84.410A	11550101152805	115,148
EDUCATION JOBS FUND - ARRA	84.410A	11550101240804	117,285
EDUCATION JOBS FUND - ARRA	84.410A	11550101101862	124,396
EDUCATION JOBS FUND - ARRA	84.410A	11550101015828	168,487
EDUCATION JOBS FUND - ARRA	84.410A	11550101071806	226,262
EDUCATION JOBS FUND - ARRA	84.410A	11550101227816	349,021
EDUCATION JOBS FUND - ARRA	84.410A	11550101220813	385,380
EDUCATION JOBS FUND - ARRA	84.410A	11550101161807	442,914
EDUCATION JOBS FUND - ARRA	84.410A	11550101101858	487,234
EDUCATION JOBS FUND - ARRA	84.410A	11550101101846	528,378
Total U.S. Department of Education			\$ 10,394,592
<u>U.S. Department of Agriculture</u>			
Passed - Through Texas Education Agency			
Federal Food Service Reimbursement			
School Breakfast Program (SBP)	10.553	71401101	85,299
School Breakfast Program (SBP)	10.553	71401201	507,310
National School Lunch Prg-NSLP	10.555	71301101	498,036
National School Lunch Prg-NSLP	10.555	71301201	3,002,042
Total U.S. Department of Agriculture			4,092,687
Total Expenditures of Federal Awards			\$ 18,290,028

HARMONY PUBLIC SCHOOLS

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

FOT THE YEAR ENDED AUGUST 31, 2012

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES

Basis of Presentation

The accompanying schedule of federal awards (the Schedule) includes federal grant activity of HPS under programs of the federal government for the year ended August 31, 2012. The information in this Schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Because the Schedule presents only a selected portion of the operation of HPS, it is not intended to and does not present the financial position, changes in net assets or cash flows of HPS.

Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in OMB Circular A-122, *Cost Principles for Non-profit Organizations*, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

Pass-through entity identifying numbers are presented where available.

GOMEZ & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS
6750 W. LOOP SOUTH, SUITE 520
HOUSTON, TEXAS 77401
TEL: (713) 666-5900
FAX: (713) 666-1049
<http://www.gomezandco.com>

INDEPENDENT AUDITOR'S REPORT

To The Board of Directors of
Cosmos Foundation, Inc.
Houston, Texas


We have audited the accompanying statement of financial position of Cosmos Foundation, Inc. (HSA) as of August 31, 2010, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of HSA management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with 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. 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, 2010, 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 3, 2010 on our consideration of HSA internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and important for assessing 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 3, 2010

COSMOS FOUNDATION, INC.
STATEMENT OF FINANCIAL POSITION
AUGUST 31, 2010

ASSETS

Assets:

Cash	\$ 48,728,333
Receivables	8,009,434
Other Receivables	145,006
Land	20,555,463
Buildings and Improvements	134,434,722
Furniture and Equipment	4,485,429
Accumulated Depreciation	(10,254,934)
Deposits	437,949
Other Assets	<u>3,356,211</u>
 Total Assets	 <u>\$ 209,897,614</u>

LIABILITIES AND NET ASSETS

Liabilities:

Accounts Payable	\$ 13,252,045
Accrued Liabilities	36,250
Wages Payable	1,626,621
Interest Payable	3,525,359
Notes Payable	16,417,711
Capital Lease Payable	89,489
Bond Payable Net of Discount	<u>148,938,970</u>
 Total liabilities	 <u>183,886,444</u>

Net Assets:

Unrestricted	8,740,641
Temporarily Restricted	<u>17,270,529</u>
 Total net assets	 <u>26,011,170</u>
 Total Liabilities and Net Assets	 <u>\$ 209,897,614</u>

See accompanying notes to financial statements.

COSMOS FOUNDATION, INC.

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2010

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
SUPPORT AND REVENUE			
Federal Grants	\$	\$ 12,271,978	\$ 12,271,978
State and Local Grants		93,033,195	93,033,195
Donations	238,439		238,439
Interest Income	48,125		48,125
Other Income	6,290,483		6,290,483
Net Assets Released From Restrictions	<u>90,733,182</u>	<u>(90,733,182)</u>	
Total Revenues	<u>97,310,230</u>	<u>14,571,991</u>	<u>111,882,221</u>
EXPENSES			
Program Services	<u>96,508,001</u>		<u>96,508,001</u>
Total Expenses	<u>96,508,001</u>		<u>96,508,001</u>
Change In Net Assets	<u>802,229</u>	<u>14,571,991</u>	<u>15,374,220</u>
Net Assets, Beginning of Year	<u>7,938,412</u>	<u>2,698,538</u>	<u>10,636,950</u>
Net Assets, Ending of Year	<u>\$ 8,740,641</u>	<u>\$ 17,270,529</u>	<u>\$ 26,011,170</u>

See accompanying notes to financial statements.

COSMOS FOUNDATION, INC.
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED AUGUST 31, 2010

Cash Flows From Operating Activities	
Change in net assets	\$ 15,374,220
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities	
Depreciation	4,815,936
(Increase) Decrease in Accounts Receivable	(4,844,258)
(Increase) Decrease in Other Receivable	2,049,919
(Increase) Decrease in Other Assets	(850,322)
Increase (Decrease) in Accounts Payable	11,045,361
Increase (Decrease) in Wages Payable	(323,449)
Increase (Decrease) in Accrued Liabilities	(666,742)
Increase (Decrease) in Interest Payable	<u>3,369,564</u>
Net Cash Provided (Used) by Operating Activities	<u>29,970,229</u>
Cash Flows From Investing Activities	
Purchase of fixed assets	<u>(91,297,235)</u>
Net Cash Provided (Used) by Investing Activities	<u>(91,297,235)</u>
Cash Flows From Financing Activities	
Proceeds from bonds and loans	94,911,585
Repayment of long-term debt	<u>(1,857,062)</u>
Net Cash Provided (Used) by Financing Activities	<u>93,054,523</u>
NET INCREASE (DECREASE) IN CASH	<u>31,727,517</u>
CASH AT BEGINNING OF YEAR	<u>17,000,816</u>
CASH AT END OF YEAR	<u>\$ 48,728,333</u>
<u>Supplemental Disclosures</u>	
Cash Paid During the Year for:	
Interest	<u>\$ 3,821,730</u>

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
<http://www.gomezandco.com>

INDEPENDENT AUDITOR'S REPORT

To The Board of Directors of
Cosmos Foundation, Inc.
Houston, Texas

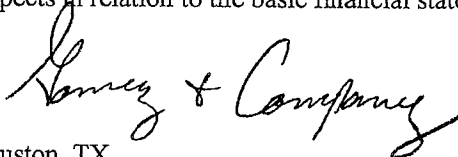
We have audited the accompanying statement of financial position of Cosmos Foundation, Inc. (a nonprofit organization) (HSA) as of August 31, 2011, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audit.

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. 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 the 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, 2011, 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 16, 2011 on our consideration of HSA's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Our audit was conducted for the purpose of forming an opinion on the basic financial statements as a whole. The 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 is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the basic financial statements taken as a whole.



Houston, TX
December 16, 2011

COSMOS FOUNDATION, INC.

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2011

ASSETS

Assets:

Cash	\$ 54,860,564
Receivables	8,008,846
Other Receivables	321,532
Land	27,850,679
Buildings and Improvements	179,955,661
Furniture and Equipment	13,510,264
Accumulated Depreciation	(17,969,661)
Deposits	399,713
Other Assets	<u>4,429,369</u>

Total Assets \$ 271,366,966

LIABILITIES AND NET ASSETS

Liabilities:

Accounts Payable	\$ 5,219,270
Accrued Liabilities	264,995
Wages Payable	2,598,831
Interest Payable	1,565,651
Notes Payable	18,497,994
Capital Lease Payable	33,205
Bond Payable Net of Discount	<u>211,972,064</u>

Total liabilities 240,152,010

Net Assets:

Unrestricted	7,853,741
Temporarily Restricted	<u>23,361,215</u>

Total net assets 31,214,956

Total Liabilities and Net Assets \$ 271,366,966

See accompanying notes to financial statements.

COSMOS FOUNDATION, INC.

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2011

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
SUPPORT AND REVENUE			
Federal Grants	\$	\$ 14,176,454	\$ 14,176,454
State and Local Grants		126,447,384	126,447,384
Donations	1,570,475		1,570,475
Interest Income	91,242		91,242
Other Income	6,385,409		6,385,409
Net Assets Released From Restrictions	<u>134,533,152</u>	<u>(134,533,152)</u>	
Total Revenues	<u>142,580,278</u>	<u>6,090,686</u>	<u>148,670,964</u>
EXPENSES			
Program Services	<u>143,508,876</u>		<u>143,508,876</u>
Total Expenses	<u>143,508,876</u>		<u>143,508,876</u>
Change In Net Assets	<u>(928,598)</u>	<u>6,090,686</u>	<u>5,162,088</u>
Net Assets, Beginning of Year as Restated	<u>8,782,338</u>	<u>17,270,529</u>	<u>26,052,867</u>
Net Assets, Ending of Year	<u>\$ 7,853,741</u>	<u>\$ 23,361,215</u>	<u>\$ 31,214,956</u>

See accompanying notes to financial statements.

COSMOS FOUNDATION, INC.
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED AUGUST 31, 2011

Cash Flows From Operating Activities	
Change in net assets	\$ 5,162,088
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities	
Depreciation	7,914,027
(Increase) Decrease in Accounts Receivable	588
(Increase) Decrease in Other Receivable	(176,526)
(Increase) Decrease in Other Assets	(1,034,923)
Increase (Decrease) in Accounts Payable	(7,991,074)
Increase (Decrease) in Wages Payable	972,210
Increase (Decrease) in Accrued Liabilities	228,745
Increase (Decrease) in Interest Payable	<u>(1,959,708)</u>
Net Cash Provided (Used) by Operating Activities	<u>3,115,427</u>
Cash Flows From Investing Activities	
Purchase of Fixed Assets	<u>(62,040,289)</u>
Net Cash Provided (Used) by Investing Activities	<u>(62,040,289)</u>
Cash Flows From Financing Activities	
Proceeds from Bonds and Loans	75,238,366
Repayment of Long-Term Debt	<u>(10,181,273)</u>
Net Cash Provided (Used) by Financing Activities	<u>65,057,093</u>
NET INCREASE (DECREASE) IN CASH	<u>6,132,231</u>
CASH AT BEGINNING OF YEAR	<u>48,728,333</u>
CASH AT END OF YEAR	<u>\$ 54,860,564</u>
 <u>Supplemental Disclosures</u>	
Cash Paid During the Year for:	
Interest	<u>\$ 9,421,111</u>

See accompanying notes to financial statements.

Charter School Individual Board Member Agreement


Name: SONER TARIM

As a board member of Harmony DC Public Schools, I understand that my duties and responsibilities include the following:

- I am fiscally responsible, with the other board members, for this organization. It is my duty to know what our budget is and to take an active part in planning the budget and implementing the fundraising to meet it.
- I am legally responsible to this organization. I am responsible to know and approve all policies and programs.
- I am morally responsible for the health and well-being of this organization. As a member of the board, I have pledged myself to carry out this organization's mission of to prepare each student for higher education by providing a safe, caring and collaborative atmosphere featuring a quality, student-centered educational program with a strong emphasis on math, engineering, science and technology. I am fully committed and dedicated to this mission.
- I will actively engage in fundraising for this organization in whatever ways are best suited to me. These may include individual solicitation, special events, or writing mail appeals and the like.
- I will attend board meetings every year and be available for phone consultation. I understand that commitment to this board will involve a reasonable time.
- I understand no quotas have been set and no rigid standards of measurement and achievement have been formed. Every board member is making a statement of faith about every other board member. We trust each other to carry out the above agreements to the best of our ability, each in our own way, with knowledge, support and approval of all. I know if I fail to act in good faith I must resign, or someone from the board may ask me to resign.

In its turn, this organization is responsible to me in a number of ways:

- I will be sent, without request, quarterly financial reports which allow me to meet the prudent person section of the law.
- I can call on the organization's staff to discuss programs and policies, goals and objectives as appropriate.
- Board members and staff will respond in a straightforward and thorough fashion to any questions I have that I feel necessary to carry out my fiscal, legal, and moral responsibilities to this organization.


Board Member Signature

9/5/2013
Date

HARMONY DC PUBLIC SCHOOLS
Organization

Date

Name: Sharif Salim

As a board member of Harmony DC Public Schools, I understand that my duties and responsibilities include the following:

- I am fiscally responsible, with the other board members, for this organization. It is my duty to know what our budget is and to take an active part in planning the budget and implementing the fundraising to meet it.
- I am legally responsible to this organization. I am responsible to know and approve all policies and programs.
- I am morally responsible for the health and well-being of this organization. As a member of the board, I have pledged myself to carry out this organization's mission of to prepare each student for higher education by providing a safe, caring and collaborative atmosphere featuring a quality, student-centered educational program with a strong emphasis on math, engineering, science and technology. I am fully committed and dedicated to this mission.
- I will actively engage in fundraising for this organization in whatever ways are best suited to me. These may include individual solicitation, special events, or writing mail appeals and the like.
- I will attend board meetings every year and be available for phone consultation. I understand that commitment to this board will involve a reasonable time.
- I understand no quotas have been set and no rigid standards of measurement and achievement have been formed. Every board member is making a statement of faith about every other board member. We trust each other to carry out the above agreements to the best of our ability, each in our own way, with knowledge, support and approval of all. I know if I fail to act in good faith I must resign, or someone from the board may ask me to resign.

In its turn, this organization is responsible to me in a number of ways:

- I will be sent, without request, quarterly financial reports which allow me to meet the prudent person section of the law.
- I can call on the organization's staff to discuss programs and policies, goals and objectives as appropriate.
- Board members and staff will respond in a straightforward and thorough fashion to any questions I have that I feel necessary to carry out my fiscal, legal, and moral responsibilities to this organization.

A. A. Sharif Salim
Board Member Signature

9-9-2013
Date

Harmony DC Public Schools
Organization

Date

Name: Julie T. Norton

As a board member of Harmony DC Public Schools, I understand that my duties and responsibilities include the following:

- I am fiscally responsible, with the other board members, for this organization. It is my duty to know what our budget is and to take an active part in planning the budget and implementing the fundraising to meet it.
- I am legally responsible to this organization. I am responsible to know and approve all policies and programs.
- I am morally responsible for the health and well-being of this organization. As a member of the board, I have pledged myself to carry out this organization's mission of to prepare each student for higher education by providing a safe, caring and collaborative atmosphere featuring a quality, student-centered educational program with a strong emphasis on math, engineering, science and technology. I am fully committed and dedicated to this mission.
- I will actively engage in fundraising for this organization in whatever ways are best suited to me. These may include individual solicitation, special events, or writing mail appeals and the like.
- I will attend board meetings every year and be available for phone consultation. I understand that commitment to this board will involve a reasonable time.
- I understand no quotas have been set and no rigid standards of measurement and achievement have been formed. Every board member is making a statement of faith about every other board member. We trust each other to carry out the above agreements to the best of our ability, each in our own way, with knowledge, support and approval of all. I know if I fail to act in good faith I must resign, or someone from the board may ask me to resign.

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- I can call on the organization's staff to discuss programs and policies, goals and objectives as appropriate.
- Board members and staff will respond in a straightforward and thorough fashion to any questions I have that I feel necessary to carry out my fiscal, legal, and moral responsibilities to this organization.

Julie T. Norton

Board Member Signature

Harmony DC Public Schools

Organization

09.06.2013

Date

09.06.2013

Date

HARMONY DC PUBLIC SCHOOLS
JOB DESCRIPTIONS FOR BOARD OFFICERS

The officers of the Harmony DC shall be a president, a vice president, a secretary, and a treasurer. The board members 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. The officers of the Harmony DC and their roles and responsibilities of each of these positions are detailed below:

President: The president shall be the chief executive officer of the foundation and is to ensure that the mission of the school is being fulfilled at all times. The president shall supervise and control all of the business affairs of the foundation. The president shall preside at all meetings of the members and of the Harmony DC. The president may execute any deeds, mortgages, bonds, contracts, or other instruments that the Harmony DC board members have been authorized to be executed. However, the president may not execute instruments on behalf of the school if this power is expressly delegated to another officer or agent of the school by the Harmony DC board members, the bylaws, or statute. The president shall perform other duties prescribed by the Harmony DC board members and all duties incident to the office of president.

Vice President: The role of vice president is to serve as chief executive officer if the president is absent or 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.

Secretary: The role of the Secretary is to administrate documentation and communication of Harmony DC board activities. The Secretary shall:

- Give all notices as provided in the bylaws or as required by law;
- Take minutes of board meetings and keep the minutes as part of the corporate records.;
- Maintain custody of the corporate records and of the seal;
- Prepare any correspondence the Board deems necessary;
- Maintain a calendar of all scheduled board meetings; and
- Perform duties as assigned by the president.

Treasurer: The role of the Treasurer is to oversee the financial processes of the foundation and the proposed school to ensure that: 1) the corporation is fiscally stable; and 2) all transactions are documented in accordance with GAAP principles. The treasurer shall:

- Have charge and custody of and be responsible for all funds and securities of the foundation;
- Oversee the implementation and management of the foundation's budget;
- Maintain the financial books and record of the foundation;
- Prepare financial reports;

- Perform other duties as assigned by the president;
- Review the school's annual budget periodically;
- Oversee the preparation of monthly accounting statements.

ETHICS & CONFLICTS OF INTEREST POLICY HARMONY DC PUBLIC SCHOOLS

Preamble

This Policy is adopted by the Board of Directors (collectively, the “Board” or the “Directors” and individually a “Director”) of Harmony DC Public Schools (the “Corporation”). The Board is committed to maintaining the highest legal and ethical standards in the conduct of the business of the Corporation, and to protecting the integrity and reputation of the Corporation, the Board and all the employees, volunteers and programs of the Corporation.

Under established principles of law and sound business ethics, the Directors and Officers (as defined below) of the Corporation are responsible for exercising their duties honestly, in good faith, and with a high standard of diligence and care. Accordingly, the Directors and Officers have an obligation to keep the welfare of the Corporation at all times paramount in order to ensure that they 1) do not compromise their independence of judgment, 2) preserve confidence and trust in the organization and the Board, and 3) protect and fulfill the mission of the Corporation. Every Director and Officer of the Corporation has a duty of loyalty to the Corporation. Therefore, activities and financial interests must be arranged so as not to interfere with the primacy of that commitment. This Policy will assist Directors and Officers as they identify actual or potential conflicts of interest and will provide the Board with a procedure to address any conflicts. This Policy is intended to supplement but not replace any applicable federal, state or local laws governing conflicts of interest applicable to charter schools and charitable organizations.

I. Ethical Principles

A. Personal and Professional Integrity. Directors and Officers, as well as employees, volunteers, and advisors of the Corporation, must conduct themselves in an honest and ethical manner, including the ethical handling of actual or apparent conflicts of interest, as set forth below.

B. Financial Stewardship. The Corporation manages its funds responsibly and prudently. It oversees the funds entrusted to it consistent with state and federal law and consistent with donor intent to support the purpose and mission of the Corporation and the students and community in which it operates. It ensures that all spending practices and policies are reasonable and appropriate and all financial reports are factually accurate and complete in all material respects. As a tax-exempt public charity, the Corporation uses and expends its funds in a manner that advances the charitable and educational mission and objectives of the Corporation and not the private interests of Directors or Officers.

C. Public Accountability. The Corporation provides comprehensive and timely information in accordance with applicable state and federal law and is responsive to reasonable requests for information about its activities. Basic informational data about the Corporation such as the IRS Form 990, audited financial statements and Annual Financial and Compliance Report shall be made available to the public in accordance with applicable state and federal law.

D. Accuracy and Retention of Records. The Corporation will create and maintain records that satisfy operational and legal requirements including federal, state and local laws.

E. Political Activities. As a 501(c)(3) tax-exempt public charity, the Corporation is prohibited from engaging in political activities and its tax-exempt status is in part dependent upon whether it conducts political activities. Anyone serving as a Director, Officer, employee, volunteer, vendor or contractor must not use their relationship with the Corporation to promote or oppose candidates or parties or to create the appearance that the Corporation endorses or opposes a candidate or party for elected office.

F. Endorsements and Use of the Corporation Name and Affiliation. The Corporation's name, logo, letterhead or other intellectual property may not be used by any person to endorse or gain support for a cause without prior authorization in writing from the Corporation Board.

G. Questions, Concerns or Reports of Violations. Questions or concerns should be directed to one or more of the following: the Chairman of the Board of Directors or the Chief Executive Officer. If a Director, Officer, employee, volunteer or contractor believes a colleague is violating the obligations or expectations of this Policy, or is otherwise acting in an illegal or unethical manner, it is his/her duty to report it. Doing so is not an act of disloyalty, but of loyalty to the Corporation and the principles that it intends to uphold and the type of community it seeks to foster. A report also safeguards the reputation and assets of the Corporation, and can safeguard an individual from criminal, civil or disciplinary action for failure to report a crime or ethical lapse.

H. Staff Obligations. In addition to this Policy, staff members shall also be obliged to conduct themselves in accordance with, among other things, the employee policies of the Corporation.

II. Conflicts of Interest

A. Purpose The purpose of the conflict of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

B. Definitions

1. Interested Person: Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest: A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

a. An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement,

b. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or

c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest.

C. Procedures

1. **Duty to Disclose:** In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. **Determining Whether a Conflict of Interest Exists:** After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. **Procedures for Addressing the Conflict of Interest:**

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. **Violations of the Conflicts of Interest Policy:**

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

D. Records of Proceedings: The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

E. Compensation

- a. A voting member of the governing board who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

F. Annual Statements: Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

G. Statement on Applicable Law: The Corporation and its Officers and Directors shall comply with District of Columbia law governing conflicts of interest among nonprofit corporations, its directors and officers, as described in Subchapter F of the District of Columbia Nonprofit Corporation Act or as otherwise applicable to public charter schools in the District of Columbia.

HARMONY PUBLIC SCHOOLS

Where Excellence is Our Standard

2013 2014

STUDENT/PARENT HANDBOOK

**A SAMPLE
HARMONY SCHOOL HANDBOOK**

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HARMONY PUBLIC SCHOOLS BOARD OF DIRECTORS

- Dr. Oner Ulvi Celepcikay, President
- Cengizhan Keskin, Vice President, Secretary
- Ellen MacDonald, Vice President
- Dr. Mustafa Atik, Treasurer
- Dr. Kamil Sarac, Board Member
- Homer Stewart, Board Member

HARMONY PUBLIC SCHOOLS MISSION STATEMENT

Our Mission is to prepare students for higher learning in a safe, caring, and collaborative atmosphere through a quality learner-centered educational program with a strong emphasis on math, science, engineering, and technology.

HARMONY PUBLIC SCHOOLS VISION STATEMENT

Harmony's vision is to enable students to succeed in school and in the workplace, and to provide an option for students to enter math, science, and engineering careers. This will lead to students becoming productive and responsible citizens and even Nobel laureates.

PREFACE

Dear Parents and Students,

Welcome to the 2013–2014 school year at Harmony Public Schools! This new school year means a new beginning, and new futures. The administrative team is excited about this coming school year, and the staff at Harmony Public Schools is caring, competent, dedicated and willing to assist you. We are working very hard to provide the best possible learning climate for our students.

We believe that education is a shared responsibility and that the successful operation of a school depends on the cooperation of everyone involved: students, parents, and staff. The mission of the Harmony Public Schools is to create a partnership among the members of this triad. Each of us is responsible for doing his or her part to make our school a place where we can all work and strive together in harmony.

Harmony Public Schools is a reflection of us all. All of our policies and procedures are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage parents and students to become active participants in our school system by getting to know its programs and activities, and by becoming involved through classes, clubs, and activities.

This Handbook is an overview of our school's goals, services, and rules. It is an essential reference book describing what we expect of our students and parents, what they can expect of us, and how we will achieve our educational mission. We have attempted to make the language in this Handbook as straightforward as possible.

The Handbook is divided into six sections. The first section includes general information regarding school policy and procedures. The second section provides important health and safety information. The third section provides information about academics and grading. The fourth section is the Student Code of Conduct, which is required by state law and intended to promote school safety and an atmosphere for learning. Both students and parents need to be familiar with the Student Code of Conduct. In addition to its inclusion in this document, the Student Code of Conduct is also posted on the Harmony Public Schools website. The fifth section is especially for parents, with information regarding parental rights. Finally, the sixth section contains important notices regarding student information, computer resources, electronic communication devices, and the Harmony Public Schools grievance policy. Please note that the term "parent" is used to refer to the parent, legal guardian, or other person who has agreed to assume school-related responsibility for a student.

This Handbook is designed to be in harmony with Board Policy, and is updated yearly. Changes in policy and procedure that affect Handbook provisions will be made available to students and parents through newsletters and other communications. **In case of conflict between Board Policy and any provision of this Handbook, the provision that was most recently adopted by the Board of Directors will be followed.**

We ask our parents to review the entire Handbook with their students and to keep it as a reference during this school year. Parents or students with questions about the material in this Handbook should contact their Principal.

Finally, you must complete and return the last page of the Handbook – "Acknowledgement and Approval of Student/Parent Handbook" – to the school office at your campus.

On behalf of the entire Harmony Public Schools staff and community, best wishes for a great 2013–2014 school year!

Sincerely,

Dr. Soner Tarim, Superintendent

SECTION I: GENERAL INFORMATION

STUDENT RIGHTS

The school pledges to allow all students to:

- Feel safe in the school environment.
- Take full advantage of learning opportunities.
- Work in an environment free from disruptions and chaos.
- Express opinions, ideas, thoughts and concerns.
- Have a healthy environment that is smoke, alcohol and drug free.
- Use school resources and facilities for self-improvement.
- Expect courtesy, fairness and respect from all members of the community.
- Be informed of all expectations and responsibilities.
- Take part in a variety of school activities.

EQUAL EDUCATION OPPORTUNITY

Harmony Public Schools does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing educational services, activities, and programs, including vocational and career technology programs, in accordance with Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendment of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

ADMISSION POLICIES AND PROCEDURES FOR HARMONY PUBLIC CHARTER SCHOOLS

Beginning and Ending Dates of Application Periods

Harmony Schools require applicants to submit a complete application form in order to be considered for admission. For the first year of operation of a campus, application period starts on January 10th (beginning date) and ends on June 25th (closing date). For the following years, the beginning and ending dates of the application period shall be January 10th and March 15th of each year, respectively.

Lottery Procedures and Date when a grade or class is oversubscribed

A lottery is to be conducted if the number of applicants exceeds the maximum enrollment. The lottery shall take place within fifteen days after the closing date of the application period. The lottery will be conducted via lottery selection software. The principal or designee of each campus will conduct the computerized lottery, with supervision by at least one member of the sponsoring entity or his/her designee and a representative from the Cosmos Foundation's Central Office. This ensures that

the winner list and the waiting list are selected randomly. Results of the lottery shall be certified by a notary public.

Development of a Waiting List

The lottery will be paused momentarily after the computerized lottery fills all available seats allowed by the enrollment cap. The drawing will then continue, and the randomly-selected numbers will be used to create a waiting list. As space become available, applicants will be called from the waiting list beginning with applicants with the lowest number assignment.

Admission Process of Returning Students

Returning students (students who currently attended the school and intend to return the next school year) are given priority in admission, if they notify the school of their intent to return for the next school year by February 1st of the each school year.

Siblings Policy and Children of the School's Founders and Employees

Siblings of returning students currently enrolled at a Harmony Public School campus and who timely notify the school of their intent to return for the next school year are exempt from the lottery and, space permitting, are automatically enrolled. For this policy "sibling" shall mean a biological or legally adopted brother or sister residing in the same household as the applicant. Cousins, nieces, nephews and unrelated children sharing an address with the applicant are not siblings. Sibling enrollment is dependent on available space and does not guarantee enrollment of each listed sibling.

Children of the school's founders, teachers, and staff (so long as the total number of students allowed constitutes only a small percentage of the total enrollment) are exempt from lottery requirements, as permitted by federal guidance on the Charter Schools Program.

Applications that are submitted outside of the designated application period

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

Students with documented histories of a criminal offense and/or misconduct

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 as TEC, §12.111(6) authorizes a charter school to do so.

Documents and Information Applicants are Required to Provide

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). The application form must include the following items:

- Applicant's name (first, last, and middle names)
- Applicant's birth date
- Applicant's current grade level and grade applied for
- Applicant's residential address
- Phone numbers
- Applicant's current school and district names
- Applicant's parents' name and signature
- Whether the applicant has a sibling already admitted to attending the school

Whether the applicant has a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Chapter 37 of the Education Code.

Applicants are not required to provide transcript or other academic records until after they are offered admission.

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.

Harmony Schools comply with reporting transfer students pursuant to Civil Action 5281 by using the student transfer system provided on the Texas Education Agency website under PEIMS section.

Non-discrimination Statement as Part of the School's Admission Policy

It is the policy of Harmony Schools to comply with all state and federal regulations regarding admission and not to discriminate during the admission and the lottery process on the basis of gender, national origin, ethnicity, religion, disability, academic, artistic, athletic ability, or the district the child would otherwise attend.

STUDENT INFORMATION

Any student admitted to Harmony Public Schools must provide records, such as report cards from the previous school attended, to verify his or her academic standing. Verification of residency and current immunization records are also required. Every student enrolling at Harmony Public Schools for the first time must present documentation of immunizations as required by the Texas Department of State Health Services. See "Immunizations" on page 26.

No later than 30 days after enrolling in Harmony Public Schools, the parent and school district in which the student was previously enrolled shall furnish records which verify the identity of the student. These records may include the student's birth certificate or a copy of the student's school records from the most recently attended school.

Harmony Public Schools will forward a student's records on request to a school in which a student seeks or intends to enroll without the necessity of the parent's consent.

FOOD ALLERGY INFORMATION

The parent of each student enrolled at the School must complete a form provided by the School that discloses (1) whether the child has a food allergy or a severe food allergy that should be disclosed to the School to enable the School to take any necessary precautions regarding the child's safety and (2) specifies the food(s) to which the child is allergic and the nature of the allergic reaction.

For purposes of this requirement, the term "severe food allergy" means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention.

(3) The School may also require information from a child's physician if the child has food allergies.

Food allergy information forms will be maintained in the child's student records, and shall remain confidential. Information provided on food allergy information forms may be disclosed to teachers, school counselors, school nurses, and other appropriate school personnel only to the extent consistent with Board policy and as permissible under the Family Educational Rights and Privacy Act of 1974 ("FERPA").

RESIDENCY VERIFICATION

The Texas Education Code authorizes schools to obtain evidence that a person is eligible to attend public schools. To be eligible for continued enrollment in Harmony Public Schools, each student's parent must show proof of residency at the time of enrollment.

Residency may be verified through observation, documentation and other means, to include but not limited to:

- A recently paid rent receipt.
- A current lease agreement.
- The most recent tax receipt indicating home ownership.
- A current utility bill indicating the address and name of the residence occupiers.
- Mailing address of the residence occupiers.
- Visual inspection of the residence.
- Interviews with persons with relevant information.
- Building permits issued to a parent on or before September 1 of the school year in which admission is sought as evidence

of residency for the school year in which admission is sought only.

Falsification of residence on an enrollment form is a criminal offense.

ATTENDANCE

Regular school attendance is essential for a student to make the most of his or her education. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, students and parents should make every effort to avoid unnecessary absences. Two state laws – one dealing with compulsory attendance, the other with attendance for course credit – are of special interest to students and parents. These laws are discussed below.

Compulsory Attendance

The state compulsory attendance law requires that a student between the ages of six and 18 must attend school and school-required tutorial sessions unless the student is otherwise legally exempted or excused. School employees must investigate and report violations of the state compulsory attendance law. A student absent from school without permission – including absence from any class, required special programs, such as SAT/PSAT classes, or required tutorials – will be considered truant and subject to disciplinary action.

A student who voluntarily attends or enrolls after his or her 18th birthday is required to attend each school day. If a student 18 years of age or older has more than five unexcused absences in a semester, the school may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing.

Notice to Parents

Under Texas Education Code § 25.095(a), you are hereby notified that if a student is absent from school on ten or more days or parts of days within a six-month period in any one school year or is absent for three or more days or parts of days within a four-week period, the parent is subject to prosecution under Texas Education Code § 25.093 and the student is subject to prosecution under Texas Education Code § 25.094 or to referral to a juvenile court in a county with a population of less than 100,000 for conduct that violates that section.

Attendance for Credit

To receive credit in a class, a student must attend at least 90% of the days the class is offered. These include both excused and unexcused absences. A student who attends fewer than 90% of the days the class is may be referred to a campus Attendance Review Committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit.

In determining whether there are extenuating circumstances for an absence, the Attendance Review Committee will use the following guidelines:

- All absences will be reviewed, with consideration given to special circumstances discussed in the Texas Education Code.
- For a student transferring into Harmony Public Schools after school begins, including a migrant student, only those absences after enrollment will be considered.
- In reaching a consensus about a student's absences, the committee will attempt to ensure that its decision is in the best interest of the student.
- The committee will consider whether the absences were for reasons over which the student or parent could exercise control.
- The committee will consider the acceptability and authenticity of documentation expressing reasons for the student's absences.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student, parent, or other representative will be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit.

If credit is lost because of excessive absences, the Attendance Review Committee will decide how the student may regain credit. If the committee determines that there are no extenuating circumstances and that credit may not be regained, the student and/or parent may appeal the decision by filing a written request with the Campus Principal within 15 days of the last day of the semester. The appeal will then be placed on the agenda of the next regularly scheduled Board meeting. The Campus Principal or designee shall inform the student or parent of the date, time, and place of the meeting.

DRIVER'S LICENSE ATTENDANCE VERIFICATION

To obtain or renew a driver's license, a student under 18 years of age must annually provide to the Texas Department of Public Safety a form obtained from the school verifying that the student has met the requirements set forth by state regulation. Eligible students may obtain the required Verification of Enrollment form from the main office.

ABSENCE AND TARDINESS

Absence in General

When a student must be absent from school, parents are asked to call the school each day the student will be absent. Upon returning to school, the student must bring a note, signed by the parent, that describes the reason for the absence. A note signed

by the student, even with the parent's permission, will not be accepted. **Notes must be received within three days of the absence, or the absence will be unexcused.**

All anticipated absences must be approved by the Principal at least one full day before the absence. All assignments missed will be due on the day the student returns to school unless otherwise arranged with teachers or the Assistant Principal. Any absence not approved in advance will be unexcused.

Because excessive absences are considered truancy under state law, the school reserves the right to take extreme absence cases to court.

Types of Absences

The school recognizes two kinds of absences: excused and unexcused. Students and parents should read this section carefully to understand the school's expectations. Students and parents should also be aware of the school's policy regarding homework, quizzes, and tests following an absence.

Excused Absences

Students may be excused for temporary absence resulting from any cause acceptable to the Principal. As discussed above, students must provide a written explanation for the absence to be excused. The excuse will be filed in the attendance office and become part of the student's record.

An absence will be considered excused if the absence is for one or more of the following reasons:

- Personal illnesses that do not exceed three consecutive days. Illnesses that extend beyond three days will require a doctor's note.
- Family emergency or illness.
- Quarantine of the home.
- Death of a relative.
- Observing religious holy days.
- Juvenile court proceeding documented by a probation officer.
- Appearing at a governmental office to complete paperwork required in connection with the student's application for United States citizenship.
- Student participation in a United States naturalization oath ceremony.
- Documented health care appointments, if the student begins classes or returns to school on the same day as the appointment.
- Serving as an election clerk.
- Required screening, diagnosis, and treatment for Medicaid-eligible students.
- Documented college visits by junior or senior students. A student will not be excused for this purpose for more than two days during the student's junior year and two days during the student's senior year.

- Temporary absence resulting from any cause acceptable to the student's teacher, Principal, or Superintendent.

The school will also excuse a student from attending school for travel under the following circumstances:

- Observing religious holy days;
- Attending a required court appearance;
- Appearing at a governmental office to complete paperwork required in connection with the student's application for United States citizenship;
- Taking part in a United States naturalization oath ceremony; or
- Serving as an election clerk.

Any student participating in an activity listed above will be allowed one day's excused absence for travelling to the activity and one day's excused absence for returning from the activity.

Unexcused Absences

Any absence not listed above will be considered an unexcused absence. Examples of unexcused absences include, but are not limited to:

- Failure to bring a written note within three school days following an absence;
- Leaving school without the permission of the Principal/Assistant Principal;
- Walking out of class; and
- Receiving a pass to report to a certain school area and failing to report.

Make-Up Work

A student must submit an "excused absence slip" to be eligible for make-up work. Students who are absent for school-related reasons or for an anticipated or planned absence must make arrangements for make-up assignments prior to the absence.

For any class missed, the teacher may assign make-up work based on the instructional objectives for the subject or course and the student's needs in mastering the essential knowledge and skills or in meeting subject or course requirements. Students are responsible for obtaining and completing make-up work in a satisfactory manner and within the time specified by the teacher.

Students will be allotted one day for every day absent to complete make-up assignments. A student who does not complete make-up assignments within the time allotted will receive a grade of "F" or 0% for the assignment.

If a student misses a test due to an excused absence, a make-up test will be scheduled by the teacher. Students are responsible for taking the test at that time. Teachers are not obligated to reschedule a make-up exam.

Students may not make up work following an unexcused absence. An unexcused absence may result in an "F" or grade of 0% for each assignment missed.

Tardiness

The school's tardy policy has been developed to emphasize the importance of each student arriving on time to school every day and remaining in the classroom for the entire period. Learning personal responsibility by arriving to school and class on time is an integral part of the school's standard of excellence, which helps prepare students for success.

Students should be inside the classroom by 8:00 a.m. A student arriving after this time must report to the front office and obtain a tardy slip. Tardiness to school will be unexcused, unless the student arrives to campus late for one of the following reasons:

- Personal illness.
- Attendance at a required court appointment.
- Appointment with a doctor, dentist, or other professional.

For a tardy to be excused, the student must present a note from the parent explaining the student's late arrival. The school may also require a written note from a doctor, dentist, or other professional.

The consequences for repeated tardiness to school within a grading period are as follows:

# of Tardies	Consequences
5-9	Saturday school or after school detention
10-14	In-school suspension
15-19	One day out-of-school suspension
20 and Above	Up to three days out-of-school suspension

The consequences for repeated tardiness to class.

# of Tardies	Consequences
5-9	Saturday school or after school detention
10-14	In-school suspension
15-19	One day out-of-school suspension
20 and Above	Up to three days out-of-school suspension

The Principal and/or Assistant Principal may substitute alternative disciplinary consequences for habitually tardy students.

DISMISSAL POLICY

Students should be picked up no later than thirty minutes after dismissal each day. Students should not be in the corridors, at their lockers, or in the school building later than ten minutes following dismissal time unless accompanied by a staff member. Students must follow all school rules during dismissal time.

Dismissal/Pick Up Information Form

Parents must fill out a form provided by the After School Coordinator to provide dismissal information about their child.

The school is not responsible for students who leave campus without written permission from an administrator. Students are not allowed to loiter in front of neighboring businesses and/or school grounds. Disciplinary action will be taken against students who leave and return to campus without having written permission from an administrator.

Loitering

Students are not allowed to remain on campus unsupervised after designated dismissal times. The school will not have adult supervision after school hours. A student who remains on campus unsupervised after dismissal time may be subject to state criminal trespass laws and disciplinary consequences under the Student Code of Conduct.

Early Dismissal from School

In all instances of early dismissal, the following precautions are taken to ensure student safety:

- Approval of parent or guardian is required in all instances of early dismissal.
- The Principal may release a student before the end of a school day only upon presentation of a written or face-to-face request from a parent (no telephone calls), or for reasons of emergency.
- Students may be released only to a parent or guardian whose signature is on file in the school office or to a properly identified person, authorized in writing by the parent or guardian to act on his or her behalf.
- A student may be released "on his or her own" only with verified parental permission.
- No staff member shall permit or cause a student to leave school prior to the regular dismissal time, except with the knowledge and approval of the Principal and parent.

WITHDRAWAL FROM SCHOOL

Voluntary Withdrawal

A parent wishing to withdraw a student from school should notify the school at least 24 hours in advance. By providing this information in advance, parents help facilitate the withdrawal process. A withdrawal form may be obtained from the school registrar's office. The Principal or other administrator will verify the information on the withdrawal form when the parent arrives to sign withdrawal papers to complete the process. The parent shall also provide the name of the new school in which the student will be enrolled, and must sign the formal withdrawal request to document that the student will continue to be enrolled in a school as required by compulsory attendance laws. On the student's last day, a copy of the withdrawal form will be given to the student and a copy placed in the student's permanent record. The student will also be provided with a copy of the completed

withdrawal form showing the student's grades earned to date to provide to his or her new school.

A student who is 18 years of age or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without a parent's signature.

Withdrawing students and parents are expected to:

- Return all textbooks and checked-out materials and equipment;
- Complete any make-up work assigned;
- Pay any unpaid balance for student fees, if any; and
- Sign a release of student records.

Involuntary Withdrawal

The school may initiate withdrawal of a student under the age of 18 for nonattendance under the following conditions:

1. The student has been absent ten consecutive school days; and
2. Repeated efforts by the attendance officer and/or Principal to locate the student have been unsuccessful.

DRESS AND GROOMING

As authorized by state law and the school's charter, students are required to wear uniforms to school. The school's uniform policy and grooming standards are established to teach grooming and hygiene, create a safe and orderly environment, instill discipline, and eliminate competition and distractions caused by varied dress styles. Students are expected to arrive in a proper school uniform every day, display modesty and neatness, and take pride in their uniforms. The school relies on student common sense and the support of parents to help maintain this dress code.

Parents must provide their student(s) with the required uniform, except in the case of educationally disadvantaged students as provided in the Texas Education Code. The school may provide a uniform for economically disadvantaged students. A request for school assistance for purchasing uniforms must be made in

writing to the Principal, and include evidence of the inability to pay. Further details are available in the Principal's office.

A parent may choose for his or her student(s) to be exempted from the requirement of wearing a uniform if the parent provides a written statement that, as determined by the Board of Directors, states a bona fide religious or philosophical objection to the requirement.

Notice to Parents and Students

If a student arrives at school out of uniform or is groomed inappropriately, the student's parent(s) will be called to bring a change of clothes. The student will not be allowed to attend class until he or she is appropriately dressed. Any class time missed will be counted as an unexcused absence. The school reserves the right to determine and restrict unbecoming styles. Violations of the school's uniform policy and grooming standards will result in incremental disciplinary action.

Uniform Top

- All students must wear the Harmony School uniform shirt. This shirt must be purchased from the school, and may not be substituted with a plain red polo shirt.

Pants

- Properly fitting navy blue or khaki pants. (For all grade levels)
- Properly fitting navy blue or khaki shorts (K-8 only).
- Shorts must be to the knee or longer. No skirts are allowed.
- Black or dark blue fitted belt.

Footwear

3. Socks: White, navy, blue or black socks must be worn at all times. No "footies" are allowed.
4. Shoes: Dark-colored lace-up shoes or loafers with closed toes/heels, or athletic shoes.



Uniform top for K-5

Girls and Boys – will be sold at school



Uniform top for 6-8

Girls and Boys – will be sold at school



Uniform top for high school

Girls and Boys – will be sold at school

See Page 67

Note to Parents and Students

Uniforms with torn pants or shirts with holes are not allowed. All damaged uniform items should be replaced.

P.E. Uniform Policy

Kindergarten thru 3rd grade: Students are required to wear their school uniforms during P.E. classes.

Some campuses may require the purchase of a school PE uniform. Other campuses may require to wear a gray t-shirt (no sleeveless shirts/tank tops) and gray shorts (must be to the knee level or longer) or gray sweatpants. No spandex or tight fitting t-shirts, shorts, or sweatpants are allowed. Students are required to change back to their school uniform after their P.E. class.

Some campuses may not require P.E. uniforms for 4th and 5th grades. Parents must check with campus administration for the local school policy.

Additional Uniform Policy and Grooming Requirements and Limitations

In addition to wearing proper school uniforms, Harmony Public Schools requires that students follow the following dress code guidelines. Harmony Public Schools prohibits any clothing or grooming that, in the administrations' judgment, may reasonably be expected to cause disruption of, or interference with, normal school operations.

Pants and Slacks

- No jeans or cargo-style pants/shorts may be worn.
- Pants may not be baggy or sag, or have a low waistline.
- Pants must be worn properly at waist.
- Pant legs may not be rolled up.
- Belts must fit properly and not hang down when buckled. Belts should be plain with no rhinestones, wording, or designs.

Footwear

- No sandals, mules, "Ugs", high heels, boots or Crocs are allowed.
- No Heelies (shoes with wheels), no illuminated shoes, or light up shoes are allowed.
- All shoes must have backs or secure straps on the heel for safety.
- Shoelaces must be tied at all times. No long shoelaces are allowed.
- Shoes must be kept clean at all times.

Personal Appearance

- No facial or body piercings are allowed.
- No clip-on jewelry (earrings, nose rings, etc.) is allowed. Girls may wear only one pair of stud earrings; no large dangling or hoop earrings are allowed. Boys may not wear earrings.

- No spike/gaged earrings. No spike necklaces or bracelets.
- Necklaces must be tucked into uniform shirt.
- Bracelets and necklaces are limited to 1 or 2.
- No tattoos (permanent or temporary) are allowed.
- No extreme hairstyles (Mohawk/Fohawk/Designs Cut and Spiked-Up) or extreme colored hair are allowed. Boys' hair may not pass the neck. Sideburns may be to the tip of the ear lobe.
- Sunglasses are not permitted.
- No facial hair for high school male students. Boys must be clean shaven.
- Wallets with chains are not permitted.
- Shirts must be tucked in at all times.
- Girls may wear tasteful make-up and nail polish that does not call attention to the student.

Outerwear

- No hats, caps, bandannas, or other headwear are allowed.
- No outerwear, such as windbreakers, jean jackets, or ski jackets, may be worn inside the classroom. Such items must be stored in the student's locker.
- "Hoodies" may not be worn inside the school building.
- No pullovers or sweatshirts are allowed.

Dress Code on Free Dress Days

All general guidelines for dress apply on free dress days, even though school uniforms are not mandatory. Garments must be free of holes, tears, inappropriate wording, logos, messages or advertising. No short, skintight, or legging dresses, or skirts may be worn. All dresses must have sleeves. Students may not wear low cut, midriff-baring, or backless blouses. Students may wear jeans, but they cannot be tight or skinny jeans. Clothing items must not depict images of violence. Parents will be called to bring a change of clothes or pick up a child if he or she violates the dress code.

STUDENT FEES

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. Students are expected to provide their own consumable items, such pencils, paper, pens, erasers, and notebooks. Students may be required to pay certain fees or deposits, including:

5. A fee for materials for a class project that the student will keep, if the fee does not exceed the cost of materials.
6. Membership dues in voluntary student clubs or organizations and admission fees for extracurricular activities.
7. A security deposit for the return of materials, supplies, or equipment.
8. A fee for personal physical education and athletic equipment and apparel, although a student may provide his or her own

equipment or apparel if it meets reasonable requirements and standards relating to health and safety.

9. A fee for voluntarily purchased items, such as student publications, class rings, pictures, yearbooks, and graduation announcement.
10. A fee for voluntary student health and accident benefit plan.
11. A reasonable fee, not to exceed the actual annual maintenance cost, for the use of musical instruments and uniforms owned or rented by the school.
12. A fee for items of personal apparel used in extracurricular activities that become the property of the student.
13. A parking fee or a fee for an identification card.
14. A fee for a driver training course, not to exceed the actual cost per student in the program for the current school year.
15. A fee for an optional course offered for credit that requires the use of facilities not available on campus or the employment of an educator who is not part of the school's regular staff.
16. A fee for summer school courses that are offered tuition-free during the regular school year.
17. A reasonable fee for transportation of a student who lives within two miles of the campus.
18. A reasonable fee, not to exceed \$50, for costs associated with an educational program offered outside of regular school hours through which a student who was absent from class receives instruction voluntarily for the purpose of making up the missed instruction and meeting the level of attendance required for class credit, so long as the fee would not create a financial hardship or discourage the student from attending the program.
19. A fee for lost, damaged, or overdue library books.
20. A fee specifically permitted by any other statute.

The school may waive any fee or deposit if the student and parent are unable to pay. A request for such a waiver must be made in writing to the Principal, and include evidence of the inability to pay. Details for the fee waiver are available in the Principal's office.

TEXTBOOKS AND CURRICULUM MATERIALS

State-approved textbooks and additional curriculum materials are provided free of charge for each subject or class, except for dual credit courses. Materials must be used by the student as directed by the teacher. A student who is issued damaged materials should report the damage to the teacher.

Students must return all textbooks and supplemental materials to the teacher at the end of the school year or when the student withdraws from school. Any student failing to return issued materials in an acceptable condition loses the right to free textbooks and educational materials until the damages are paid for by the student and/or parent. However, a student will be provided textbooks for use at school during the school day. The school may reduce or waive the payment requirement if

the student is from a low-income family. The release of student records, including official transcripts, will be delayed pending payment for lost or severely damaged textbooks or supplemental materials.

Electronic textbooks shall be returned free of viruses or any other malicious software, and free of any plug-ins or software not specifically approved by the school. All components or applications that are a part of the electronic textbook when issued must be returned.

STUDENT ID CARDS

ID cards may be issued to each student with a reasonable fee. This fee may be waived under appropriate circumstances; details for the fee waiver are available in the Principal's office of each campus. All students must wear student ID as part of their uniform. Students may be asked to show their ID card in order to order breakfast or lunch. If a student loses an ID card, he or she should go to the main office before or after school to purchase a replacement. Students shall return their Student ID cards upon withdrawal from the school.

LOST AND FOUND

Anyone who finds books, clothing or other personal items left unattended should bring these items to the front office. Students who have lost these items should check at the front office. Items will be kept in lost and found for up to seven days. The hallways are inspected each evening and all unsecured items are placed in the front office. Students should label all books, uniforms and other personal belongings with their name to ensure the prompt return of an item that has been misplaced.

MEALS

The school participates in the National Breakfast and School Lunch Program. Guidelines set by the Texas Department of Agriculture ("TDA") and United States Department of Agriculture ("USDA") are followed to meet the nutritional needs of all students. Menus may be obtained at the school office.

Students are encouraged to purchase meals from the school in advance. Payments may be made to the student's account on a weekly or monthly basis. See the school office for acceptable methods of payment.

State-Mandated Nutrition Guidelines

The TDA places strict limits on any food or drink provided or sold to students other than through the school's food and nutrition services. More detailed information may be obtained at the school office or online at www.squaremeals.org.

Free and Reduced-Cost Meals

The school sends applications for free or reduced-cost meals to each student's home at the beginning of each school year. For

those who are interested in applying, a form must be completed for each household. The form must list all members of the household and family income. Should family income status change, assistance may be requested at any time during the school year. Completed applications should be returned to the office.

Lunch Periods

All students will remain on-campus during the lunch period. Students may buy lunch at school or bring a packed lunch. During the lunch period, students are expected to display good manners and courtesy. Students may eat only in the lunch area, and must clear their place and dispose of all trash appropriately. The lunch area will be monitored by teachers.

The following guidelines apply to the cafeteria.

- Students must dispose of plates and utensils in garbage bins.
- Students must keep tables, seats, and floors clean.
- Students must talk in a normal voice. No shouting is allowed. Students must use appropriate language at all times.
- Students must keep cafeteria lines orderly; no pushing, running, horse playing or cutting in lines.
- Students may not loiter in the cafeteria and hallways during lunch. Students must remain seated unless otherwise instructed.
- Students must keep hands, feet, personal belongings and food to themselves.
- No backpacks or books are allowed in the lunch area.
- Students who deface school property will be fined an amount necessary to cover the cost of restoring the damaged property.
- Students may not order food from outside HSA without approval from an administrator.

Students who do not follow these guidelines may be subject to disciplinary action.

PUBLIC AREAS

Hallways, stairways, the cafeteria, and restrooms are used by all students and school employees. The following rules of conduct apply to all students:

- Students may not loiter in hallways, stairways, the cafeteria, or restrooms.
- Students may not eat in these areas.
- Students may not run in these areas.
- Students may not use any profane or vulgar language while in these areas.
- Students may not yell, scream, hit lockers or otherwise make excessive noise while in these areas.
- Students may not draw graffiti, post fliers or write on walls, bulletin boards, doors, desks, books or any other school property.
- Students must keep these areas clean and safe.

- Students may not leave belongings on the floor, outside of, or on top of lockers.
- Students must clean up after themselves and properly dispose of all trash.
- Students must immediately report any leaks, spills or other problems in the restroom to a teacher or the office.
- Students may not roughhouse, wrestle with, or trip others in these areas.

Students are not permitted in the halls during class periods or during the lunch hour unless they are accompanied by a teacher or have a hall pass from an authorized staff member. Students who are found in the halls without passes or who violate the guidelines listed above will be subject to disciplinary action.

Additionally, teachers have the authority to submit referrals to the office for the following student conduct:

- Use of a classroom without teacher permission.
- Using or removing any item from a teacher's desk.
- Using laboratories when no teacher is present.
- Using the playground without permission.
- Presence in construction areas or any other area deemed "off limits" by the Principal or Assistant Principals.
- Use of the pay phone during the day without permission from authorized school personnel.

CLOSED CAMPUS

The school operates a closed campus. Students are not allowed to leave for any reason during the school day without properly checking out in accordance with campus rules and procedures.

LIBRARY

The library is a resource center used by all students for class assignments and for leisure-time reading of appropriate materials. The resources of the library are available to support and enhance student learning and understanding and to encourage students to become independent, life-long learners. Students may use the library before and after school and during study hall. Books, magazines and reserve materials may be checked out for varying times. Desks and carrels are available for studying. Students may perform group work for class if they work quietly. School policy does not allow students to bring food or drink into the library. The total number of students who may use the library at any one time will be limited.

CELL PHONES AND OTHER ELECTRONIC DEVICES

Possession and use of cell phones, computers, and other devices capable of electronic communications at school is a privilege and not a right. Possession and use of such devices at school or school-related events or activities shall be subject to school approval and regulations.

All cellular phones must be turned off and kept in the locker during school day and while in school building. The school will not be responsible for damage to, loss, or theft of any cellular phone or electronic device a student brings to school. Devices that are found on students will be confiscated. If a school employee observes a student using any cell phone or other telecommunication device during the school day or on a school bus to or from the school or a school-related activity, the school employee shall confiscate the device and turn it in to the front office. Any such device may be powered on and searched by school officials if there is a reasonable cause to believe that the device has been used in the transmission or reception of communications prohibited by law, policy, or regulation. The school administration will return confiscated items to the parent. The school will not be responsible for damage to or loss or theft of confiscated items.

School administrators shall have the discretion to determine the appropriate use of phones for students participating in extracurricular activities or attending school-sponsored or school-related activities on or off school property.

The use of camera phones for recording is strictly forbidden on the school premises at any time.

The school further prohibits students from possessing other electronic devices – including but not limited to radios, tape or CD players, iPods, iPad, electronic games and other similar devices – on school property during the school day. These devices disrupt classes and distract others from learning. If a school employee observes a student using any electronic device during the school day or on a school bus to or from the school or a school related activity, the school employee will confiscate the device and turn it in to the front office. The school administration will return confiscated items to the parent. The school will not be responsible for damage to or loss or theft of confiscated items.

Any student refusing to give a cell phone or other electronic device to school staff shall be subject to disciplinary penalties in accordance with the Student Code of Conduct.

PHONE MESSAGES

During school hours, parents should not try to reach a student's cell phone. Parents should call the main office in emergency situations. The school will then notify the student of any emergency.

DISTRIBUTION OF PUBLISHED MATERIALS

School Materials

Publications prepared by and for the school may be posted or distributed with prior approval by the Principal and teacher. Such items may include school posters, brochures, murals, etc.

Non-School Materials

Students must obtain express prior approval of the Principal before distributing, posting, selling, or circulating written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials on campus.

Non-school literature shall not be distributed by students on school property if:

- The materials are obscene, vulgar, or otherwise inappropriate for the age and maturity of the audience.
- The materials endorse actions endangering the health or safety of students.
- The materials promote illegal use of drugs, alcohol, or other controlled substances.
- The distribution of such materials would violate the intellectual property rights, privacy rights, or other rights of another person.
- The materials contain defamatory statements about public figures or others.
- The materials advocate imminent lawless or disruptive action and are likely to incite or produce such action.
- The materials are hate literature or similar publications that scurrilously attack ethnic, religious, or racial groups or contain content aimed at creating hostility and violence, and the materials would materially and substantially interfere with school activities or the rights of others.
- There is reasonable cause to believe that distribution of the non-school literature would result in material and substantial interference with school activities or the rights of others.

Any student who posts material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

Fundraising

No person may solicit contributions or collect funds for any purpose from students or school personnel on school property, at school-sponsored events, or on school transportation unless he or she has the written permission of the Principal or Superintendent.

Sales

Advertising may be permitted for approved school-related activities. This may include school newspapers, yearbooks, and other fundraising projects. Advertising material that promotes the use of alcohol and/or tobacco is strictly prohibited. No person may display, solicit, or sell any item or service to students or school personnel while on school property, at school-sponsored events, or on school transportation without the written permission of the Principal.

Demonstrations or Meetings on School Premises (Non-School Sponsored)

Any student who wishes to promote, organize or participate in a non-school sponsored demonstration or meeting on school premises must obtain prior written approval from the Principal at least three days prior to the requested activity. This three day period does not include the day of the request or the day of the activity. The school may prohibit demonstrations or meetings that materially and substantially interfere with school activities or the rights of other students or teachers; are vulgar or profane; might reasonably be perceived to advocate drug or alcohol use, irresponsible sex, or conduct otherwise inconsistent with the shared values of a civilized order; inappropriate for the maturity level of the audience; associates the school with a non-neutral position on matters of political controversy; and/or the school demonstrates reasonable cause to believe that the expression would create material and substantial interference with its educational program.

BULLETIN BOARDS

Students must obtain permission from teachers to post materials on classroom bulletin boards and from the Principal to post materials on hallway bulletin boards. Materials should not be taped to glass surfaces, and students should not damage any surface by using tacks or pins to post materials.

DELIVERIES

Flowers, balloons, food items etc. should not be delivered to the school for students. These will not be delivered to the classroom. Student may not receive any form of delivery (balloons, food, flowers etc.) except by any parent/guardian in person and as necessary for the school day. Food items, including but not limited to, fast food, pizza, cakes, etc. will not be accepted for delivery to the students. However, parents are welcome to join students for a cafeteria lunch in our school cafeteria.

Parents who want to organize activities in school such as birthday parties, pizza parties etc., must receive prior approval from the Principal or his/her designee. All food items must be store-bought; homemade items will not be allowed.

SCHOOL ACTIVITIES

The school offers a wide range of activities to enrich student learning during and after school. Students participating in such activities are subject to the provisions of this Handbook and the Student Code of Conduct whenever the students are under the direct supervision of a school employee.

Field Trips

Field trips offer exciting ways to learn. Students will have the opportunity to go on field trips at various times during the school year. The following rules apply to all field trips:

- Students must return a Field Trip Permission Slip signed by his or her parent(s) by the specified date. Phone calls will not be accepted as permission.
- Students must wear their school uniforms, unless otherwise specified.
- Students will abide by the Student Code of Conduct while on the field trip.
- Students will be responsible to make up any missed assignments.
- The group will leave within five minutes of the scheduled departure time. After a group returns from a field trip, the school is not responsible for students who are not picked up at the designated time.

After-School Activities

There is no better way for students to enrich their education than by taking part in clubs and after-school activities, or working with a teacher. Students who stay for after-school activities are expected to follow these rules:

- Students must be with a teacher or other staff member at all times.
- Students must arrange for their own transportation; the student's ride should arrive promptly at the end of the activity.
- Students must abide by the Student Code of Conduct while participating in the activity.
- Students may not stay after school to wait for another student.

Science Fair

The school organizes a school-wide science fair every year. Due to the school's high expectations in math, science and technology, each student is required to complete an individual or group research project in one of these areas.

The science fair handbook will be provided to each student by the science fair committee. Students are required to follow the guidelines cited in the science fair handbook.

Arts and Activity Groups

Students participating in arts and activity groups will be evaluated on both practice and performance. Students and parents should be aware of possible conflicts with other activities, within and out of the school system. Students participating in performing arts and activity groups are subject to the following guidelines:

- Participating students must adhere to all organizational rules and policies.
- Students are expected to attend rehearsals and performances. Participation will be a determining factor of the student's grade.

- A student may have his or her semester grade lowered one letter grade for any unexcused absences from scheduled rehearsals or performances. Additionally, the student may lose his or her position in the group and become an alternate performer.

The following conditions constitute reason for an excused absence for a required rehearsal or performance:

- Scheduled family trip or vacation, provided the student provides five days' written notice obtains prior approval from the director.
- Family emergencies.
- Illness. The student should notify the activity director of the illness as soon as possible.
- Conflicting school activities that have been cleared with the activity director and the Principal.

The Principal may review a request to miss a required rehearsal or performance if the director denies the request. The Principal will meet with the concerned student and the director. The decision of the Principal is final.

TRANSPORTATION

Students who participate in school-sponsored trips may be required to ride a school vehicle to and from the event. The Principal, however, may make an exception if the parent personally requests that the student be permitted to ride with the parent, or if the parent presents a written request that the student be permitted to ride with an adult designated by the parent, so long as the written request is presented before the scheduled trip.

Riding a school vehicle is a privilege. School vehicle drivers have the authority to maintain discipline and require seating charts. Students are expected to assist school staff in ensuring that school vehicles remain in good condition. When riding a school vehicle, students are held to behavioral standards established in this Handbook and the Student Code of Conduct. Students must:

1. Follow the driver's directions at all times.
2. Enter and leave the vehicle in an orderly manner.
3. Keep feet, books, instrument cases, and other objects out of the aisle.
4. Not deface the vehicle or its equipment.
5. Not put head, hands, arms, legs, or any object out of any window, or throw objects within or out of the vehicle.
6. Not possess or use any form of tobacco on school buses.
7. Observe all usual classroom rules.
8. Be seated while the vehicle is moving.
9. Fasten seat belts, if available.
10. Wait for the driver's signal in order to leave or cross in front of the vehicle.

Only designated students are allowed to ride in school vehicles. Students may neither ride the vehicle to a different location nor have friends ride the vehicle to participate in after-school activities. Misconduct will be punished in accordance with the Student Code of Conduct, and the student's bus-riding privileges may be suspended.

If a special needs student is receiving bus transportation as a result of an Individual Education plan ("IEP"), the Admissions Review and Dismissal ("ARD") Committee will have discretion in determining appropriate disciplinary consequences for improper behavior in a school vehicle.

STUDENT PARKING

Students shall acquire authorization from the school administration before parking a vehicle on school property. Unauthorized vehicles will be towed at the owner's expense. Students driving on school property must follow all posted speed limits and comply with traffic laws. Unsafe operation of a vehicle on campus (speeding, improper parking, etc.) may result in disciplinary action and/or removal of parking privileges.

Students are instructed to leave their vehicles immediately after parking. Under no circumstances will students be allowed to sit in their vehicles.

PLEDGES OF ALLEGIANCE

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. A parent may request, in writing, that his or her child be excused from participation in the daily recitation of these pledges.

One minute of silence will follow recitation of the pledges. Each student may choose to reflect, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows.

RECITATION OF THE DECLARATION OF INDEPENDENCE

State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during "Celebrate Freedom Week." A student will be exempted from this requirement if a parent provides a written statement requesting that the student be excused, the school determines that the student has a conscientious objection to the recitation, or the parent is a representative of a foreign government to whom the United States government extends diplomatic immunity.

PRAYER AND MEDITATION

Students have a right to individually, silently, and voluntarily pray or meditate in school in a manner that does not disrupt

instructional or other school activities. The school will not require, encourage, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

SCHOOL FACILITIES

Damage to School Property

Students shall not vandalize or otherwise damage or deface any property belonging to or used by the school, including furniture and other equipment, textbooks, and library books. To ensure that school facilities can serve those for whom they are intended – both this year and in coming years – littering, defacing, or damaging school property is not tolerated. In addition to disciplinary sanctions under the Student Code of Conduct, parents or guardians of students who are guilty of damaging school property shall be liable for damages in accordance with state law.

Use by Students Before and After School

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place. Unless the teacher or sponsor overseeing the activity gives permission, a student will not be permitted to go to another area of the building or campus. After dismissal of school in the afternoon, and unless involved in an activity under the supervision of a teacher, students must leave campus immediately.

SECTION II: STUDENT HEALTH AND SAFETY

GENERAL INFORMATION

Student health and safety is a high priority of Harmony Public Schools. Student cooperation is essential to ensuring health and safety. Students should:

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the behavioral standards in this Handbook, including the Student Code of Conduct, as well as any additional rules for behavior and safety set by the Principal, teachers, or other school staff.
- Remain alert to and promptly report safety hazards, such as intruders on campus and threats made by a person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Immediately follow instructions from staff members who are overseeing student welfare.

TOBACCO-FREE SCHOOL NOTICE

Smoking and using smokeless tobacco are not permitted in school buildings, vehicles, or on school property, 300 feet from school property, or at school-related or school-sanctioned events off school property. Students may not possess tobacco products at any of the locations or activities listed above. All violators are subject to possible prosecution, as allowed by law. Additionally, student violators are subject to the disciplinary terms of the Student Code of Conduct.

ALCOHOL-FREE SCHOOL NOTICE

In order to provide a safe and alcohol-free environment for students and employees, all alcoholic beverages are prohibited on school property at all times, and at all school-sanctioned activities occurring on or off school property. Student violators are subject to the disciplinary terms of the Student Code of Conduct.

DRUG-FREE SCHOOL NOTICE

The school believes that student use of illicit drugs is both wrong and harmful. Consequently, the school prohibits the use, sale, possession, or distribution of illicit drugs by students on school premises or any school activity, regardless of its location. Student violators are subject to possible prosecution, as allowed by law, as well as the disciplinary terms of the Student Code of Conduct.

ASBESTOS MANAGEMENT PLAN

All school facilities have been inspected for asbestos by a licensed Asbestos Hazard Emergency Response Act ("AHERA") inspector. An Asbestos Management Plan has been created for the school

in accordance with federal regulations. Parents may view the Asbestos Management Plan by contacting the Principal.

BACTERIAL MENINGITIS

State law requires Harmony Public Schools to provide the following information:

What is Meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

What are the Symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms. Students and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both student and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body. The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

How Serious Is Bacterial Meningitis?

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability.

How Is Bacterial Meningitis Spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing; sharing drinking containers, utensils, or cigarettes). The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

How Can Bacterial Meningitis Be Prevented?

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss. While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85–90%). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

What Should You Do If You Think You Or A Friend Might Have Bacterial Meningitis?

You should seek prompt medical attention.

Where Can You Get More Information?

Your family doctor and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Texas Department of Health office to ask about meningococcal vaccine. Additional information may also be found at web sites for the Centers for Disease Control and Prevention, <http://www.cdc.gov>; and the Texas Department of State Health Services, <http://www.dshs.state.tx.us>.

COMMUNICABLE DISEASES

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. Parents of a student with a communicable or contagious disease should phone the Principal so that other students who might have been exposed to the disease can be alerted. Among the more common of these diseases are the following:

- Amebiasis
- Influenza
- Campylobacteriosis
- Measles (rubeola)
- Chickenpox
- Meningitis, bacterial
- Common cold
- Meningitis, viral
- Conjunctivitis, bacterial and/or viral
- Mumps
- Fever
- Pertussis (whooping cough)
- Fifth disease (erythema infectiosum)
- Ringworm
- Gastroenteritis
- Rubella (German measles)
- Giardiasis
- Salmonellosis
- Head lice (pediculosis)

- Scabies
- Hepatitis A
- Shigellosis
- Infections (wounds, skin, and soft tissue)
- Streptococcal sore throat and scarlet fever
- Infectious mononucleosis
- Tuberculosis, pulmonary

Any student excluded from school attendance for reason of communicable disease may be readmitted by one or more of the following methods, as determined by the local health authority:

- Certificate of the attending physician, advanced practice nurse, or physician assistant attesting that the child does not currently have signs or symptoms of a communicable disease or to the disease's non-infectiousness in a school setting;
- Submitting a permit for readmission issued by a local health authority; or
- Meeting readmission criteria as established by the commissioner of health.

IMMUNIZATIONS

The State of Texas requires that every child in the state be immunized against preventable diseases caused by infectious agents, in accordance with an established immunization schedule. To determine the specific number of doses that are required for your student, please read the "2011–12 Texas Minimum State Vaccine Requirements for Students." This document and more information about school vaccine requirements are available at the Texas Department of State Health Services ("DSHS") Immunization Branch website: www.ImmunizeTexas.com (click on the "School & Childcare" link).

Proof of immunization may be shown through personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

Provisional Enrollment

A student may be enrolled provisionally for no more than 30 days if he or she transfers from one Texas school to another, and is awaiting the transfer of immunization records.

A student may be enrolled provisionally if the student has an immunization record that indicates the student has received at least one dose of each specified age-appropriate vaccine required by law. To remain enrolled, the student must complete the required subsequent doses in each vaccine series on schedule and as rapidly as is medically feasible and provide acceptable evidence of vaccination to the school. Harmony Public Schools shall review the immunization status of a provisionally enrolled student every 30 days to ensure continued compliance in completing the required doses of vaccination. If, at the end of the 30-day period, a student has not received a subsequent dose of vaccine, the student is not in compliance and the school shall exclude

him or her from school attendance until the required dose is administered.

A student who is homeless, as defined by the McKinney Act (42 U.S.C. § 11302), shall be admitted temporarily for 30 days if acceptable evidence of vaccination is not available. The school shall promptly refer the student to appropriate public health programs to obtain the required vaccinations.

Exclusions from Immunization Requirements

Exclusions from immunization compliance are allowable on an individual basis for medical reasons, reasons of conscience, and active duty with the armed forces of the United States.

If a student should not be immunized for medical reasons, the student must present a statement signed by the child's physician (M.D. or D.O.), duly registered and licensed to practice medicine in the United States who has examined the child, in which it is stated that, in the physician's opinion, the vaccine required is medically contraindicated or poses a significant risk to the health and well-being of the child or any member of the child's household. Unless it is written in the statement that a lifelong condition exists, the exemption statement is valid for only one year from the date signed by the physician.

To claim an exclusion for reasons of conscience, including a religious belief, a signed DSHS affidavit must be presented by the student's parent, stating that the student's parent declines vaccinations for reasons of conscience, including because of the person's religious beliefs. The affidavit will be valid for a two-year period. Information for obtaining an affidavit for exclusion from immunization requirements is available at www.ImmunizeTexas.com (click on the "School/Childcare Requirements" link). The official DSHS affidavit form must be notarized and submitted to the school office within 90 days from the date it is notarized. Harmony Public Schools will accept only official DSHS affidavit forms developed and issued by DSHS; no other forms or reproductions will be allowed. The student who has not received the required immunizations for reasons of conscience, including religious beliefs, may be excluded from school in times of emergency or epidemic declared by the commissioner of public health.

To claim an exclusion for military service, the student must prove that he or she is serving on active duty with the armed forces of the United States.

If a parent seeks an exemption for more than one student, a separate form must be provided for each student.

Immunization Records Reporting

The school's record of your student's immunization history, while private in most instances, may be inspected by the Texas Education Agency, local health departments and the Texas Department of Health and transferred to other schools associated with the transfer of your student to those schools.

EMERGENCY MEDICAL TREATMENT

If a student has a medical emergency at school or a school-related activity and the parent cannot be reached, school employees will seek emergency medical treatment unless a parent has previously provided a written statement denying this authorization. Therefore, parents are asked each year to complete an emergency care consent form, which includes information about their student's allergies to medications, etc. Parents should keep emergency care information up-to-date. Please contact the Principal or secretary to update any information.

ILLNESS DURING THE SCHOOL DAY

Students becoming ill or injured during the school day are directed to report to the nurse. If the nurse is not available, the student should report to the main office. Parents or other persons designated on the student's enrollment application will be contacted as appropriate.

Except in emergencies, students failing to report to the nurse or main office will be counted absent, unexcused. Students must report to the main office before leaving the building.

ADMINISTRATION OF MEDICATION

All medication should be administered outside of school hours, if possible. If necessary, medication can be administered at school under the following circumstances:

1. The school will NOT dispense over the counter medication (i.e., acetaminophen, aspirin, ibuprofen, etc.) to students.
2. Medication brought to school must be submitted to the school nurse, along with a Medication Administration Directions Form signed by the student's physician and parent.
3. Prescription medications administered during school hours must be prescribed by a physician or advanced nurse practitioner ("ANP") and filled by a pharmacist licensed in the State of Texas.
4. Prescription medications must be submitted in a labeled container showing the student's name, name of the medication, reason the medication is being given, proper dosage amounts, the time the medication must be taken, and the method used to administer the medication. Medications sent in plastic baggies or unlabeled containers will NOT be administered.
5. Only the amount of medication needed should be delivered to the school, i.e., enough medication to last one day, one week, etc. In cases of prolonged need, send in the amount for a clearly specified period. Extra medication will not be sent home with the student.
6. If the school provides liability insurance for a licensed physician or registered nurse who provides volunteer services to the school, the Board may allow the physician or nurse to administer to any student nonprescription medication

or medication currently prescribed for the student by the student's personal physician.

Changes to daily medications require written instruction from the physician or ANP and written permission from the parent. Parents are responsible for advising the school office that a medication has been discontinued.

Asthma and Anaphylaxis Medication

Asthma and anaphylaxis are life-threatening conditions, and students with those conditions are entitled to possess and self-administer prescription medication while on school property or at school-related events.

Student possession and self-administration of asthma or anaphylaxis medication at school requires the student to demonstrate his or her ability to self-administer the medication to the student's physician or other licensed health care provider and the school nurse, if available. Requirements also include written authorization from the student's parent and physician or other licensed health care provider on file in the school office indicating the student is capable of independently administering his or her own asthma or emergency anaphylaxis medication. Medication in a student's possession must be in an original container with a prescription label. Please note that most pharmacies will place a label on the inhaler device upon request.

FITNESS TESTING

According to requirements under state law, the school will annually assess the physical fitness of students. The school is not required to assess a student for whom, as a result of disability or other condition identified by rule or law, the assessment exam is inappropriate.

DYSLEXIA AND RELATED DISORDERS

From time to time, students may be screened and treated for dyslexia and other related disorders in accordance with programs, rules, and standards approved by the State of Texas. Parents will be notified should the school determine a need to identify or assist a student diagnosed with dyslexia or related disorder.

VISION AND HEARING SCREENINGS

All children enrolled in Texas schools must be screened for possible vision and hearing problems in accordance with regulations issued by the Texas Department of State Health Services. Students shall be screened for vision and hearing problems annually at any time during the year prior to May 31.

Screening records for individual students may be inspected by the Texas Department of State Health Services or a local health department, and may be transferred to another school without parental consent.

Exemption

A student is exempt from screening requirements if screening conflicts with the tenets and practices of a recognized church or religious denomination of which the individual is an adherent or a member. To qualify for the exemption, the individual or, if the individual is a minor, the minor's parent, managing conservator, or guardian, must submit to the Principal on or before the day of admission an affidavit stating the objections to screening.

SPINAL SCREENING

All children in 6th–9th grade must be screened for abnormal spinal curvature before the end of the school year. The screening requirement for students entering grade six or nine may be met if the child has been screened for spinal deformities during the previous year.

A parent, managing conservator, or guardian who declines participation in the spinal screening provided by the school must submit to the Principal documentation of a professional examination which includes the results of a forward-bend test. This documentation must be submitted to the school during the year the student is scheduled for screening or, if the professional exam is obtained during the following summer, at the beginning of the following school year.

Exemption

A student is exempt from screening if the screening conflicts with the tenets and practices of a recognized church or religious denomination of which the individual is an adherent or member. To qualify for the exemption, the student's parent, managing conservator, or guardian must submit to the Principal on or before the day of the screening procedure an affidavit stating the objections to screening.

COUNSELING SERVICES

The school provides a teacher to see students regarding problems that they may be experiencing at school or home. Usually, a student's class teacher will refer the student to the designated teacher with the approval of the Principal or Assistant Principal.

FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

Statement of Nondiscrimination

Harmony Public Schools believes that all students learn best in an environment free from harassment, and that student welfare is best served when students can work free from discrimination. Students are expected to treat other students and School employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. School employees are also expected to treat students with courtesy and respect.

The Board of Directors has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behavior. In accordance with these policies and procedures, Harmony Public Schools prohibits discrimination, including harassment, against any student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law. Harmony Public Schools also prohibits dating violence, as defined in this Handbook. Retaliation against anyone involved in the complaint process is also a violation of school policy.

Discrimination

For purposes of this Handbook, discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law that adversely affects the student.

Prohibited Harassment

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, gender, national origin, disability, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

- Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
- Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
- Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this Handbook.

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes; name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment

In compliance with the requirements of Title IX, Harmony Public Schools does not discriminate on the basis of sex in its educational programs or activities.

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

- Affects the student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
- Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
- Otherwise adversely affects the student's educational opportunities.

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Harmony Public Schools does not tolerate sexual harassment of a student by employees or other students. Romantic or inappropriate social relationships between students and School employees are prohibited. Sexual relationships between students and School employees are always prohibited, even if consensual. Sexual harassment of a student by a School employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

- A School employee causes the student to believe that the student must submit to the conduct in order to participate in a School program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
- The conduct is so severe, persistent, or pervasive that it:
 - Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - Creates an intimidating, threatening, hostile, or abusive educational environment.

Dating Violence

Dating violence occurs when one partner in a dating relationship, either past or current, intentionally uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other partner. Examples of dating violence against a student may include physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student's family members or members of the student's household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, attempts to isolate the student from friends and family, stalking, or encouraging others to engaged in these behaviors.

Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

- Affects the student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
- Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
- Otherwise adversely affects the student's educational opportunities.

Retaliation

Harmony Public Schools prohibits retaliation against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report, serves as a witness, or otherwise participates in an investigation.

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a School investigation regarding discrimination or harassment, including dating violence, is subject to appropriate discipline.

Reporting Procedures

Any student who believes that he or she has experienced prohibited discrimination or harassment or believes that another student has experienced prohibited discrimination or harassment should immediately report the alleged acts to a teacher, counselor, the Campus Principal, or other school employee. Alternatively, a student may report prohibited discrimination or harassment directly to one of the officials below:

Reports of discrimination based on sex, including sexual harassment, may be directed to the Title IX Coordinator. The School's current Title IX Coordinator is: coordinators designated by campuses

Reports of discrimination based on disability may be directed to the ADA/Section 504 Coordinator. The School's current ADA/Section 504 Coordinator is: coordinators designated by campuses

The Campus Principal or his/her designee shall serve as coordinator for purposes of school compliance with all other antidiscrimination laws.

A student shall not be required to report prohibited discrimination or harassment to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX Coordinator or ADA/Section 504 Coordinator may be directed to the Cluster Superintendent or the Board of Directors. A report against the Cluster Superintendent may be made to the Board of Directors. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

After receiving a complaint of prohibited discrimination or harassment, the School may, but need not, require the student to prepare a written report. Oral complaints will be reduced

to written form. Upon receipt of a complaint, the appropriate Coordinator or other authorized School official shall promptly authorize and undertake an investigation. When appropriate, the School may take interim action to avoid additional opportunities for discrimination or harassment. The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and any others with knowledge of the circumstances surrounding the allegations. If the results of the investigation establish that prohibited discrimination or harassment occurred, the School shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the discrimination or harassment and prevent its recurrence. The School may take disciplinary action based on the results of an investigation, even if the School concludes that the conduct did not rise to the level of harassment prohibited by law or policy.

Confidentiality

To the greatest extent possible, Harmony will respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through the Harmony grievance procedure. See "Parent and Student Complaints and Concerns" on page 60 of the Handbook. A student shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

FREEDOM FROM BULLYING AND CYBER-BULLYING

Harmony Public Schools prohibits bullying as defined in this Handbook, as well as retaliation against anyone involved in the complaint process. Bullying occurs when a student or group of students engages in written or verbal expression or physical conduct that occurs on School property, at a School-sponsored or School-related activity, or in a vehicle operated by the School that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
- Is sufficiently severe, persistent, or pervasive that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

Conduct described above is considered bullying if the conduct:

- Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
- Interferes with a student's education or substantially disrupts the operation of the School.

Harmony also prohibits cyber-bullying, which is defined as the use of any electronic communication device to engage in bullying or intimidation.

Reporting Procedures

Any student who believes that he or she has experienced bullying or cyber-bullying or believes that another student has experienced bullying should immediately report the alleged acts to the Campus Principal, a teacher, counselor, or other school employee. A report may be made orally or in writing.

Investigation of Report

The Campus Principal shall determine whether the allegations in the report, if proven, would constitute prohibited harassment, and if so proceed under that policy instead. See Amended "Freedom from Discrimination, Harassment, and Retaliation" portion of the Handbook. The Campus Principal shall conduct an appropriate investigation based on the allegations in the report, and shall take prompt interim action calculated to prevent bullying during the course of an investigation, if appropriate.

The Campus Principal shall prepare a written report of the investigation, including a determination of whether bullying occurred, and send a copy to the cluster superintendent. If the results of an investigation indicated that bullying occurred, the School shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct in accordance with the Student Code of Conduct. The School may take action based on the results of an investigation, even if the School concludes that the conduct did not rise to the level of bullying as defined above.

Confidentiality

To the greatest extent possible, the School shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through the School's grievance procedure. See "Parent and Student Complaints and Concerns" on page 60 of the Handbook.

LAW ENFORCEMENT AGENCIES

The following procedures shall be followed when law enforcement officers and other lawful authorities want to question or interview a student at the school:

- The school administration shall verify and record the identity of the official and request an explanation of the need to question or interview the student at school;

- The school administration shall make reasonable efforts to notify the student's parent.
- Unless prohibited by law or when the student has been arrested or taken into police custody, a staff member shall be present during the questioning or interview.

When the investigation involves allegations of child abuse, special rules apply. See "Child Abuse Reporting and Programs" on page 31.

The school shall permit a student to be taken into custody:

- Pursuant to an order of the juvenile court;
- Pursuant to the laws of arrest;
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision;
- By a probation officer if there is probable cause to believe the student has violated the terms of probation imposed by a juvenile court;
- Pursuant to a properly issued directive to apprehend; or
- By an authorized representative of the Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order and under the conditions set out in Texas Family Code § 262.104 relating to the student's physical health or safety.

CHILD ABUSE REPORTING AND PROGRAMS

Harmony Public Schools provides child abuse anti-victimization programs and cooperates with official child abuse investigators as required by law. Harmony provides training to its teachers and students in preventing and addressing incidents of sexual abuse and other maltreatment of children, including knowledge of likely warning signs indicating that a child may be a victim of sexual abuse or maltreatment. Assistance, interventions and counseling options are also available.

Harmony's administration shall cooperate with law enforcement investigations of child abuse, including investigations by the Texas Department of Protective and Family Services. School officials may not refuse to permit an investigator to interview at school a student who is alleged to be a victim of abuse or neglect. School officials may not require the investigator to permit School personnel to be present during an interview conducted at school.

PLAN FOR ADDRESSING SEXUAL ABUSE AND OTHER MALTREATMENT OF STUDENTS

What is Sexual Abuse of a Child?

The Texas Family Code defines "sexual abuse" as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as, in certain circumstances, failure to make a reasonable effort to prevent sexual conduct harmful to a child.

What is Other Maltreatment of a Child?

Under state law, “other maltreatment” of a child includes “abuse” or “neglect,” as defined by Texas Family Code sections 261.001 and 261.401.

Reporting Obligation

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to the Texas Department of Family and Protective Services (“DFPS”). Reports may be made by contacting one of the following:

Texas Abuse Hotline: 1-800-252-5400 or, in non-emergency situations only, <http://www.txabusehotline.org> [Insert Local Police Department and Phone Number]. Each campus complete this information.

Call 911 for emergency situations.

Harmony has established the following Plan for Addressing Sexual Abuse of Children (the “Plan”). The Plan may be accessed through the School’s website, and is available in the Principal’s office and central administrative office.

Methods for Increasing Awareness Regarding Sexual Abuse or Other Maltreatment of Children

For Teachers

The School annually trains teachers in all content areas addressed in the Plan. Training will include contents of board policy and is provided by campus staff, administrative staff, or outside agencies as determined by the campus administration.

For Students

School counseling staff will address issues to increase awareness regarding sexual abuse and other maltreatment of children and anti-victimization programs with age appropriate conversation and materials no less than once per semester. These discussions will occur classroom group settings for students in grades K–8, and in health or PE classes for students in grades 9–12.

For Parents

Parents must be aware of warning signs indicating that their child may have been or is being sexually abused or otherwise maltreated. A child who has experienced sexual abuse or other maltreatment should be encouraged to seek out a trusted adult. Be aware, as a parent or other trusted adult, that evidence of sexual abuse or other maltreatment may be more indirect than disclosures or signs of physical abuse. It is important to remain calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing in coming to you.

The fact that the abuser is a parent or other family member does not remove your obligation to protect the child. Parents who

permit their child to remain in a situation where he or she may be injured or abused may also be subject to prosecution for child abuse. And, if you are frightened for your own safety or that of your child, you should call 911 or 1-800-252-5400.

Also remember that parents are legally responsible for the care of their children and must provide their children with safe and adequate food, clothing, shelter, protection, medical care and supervision, or arrange for someone else to provide these things. Failure to do so may be considered neglect.

The Campus Principal or designee will provide information regarding counseling options available in your area for you and your child if your child is a victim of sexual abuse or other maltreatment. DFPS also provides early abuse intervention through counseling programs. Services available in your county can be accessed at the following web address:

http://www.dfps.state.tx.us/prevention_and_early_intervention/programs_available_in_your_county/default.asp

Refer to Handbook Exhibit for campus specific information.

The following websites are also helpful:

- Texas Education Agency – Prevention of Child Abuse Overview:

<http://www.tea.state.tx.us/index2.aspx?id=2820>

- Sexual Abuse Prevention Programs:

<http://www.childwelfare.gov/preventing/programs/types/sexualabuse.cfm>

- Promoting Healthy Families in Your Neighborhood:

http://www.childwelfare.gov/pubs/res_packet_2008/

- Signs of Child Abuse:

http://www.keepkidshealthy.com/welcome/commonproblems/child_abuse.html

- DFPS – How to Stop Child Abuse; Texas Statutes:

http://www.keepkidshealthy.com/welcome/commonproblems/child_abuse.html

- DFPS – How to Report Child Abuse or Neglect:

http://www.dfps.state.tx.us/Contact_us/report_abuse.asp

- Texas Attorney General – What Can We Do About Child Abuse?

https://www.oag.state.tx.us/AG_Publications/txts/child_abuse.shtml

- Prevent Child Abuse.org – Texas Chapter:

<http://www.preventchildabuse.org/chapters/statecontact.cfm?stateabbrev=tx>

- Texas Council on Family Violence – Abuse Prevention Links:

<http://www.tcfv.org/>

Likely Warning Signs of Sexual Abuse or Other Maltreatment

- Psychological and behavioral signs of possible sexual abuse and other maltreatment may include:

- Nightmares, sleep problems, extreme fears without an obvious explanation.
- Sudden or unexplained personality changes; becoming withdrawn, angry, moody, clingy, “checking out” or showing significant changes in eating habits.
- Depression or irritability.
- An older child behaving like a young child, for example, bedwetting or thumb sucking.
- Developing fear of certain places or resisting being alone with an adult or young person for unknown reasons.
- Resistance to routine bathing, toileting, or removing clothes, even in appropriate situations.
- Play, writing, drawings, or dreams of sexual or frightening images.
- Refusal to talk about a secret he or she has with an adult or older child.
- Leaving clues that seem likely to provoke a discussion about sexual issues.
- Using new or adult words for body parts.
- Engaging in adult-like sexual activities with toys, objects or other children.
- Developing special relationships with older friends that may include unexplained money, gifts, or privileges.
- Intentionally harming him or herself, for example, drug/alcohol use, cutting, burring, running away, and sexual promiscuity.
- Thinking of self or body as repulsive, dirty, or bad.
- Becoming increasingly secretive about Internet or telephone use.

Physical symptoms of possible sexual abuse or other maltreatment include:

- Stomachaches or illness, often with no identifiable reason.
- Difficulty in walking or sitting.
- Stained or bloody underwear.
- Genital or rectal pain, itching, swelling, redness, or discharge.
- Bruises or other injuries in the genital or rectal area.
- Unexplained soreness, pain or bruises around the mouth, sexually transmitted disease, or pregnancy.

Any one sign does not necessarily mean that a child has been sexually abused or maltreated, but the presence of several signs is the time you should begin asking questions and seeking help. Signs often first emerge at other times of stress, such as during a divorce, death of a family member or pet, problems at school or with friends, or other traumatic or anxiety-inducing events.

Actions That a Child Who is a Victim of Sexual Abuse or Other Maltreatment Should Take

During student awareness sessions concerning sexual abuse and other maltreatment issues, students will be encouraged to tell a

trusted adult in a private and confidential conversation if they have been a victim of sexual abuse or have been in situations that make them feel uncomfortable in any way. School employees are trained to take appropriate actions to help the child obtain assistance and to follow proper reporting procedures. Older students will also be provided with local crisis hotline numbers to obtain assistance.

Available Counseling Options

Refer to Handbook Exhibit for campus specific information.

LOCKERS AND DESKS

Each student will be assigned a locker and desk for his or her individual use. The use of lockers is strongly encouraged, as backpacks are not allowed in classrooms. Lockers are to be used to store books, coats and personal items. Valuable items should not be stored in lockers or desks. The school is not liable for personal items stored in lockers or desks.

The school will provide a lock for each locker. Students may not put a personal lock on their lockers, and all students must keep their locker combinations private. Students may not trade or share lockers. Students are responsible to make sure that lockers are kept locked at all times. Any damage, vandalism, or other problems with lockers or desks should be reported to the front office. Students will be held responsible for the condition of their lockers if such damage, vandalism, or other problems are not reported.

During the school day, students may go to their lockers during the following designated times only:

- Before class begins in the morning.
- During the five-minute passing periods between classes.
- After classes are over.

Students may not visit their lockers during lunch time.

INTERROGATIONS AND SEARCHES

In the interest of promoting student safety and attempting to ensure that the school is safe and drug free, school officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law.

Administrators, teachers and other professional personnel may question a student regarding the student’s own conduct or the conduct of other students. In the context of school discipline, students have no claim to the right not to incriminate themselves.

Students shall be free from unreasonable searches and seizures by school officials. School officials may search a student’s outer clothing, pockets, or property by establishing reasonable cause or securing the student’s voluntary consent. Express or implied coercion – such as threatening to contact parents or police – invalidates apparent consent.

A search is reasonable if (1) the school official has reasonable grounds for suspecting that the search will uncover evidence of a rule violation or a criminal violation and (2) the scope of the search is reasonable related to the circumstances justifying the search; i.e., the measures adopted are reasonably related to the objectives of the search and are not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Desk and Locker Searches

Students should have no expectation of privacy in the contents of their lockers, desks or other school property. Lockers and desks assigned to students remain at all times under the control and jurisdiction of the school. The school will make periodic inspections of lockers and desks at any time, with or without notice or student consent. School officials will remove any item that violates school policy or that may potentially be dangerous.

Students have full responsibility for the security of their lockers and desks, and shall be held responsible for any prohibited items found during a search. The student's parent shall be notified if any prohibited articles or materials are found in a student's locker or desk, or on the student's person, as a result of a search conducted in accordance with this policy.

Vehicles on Campus

Vehicles parked on school property and property under school control are under the jurisdiction of the school and may be searched at any time if reasonable suspicion exists to believe that the search will result in evidence that school rules or other laws have been violated. If a vehicle subject to search is locked, the student shall be asked to unlock the vehicle and consent to a search of the vehicle. If the student refuses to permit the vehicle to be searched, the school may contact the student's parents and/or law enforcement officials. A student may be held responsible for and in possession of prohibited items found in his or her vehicle parked on school property or at a school-related event.

Trained Dogs

The school may use or contract for specially trained nonaggressive dogs to sniff out and alert school officials to the current presence of concealed prohibited or illegal items, including drugs and alcohol. Such visits to the school may be unannounced. The dogs shall be used to sniff vacant classrooms, vacant common areas, the areas around student lockers, and the areas around vehicles parked on school property. The dogs shall not be asked to alert on students. If a dog alerts to a locker, a vehicle, or an item in a classroom, it may be searched by school officials. Searches of vehicles shall be conducted as described above.

PROCEDURES FOR USE OF RESTRAINT AND TIME-OUTS

School employees, volunteers or independent contractors are authorized to use restraint in the event of an emergency and subject to the following limitations:

- Only reasonable force, necessary to address the emergency, may be used.
- The restraint must be discontinued at the point at which the emergency no longer exists.
- The restraint must be implemented in such a way as to protect the health and safety of the student and others.
- The student may not be deprived of basic human necessities.

At no time, however, may a student be placed in seclusion.

A student with a disability may not be confined in a locked box, locked closet or other specially designated locked space as either a discipline management practice or a behavior management technique.

SCHOOL VISITORS

Visitors for educational purposes are welcome at the school. Visitors must sign in with the front office and present a valid photo ID upon arrival. Parents must also check in at the front office. Guests should not be brought to school without prior approval.

Visitors will not be allowed during the last two weeks of the semester or during the week prior to any school holiday. Parents or other visitors may not walk in the cafeteria, hallways or to classrooms unless a visitor's form has been completed at least 24 hours in advance of the school to provide notice of the visit. This form must also be completed when a parent requests to observe a class.

The Principal may take the following actions whenever there is a school visitor:

- Require the visitor to display his or her driver's license or another form of identification issued by a governmental entity containing the person's photograph.
- Establish an electronic database for the purpose of storing information concerning visitors. Information stored in the electronic database may be used only for the purpose of school security, and may not be sold or otherwise disseminated to a third party for any purpose.
- Verify whether the visitor is a sex offender registered with the computerized central database maintained by the Department of Public Safety or any other database accessible by the school.

Any visitor identified as a sex offender shall be escorted by school personnel at all times during a school visit and shall have access only to common areas of the campus.

Disruptive Activity

In order to protect student safety and sustain an educational program free from disruption, state law permits the school to take action against any person who:

- Interferes with the movement of people in an exit, entrance, or hallway of a school building without authorization from the Principal;
- Interferes with an authorized activity by seizing control of all or part of a building;
- Uses force, violence, or threats in an attempt to prevent participation in an authorized assembly;
- Uses force, violence, or threats to cause disruption during an assembly;
- Interferes with the movement of people at an exit or an entrance to school property;
- Uses force, violence, or threats in an attempt to prevent people from entering or leaving school property without authorization from the Principal;
- Disrupts the conduct of classes or other school activities while on school property or on public property that is within 500 feet of school property; or
- Interferes with the transportation of students in school vehicles.

"Disruption" includes making loud noises; enticing, attempting to entice, preventing, or attempting to prevent a student from attending a required class or school activity; entering a classroom without the consent of either the Principal or the teacher; and, through acts of misconduct or the use of loud or profane language, disrupting class activities.

FIRE AND DISASTER DRILLS

Fire, lock-down, evacuation, and tornado drill instruction will be discussed during the first week of each semester. Students need to understand and follow these procedures. Instructions will be posted on the bulletin board in each teacher's room. When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

EMERGENCY CLOSINGS

Weather conditions may occur which will make it necessary for campuses to be closed. Parents and students are advised to view website and listen to local radio or television for announcements that the school will be closed.

SKATEBOARDS

Students and others are not permitted to use their skateboards, scooters and/or roller blades on campus grounds at any time. If a student uses any of these items as a means of transportation to or from school, he or she must walk and carry the item while on school property. These items should be kept in a locker or

designated place approved by campus administration until the end of the school day.

VIDEOTAPING OF STUDENTS

For safety purposes, video/audio equipment may be used to monitor student behavior in classrooms and hallways, on buses and in common areas on campus. Students will not be told when the equipment is being used. The Principal may review the tapes routinely to document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

SECTION III: ACADEMICS AND GRADING

REPORT CARDS AND GRADING SCALES

Harmony issues progress reports to all students at the middle of each nine-week progress period within a semester. Report cards for all students are issued at the end of each nine-week reporting period within a semester.

Report cards are mailed to parents. Please notify the school office immediately if your address or contact information changes.

Parents are encouraged to schedule a conference with their child's teacher if the student is not making adequate progress.

All classes will follow a standard scale for assigning letter grades for nine-week periods and semester work. Individual teachers will establish the grading policies and procedures for their classes, with grades corresponding to the following scale:

A = 90–100% B = 80–89% C = 70–79% F = 69% and below

Regular academic course letter grades have the following GPA weights:

A = 4.0 B = 3.0 C = 2.0 F = 0.0

AP & Dual Credit course letter grades have the following GPA weights:

A = 5.0 B = 4.0 C = 3.0 F = 0.0

The report card for Kindergarten and first grades is evaluation style, and does not follow the traditional grading system.

For K and 1st Grades the following system will be used;

MS = Meets Standards

AS = Approaching Standards

NS = Needs Support

XS = Not Assessed at this time

ACADEMIC DISHONESTY

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct.

Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee, taking into consideration written materials, observation, or information from students.

EXAMINATION PROCEDURES

Formal examinations fulfill an important function in the assessment of each student's academic performance. Examinations are also helpful in assisting students to prepare for state-mandated assessment tests by providing exposure to examination conduct, procedures and techniques.

Consequently, the school has enacted a special Academic Code of Conduct pertaining to examinations:

- Students are to remain silent during all examinations, unless otherwise directed by the supervising teacher.
- Under no circumstances are students permitted to distract other students during examinations.
- Students must leave school bags at the front of or outside the examination room.
- Students are not permitted to take any paper – including worksheets and scratch paper – into the examination room. Students are also not permitted to remove any paper – including the examination – from the examination room.
- Students are not to be late for examinations and will NOT be permitted to leave early. Latecomers will not be granted extra time to complete the exam.
- Students are responsible for the collection of their work.
- Students who are absent from an examination are required to present themselves to the subject teacher immediately upon their return to school. All exams must be made up within three days of the return to school; however, the student must present a reasonable excuse to be eligible for a make-up exam or project.
- The school will notify the parents of students who are believed to have been academically dishonest during any examination.

Students violating these rules will, at a minimum, receive a grade of zero. Violations may also result in disciplinary consequences under the Student Code of Conduct.

HOMEWORK POLICY

Homework is an essential part of each student's successful education. Homework assignments help to develop many valuable skills, including good study habits, time management, responsibility, and perseverance. Teachers will assign homework that fosters individual learning and growth and that is appropriate for the subject area. Homework is part of all students' regular evaluations. Each student is responsible for completing and turning in homework on time. The teacher's record is final in cases of conflict regarding homework assignments. If a student

or parent has questions about homework, contact the teacher who assigned it.

PROMOTION REQUIREMENTS

A student may be promoted on the basis of academic achievement and/or demonstrated proficiency in the subject matter of the course or grade level. To earn credit, a student must demonstrate mastery on grade-level standards and meet the school's requirements for attendance. In addition, students at certain grade levels – with limited exceptions – will be required to pass state-mandated assessment tests as a further requirement for promotion.

Promotion of Students in Grades K–2

In accordance with Texas Education Code 28.021 (a) "A Student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level."

Kindergarten and First Grade Promotion

For students in kindergarten and first grade, promotion to the next grade shall be based on the following:

- Evidence of satisfactory progress with an emphasis on Language Arts, Mathematics, and either Science or Social Studies.
- Evidence for promotion includes assessment of the student's reading level, phonics assessment, district curriculum assessments, information from the student's daily work or portfolio, anecdotal records, and checklists.

Second Grade Promotion

For students in second grade, promotion to the next grade level shall be based on the following:

- A cumulative average of 70 based upon course-level, grade-level standards (TEKS) for all subject areas. For core subjects including reading language arts, math, science and social studies, students must maintain an end of the year average of 70 or higher for promotion.
- Reading at or above current grade level according to NWEA MPG and Rigby or other reading assessment.

Retention Process

Students in danger of consideration for retention will receive a written request for a mandatory conference in April or May. During the conference, teachers will communicate the needs of the child and give parents strategies to help their child at home. These students will be referred to a Grade Placement Committee. The committee will review all final assessment data, parent conference information and will make a decision for retention, promotion or placement of the child. The Grade

Placement Committee will make the final decision the last two weeks of school.

Grade Placement Committee for Grades K-2

Each campus will establish a committee to review cases of grade placement and retention. This committee shall include the Principal or his/her designee, classroom teacher, one teacher from the next grade level, and parent or guardian. Other faculty members such as Reading specialist, and teachers may attend. This committee will meet to make recommendations for any students who fail to meet the promotion criteria. Student record items for review may include the following: report card grades, assessment tools including any evaluations, benchmark exams, NWEA MPG, Rigby or other Reading Assessment, standardized test scores, etc. A matrix using Light's Retention Scale shall be used in this decision-making process. The parent/guardian shall make the final decision.

Kindergarten Retention

Local policy states, "In kindergarten, retention shall be considered only in unusual circumstances and with the approval of the student's parents."

A written recommendation for retention, including suggestions for assistance for the student shall be signed by the student's teacher, parent, and the principal. A matrix using Light's Retention Scale shall be a part of the decision-making process. Upon request, parents may review this instrument."

Promotion of Students in Grades 3–8

Students in grades 3–8 may be promoted to the next grade level if the following conditions have been satisfied:

- The student must have maintained an average of at least 70% on a scale of 100 for the school year.
- The student must have maintained a yearly average of 70% in English, Mathematics, Social Studies and Science.
- The student must have satisfied the minimum requirements in all STAAR tests.
- The student must have attended at least 90% of classes throughout the year. More than nine unexcused absences within one semester will result in failing. There will be no make-up examination for unexcused absences.

The Academy may not offer summer school. If the Academy does not offer summer school, the student fails to maintain a yearly average of 70% in English, Mathematics, Social Studies and Science for promotion to the next grade level during the year, he or she will need to take a Board-approved and/or state-accredited test for grade promotion. Students will receive review sheets for the test at the end of the year and sit for the test. The Credit by Examination days are as follow;

June 3-5, 2014 and August 12-15, 2014. The student must score 70% or above to be eligible for promotion to the next grade. If the

School offers Summer School a student who failed a core course(s) and/or STAAR exam(s) is required to attend to Summer School. In order to be promoted, student must maintain a minimum of 90% attendance rate, and master the objectives for that grade level.

If a student receives a failing grade, the Grade Placement Committee will decide on the promotion. This committee will consist of the Principal or designee, the subject teachers, and the parent. A decision to promote a student to the next grade level must be unanimous. If the decision is not unanimous, the student will be retained at his or her current grade level.

Grade Placement Committee For Grades 3-8

Each campus will establish a committee to review cases of grade placement and retention. This committee shall include the Principal or his/her designee, classroom teacher, one teacher from the next grade level, and parent or guardian. Other faculty members such as Reading specialist, and teachers may attend. This committee will meet to make recommendations for any students who fail to meet the promotion criteria. Student record items for review may include the following: report card grades, assessment tools including any evaluations, benchmark exams, NWEA MAP, or other assessments, standardized test scores, etc. The GPC will make the final decision.

Promotion of Students in Grades 9–12

Students in grades 9–12 may be promoted to the next grade level if the following conditions have been satisfied:

- The student must have maintained a semester GPA of 2.0 and have received credit in at least three core subjects. The core subjects include English Language Arts, Mathematics, Science, and Social Studies.
- A student may not be given credit for a class unless the student is in attendance for at least 90 percent of the days the class is offered. More than nine unexcused absences within one school semester will result in a failing grade. There will be no make-up examination for unexcused absences. A student who is in attendance for at least 75 percent, but less than 90 percent, of the days a class is offered may be given credit if the student completes a plan approved by the principal that provides for the student to meet the instructional requirement of the class.

Students with Disabilities

Upon the recommendation of the Admission, Review, and Dismissal (“ARD”) Committee, a student with disabilities who is receiving special education services may be promoted and/or permitted to graduate under the provisions of his or her Individualized Education Program (“IEP”).

A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation

ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IBP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony.

STATE ASSESSMENTS

Elementary and Middle School Students

Students at certain grade levels will take state-mandated assessment tests in the following subjects, as well as routine testing and other measures of achievement:

- Mathematics, annually in Grades 3–8;
- Reading, annually in Grades 3–8;
- Writing in Grades 4 and 7;
- Social studies in Grade 8;
- Science in Grades 5 and 8; and
- Any other subject and grade required by federal/state law.

Certain students may be eligible for exemptions or accommodations to state-mandated exams.

High School Students

To receive a high school diploma, students must successfully pass State mandated tests. Test results will be reported to students and parents. Certain students may be eligible for exemptions or accommodations.

STAAR

Beginning with the 2011–2012 school year, the State of Texas Assessments of Academic Readiness (“STAAR”) replaced the Texas Assessment of Knowledge and Skills (“TAKS”) to ensure that students have the academic knowledge and skills needed to meet the challenges of the 21st Century. STAAR will phase in beginning with the graduating class of 2015.

Beginning with the 2013–2014 school year, students in 9th grade are required to take 5 End-of-Course (“EOC”) assessments during high school. These include the following EOC exams:

- English I, English II;
- Algebra I;
- Biology;
- U.S. History.

If a student is in a special education program, the student’s Admission, Review, and Dismissal (“ARD”) Committee must determine whether any allowable modification is necessary in administering an assessment instrument to the student.

Alternative Assessment

Students with disabilities who are receiving special education services in grades 3–11 and who are exempt from STAAR or TAKS

in one or more subject areas will participate in state-approved assessment instruments in the applicable subject(s).

TELPAS

The Texas English Language Proficiency Assessment System (“TELPAS”) is a system of statewide assessment administered to all Limited English Proficient (“LEP”) students in K-12th grades. The TELPAS measures English ability based on the stage of language development of second language learners. These results will further the understanding of the educational needs of LEP students by providing a state-level measure of both their current academic English levels and their annual progress in English.

SPECIAL PROGRAMS

Bilingual/ESL Services

In keeping with state and federal law, the school offers Bilingual/English as a Second Language (“ESL”) services at all appropriate grade levels for English language learners who are limited in their English proficiency. The school’s goal is to provide additional English language assistance to students, enabling them to become academically successful in all classes. Students are assessed with state-approved Oral Language Proficiency and Norm-Referenced Tests to qualify for placement in the program. If test results indicate either limited oral or limited cognitive academic English ability, the student (with parent approval) is provided additional English language support.

Special Education Services

The school has the responsibility of identifying, locating, and evaluating individuals with disabilities who are 5–21 years of age and who fall within the school’s jurisdiction. If you know or suspect that your child has a disability, please contact the school’s Principal for information about available programs, assessments, and services.

Special education services are specifically designed to meet the unique needs of students with disabilities. Each student who receives special education services has an Individual Education Plan (“IEP”) which is developed by the student’s Admission, Review, and Dismissal (“ARD”) Committee. The ARD Committee considers the student’s disability and determines appropriate accommodations, supplementary aids, and/or services that are necessary for the student to participate in the general curriculum.

All special education services are provided in the least restrictive environment which may be special education settings, general education settings, or a combination of both. All students receiving special education services are educated to the maximum extent appropriate with their non-disabled peers as well as participating in all school activities on the same basis as students who are not disabled.

The *Notice of Procedural Safeguards – Rights of Parents of Students with Disabilities*, can be obtained from the Special Education Director or at the Texas Education Agency Special Education Website: <http://www.tea.state.tx.us/special.ed/>.

Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education Services

If a child is experiencing learning difficulties, the parent may contact the Principal to learn about the school’s overall general education referral or screening system for support services. This system may link students to a variety of support options, including potential referral for a special education evaluation. Students having difficulty in a regular classroom must be considered for, and provided service from, all tutorial, compensatory, and other support services prior to a referral for special education services.

A parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the school must decide if the evaluation is needed. If the school determines the evaluation is needed, the parent will be notified and asked to provide written consent for the evaluation. The school must complete the evaluation and the report within 60 days of the date it receives the written consent. The school must meet with the parent to explain the findings of the evaluation and must give a copy of the report to the parent.

If the school determines that an evaluation for special education services is not appropriate, it will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs parents of their rights if they disagree with the school. Additionally, the parent will be provided a copy of the *Notice of Procedural Safeguards – Rights of Parents of Students with Disabilities*.

The designated person to contact regarding options for a child experiencing learning disabilities or a referral for evaluation for special education is the Special Education Coordinator.

Section 504 Services

Harmony Public Schools provides a free appropriate public education to each qualified student with a disability, regardless of the nature or severity of the student’s disability. A “student with a disability” is one who has a physical or mental impairment that substantially limits one or more of the student’s major life activities, has a record of having such an impairment, or is regarded as having such an impairment. A student with a disability is “qualified” if he or she is between the ages of three and 21, inclusive.

An appropriate education is the provision of regular or special education and related services that are (1) designed to meet the student’s individual educational needs as adequately as the needs of students who do not have disabilities are met; and (2) based on adherence to procedures that satisfy federal requirements for

educational setting, evaluation and placement, and procedural safeguards.

Qualified students with disabilities will be placed in the regular educational environment, unless the school demonstrates that education in the regular environment with the use of supplemental aids and services cannot be achieved satisfactorily. Should an alternate educational environment be necessary, the school shall comply with all legal requirements regarding least restrictive environment and comparable facilities for students with disabilities. In providing or arranging for nonacademic and extracurricular services and activities, the school shall ensure that a qualified student with a disability participates with students who do not have disabilities to the maximum extent appropriate.

To be eligible for services and protections against discrimination on the basis of disability under Section 504 of the Rehabilitation Act, a student must be determined, as a result of an evaluation, to have a "physical or mental impairment" that substantially limits one or more major life activities. If a student has or is suspected of having a disability, or requires special services, parents or teachers should contact the Principal for information concerning available programs, assessments, and services. For further information, please contact the Section 504 Coordinator at your school.

Services for Title I Participants

Information regarding the school's Title I program may be obtained from the Principal.

TUTORING

Students are encouraged and may be required to see teachers or tutors for tutoring. Tutoring services are also available for students receiving special education services.

Private tutoring is the responsibility of a student's parents. Teachers employed by Harmony Public Schools are not permitted to privately tutor their students for pay.

MAGNET PROGRAMS

Harmony Public Schools may offer various magnet programs, such as Language Magnet, Arts Magnet, Medical Science Magnet, or STEM Magnet for middle school students. Students who are willing to attend magnet programs must apply to their campus administration.

HONOR ROLLS FOR K-8

- Students at Grades K-8 who earn all "A"s will be named to the Distinguished Honor Roll.
- Students who earn at least a "B" in all classes will be named to the Honor Roll.

- Students who have zero Discipline Points, no discipline referrals, and have not received a "N" or "P" in conduct will be named to the Excellent Character Honor Roll.

HONOR ROLLS FOR HIGH SCHOOL

- High school students will be named to honor rolls based on the weighted GPA in that semester;
- Distinguished Honor Roll: 4.00 or above
- Honor Roll: 3.50 or above

CREDIT AND ACCELERATION BY EXAM

Harmony Public Schools uses examinations and guidelines established by the State Board of Education to offer credit and acceleration by exam.

Credit by Examination With Prior Instruction

A student in grades 6–12 will be given credit for an academic subject in which he or she has had some prior instruction if the student scores 70% or higher on a criterion-referenced test for the applicable course.

Credit by Examination Without Prior Instruction

Harmony Public Schools may approve examinations for acceleration to test a student's essential knowledge and skills for each primary school grade level and for credit for secondary school academic subject.

A child who is five years old at the beginning of the school year may be assigned initially to First Grade rather than Kindergarten if he or she meets requirements developed by the Superintendent.

A student in grades 1–5 will be accelerated one grade level if he or she meets the following requirements:

- The student scores 90% or above on a criterion-referenced test for the grade level to be skipped in each of the following areas: Language Arts, Mathematics, Science, and Social Studies;
- A School representative recommends acceleration; and
- The student's parent gives written approval for acceleration.

A student in grades 6–12 will be given credit for an academic subject in which he or she has had no prior instruction if the student scores 90% or above on a criterion-referenced test for the applicable test. If a student is given credit in a subject on the basis of examination, the examination score will be entered on the student's transcript.

Offerings for credit by examination are currently scheduled for June 3–5, 2014 and August 12-15, 2014. Students are required to apply to at least one month prior to the first day of testing.

CLASSIFICATION OF STUDENTS (HIGH SCHOOL)

The classification of a student depends upon the number of credits earned and not the number of years spent in high school.

After the ninth grade, students are classified according to the following schedule:

- Sophomore: 6 completed units of credit
- Junior: 12 completed units of credit
- Senior: 18 completed units of credit

HONORS PROGRAM

The Harmony Public Schools maintain comprehensive Honors and Advanced Placement programs to make it possible for academically talented and high achieving students to increase the challenge of their studies. The instructional program offers in-depth study and is not intended to accelerate the date of graduation.

ADVANCED PLACEMENT PROGRAM (HIGH SCHOOL)

The Advanced Placement (“AP”) Program enables students to receive college credit or placement by taking and passing exams. AP courses encourage critical and creative thought, fine-tune analytical skills, enhance reasoning abilities, and serve as an “academic bridge” to help smooth the transition from high school to college. When evaluating a student’s high school transcript, universities place a great deal of importance on the rigor and success of an applicant’s academic program in high school, particularly in the junior and senior years.

Students may enroll in AP classes so long as prerequisite courses have been successfully completed and the student is willing to devote sufficient time and effort to participate in college-level classes. Each student enrolling in an AP class signs a course contract that provides a course description and outlines the requirements of the class.

AP examinations are structured to measure depth of knowledge, completeness of thought, and synthesis of ideas. Exams are graded on a five-point scale, with college credit usually given for scores of three or higher. Information about score requirements and credit/placement awards for specific universities can be accessed at www.collegeboard.com/ap/creditpolicy. AP exams are administered in May of each school year.

DUAL CREDIT PROGRAMS (HIGH SCHOOL)

A dual credit course is a college course taken by a high school student for which the student earns both college and high school credit. Dual credit is also known as concurrent enrollment.

A student is eligible to enroll in dual credit courses in the 11th or 12th grade if the student:

- Demonstrates college readiness by achieving the minimum passing standards under the Texas Success Initiative as set forth in section 4.57, Texas Administrative Code, on relevant section(s) of an assessment instrument approved by the State Board of Education; or

- Demonstrates that he or she is exempt under the provisions of the Texas Success Initiative as set forth in section 4.54, Texas Administrative Code.

An 11th grade student is also eligible to enroll in dual credit courses if he or she:

- Achieves a score of 2200 on mathematics and/or English Language Arts with a writing subsection score of at least 4 on the tenth graded TAKS relevant to the courses to be attempted; or
- Achieves a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on critical reading and/or mathematics test relevant to the course(s) to be attempted; or
- Achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics and English.

Students in grades 11 and/or 12 are eligible to enroll in workforce education dual credit courses if the student demonstrates that he or she has achieved the minimum high school passing standard on the Mathematics and/or English/Language Arts section(s) on the 10th or 11th graded TAKS. A student who is exempt from taking TAKS may be otherwise evaluated to determine eligibility for enrolling in workforce education dual credit courses. A student may enroll only in those workforce education dual credit courses for which he or she has demonstrated eligibility.

Students may not enroll in more than two dual credit courses per semester. A student may be exempt from this requirement only through approval by the Principal and the Chief Academic Officer of the participating college if the student demonstrates outstanding academic performance and capability.

Courses may be taken on campus during the school day or at the college campus. In order to receive the high school credit portion of dual credit, the course grade must be at least a “C”.

PSAT/NMSQT (HIGH SCHOOL)

Harmony Public Schools is dedicated to providing a comprehensive college preparatory program that facilitates each student’s ambition to pursue higher education at the nation’s top university and colleges. As a part of this process, students in grades 10th grade or students who completed Algebra I are required to take Preliminary Scholastic Aptitude/National Merit Scholarship Qualifying (“PSAT/NMSQT”) Test each fall. The most common reason for taking the PSAT/NMSQT is to receive feedback on student strengths and weaknesses so that students can focus their preparation on those areas that could most benefit from additional study or practice. This test also gives a student chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs.

HONOR GRADUATE CERTIFICATE (HIGH SCHOOL)

The Texas Education Agency allows each public high school in Texas one “Honor Graduate Certificate.” This certificate will be

presented to the highest ranking graduate in the senior class. The recipient will receive a certificate and a declaration document authorizing the president of any state supported college or university to provide a waiver for tuition as specified in Texas Education Code § 54.201.

The recipient of this honor must:

- Be enrolled in Harmony Public Schools for a minimum of three consecutive calendar semesters prior to graduation and meet state and school attendance requirements;
- Be graduating under either the Recommended or Distinguished Graduation Program; and
- Be the highest-ranking graduate with the highest GPA of all students meeting these criteria, with not less than a cumulative 3.7 GPA. Under no condition will the GPA be rounded up.

All calculations for this honor will be conducted at the end of the Spring semester (before graduation) each school calendar year. An eligible student must have attended at least one of the calendar semesters during the school year that the honor is granted.

NATIONAL HONOR SOCIETY, NATIONAL JUNIOR HONOR SOCIETY, AND NATIONAL ELEMENTARY HONOR SOCIETY

High school students who have maintained a minimum GPA of 3.00 during their high school career are eligible for nomination to the school's local chapter of the National Honor Society. Students seeking admission should contact the sponsor for admission guidelines. The student must have been enrolled in the current school for at least one semester. Selection for membership is based upon a student's evidence of scholarship, service, citizenship, leadership, and character. Selection will be made by a faculty council appointed by the Principal. Discipline referrals and excessive absences will constitute evidence of deficiencies in character and leadership. Service contributions are determined by completion of a service form by the nominee and scored by the faculty council. Induction is held only once during each academic year.

Distinguished honor and honor students at middle grades may apply for National Junior Honor Society and elementary students may apply for National Elementary Honor Society.

HIGH SCHOOL GRADUATION STANDARDS

To graduate from high school, students entering the 9th grade in the 2007–2008 school year and thereafter shall enroll in the courses necessary to complete the curriculum requirements of the Recommended High School Program ("RHSP") or the Distinguished Achievement Program ("DAP"). In certain circumstances, a student, the student's parent, and a school counselor or administrator may agree in writing that the student

should be permitted to take courses under the Minimum High School Program ("MHSP").

In order to obtain a diploma, graduating seniors must also:

1. Pass state-mandated exit-level tests (TAKS);
2. Show proof of completion of 100 hours of community service; and
3. Show proof of admission by a four-year college.

Courses offered by the school that satisfies the requirements for graduating under the RHSP or DAP are set forth "DISCIPLINE" on page 44:

DISCIPLINE RECOMMENDED HIGH SCHOOL PROGRAM (RHSP)**English**

Four Credits must consist of:

- English I or English I for Speakers of Other Languages
- English II or English II for Speakers of Other Languages
- English III or AP English Language and Composition
- English IV or AP English Literature and Composition

Mathematics

Four Credits must consist of:

- Algebra I
- Geometry
- Algebra II
- The additional credit may be selected from either of the following and must be successfully completed prior to Algebra II:
 - Mathematical Models with Applications
 - Mathematical Applications in Agriculture, Food, and Natural Resources (CTE)
- The fourth credit may be selected from the following after successful completion of Algebra I, Geometry, and Algebra II:
 - Pre-calculus or AP Statistics or AP Calculus AB or AP Calculus BC or AP Computer Science or Independent Study or Engineering Mathematics (CTE)

Science

Four Credits must consist of:

- A biology credit (Biology or AP Biology)
 - A chemistry credit (Chemistry or AP Chemistry)
 - A physics credit (Physics or AP Physics (B or C) or Principles of Technology I)
 - The fourth credit must be selected from the following:
 - Astronomy, Aquatic Science, Environmental Science, Earth and Space Science, AP Biology, AP Chemistry, AP Physics B or C, and AP Environmental Science
- The additional credit may be IPC and must be successfully completed prior to chemistry and physics.

Social Studies

Three-and one-half credits must consist of:

- World Geography or AP Human Geography (one credit)
- World History or AP World History (one credit)
- US History or AP US History (one credit)
- US Government or AP US Government (one-half credit)

Economics

One-half credit must consist of:

- Economics or AP Macroeconomics or AP Microeconomics

Physical Education

One credit must consist of:

- Foundations of Personal Fitness
- Adventure/Outdoor Education
- Aerobic Activities
- Team or Individual Sports

Languages Other Than English

Two Credits must consist of any two levels in the same language. An AP course can also be substituted for each level (must also be the same language).

Speech

One-half credit:

- Communication Applications

DISTINGUISHED ACHIEVEMENT PROGRAM (DAP)

Four Credits must consist of:

- English I or English I for Speakers of Other Languages
- English II or English II for Speakers of Other Languages
- English III or AP English Language and Composition
- English IV or AP English Literature and Composition

Four Credits must consist of:

- Algebra I
- Geometry
- Algebra II
- An additional course for which Algebra II is prerequisite such as Precalculus or AP Statistics or AP Calculus AB or AP Calculus BC or AP Computer Science or Independent Study or Engineering Mathematics (CTE)

Four Credits must consist of:

- A biology credit (Biology or AP Biology)
 - A chemistry credit (Chemistry or AP Chemistry)
 - A physics credit (Physics or AP Physics (B or C))
 - After successful completion of a biology, a chemistry, and a physics course, the fourth credit may be selected from the following:
 - Astronomy, Aquatic Science, Environmental Science, Earth and Space Science, AP Biology, AP Chemistry, AP Physics B or C, and AP Environmental Science
- IPC may not be taken to fulfill any of the four credits of science requirements.

Three-and one-half credits must consist of:

- World Geography or AP Human Geography (one credit)
- World History or AP World History (one credit)
- US History or AP US History (one credit)
- US Government or AP US Government (one-half credit)

One-half credit must consist of:

- Economics or AP Macroeconomics or AP Microeconomics

One credit must consist of:

- Foundations of Personal Fitness
- Adventure/Outdoor Education
- Aerobic Activities
- Team or Individual Sports

Three Credits must consist of any three levels in the same language. An AP course can also be substituted for each level (must also be the same language).

One-half credit:

- Communication Applications

Fine Arts One credit choose one from the followings:

- Art (I,II,III)
- Dance (I,II,III)
- Music (I,II,III)
- Theatre (I,II,III)
- AP Music Theory
- AP Studio Arts
- AP Art History

One credit choose one from the followings:

- Art (I,II,III)
- Dance (I,II,III)
- Music (I,II,III)
- Theatre (I,II,III)
- AP Music Theory
- AP Studio Arts
- AP Art History

Elective Courses Five and one-half credits from:

- AP Psychology
- AP European History
- Creative Writing
- Debate
- Journalism
- Multiculturalism
- Psychology
- Photography
- Sociology
- Computer Science
- Desktop Publishing
- Digital Graphics
- Multimedia
- Video Technology
- Web Mastering
- BCIS
- AP Computer Science A
- Or any other course approved by Harmony School

Four and one-half credits from:

- AP Psychology
- AP European History
- Creative Writing
- Debate
- Journalism
- Multiculturalism
- Psychology
- Photography
- Sociology
- Computer Science
- Desktop Publishing
- Digital Graphics
- Multimedia
- Video Technology
- Web Mastering
- BCIS
- AP Computer Science A
- Or any other course approved by Harmony School

Advanced Measures None

A student must receive any combination of four advanced measures.

Community Service 100 hours

100 hours

Senior Capstone Project Successful completion of the Senior Capstone Project within the English IV curriculum

Successful completion of the Senior

Capstone Project within the English IV curriculum.

College Admission Proof of admission by a 4-year college is required

Proof of admission by a 4 year college is required

State Testing All students must satisfactorily pass the required state mandated tests for the graduation

Course-by-Credit Summary

Discipline	RHSP Credits	DAP Credits
English Language Arts	4.0	4.0
Mathematics	4.0	4.0
Science	4.0	4.0
Social Studies	3.5	3.5
Economics/Free Enterprise	0.5	0.5
Physical Education	1.0	1.0
Languages Other Than English	2.0	3.0
Fine Arts	1.0	1.0
Speech	0.5	0.5
Elective Courses	5.5	4.5
TOTAL	26	26

Advanced Measures for the Distinguished Achievement Program

The DAP recognizes students who demonstrate levels of performance equivalent to college students. As a college preparatory system, Harmony Public Schools strongly encourages students to follow the DAP. In order to graduate with advanced measures under the DAP, a student must complete any combination of four of the following advanced measures:

1. Original research/project that is:
2. Judged by a panel of professionals in the field that is the focus of the project; or
3. Conducted under the direction of mentor(s) and reported to an appropriate audience; and
4. Related to the required curriculum relating to Essential Knowledge and Skills;
5. Test data where a student receives:
6. A score of three or above on the College Board advanced placement examination;
7. A score of four or above on an International Baccalaureate examination; or
8. A score on the Preliminary Scholastic Assessment Test (PSAT) that qualifies the student for recognition as a commended scholar or higher by the National Merit Scholarship Corporation, as part of the National Hispanic Scholar Program of the College Board or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the National Merit Scholarship Corporation. The PSAT score shall count as only one advanced measure regardless of the number of honors received by the student; or
9. College academic courses, advanced technical credit courses, and dual credit courses with a grade of 3.0 or higher.

No substitutions are allowed in the Distinguished Achievement High School Program, except as specified by state Title 19, Chapter 74, Texas Administrative Code.

GRADUATION CEREMONY

Students completing the Harmony Public Schools and State of Texas requirements for graduation will be granted a high school diploma. HPS annually sponsors a graduation ceremony for students who have completed requirements established by both the HPS and the State. Students who have not completed requirements may participate in graduation ceremony with an approval from principal and receive a certificate of attendance. Even if the student participates in graduation ceremony to receive the certificate of attendance, he or she may remain enrolled to complete the HPS requirements and earn his and her high school diploma; however, the student will only be allowed to participate in graduation ceremony. Ordering graduation cap and gown, announcements, or other senior memorabilia does not guarantee a student's participation in graduation ceremonies.

Graduation announcements are not invitations to the graduation ceremony. If a student does not attend and does not participate in the graduation ceremony practice, the student is ineligible to participate in the HPS graduation ceremony.

VALEDICTORIAN/SALUTATORIAN (HIGH SCHOOL)

Selection method to determine the valedictorian for a graduating senior class:

1. The student who is selected as the highest-ranking graduate eligible to receive the Honor Graduate Certificate and Declaration will also serve as valedictorian.
2. In the event no student meets the criteria to receive the Honor Graduate Certificate, a valedictorian will be selected who meets all of the following criteria:
3. The student must have been enrolled with the school campus for no less than three calendar semesters or all semesters the school has been opened if less than three calendar semesters; and
4. By the date of graduation the student must have met all Texas State Graduation Requirements applicable to him/her including meeting all state assessment requirements; and
5. The student with the highest cumulative grade point average graduating under the Recommended or Distinguished Program will be selected as valedictorian, with the second ranking student serving as salutatorian. Under no circumstance will a student with a higher GPA who is graduating under the Minimum Graduation Program rank higher than a student graduating under the Recommended or Distinguished Program; or
6. In the case where no students are graduating under either the Recommended or Distinguished Program, the student with the highest cumulative grade point average out of all graduating seniors will be selected valedictorian, and the student with the next highest GPA will serve as salutatorian.

All calculations for this honor will be conducted at the end of the spring semester (before graduation) each school year. An eligible student must have attended at least one of the calendar semesters during the school year that the honor is granted. Grade Point Average will be calculated in accordance with the existing policy adopted by the Board of Directors.

CUM LAUDE SYSTEM

Harmony Public Schools recognize at graduation those students with weighted GPAs at or above specific benchmarks. Benchmarks may require occasional adjustments as changes in curriculum dictate. Currently, graduates are recognized as follows:

Summa Cum Laude

Weighted average* of exactly 128.0 or higher

Magna Cum Laude

Weighted average of exactly 120.0 or higher

Cum Laude

Weighted average of exactly 112.0 or higher

* *Weighted Average = (Weighted GPA) X (Number of Completed Credits)*

STUDENT TRANSCRIPT/ACADEMIC ACHIEVEMENT RECORD (HIGH SCHOOL)

Each eligible high school graduate will be awarded a diploma. The student's transcript or academic achievement record, rather than the diploma, records individual accomplishments, achievements and courses completed, and displays appropriate graduation seals.

State and Local Credit Courses

All courses which are to be counted toward graduation must be state approved courses. Local credit courses are courses in which a student may participate without receiving state credit towards graduation, unless the course is required by an ARD Committee for students receiving special education services. Local credit courses are, however, calculated as part of a student's GPA.

- PSAT/SAT Prep Course.
- College Prep Transition Math.
- TAKS/STAAR/EOC Support Classes.
- Career Education.
- Supplementary AP hours.
- Writing.
- Senior project.
- Enrichment courses

Awarding Credit

Students earn one-half credit per semester and one credit per year for successful completion of a course. Courses vary from one to two semesters in length.

Credit Recovery

A high school student who fails the first semester of any core course with a grade no lower than 60, but who passes the second semester of the course, may receive credit if the average of the two semesters results in a grade of 70 or above.

Otherwise, to receive credit in a core course, the student must utilize credit recovery to obtain a passing grade for any semester failed.

Credit recovery options include retaking the class, taking a correspondence course test, or receiving credit by examination with prior instruction

Transfer of Credit

Credits earned by students in accredited school districts (including summer school programs and credit by exam) or

through correspondence courses are transferable and accepted by the school. Credits earned through home schooling and at unaccredited private schools may not be transferrable. These students may be asked to earn credit through taking an exam.

GPA and Course Weight

Grade Point Average is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted.

Beginning with the 2008–2009 freshman class, all semester grades for courses attempted will count toward a student's GPA. Courses are weighted as follows:

Course Grade	Regular/Pre-AP Course Weight	AP Course Weight
A	4.0	5.0
B	3.0	4.0
C	2.0	3.0
F	0.0	0.0

COLLEGE DAYS (HIGH SCHOOL)

High school students who meet the following criteria will be allowed to have two excused days of absence for a college visit during their junior year and two excused days of absence for a college visit during their senior year:

- The student must have passed the required parts of the State mandated test for the previous year.
- The student must be on track to graduate on time.
- The student must be classified as a junior or senior based upon credits earned.
- The student must be passing all course work.
- The student must have no truancy or other attendance problems.

Students must submit a written request to the school office at least two days prior to the day requested for a college visit so that eligibility criteria for an excused day of absence can be verified and approval granted prior to the student participating in a college visit. Approval will not be granted for a college visit on a day when major exams are scheduled, and no partial days will be approved.

STATE PROGRAMS SUPPORTING STUDENTS

Parents should be aware of the TEXAS Grant program, which awards financial assistance to students in need who are interested in pursuing a college education. Funds can be used to pay for tuition and fees. To be eligible, a student must have completed the Recommended High School or Distinguished Academic Achievement Program, enrolled in a non-profit public college or university in Texas within 16 months of graduation, and have accumulated no more than 30 semester credit hours (excluding those earned for dual or concurrent courses or awarded for credit

by examination. For more information, consult a counselor or the “College for All Texans” website at www.collegefortexans.com.

Top 10% Automatic Admission

Texas public colleges or universities must automatically admit a student if he or she graduated with a GPA in the top 10% of his or her graduating class, waits no longer than two years after graduating to apply for admission, and satisfied other criteria provided by the Texas Education Code. For more information, please check with your high school counselor or an admissions officer at the college or university you would like to attend.

Note

Colleges may limit the number of first time freshmen eligible for admission due to enrollment caps. Although it is currently not a condition for admission under this program, it is advisable for high-achieving, college bound students to plan to graduate under the Recommended High School Program.

Texas Educational Opportunity Grant (TEOG)

This program provides grant money for eligible students to attend public community colleges, public technical colleges, or certain public state colleges in Texas. To be eligible, an applicant must be a Texas resident, show financial need, enroll in the first thirty hours in college, and have not been convicted of a felony or a crime involving a controlled substance. Certain other requirements may apply. For more information, consult a counselor or the “College for All Texans” website at www.collegefortexans.com.

Other Texas Financial Aid Programs

Other financial aid programs include the Loan Repayment Program for Teachers, Early High School Graduation Scholarships, Tuition Rebate Program from the Texas Public Universities, and the Texas-B-On-Time Student Loan Program. See an administrator for additional information.

COMPUTER RESOURCES

To prepare students for an increasingly computerized society, the school has made a substantial investment in computer technology for instructional purposes. Use of these resources is restricted to students working under a teacher’s supervision and for approved purposes only. Students with access to the school’s computers and their parents are required to sign and follow the Student Acceptable Use policy found at the back of the Handbook. Violations of this agreement may result in withdrawal of computer privileges and other disciplinary action. Electronic communications, such as e-mails sent from or received on school computers, are not private and may be monitored by school staff.

SECTION IV: STUDENT CODE OF CONDUCT

To function properly, education must provide an equal learning opportunity for all students by recognizing, valuing, and addressing the individual needs of every student. In addition to the regular curriculum, principles and practices of good citizenship must also be taught and modeled by school staff. This includes an appreciation for the rights of others. Harmony Public Schools is committed to helping every student fulfill his or her intellectual, social, physical, and emotional potential. To foster an orderly and distraction-free environment, Harmony Public Schools has established this Student Code of Conduct ("the Code"). The Code outlines prohibited behaviors and consequences for such behavior. Harmony Public Schools has the responsibility and authority to enforce the Code, question students, counsel them, and assign discipline when appropriate.

The Code does not define all types and aspects of student behavior. The Board of Directors and the Superintendent may establish written policies, rules, and regulations of general application governing student conduct in all schools. In addition, each Principal, within his or her own school, may establish certain rules and regulations not inconsistent with those established by the Board and the Superintendent.

Any conduct that causes or creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity, or purpose, or that interferes or creates a reasonable likelihood that it will interfere with the health, safety, or well-being or the rights of other students is prohibited.

A teacher may send a student to the Principal's office to maintain effective discipline in the classroom. In addition, a teacher may remove from class as student:

1. Who has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn; or
2. Whose behavior the teacher determines is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.

The Board of Directors has authorized detention, in-school and out-of-school suspension, and expulsion as methods of disciplining students. The Board of Directors has also given authority to the Superintendent or designee to use any of these disciplinary actions which, in his or her judgment, is appropriate for the violation.

When students participate in student activities, they will also be expected to follow the guidelines and constitutions

that further specify the organization's expectations, student behavior and consequences.

JURISDICTION

The school may discipline a student:

For any violation of the Code committed while a student is

1. On school property;
2. In transit to and from school;
3. Attending any school-related or school-sponsored activity, so long as the student is under the direction of a school employee;
4. On the school property of another Texas school district;
5. Attending another district's school-sponsored or school-related activity;
6. When a school employee or volunteer is a victim of retaliation no matter when or where it takes place; or
7. When a felony is committed.

Note

In addition to disciplinary consequences, misdemeanor and felony offenses committed on campus will be reported to an appropriate law enforcement agency.

STANDARDS FOR STUDENT CONDUCT

Classroom Rules

Students shall:

- Be in assigned seat and ready to work before the tardy bell rings.
- Bring pencils, pens, paper, books and all assigned materials to class.
- Not disrupt classroom activities.
- Follow instructions and directives immediately.
- Not chew gum or bring food or drink in the building, except in designated food service areas.
- Raise hand and be recognized before speaking. Stand to speak once recognized (excluding normal class discussions).
- Not leave class without permission. Any student leaving class must have a hall pass.

School-Wide Rules

Students shall:

- Demonstrate courtesy at all times.
- Behave in a responsible manner, always exercising self-discipline and control.
- Attend all classes, regularly and on time.

- Be prepared for each class.
 - Meet school standards for grooming and dress.
 - Obey all campus and classroom rules.
 - Respect the rights of others, including property and facilities of the school.
 - Cooperate with and assist school personnel, including volunteers, in maintaining safety, order and discipline.
 - Adhere to all requirements of the currently-adopted Code.

Responsibilities of Parents

Parents are expected to:

- Serve as a model for students by showing respect for themselves, students, teachers, other parents, and school staff;
- Ensure their student's compliance with school attendance requirements and promptly report and explain absences and tardies to the school;
- Assist their student in being properly attired;
- Take an active interest in the overall school program;
- Communicate regularly with the school concerning their student's conduct and progress;
- Discuss report cards and work assignments with their student;
- Bring to the attention of school authorities any problem or condition which affects their student;
- Maintain up-to-date home, work, and emergency telephone numbers at the school;
- Cooperate with school administrators and teachers in their efforts to achieve and maintain a quality school system; and
- Respond promptly when notified by campus to pick up student due to medical or disciplinary problems.
- Respond promptly when notified of student disciplinary matters.

DISCIPLINE POINT SYSTEM

Harmony Public Schools has implemented a Discipline Point System ("DPS") in which students are given "DPS points" for unacceptable behavior. All teachers and staff will use this system. Parents will be notified when conduct results in consequences under the DPS system.

Rules of Discipline Point System

1. Every unwanted behavior has a numerical point.
2. An accrual of 10–19 DPS points within a semester may result in assignment to Saturday or After School Detention.
3. An accrual of 20–29 DPS points within a semester may result in assignment to an additional session of Saturday or After School Detention. Students required to attend Saturday or After School Detention are rewarded five points for attending and obeying the rules of conduct for Saturday or After School Detention. Students may receive more DPS points, however, for unwilling behavior. Failing to attend a Saturday or After School Detention without any confirmed excuse may result in a one day out of school suspension.
4. Accrual of 30–49 DPS points within a semester may result in a one day in school suspension.
5. Accrual of 50–69 DPS points within a semester may result in one day out of school suspension.
6. Accrual of 70–89 DPS points within a semester period may result in a three day out of school suspension.
7. Accrual of 90 or more points within a semester may result in expulsion.
8. DPS points will be issued only once per class period for the same incident. If unacceptable behavior occurs more than once in a class period, the teacher will fill out a Discipline Referral Form and contact an Assistant Principal.
9. Each teacher is required to implement and enforce the DPS system.

CASE	POINTS	CASE	POINTS
Lack of materials	2	Not dressing for Gym class	4
Not turning in assigned work or homework	2	Vulgarity	2
Not wearing student ID	1	Not being in assigned location	3
Inappropriate behavior towards another student	3	Dress code violation	3
Sleeping in class	2	Talking back to teacher	5
Running in hallway	1	Gossiping/spreading tale	3
Lack of cooperation	2	Backpack in the classroom	1
Leaning back in chair	3	Monday envelope missing	1
Antagonistic behavior	2	Humming/singing/making noises	3
Excessive talking	3	Leaving the classroom without permission	5
Inappropriate cafeteria behavior	2	Leaving paper/trash on the floor	2
Eating/drinking in class	3	Being in the hallway without a pass	1
Chewing gum	3	Disturbing class	3
Tapping	2	Using profanity	5
Horse-playing	3	Not attending tutorials	3
Throwing things in class/hallway/cafeteria	3	Disrupting an extra-curricular activity	2
Not receiving any DPS points within a school day	-1		

10. If a student with at least one discipline point does not receive any additional discipline points within one school day, the student's discipline points will be reduced by one the following school day.

Discipline Point Cases

Following is a list of student conduct that will result in the accrual of DPS points.

OFFENSES AND CONSEQUENCES

Corporal punishment is never an acceptable disciplinary measure

Level I Offenses:

The following behaviors are prohibited at all School and School-related activities:

1. Accessing restricted areas.
2. Late to School 10-14 tardies
3. Late to Class 10-14 tardies
4. Accumulating 10-49 DPS discipline points within a semester.
5. Late to School 5-9 tardies
6. Late to Class 5-9 tardies
7. Any violations of "Standards for Student Conduct" listed in the Code of Conduct on page 49-page 50 of the Handbook.
8. Causing damage to School property in an amount less than \$50.
9. Computer system violations, including violations of the School's Acceptable Use policy (see "Student Acceptable Use Policy," beginning on page 64 of the Handbook).
10. Dress and grooming code violations (see "Dress and Grooming" on page 16 of the Handbook).
11. Engaging in offensive conduct of a sexual nature, whether verbal or physical, directed toward another student or any other person.
12. Failing to comply with directives of School personnel.
13. Failing to comply with the School's guidelines for student conduct in the cafeteria (see "Lunch Periods" on page 19 of the Handbook).
14. Failing to comply with the School's guidelines for student conduct in public areas (see "Public Areas" on page 19 of the Handbook).
15. Inappropriate physical contact not defined as a Level II or Level III offense.
16. Missing class or tutorial sessions without excuse.
17. Offensive language, orally or in writing.
18. Parking infractions or violations of campus vehicle operation regulations.

19. Possessing a laser pointer on School property or at School-sponsored events.
20. Possessing and/or selling "look-alike" drugs.
21. Possessing, distributing, exhibiting, and/or transmitting obscene materials, including pornography.
22. Possession of any electronic and/or telecommunication devices without permission during school hours (see "Cell Phones and Other Electronic Devices" on page 19 of the Handbook).
23. Posting published materials or holding demonstrations or meetings on School property without School approval (see "Distribution of Published Materials," pages 20-21 of the Handbook).
24. Profanity and/or obscene gestures toward other students.
25. Scuffling.
26. Single acts of disruptive behavior, including non-compliance and insubordination.
27. Throwing objects not considered an illegal weapon that can cause bodily injury or property damage.
28. Unruly, disruptive, or abusive behavior that interferes with the teacher's ability to effectively communicate with students.
29. Possession of a cellular phone/paging device during the school day.
30. Use of a skateboard, scooter, and/or roller blades while on School property.
31. Verbal or written abuse, i.e., name-calling, racial or ethnic slurs, or derogatory statements that may disrupt the school environment.

Disciplinary Consequences (not in order of progressive disciplinary measures)

1. Lunch Detention.
2. After School Detention.
3. Saturday Detention.
4. In School Suspension.
5. Assignment of school duties such as scrubbing desks or picking up litter.
6. Behavioral contracts or individually developed behavior management plans.
7. Confiscation of cell phone; a fee of \$10.00 may be charged for the return of the phone. The school is not liable for lost or stolen cell phone. All confiscated phones must be turned in to the Campus Principal's office immediately, if possible, or as soon as practicable the day the phone is confiscated.
8. Classroom management techniques.
9. Community service.
10. Cooling-off time or "time-out."
11. Counseling by teachers, counselors, or administrative personnel.

12. Demerits.
13. Confiscation of electronic devices used during the instructional day.
14. Grade reductions for academic dishonesty.
15. Loss of computer privileges/Internet access.
16. Parent/guardian contracts to restrict home privileges.
17. Parent/guardian observations in student's classes.
18. Parent/guardian conference with teacher or Campus Principal.
19. Peer mediation.
20. Placement in another appropriate classroom.
21. Restitution/restoration, if applicable.
22. School-assessed and school-administered probation.
23. Seating changes within the classroom.
24. Temporary confiscation of items that disrupt the educational process.
25. Verbal correction.
26. Voluntary peer mediation/family management classes/ community service.
27. Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-sponsored clubs or organizations.

Level II Offenses:

The following behaviors are prohibited at all School and School-related activities:

1. Abusing prescription drugs, giving a prescription drug to another student, or possessing or being under the influence of another person's prescription drug on School property or at a School-related event (except the possession of asthma or anaphylaxis medications, as allowed by "Administration of Medication" on page 27 of the Handbook).
2. Academic dishonesty (see "Academic Dishonesty" on page 37 of the Handbook).
3. Accumulating 15-20 tardies to school
4. Accumulating 15-20 tardies to class.
5. Accumulating 20 or more tardies to school
6. Accumulating 20 or more tardies to class.
7. Accumulating 50-89 DPS points within a semester.
8. Assault of another student.
9. Being a member of, pledging to become a member of, joining, or soliciting another person to join, or pledge to become a member of a public school fraternity, sorority, or gang, meaning an organization composed wholly or in part of students that seeks to perpetuate itself by taking in additional members from the students enrolled in school on the basis of the decision of its membership rather than on the free choice of a student who is qualified to fill the special aims of the organization.
10. Bullying and/or cyber-bullying as defined by the Student Handbook and/or Board policy (see
11. Amended "Freedom from Bullying and Cyber-bullying" portion of the Handbook), as well as conduct including verbal or physical harassment or threat thereof, taunting, hazing, intimidating or any other action whereby one or more individuals deliberately single out another student for cruel, mean and/or humiliating treatment.
12. Causing damage to School property in an amount equal to or greater than \$50.
13. Crafting a "hit list," meaning a list of people targeted to be harmed using a firearm, knife, or other object to be used with intent to cause bodily harm.
14. Dating Violence or Retaliation (see Amended "Freedom from Discrimination, Harassment, and Retaliation" portion of the Handbook).
15. Disrespect to teacher such as rolling eyes, sucking teeth, etc.
16. Engaging in any misbehavior that gives School officials reasonable cause to believe that such conduct will substantially disrupt the school program or incite violence.
17. Engaging in conduct similar to prohibited discrimination or harassment, even if that conduct does not rise to the level of harassment prohibited by law or School policy (see Amended "Freedom from Discrimination, Harassment, and Retaliation" portion of the Handbook).
18. Failure to comply with School guidelines regarding In-School Suspension and/or missing more than one scheduled In-School Suspension assignment without a confirmed excuse (see "In School Suspension," pages 55-55 of the Handbook).
19. Failure to comply with School rules regarding student transportation (see "Transportation" on page 22 of the Handbook).
20. False accusation of the commission of a misdemeanor or felony.
21. Falsification and/or forgery of School records.
22. Fighting or arranging a fight. Students involved in fighting will, at a minimum, be suspended for the remainder of the day.
23. Flagrant violations of the Harmony Acceptable Use Policy or other actions that corrupt the educational value of the School's computers or Internet service (see "Student Acceptable Use Policy," beginning on page 64 of the Handbook).
24. Gambling or playing cards, including but not limited to card playing, dice shooting and/or sports pools and involves the transfer of money or other personal belongings or assistance from one person to another. Bringing, trading,

or playing with any cards are prohibited. Playing cards will be confiscated.

25. Gang activity.
26. Harassment, meaning threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health or safety.
27. Hazing, meaning an intentional, knowing, or reckless act, occurring on or off School property, by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in an organization.
28. Indecent exposure or inappropriate public displays of affection, including kissing, hugging, physical conduct, etc.
29. Intentionally providing incorrect information to School officials.
30. Knife possession.
31. Leaving a School campus, classroom, or event without written permission from an administrator.
32. Misdemeanor vandalism and/or criminal mischief.
33. Possessing a razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person.
34. Possessing a stun gun, mace, or pepper spray.
35. Possessing ammunition.
36. Possessing, exhibiting, or threatening with a look-alike weapon, including without limitation, BB guns, CO2 guns, air pistols or rifles, pellet guns, or any other device designed to appear to be a firearm or other weapon.
37. Possession of stolen property.
38. Possession or use of alcohol on School property or at School-related events.
39. Possession or use of fireworks or other explosive devices.
40. Possession or use of tobacco or related products on School property or at School-related events.
41. Profanity/obscene gestures toward personnel.
42. Refusal to follow directions from a School employee or administrator.
43. Repetitive Level I Offenses – i.e., two or more Level I offenses within a semester.
44. Secret society activity.
45. Sending or posting abusive, obscene, sexually oriented, threatening, harassing, defamatory or illegal electronic messages, sexting.

46. Stealing and/or theft.

47. Suspicious drug/alcohol involvement.

48. Threats against School personnel and/or other students.

Using the Internet or other electronic communications to threaten students or employees, or cause disruption to the school program.

49. Violating the School's examination procedures (see "Examination Procedures," page 37 of the Handbook).

Disciplinary Consequences (not in order of progressive disciplinary measures)

1. Any applicable Level I Disciplinary Consequence.
2. Out-of-school suspension up to four days.
3. Expulsion (upon Discipline Committee recommendation).

Disciplinary actions may be used individually or in combination for any offense.

Level III Offenses

The following behaviors are prohibited at all School and School-related activities:

4. Accumulating 90 or more DPS points within a semester.
5. Aggravated assault.
6. Aggravated kidnapping.
7. Aggravated robbery.
8. Aggravated sexual assault
9. Any discretionary or mandatory expulsion violation under Texas Education Code, Chapter 37.
10. Any offense listed in Sections 37.006(a) or 37.007 (a), (b), and (d) of the Texas Education Code, no matter when or where the offense takes place.
11. Arson.
12. Assault.
13. Attempts to copy and/or modify another student's work files stored on a computer.
14. Burglary of a motor vehicle on campus.
15. Capital murder.
16. Commission of a felony offense listed under Title 5, Texas Penal Code.
17. Conduct punishable as a felony.
18. Criminal attempt to commit murder or capital murder.
19. Criminally negligent homicide.
20. Death threats.
21. Deliberate destruction or tampering with School computer data or networks.
22. False alarm or report.
23. Felony criminal mischief against school property, another student, or school staff.
24. Gang activity (violent).
25. Inappropriate sexual conduct.

26. Indecency with a child.
27. Issuing a false fire alarm.
28. Manslaughter.
29. Murder.
30. Persistent Level I offenses – i.e., four Level I offenses within a semester.
31. Persistent Level II offenses – i.e., two or more Level II offenses within a semester.
32. Possessing, selling, distributing, or being under the influence of inhalants.
33. Possessing, selling, distributing, or being under the influence of a simulated controlled substance.
34. Public lewdness.
35. Required registration as a sex offender.
36. Retaliation against any school employee or volunteer at any time or place.
37. Setting or attempting to set fire on school property (not arson).
38. Sexual abuse of a young child or children.
39. Sexual assault.
40. Targeting another individual for bodily harm.
41. Use of the School's Internet access to engage in conduct that constitutes felony criminal mischief and/or deliberate attempts to bypass installed computer security software.
42. Use, exhibition, or possession of a firearm, illegal knife, club, or prohibited weapon.
43. Use, sale, possession, distribution, or being under the influence of marijuana, controlled substances or illicit drugs, or alcoholic beverages on School premises or during any School activity, regardless of location.

Disciplinary Consequences (not in order of progressive disciplinary measures)

1. Any applicable Level I or Level II Disciplinary Consequence
2. Out of school suspension for five–ten days.
3. Expulsion.

CONSEQUENCES

Detention

Detention may be held on each day during school for up to eight hours. Students who serve detention must make arrangements to be picked up from school. Parents may request in person a delay of the detention; no phone calls or notes will be accepted. There are two types of detention: After School and Saturday.

After School Detention

1. Students will bring materials to work on – homework or books to read from the Library; only school acceptable

materials are permitted. Classroom materials may be sent by a teacher.

2. Students will not be permitted to go to their lockers during detention; all materials must be brought to the detention room when reporting.
3. Sleeping is not permitted.
4. Do not address staff, teachers, or other students.
5. Students should use the restroom before detention starts and be prepared to stay in the detention room for the entire length of time, except during an emergency.
6. Students will follow all rules concerning classroom behavior. Failure to comply will mean suspension from school.
7. Any student assigned to the detention room must stay the entire time. Students refusing to sit their time will be suspended from school.
8. Detention time will be assigned within forty-eight hours of the Assistant Principal meeting with the student. This allows the parent time to make transportation arrangements.
9. Students placed on after school detention will not be permitted to participate in any extra-curricular activities that day.
10. If a student arrives to detention room five minutes after designated time without a confirmed excuse, the student will not be allowed into detention room, and the miss will be considered unexcused. This will result in one day out of school suspension, and the student will be required to make up the detention.
11. If a student does not turn in a Parent Notification Form on the due date without a confirmed excuse, he or she will have another after school detention.

Saturday Detention

Saturday Detention serves as an alternative to in school suspension for violation of school rules, and prevents students from losing instruction time. During the hours of detention, students work to increase academic skills, engage in activities to improve self-concept, and address discipline issues.

Students who attend Saturday Detention may receive academic assistance and may be given the opportunity to do homework, make-up or remedial work, under the supervision of a teacher. Each student will be given a Behavior Modification Packet which may help students to understand why their misbehavior through introspection. This counseling will guide students toward acceptable behavior alternatives through goal setting exercises. Students may also do some physical exercises during detention.

Written notification of a Saturday detention is sent home with the student. This notification lists the cause for and date of the detention. The only acceptable excuse for not attending a Saturday detention is a verified (doctor's note) illness of the student.

Rules

1. Saturday Detention will be held 9:00 a.m. to 12:00 p.m. in the school cafeteria. Parents are expected to provide transportation to and from detention, and students are required to wear their school uniforms. Should a student arrive late for a Saturday Detention without a note for an "emergency excuse," he or she will be assigned the next scheduled Saturday Detention. A second late arrival to an assigned Saturday Detention will result in out-of-school suspension beginning on the following Monday, plus attendance at the next Saturday Detention.
2. If an emergency arises and the student cannot attend, the parent must contact the Assistant Principal. If the reasons are acceptable, the detention will be rescheduled. If a student does not participate in scheduled Saturday detention without any confirmed excuse, the student will receive one day out of school suspension plus attendance at the next scheduled Saturday detention.
3. Students left at the school after 12:30 p.m. will be unsupervised. The school is not responsible for students who are left after 12:30 p.m.
4. Students may be asked to bring appropriate materials with which to work.
5. No radios, food, beverage, candy, comic books, etc. allowed during Saturday Detention.
6. Students will be expected to work the entire time while at Saturday Detention. Any student not working will be removed from the detention and referred to the Assistant Principal. Any student acting disruptively will be removed from Saturday Detention and be referred to the Assistant Principal for further disciplinary action. Parents will be notified regarding the infraction immediately.
7. No student is permitted to sleep during Saturday Detention.
8. Lavatory privileges will be at discretion of the Saturday Detention administrator.
9. If a student does not turn in Parent Notification form on the due date without any confirmed excuse, he or she will have another after school detention.

Failure to follow these guidelines may result in one day of out of school suspension, plus attendance at the next scheduled Saturday Detention or any other Level I offense.

Suspension

The school utilizes two kinds of suspension: in school suspension and out of school suspension.

In School Suspension

The following rules and regulations apply to all students assigned to in school suspension:

1. Students must report to the detention room at 8:00 a.m. Students arriving after 8:05 a.m. will be counted as absent. In school suspension will be run from 8:00 a.m. until dismissal time.
2. Students will bring materials to work on, including an in school suspension assignment with their teachers' names, subjects, and assignments. Students are responsible for obtaining assignments from each teacher.
3. Students must sign in when reporting to the detention room, and sign out when the suspension period is over. Students may not leave the detention room without permission from an Assistant Principal. Without assistant principal permission, a student cannot go out of detention room. Students are to keep clean the detention room.
4. No talking or conversations. Students must be seated at all times. No physical contact of any kind between students is allowed.
5. Students will not be permitted to go their lockers. All materials must be brought to the room when reporting.
6. Students will not be permitted to go to lunch. They will have their lunch in detention room. Students may not bring food or drink into the detention room other than lunch time.
7. No disruptive behavior will be allowed.
8. Unexcused absences from suspension will be referred to the Assistant Principal.
9. No visits by parents, relatives or other students are allowed.
10. Sleeping is prohibited.
11. Transportation to the in-school suspension site is the responsibly of the student and his or her parent(s). Transportation arrangements must be made prior to arrival at the site. Telephones are not available for student use.
12. Students must abide by the provisions of this Handbook and the Student Code of Conduct during their suspension period.
13. A student who misses a scheduled in school suspension without a confirmed excuse will be assigned one day out of school suspension. The missed in school suspension period will be rescheduled. If a student misses more than one scheduled in school suspension without a confirmed excuse, he or she may be subject to expulsion.

Failure to follow these guidelines will be reported to the Assistant Principal for further action, which may include up to three days of out of school suspension or any other Level I offense.

Out of School Suspension

Notice of suspension and the reasons for the suspension will be given to the student by the Assistant Principal after a Discipline Committee meeting. The student shall receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension within the same

number of school days the student was absent on suspension. A suspension period shall not last longer than five days.

DISCIPLINARY PROCESS

The Principal will designate one Assistant Principal as the campus Dean of Discipline. The Dean of Discipline will form a Discipline Committee to review decisions regarding student discipline at the request of the Principal. The Discipline Committee may review all offenses under the Code of Conduct. The Principal will review the Discipline Committee's recommendation and issue an appropriate consequence. For all decisions not involving out of school suspension lasting five or more days or expulsion, the Principal's decision is final. Special rules apply when the Discipline Committee recommends out of school suspension lasting five or more days or expulsion.

CONFERENCES, HEARINGS AND APPEALS

All students are entitled to conferences, hearings, and/or appeals of disciplinary matters as provided by state and federal law and school policy.

PROCESS FOR SUSPENSIONS LASTING UNDER FIVE DAYS

In addition to the above list of Code of Conduct violations, the Discipline Committee and/or Principal have the authority to suspend a student for a period of up to five school days for any of the following additional reasons:

1. The need to further investigate an incident,
2. A recommendation to expel the student, or
3. An emergency constituting endangerment to health or safety.

Prerequisites to Suspension

Prior to suspending a student, the Principal or designee must attempt to hold an informal conference with the student to:

1. Notify the student of the accusations against him/her,
2. Allow the student to relate his or her version of the incident, and
3. Determine whether the student's conduct warrants suspension.

Notification to Parents/Guardians

If the Principal or designee determines the student's conduct warrants suspension during the school day, the Principal or designee will make reasonable effort to notify the student's parent(s) that the student has been suspended before the student is sent home. The Principal or designee will notify a suspended student's parent(s) of the period of suspension, the grounds for the suspension, and the time and place for an opportunity to confer with the Principal.

Credit During Suspension

A student shall receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension within the same number of school days the student was absent on suspension.

PROCESS FOR OUT-OF-SCHOOL SUSPENSIONS OVER FIVE DAYS AND EXPULSION

Notice

When the Discipline Committee and/or the Principal determine that a student's conduct warrants suspension for more than five days or expulsion, but prior to taking any expulsion action, the Principal or designee will provide the student's parent(s) with written notice of:

1. The reasons for the proposed disciplinary action; and
2. The date and location for a hearing before the Principal, within five school days from the date of the disciplinary action.

The notice shall further state that, at the hearing, the student:

3. May be present;
4. Shall have an opportunity to present evidence;
5. Shall be apprised and informed of the school's evidence;
6. May be accompanied by his or her parent(s); and
7. May be represented by an attorney.

Hearing Before Principal

The school shall make a good faith effort to inform the student and the student's parent(s) of the time and place for the hearing, and the school shall hold the hearing regardless of whether the student, the student's parent(s) or another adult representing the student attends. The Principal may audio record the hearing.

Immediately following the hearing, the Principal will notify the student and the student's parent(s) in writing of his or her decision. The decision shall specify:

1. The length of the suspension or expulsion, if any;
2. When the expulsion is not permanent, the procedures for re-admittance at the end of the expulsion period; and
3. The right to appeal the Principal's decision to the Cluster Superintendent.

The notice shall also state that failure to timely request such a hearing constitutes a waiver of further rights in the matter.

Appeal to the Cluster Superintendent

The student or his or her parent(s) may appeal the expulsion decision to the Cluster Superintendent by notifying the Principal in writing within seven calendar days of the date of receipt of the Principal's decision. The Cluster Superintendent will review the audio or transcribed record from the hearing before the Principal and notify the student and his or her parent(s) of the

Appeal Decision, in writing, within ten calendar days of the date of the appeal.

Appeal to the Board of Directors

The student or his or her parent(s) may appeal the expulsion decision to the Board of Directors by notifying the Cluster Superintendent in writing within seven calendar days of the date of receipt of the Appeal Decision. The Board will review the audio or transcribed record from the hearing before the Principal and the Appeal Decision of the Cluster Superintendent at a specially called meeting. The Board will notify the student and his or her parent(s) of its decision, in writing, within five calendar days of the hearing.

The decision of the Board is final and may not be appealed.

Discipline consequences will not be deferred pending the outcome of an appeal of an expulsion to the Board.

No Credit Earned

Except when required by law, students will not earn academic credit during a period of expulsion.

Emergency Placement and Expulsion

If the Principal or designee reasonably believes a student's behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with students in a class, with the ability of a student's classmates to learn, or with the operation of the school or a school-sponsored activity, the Principal or designee may order immediate removal of the student. Immediate suspension may be imposed by a Principal or designee if they reasonably believe such action is necessary to protect persons or property from eminent harm. At the time of such an emergency removal, the student will be given verbal notice of the reason for the action and appropriate hearings will be scheduled within a reasonable time after the emergency removal.

PLACEMENT OF STUDENTS WITH DISABILITIES

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

Suspension/Expulsion Requirement

A student with a disability shall not be excluded from his or her current placement pending appeal to the Board of Directors for more than ten days without ARD Committee action to determine appropriate services in the interim. Pending appeal to a special education hearing officer, a student with a disability shall remain in the present education setting, unless the school and parents agree otherwise.

GUN-FREE SCHOOLS ACT

In accordance with the Gun-Free Schools Act, the school shall expel, from the student's regular program for a period of one year, any student who is determined to have brought a firearm, as defined by federal law, to school. The Principal may modify the term of expulsion for a student or assess another comparable penalty that results in the student's expulsion from the regular school program on a case-by-case basis.

For the purposes of this law, "firearm" means:

1. Any weapon – including a starter gun – which will, or is designed to, or which may readily be converted to expel a projectile by the action of an explosive from the frame or receiver of any such weapon;
2. Any firearm muffler or firearm silencer;
3. Any destructive device. "Destructive device" means any explosive, incendiary or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than 1/4 ounce, mine, or device similar to any of the preceding described devices. It also means any type of weapon – other than a shotgun shell or a shotgun that is generally recognized as particularly suitable for sporting purposes – by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than 1/2 inch in diameter; and any combination of parts either designed or intended for use in converting any device into a destructive device as described, and from which a destructive device may be readily assembled.

POSITIVE REINFORCEMENT SYSTEM

Harmony Public Schools is excited to announce its new Positive Reinforcement System ("PRS")! PRS is specially designed to give students the opportunity to be recognized and rewarded for good behavior.

Each time a student is observed performing a random act of kindness, helping a classmate, or assisting a teacher, he or she may be rewarded with a PRS point. (In addition to these examples, there are several other ways to earn PRS points.) Points are accumulated throughout the school year, and students can use them to participate in field trips, free dress days, and other fun activities. PRS points can even be used to reduce DPS points!

Please help us encourage your child to earn PRS points. A sample listing of PRS point-eligible behavior can be found in the chart below.

Please read following to understand how PRS and DPS work:

There are 3 types of behavior items that can be given to a student:

- PRS from teacher: Counts towards PRS. Cancels DPS which is given from that teacher only.

- **Negative Points from Teacher:** Counts towards DPS.
- **Positive Points from Admin:** Doesn't count towards PRS. Used usually for serving punishment or DPS cancellation. For example: Serving Lunch Detention (+5), or Not receiving DPS point in 5 consecutive days (+5)... etc.
- PRS point of a student is the total of all Positive points that are given by each teacher (admin positive points do not count)
- DPS point of a student is the total of each teachers (Negative Points – Positive Points) to that student. If this value is negative (More (+) than (-)) then this value is (0)

PRS-Helping Teacher without being asked
PRS-Perfect Hallway Behavior
PRS-Perfect Dress code
PRS-Honesty
PRS-Turning all work in on time for a three-week period
PRS-Having all supplies during a random supply check
PRS-All "A's" for a six-week period
PRS-Helping a fellow student without being asked
PRS-Random act of Kindness
PRS-Volunteering in any school activities or events
PRS-Going above the requirements of a project/assignment
PRS-Active Participation
PRS-Donation to the school
PRS-Saturday Detention
PRS-Being a positive role model
PRS-Academic Improvement
PRS-Behavioral Improvement

SECTION V: ESPECIALLY FOR PARENTS

YOUR INVOLVEMENT AS A PARENT

A student's education succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication. Your involvement in this partnership may include:

1. Encouraging your student to put a high priority on education and working with your student on a daily basis to make the most of the educational opportunities the school provides.
2. Becoming familiar with all of your student's school activities and academic programs, including special programs, offered in the school. Discuss with the teacher or Principal any questions you may have about the options and opportunities available to your student.
3. Monitoring your student's academic progress and contact teachers as needed.
4. Attending scheduled conferences and requesting additional conferences as needed.
5. Becoming a school volunteer or participating in campus parent organizations.

SURVEYS AND ACTIVITIES

Students will not be required to participate without parental consent in any survey, analysis, or evaluation – funded in whole or in part by the U.S. Department of Education – that concerns:

1. Political affiliations or beliefs of the student or the student's parent(s).
2. Mental or psychological problems of the student or the student's family.
3. Sexual behavior or attitudes.
4. Illegal, antisocial, self-incriminating or demeaning behavior.
5. Critical appraisals of individuals with whom the student has a close family relationship.
6. Relationships privileged under law, such as relationships with lawyers, physicians and ministers.
7. Religious practices, affiliations, or beliefs of the student or parents.
8. Income, except when the information is required by law and will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

Parents will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis or evaluation.

"Opting Out" of Surveys and Activities

Parents have a right to receive notice of and deny permission for their child's participation in:

1. Any survey concerning the private information listed above, regardless of funding.
2. School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing or selling that information.
3. Any non-emergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law.

NOTIFICATION OF TEACHER QUALIFICATION

At the beginning of each school year, the school will notify the parent of each student attending with information regarding the professional qualifications of their student's classroom teachers. The school will also provide this information upon request from a parent. The notification will include, at a minimum:

1. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
3. Undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree; and
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

COMMUNICATION

Communication between parents and school staff is a key component of student success. Parents are responsible for notifying the school of any change of address, telephone number, or e-mail address. Parents may contact school staff by using several methods, including:

- Calling a teacher's extension during school hours (8:00 a.m.–4:30 p.m.). Teacher phone extensions are available at the front desk. If the teacher is conducting class, please leave a voice message. The teacher will respond as soon as possible.
- Sending an e-mail to teachers. Teacher e-mail addresses are available at the front desk.

- Checking a student's progress and conduct on-line by viewing the school website and logging into your child's database account.
- Checking the weekly mail envelope, and signing and returning included documents and having your student timely return them to their homeroom teacher.
- Checking the "Letters and Messages to Parents" board in the front office.
- Checking the school marquee in front of the school, if available.

PARENT AND STUDENT COMPLAINTS AND CONCERNS

Student and/or parental complaints shall be submitted in writing on a form provided by the school. Copies of documents that support the complaint shall be attached to the complaint form or presented at the Level One conference. After the Level One conference, no new documents may be submitted unless their existence was unknown to the complainant before the Level One conference. A complaint that is incomplete may be dismissed.

For purposes of this policy, "days" shall mean calendar days and announcement of a decision in the student's or parent's presence shall constitute communication of the decision.

Level One

The student or parent shall request in writing a conference with the appropriate Assistant Principal within three days from the time the event(s) causing the complaint were or should have been known. Following a conference, the appropriate Assistant Principal shall have seven days to respond.

Level Two

If the student or parents is not satisfied with the Level One decision, or if no decision is provided, the student or parent may request in writing a conference with the Principal or designee. The request must be filed within seven days of the Level One decision or the response deadline if no decision is made. The Principal or designee shall hold the conference within seven days of the request.

The student or parent shall submit a signed statement of the complaint, any evidence supporting the complaint, and the date and results of the conference with the Principal. The Principal or designee shall have seven days following the conference to respond.

Level Three

If the student or parent is not satisfied with the Level Two decision, or if no decision is provided, the student or parent may request in writing a conference with the Cluster Superintendent or designee. The request must be filed within seven days of the Level Two decision or the response deadline if no decision is

made. The Cluster Superintendent or designee shall hold the conference within seven days of the request.

The student or parent shall submit the documentation submitted to Principal, and the date and results of the conference with the Principal. The Cluster Superintendent or designee shall have seven days following the conference to respond.

Level Four

If the student or parent is not satisfied with the Level Three decision, or if no timely decision is provided, the student or parent may submit to the Superintendent of Schools or designee in writing a request for a hearing before the Board of Directors. The request must be filed within seven days of the Level Three decision or the response deadline if no decision is made. The student or parent shall be informed of the date, time, and place of the hearing.

The Board of Directors shall hear the student or parent complaint, and may set a reasonable time limit for presenting the complaint. Only written documentation and issues previously submitted and presented by the student or parent and the school will be considered. An audiotape recording of the hearing shall be made.

The Board of Directors shall communicate its decision, if any, orally or in writing before or during the next regularly scheduled Board meeting. If no decision is made by the end of the next regularly scheduled Board meeting, the Level Three decision shall be upheld. The Board may not delegate its authority to issue a decision, and any decision by the Board of Directors is final and may not be appealed.

If the complaint involves concerns or charges regarding an employee, it shall be heard by the Superintendent in closed meeting unless the employee to whom the complaint pertains requests that it be heard in public.

ANNUAL NOTICE OF PARENT AND STUDENT RIGHTS (ANNUAL FERPA CONFIDENTIALITY NOTICE)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (eligible students) certain rights with respect to the student's educational records. These rights include the following:

The Right to Inspect and Review

Parents and/or eligible students have the right to inspect and review the student's educational records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the Principal a written request that identifies the record(s) they wish to inspect. The school will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the student's

educational records, the school shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.

The school shall not destroy any educational records if there is an outstanding request to inspect and review the records under this section. The school may charge a reasonable fee for a copy of an education record that is made for the parent or eligible student, unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's education records. The school will not charge a fee to search for or to retrieve the educational records of a student.

If the educational records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information about that student.

The Right to Seek Amendment of the Student's Educational Records

Parents and/or eligible students may ask the school to amend a record that they believe is inaccurate, misleading, or otherwise in violation of the privacy rights of the student. Such a request must be made to the Principal in writing, clearly identify the part of the record the parent or eligible student wants changed, and specify why it is inaccurate or misleading. The school will decide whether to amend the record as requested within a reasonable time after the school receives the request. If the school decides not to amend the record as requested by the parent or eligible student, it will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment.

If, as a result of the hearing, the school decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, the school decides that the information in the educational record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school, or both. If the school places an amended statement in the educational records of a student, it is obligated to maintain the amended statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

The Right to Consent Prior to Disclosure

Parents and/or eligible students have the right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A "school official" is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Directors; a person or company with whom the school has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another open-enrollment charter school, school district, or private school in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

The Right to File a Complaint

Parents and/or eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. These complaints should be addressed as follows:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

Access to Medical Records

Parents are entitled to access their students' medical records.

Notice for Directory Information

Under FERPA, the school must, with certain exceptions, obtain written consent prior to the disclosure of personally identifiable information from a student's education records. However, the school may disclose appropriately designated "directory information" without written consent, unless a parent or eligible student has advised the school, in writing, to the contrary. The primary purpose of directory information is to allow the school to include this type of information from a student's education records in certain school publications.

The school has designated the following categories of information as directory information:

- Student's name.
- Parent/Guardian name.
- Address.
- Current campus of attendance

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be released to outside organizations without prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks and/or businesses or members of the public seeking information about a student under the Texas Public Information Act. In addition, two federal laws require the school to provide military recruiters, upon request, with student names, addresses and telephone listings, unless a parent or eligible student has advised the school that they do not want the student's information disclosed without prior written consent.

Any parent or eligible student who does not want the school to disclose directory information from the student's education records without prior written consent must notify the school in writing by completing and returning the "Use of Student Photos and Directory Information Opt Out Form" no later than the end of the first week of instruction after the student is enrolled.

Technology Mission Statement

The school is committed to utilizing the maximum potential of technology to enhance student learning and increase teacher effectiveness by providing students with technology-related experiences. Recognizing the ever-changing influences of technology on all aspects of our lives, the school is dedicated to providing an integrated technological curriculum for all students and staff members. Students will have access to the technology necessary to produce, manage, communicate and retrieve information in an efficient manner for educational use. In the attainment of both present and future goals, the school will provide a continually evolving staff development program oriented toward the integration of technology in areas of curriculum.

Instructional Resource

The school is proud to bring network and Internet access to school employees and students, and believes the Internet offers many diverse and unique resources to both students and staff. The school's goal in providing this service to staff and students is to promote educational excellence in schools by facilitating resource sharing, innovative teaching, and communication skills.

Students and staff have access to numerous research oriented and instructional resources via the Internet. On-line encyclopedias, professional journals, and databases filled with timely information on thousands of topics are just a few of the resources provided.

On-campus computers have the technology necessary to support student research and to promote academic achievement.

Student Safety

The school is aware that resources which are inappropriate or not designed for use in the educational setting may be accessed on the Internet. To protect students and staff from such inappropriate material, the school's Internet access is filtered with one of the highest-rated Internet filtering systems available. However, users must recognize that it is impossible for the school to restrict access to all controversial material and individuals must be responsible for their own actions in navigating the network.

Purpose

The purpose of this policy is to ensure school-level compliance with all procedures and regulations regarding the local area network and Internet usage. All students, parents, teachers, administrators and school employees who obtain their Internet access through the school are expected to use these services appropriately.

User Responsibilities

The use of the Internet is a privilege. Abusive conduct will lead to the privilege being revoked. The school is providing Internet resources for educational purposes only. Student/staff use of Internet resources must be related to an expressed educational and/or administrative goal or objective.

1. The use of the school's Internet and computer network must be in support of educational goals, research, and class assignments and be consistent with the educational objectives of the school.
2. Users must have a valid, authorized account to access the network, and use only those computer resources that are authorized. Accounts may be used only in accordance with authorized purposes.
3. Individual accounts may be used only by the owner of the account except where specifically authorized by the school administration. In the case of class accounts, all use must be under the supervision of the sponsoring teacher/supervisor.
4. The user is responsible for safeguarding the computer account. Users are expected to protect access to accounts by periodically changing the password and keeping it confidential. They must respect the privacy of others by not tampering with their files, passwords or accounts.

Policy – Terms and Conditions

Acceptable Use

Users are to properly use school network resources for educational and/or administrative purposes. Respectful and responsible network etiquette and behavior should be in keeping with the school's mission statement. Students and staff are

expressly prohibited from accessing obscene, profane, vulgar, or pornographic sites or materials.

Students are prohibited from sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation or illegal. This prohibition applies to conduct off school property if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring or sharing obscene, sexually oriented, lewd or otherwise illegal images or other content will be disciplined according to the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement.

Monitored Use

Electronic mail transmissions and other use of the electronic communications system by students and employees shall not be considered confidential and may be monitored at any time by designated school staff to ensure appropriate use for educational or administrative purposes. Forgery or attempted forgery of electronic mail messages is prohibited. Only the school's authorized IT Manager may read, delete, copy or modify the electronic mail of other system users.

Vandalism

Vandalism is defined as any malicious attempt to harm, disrupt or destroy data of another user of the school's network or any other agencies or networks that are connected to the Internet. This includes, but is not limited to, the uploading or creating of computer viruses. Any of these actions may be viewed as violations of school policy, administrative regulations and, possibly, as criminal activity under applicable state and federal laws. Users must respect the privacy of other users, and will not intentionally seek information on, obtain copies of, or modify any file, data, or password belonging to another user, or represent themselves as another user unless explicitly authorized. Deliberate attempts to degrade or disrupt system performance and/or degrade, disrupt or bypass system security are violations of school policy and administrative regulations, and may constitute criminal activity under applicable laws.

Any prohibited behavior under this policy will result in the cancellation of technology privileges. The school will, in accordance with school policy, cooperate with local, state, or federal officials in any investigation concerning or relating to misuse of the school's network.

Network Etiquette

Each network user is expected to:

1. Be polite (i.e., an all-caps message implies shouting);
2. Use appropriate language;
3. Refrain from any activity that may be considered "cyber bullying," including but not limited to threats of violence,

extortion, obscene or harassing messages, harassment, stalking, child pornography, and sexual exploitation;

4. Maintain confidentiality of the user, colleagues, and students;
5. Respect copyright laws; and
6. Be respectful in all aspects of network use.

Consequences

Violation of the school's policies and procedures concerning use of the computer on the network will result in the same disciplinary actions that would result from similar violations in other areas of school policy, including the Student Code of Conduct. Any or all of the following consequences may be enforced if a student violates the terms of this policy:

1. Loss of computer privileges/Internet access, with length of time to be determined by campus administration.
2. Any campus-based disciplinary consequence, including suspension, as deemed appropriate by the administration.
3. Suspension may be considered for flagrant violations or violations that corrupt the educational value of the computers or the Internet.
4. Expulsion may be considered in instances where students have used the school's Internet access to engage in conduct that constitutes felony criminal mischief, and/or have deliberately attempted to bypass installed security software or copy/modify another student's work files.

Harmony Public Schools Acceptable Use Agreement Acknowledgement Form

I have read and agree to abide by the Harmony Public Schools Student Acceptable Use Policy. I further understand that any violation of this policy may constitute a criminal offense. Should I commit any violation, my Internet and computer access privileges may be revoked, and school disciplinary action and/or appropriate legal action may be taken.

(If you are under the age of 18 a parent or guardian must also read and sign this agreement.)

As the parent or guardian of this student, I have read the Harmony Public Schools Student Acceptable Use Agreement. I understand that this access is designed for educational purposes. Harmony Public Schools has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the school to restrict access to all controversial materials and I will not hold the school responsible for materials transmitted on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Harmony Public Schools Electronic Communication Device Commitment Form (Regulation Of Electronic Communication Devices)

Electronic communications at school and at school-related functions are subject to regulation by the school.

This Electronic Communication Device Commitment Form grants authority and permission to the school to regulate electronic communication devices when these devices are brought to and/or used while on school property or when attending school related functions and events. Such communication devices include but are not limited to cellular phones, pagers, PDAs, and pocket computers. These regulations are made necessary in light of the unique opportunities these devices create for violations of law, school policies and to perpetrate conduct disruptive of an educational environment essential to the school's educational program. These concerns are exacerbated by electronic security protections and the personal size of these devices which are often carried concealed in pockets and purses.

Therefore, all students who would possess or use such devices on school property or at school-related activities are required to sign this form together with their parent, guardian or other adult person having the authority of a parent for school purposes.

Each of you, by your signature below, agrees to the following:

1. The possession and use of cellular phones, pagers, PDAs and other electronic communication devices by a student on school property or at school-related events is a privilege and not a right.
2. Students are required to keep all electronic communication out of sight and turned off during school hours.
3. In consideration for the privilege to possess and use such devices on school property and at school-related events, the school is authorized and has my full consent to confiscate, power on or off, manipulate and do all things necessary to search my device and recover or intercept communications (including but not limited to text messaging) when reasonable suspicion exists that such device has been used to transmit or receive communications in violation of law, the Student Code of Conduct, school policy or regulation.

I further understand, agree and consent that an electronic communication device used or possessed in violation of law, the Student Code of Conduct, school policy or regulation is subject to confiscation and may cause the loss of the privilege to possess and use such devices on school property and at school-related events for an indefinite period of time.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Use of Student Photos and Directory Information Opt Out Form

You have the right to choose whether your student's information is released or not. Please check a box in the appropriate column below and return this form to your student's school no later than the end of the first week of instruction after the student is enrolled. **Parents, guardians, or eligible students who do not check a box, or who do not return this form, give their implied consent for release of directory information, consent to student photographs, and consent to release directory information to the military (grades 9-12 only).** If you do not wish to allow disclosure of this information, please return this form directly to the school either in person or by U.S. mail. If you have more than one student enrolled, you must complete a separate form for each student.

Information About the Military

The military requests, and is entitled to, the names, telephone numbers, and addresses of high school juniors and seniors, unless the parent, guardian or eligible student checks Box C in the high school portion of this form. The military typically requests this information in the Fall semester of each academic year. **If you do not want information to be released to the military, you must return this form by October 1st in order to ensure that your preferences are entered in time.** Parents, guardians and eligible students are encouraged to remember that checking Box C means that the school will not release student information to the military, but it does not mean that the military might not gather student information from other sources not affiliated with the school.

<p>ALL STUDENTS</p> <p>PLEASE MARK EACH APPLICABLE SPACE:</p> <p>A. <input type="checkbox"/> I do NOT consent to the release of directory information about the student named below outside the Harmony Public Schools system to sources such as an institution of higher education or newspapers and other media, except as authorized by law.</p> <p>B. <input type="checkbox"/> I do NOT consent to the release of photographs or directory information within the Harmony Public Schools system such as yearbooks, rosters for sports information, programs or articles.</p>	<p>ALL STUDENTS IN GRADES 9-12</p> <p>RELEASE TO MILITARY:</p> <p>C. <input type="checkbox"/> I do NOT consent to the release of the above directory information to the military about the student named below.</p>
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PRINT Student's Full Legal Name

Students Date of Birth (month/day/year)

PRINT Parent/Guardian/Full Legal Name

Parent/Guardian Signature

Date (month/day/year)

**HARMONY PUBLIC SCHOOLS STUDENT/PARENT HANDBOOK 2013–2014 SCHOOL YEAR
ACKNOWLEDGMENT AND APPROVAL OF STUDENT/PARENT HANDBOOK**

My signature below acknowledges that the School has made the Harmony Public Schools Student/Parent Handbook available to me; that I have been given notice of the rules, responsibilities and consequences outlined in the Student Code of Conduct; that I have been informed that when I or my child is enrolled at the school, all information herein is applicable to me, my child, and all school staff; and that I have expressed intent to review this Handbook and the Student Code of Conduct contained within and to abide thereby.

By signing below I also agree with the contents of above-mentioned "Acceptable Use Agreement Acknowledgement Form" and "Electronic Communication Device Commitment Form (Regulation of Electronic Communication Devices)"

Student Name: _____ (Please Print)

Last

First

MI

Grade: _____

Student Signature

Date

Parent/Guardian Signature

Date

PERMISSION FOR VIDEOTAPING AND AUDIOTAPING INSTRUCTION FOR EDUCATIONAL PURPOSES

Harmony staff may choose to record video or audio of instruction for educational purposes. For example, teachers may wish to record demonstration lessons for the benefit of other teachers to view to help the education of all students. These recordings may be published or distributed.

Parents / guardians have the right to decline to allow their student to participate in such recordings. However, we request all accept this policy for the educational benefit of all.

Each of you, by your signature below, agrees to the following:

The student below may appear in video or audio recordings of instruction or student work authorized by teachers or administrators which may be published or distributed.

(Printed name of student)

(Signature of student)

Date

(Signature of parent/guardian)

Date

Please remove this page after it is signed, and return it to the Front Office.

Thank you for allowing our staff the opportunity to partner with you in the education of your child.

Uniform Top

All students must wear the Harmony School uniform shirt. This shirt must be purchased from the school, and may not be substituted with a plain red polo shirt. (See "Dress and Grooming" on page 16 for more information.)



Uniform top for K-5

Girls and Boys – will be sold at school



Uniform top for 6-8

Girls and Boys – will be sold at school



Uniform top for high school

Girls and Boys – will be sold at school



HARMONY PUBLIC SCHOOLS

Where Excellence is Our Standard

HARMONY PUBLIC SCHOOLS

9321 W. Sam Houston Pkwy. S. Houston, TX 77099

www.harmonytx.org

**TRADEMARK & INTELLECTUAL PROPERTY
LICENSE AGREEMENT**

This TRADEMARK & INTELLECTUAL PROPERTY LICENSE AGREEMENT (the "Agreement") is entered into as of _____, 20__ for the 20_-20_ school year ("Effective Date"), by and between Harmony Public Schools, a Texas-based non-profit organization ("Licensor"), and the _____ operating as _____, a(n) _____ corporation ("Licensee"). Each of Licensor and Licensee are sometimes referred to hereinafter as a "Party" and collectively, as the "Parties."

RECITALS

Whereas Licensor's mission includes operating and supporting high quality public schools that provide students with skills and knowledge needed for success in college and the workplace; and

Whereas Licensor holds and owns, by common law, the trade names, trademarks, service marks, trade dress and/or associated applications or registrations identified on Schedule A ("Licensed Marks"), and has currently or will soon apply for state and/or federal registration of such marks;

Whereas Licensor owns the intellectual property described and identified on Schedule B ("Licensed Intellectual Property");

Whereas Licensee desires the right to use the Licensed Marks and Licensed Intellectual Property in connection with certain non-profit educational activities in the territory identified herein; and

Whereas Licensee and Licensor are mutually committed to creating and supporting public schools where educationally underprivileged students develop the knowledge, skills, and character needed to succeed in top-quality schools, colleges/universities and the competitive world beyond;

NOW, THEREFORE, in consideration of the premises and the mutual promises herein made, and in consideration of the representatives, warranties, covenants, conditions and agreements herein contained, the Parties hereby agree as follows:

**ARTICLE 1
DEFINITIONS**

As used in this License Agreement, the following capitalized terms shall have the meanings set forth below:

1.1 "Educational Activities" shall mean non-profit educational activities and programs, encompassing grades K-12, which are financially sustainable and

designed to assist students to develop the knowledge, skills, and character needed to succeed in top-quality schools, colleges/universities and the competitive world beyond.

1.2 "Licensed Marks" means the marks (including trademarks, service marks, design marks, trade names, domain names, registrations and/or applications for registration thereof, and any common law rights pertaining thereto belonging to Licensor) identified on Schedule A. "Licensed Intellectual Property" means the property described and identified on Schedule B. Collectively the Licensed Marks and Licensed Intellectual Property are referred to hereafter as the "Licensed Property."

1.3 "Territory" means [City] , [State] and its greater metropolitan area.

ARTICLE 2 LICENSE GRANT AND RESTRICTIONS

2.1 License. As of the Effective Date, and subject to the terms and conditions of this License Agreement, Licensor hereby grants to Licensee a non-transferable, non-sub-licensable, non-assignable, non-exclusive, perpetual (subject to Article 6), fully-paid up license (the "License"), to use, reproduce, or display the Licensed Property in the Territory in connection with Educational Activities. Namely, Licensee may use the Licensed Property for school related purposes and activities and in the operation of the Licensee's charter school(s) in the Territory, and may use the Licensed Marks on packaging, manuals and documentation used in connection with the Educational Activities, and on promotional, advertising, marketing and related materials associated with the Educational Activities, and to distribute and display the foregoing in the Territory.

Licensee will provide and perform Educational Activities directed to elementary and secondary grade school children, and may expand these grade levels ranging from nursery school through the twelfth grade, as Licensee may determine, subject to Licensor's review and approval, from time to time, which approval shall not be unreasonably withheld.

2.2 Licensor Ownership. Except if and to the extent that Licensor assigns the Licensed Property back to Licensee under Section 4.2 of the Assignment Agreement, Licensee acknowledges and agrees that:

(a) the Licensed Property, all goodwill associated therewith, and all applications and registrations thereof, are owned solely by Licensor, and Licensee shall never directly or indirectly contest such ownership;

(b) all use of the Licensed Property shall inure solely to the benefit of and be on behalf of the Licensor;

(c) the Licensed Property and any and all registrations, copyrights or patents thereof (under common law, state or federal law) are valid, and Licensee shall never directly or indirectly contest their validity;

(d) the License granted herein is not intended to be and shall not be construed as an assignment, and, further, that nothing herein confers on Licensee any right, title or interest in the Licensed Property other than the limited right to use same in accordance with this Agreement;

(e) Licensor retains the right to use or to license the use of the Licensed Property for any reason and to any other persons;

(f) Licensee further acknowledges that Licensor shall also exclusively own any derivative works, innovations or improvements made to any of the Licenses Property by Licensee or any other person. Licensee agrees to sign any such documents as may be necessary to confirm Licensor's ownership of same, and as further described below.

(g) Licensee shall assist and cooperate with Licensor as to any action Licensor determines is necessary to perfect, enforce, or secure Licensor's rights, title and interest in the Licensed Property, and Licensee shall use its best efforts to protect the Licensed Property and to report promptly to Licensor any infringement of any of the Licensed Property of which Licensee has become aware.

2.3 License Restrictions. Licensor grants no rights other than those expressly granted herein. Without limitation of the foregoing, Licensee agrees that the License shall be subject to the following:

(a) Licensee shall not use, apply to register, or own any trade name, trademark, service mark, domain names, or trade dress which incorporates, is likely to be confused with, or would tend to dilute, any of the Licensed Property (provided, however, that this subsection (a) shall not apply to Licensee's use of the trade names _____, _____ and _____ so long as Licensee has not materially breached this Agreement; and

(b) Licensee shall not assign, transfer, sublicense or permit any third party the right to use any of the Licensed Marks, in whole or in part, without the prior written approval of Licensor upon such terms and conditions as Licensor may require, except as expressly permitted in Section 2/5 hereof;

(c) Licensee shall not apply for registration in its own name for any of the Licensed Marks or any mark, name, logo, or other designation, which is confusingly similar to or dilutes the distinctiveness of any of the Licensed Marks;

(d) Licensee shall not knowingly use any of the Licensed Marks or Licensed Intellectual Property in any manner or commit any other act that would

jeopardize or impair Licensor's rights in any of the Licensed Property, including knowingly using the Licensed Marks in a manner that may cause them to become generic or merely descriptive, or take any action that is intended to have the effect of invalidating any of Licensor's registrations, or applications for registration for, any of the Licensed Marks;

(e) Licensee shall not use the Licensed Property in a manner that is intended to disparage, or harm the goodwill associated with, the Licensed Marks or Licensed Intellectual Property, or in any manner which intentionally implies or indicates a partnership or other relationship between the Parties other than the Parties' relationship as contemplated under this License Agreement (for purposes of this subsection (e), the word "intent," or any version of this word, shall mean with the motive and design to bring about the result, or with knowledge that one's actions would bring about the result);

(f) Licensee will use reasonable efforts to use the Licensed Marks in material compliance with Licensor's reasonable trademark guidelines that are made applicable to all licensees, which may be developed by Licensor and furnished to Licensee from time to time;

(g) the quality of any and all goods and services with which Licensee uses the Licensed Marks shall be in compliance with the Quality Control provisions of Article 3;

(h) Licensee's foregoing acknowledgements, covenants and admissions shall survive the termination of this Agreement if the Agreement has been terminated for Licensee's material breach.

2.4 Future Claims.

(a) In the event that (i) there is a claim or demand made against Licensor or Licensee with respect to any Licensed Property, or (ii) there is a determination by a court of competent jurisdiction or by another governing authority that the right to use one or more of the Licensed Marks or Licensed Intellectual Property is unenforceable, or (iii) Licensor reasonably believes that it may be unable to obtain or maintain right to one or more of the Licensed Marks in a given jurisdiction, or (iv) Licensor reasonably believes that the use of one or more of the Licensed Marks or Licensed Intellectual Property could subject Licensor or Licensee to a claim for infringement or any other liability, Licensor may notify Licensee in writing that it is terminating or modifying the right to use the relevant Licensed Property. In the event of such notice of termination or modification, Licensee shall be permitted a reasonable period of time from the notice to stop or modify the use of the Licensed Property in accordance with the notice, but in no event shall such reasonable time be deemed to exceed thirty (30) days from the date of the notice. Licensee shall be solely responsible and liable for any claim, demand, penalty or damages arising from its continued use of the Licensed Property after this period of time, and indemnify Licensor for any claim, demand, penalty or

damages arising from its continued use of the Licensed Property, as stated in Article 5. Licensor shall not request that only Licensee (as opposed to other licensees) cease or modify use of the Licensed Property unless there are bona fide reasons for directing the request only to Licensee, including but not limited to, potential liability with respect to use only within the Territory or with respect to a use of the Licensed Property only undertaken by Licensee and not other licensees.

(b) Notwithstanding subsection (a) above, if a court or another governing authority enjoins Licensor from using or licensing the Licensed Property, then upon notice from Licensor, Licensee shall immediately cease using the Licensed Property. Licensee shall be solely responsible and liable for any claim, demand, penalty or damages arising from its continued use of the Licensed Property after such notice, and indemnify Licensor for any claim, demand, penalty or damages arising from its continued use of the Licensed Property, as stated in Article 5.

2.5 No Sublicense Rights. Licensee shall **NOT** have the right to sublicense the Licensed Property to any third party without the express written consent of Licensor, subject to Licensor's sole discretion.

2.6 Review of Licensed Marks. Upon request, Licensee shall, at no charge to Licensor, provide Licensor with samples, copies or pictures of any and all goods, packaging, documentation, manuals, advertising, marketing or other materials that bear any of the Licensed Marks or that Licensee intends to use or distribute in connection with the Marks. Licensee agrees that the quality of any goods and services with which it uses the Licensed Marks shall be comparable to the quality of goods and services with which the Licensor uses the licensed Marks, including but not limited to Licensee's compliance with Article 3 below (Quality Control) and any trademark guidelines that Licensor may issue from time to time.

ARTICLE 3 QUALITY CONTROL

3.1 Quality Control. In addition to any and all provisions of Article 2, and in order to maintain the quality of the Educational Activities and goodwill associated with the Licensed Property, Licensee agrees to the following provisions.

(a) Licensee shall comply with and be committed to Licensor's standards and philosophy of education as set forth in Schedule C ("Harmony Education Model"). Licensor hereby acknowledges that Licensee's operations and implementation of standards and philosophy of education at ___[School]_____ in ___[State]___ are, as of the date of this Agreement, in compliance with and do meet the Harmony Education Model;

(b) Licensee shall comply in all material respects with all applicable laws relating to the implementation, performance, production,

promotion, or distribution of any products or services related to the Educational Activities;

(c) Upon reasonable notice, and not more than once per year, Licensor may make a formal site visit to the facilities at which Licensee conducts Educational Activities to assure that the Educational Activities conform to the standards and philosophy of education as set forth in Schedule C. Licensee's school leaders must use their best efforts to attend any such meetings scheduled by Licensor. Licensee shall maintain complete records of its activities, and allow Licensor or its designee to review and inspect such records on reasonable notice to confirm Licensee's compliance with this Agreement. Licensor shall also require that Licensee's school leaders (as designated by Licensee) responsible for implementing and utilizing the Licensed Property to attend training provided by Licensor at least annually and/or from time to time at Licensor's reasonable discretion. The cost of this training is included in the Annual License Fee (defined below); however, Licensee shall be responsible for any travel, lodging or meal costs incurred for attending the training.

(d) If Licensor determines that Licensee has failed to comply with any of the above provisions, Licensor may notify and require Licensee to undertake the appropriate corrective action that is reasonably necessary to comply with the above provisions. Should Licensee fail or be unable to take such corrective action with respect to a failure to comply with Sections 3.19b) or 3.1(c) within the ninety (90) day period specified in Article 6. Should Licensee fail or be unable to take such corrective action with respect to a failure to comply with Section 3.1(a) within the ninety (90) day period specific in Article 6 plus an additional 270 days (i.e., for a total cure period of 360 days), subject to the other provisions thereof, then Licensor may terminate this Agreement as stated in Article 6. Licensee shall use reasonable efforts to take corrective action in a prompt matter;

(e) Licensee agrees that the nature and quality of all Educational Activities undertaken in connection with the Licensed Property shall conform to the standards set by Licensor. In order to safeguard the integrity of the Licensed Property, and to maintain the uniformity and quality of public charter schools associated with the Licensed Property, Licensee shall only purchase and utilize tools, software, and other items related to the Educational Activities and Licensed Property of the Licensee from sources approved in advance by Licensor. Licensee agrees that Licensor may require quality control tests and standards of financial viability, and shall have the sole right to determine in its discretion whether the Licensee's Educational Activities are satisfactory;

(f) Licensee shall participate in and cooperate with a multi-day formal school evaluation conducted from time to time by a team designated by Licensor. This evaluation team will assess the quality of Licensee's Educational Activities and its compliance with the terms of this Agreement. Licensee's school

leaders must use their best efforts to attend any such meetings scheduled by Licensor;

(g) Licensee shall record, respond to and resolve any complaints by parents, students or teachers regarding its Educational Activities, and shall provide Licensor, upon request, with full information and access to documents relating to any such complaints that are, or have been, subject to review by Licensee's Board of Directors. Licensee shall submit any other information related to its Educational Activities to Licensor at its request, unless otherwise prohibited by applicable federal or state law, including but not limited to FERPA.

(h) To protect the integrity of the Licensed Property, Licensee must promptly seek approval from Licensor for any proposed change in its programs or Educational Activities that involves, may use or impact the Licensed Property.

(i) To protect the integrity of the Licensed Property, Licensee recognizes the unique character of Licensor's educational program in connection with the Licensed Property, and should Licensor decide to make any changes to the educational program, Licensee shall implement all such changes directed by Licensor, to the extent permitted by law.

3.2 Trademark Enforcement and Prosecution.

(a) If Licensee learns of any third party trade name, trademark, domain name, or trade dress which is likely to cause confusion with or to dilute any of the Licensed Marks, Licensee shall immediately notify Licensor in writing with all relevant information and details. Licensee's failure to comply with this section, provided the failure is not intentional, shall not constitute grounds for termination of this Agreement.

(b) Licensor shall have the right in its sole discretion to decide what if any action to take and whether to institute and prosecute any actions or proceedings.

(c) If Licensor elects not to institute an action or proceeding, Licensee may do so only with prior written approval of Licensor.

(d) If Licensor elects to institute an action or proceeding, it may do so in its own name alone or may elect to join Licensee as a party. In the event that Licensor elects to join Licensee as a party, Licensee shall not object to such joinder.

(e) Any litigation shall be prosecuted solely at the cost and expense of the party initiating same, and all sums recovered, whether by settlement, judgment or otherwise in excess of the amount of reasonable attorney fees and other out-of-pocket expenses, shall be awarded to the party initiating the action in accordance with the above, unless a joint action is pursued in which case the parties shall divide any award based upon the respective costs incurred by the parties.

(f) Upon request of the party initiating the litigation, and at its expense, the other party shall furnish all documents and information, execute all papers, testify on all matters and otherwise cooperate in prosecuting the litigation.

(g) Licensee shall provide to Licensor all information, documents and assistance reasonable necessary for Licensor to create, maintain and enforce its rights in the Licensed Marks, including but not limited to information, documents and assistance reasonable necessary for applying for, registering or renewing the Licensed Marks, and Licensee shall execute any and all instruments reasonably necessary for these purposes.

3.3 Compliance with this Agreement. If Licensor determines, in its sole discretion, that Licensee has failed to comply with any provisions of this Agreement, Licensor may notify Licensee and require it to take corrective and/or remedial action. Such notice and requirement may include any action that Licensor deems reasonably necessary for Licensee to comply with the provisions of this Agreement, including but not limited to alterations or additions to the Licensee's Educational Activities and/or restrictions on the Licensee's use of Licensed Property. With respect to a determination by Licensor that an Educational Activity of Licensee does not comply with the provisions of this Agreement, and a subsequent determination by Licensor that Licensee has not taken adequate steps to implement corrective action within 90 days, Licensor may unilaterally terminate this Agreement.

ARTICLE 4 DISCLAIMER; LIMITATION ON LIABILITY

4.1 Disclaimer. THE LICENSED MARKS AND LICENSED INTELLECTUAL PROPERTY ARE PROVIDED "AS IS" WITHOUT WARRANTY OF ANY KIND AND LICENSOR EXPRESSLY DISCLAIMS ANY WARRANTIES OR CONDITIONS, EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, WITH RESPECT TO THE LICENSED PROPERTY, INCLUDING, WITHOUT LIMITATION, ANY WARRANTY OF MERCHANTABILITY, NONINFRINGEMENT, OR FITNESS FOR A PARTICULAR PURPOSE.

4.2 Limitations On Liability. IN NO EVENT SHALL EITHER PARTY BE LIABLE FOR ANY DIRECT OR INDIRECT LOST PROFITS OR SPECIAL, INCIDENTAL, CONSEQUENTIAL OR PUNITIVE DAMAGES (HOWEVER ARISING, INCLUDING NEGLIGENCE) ARISING OUT OF OR IN CONNECTION WITH THIS AGREEMENT.

ARTICLE 5 INDEMNIFICATION

5.1 Indemnification by Licensee. Licensee shall indemnify, defend, and hold Licensor harmless from any losses, damages, liabilities, settlements, attorney's fees, or costs that may or does arise as a result of any acts, causes of

action, demands, claims or proceedings arising from or related to its continued use of the Licensed Property as described in Section 2.4, provided that Licensor gives Licensee: a) prompt written notice of any such actions, claims or proceedings; (b) sole control, subject to Section 5.3 below, of any such actions, claims or proceedings, provided that Licensee agrees and acknowledges that the action, claim or proceeding is fully covered by Licensee's indemnification obligations herein; and (c) information in the possession of Licensor that is reasonably required for the defense of such actions, claims or proceedings.

5.2 Other License Obligations. Licensee shall promptly notify Licensor of any actions, claims, or proceedings of which it becomes aware that relate to the Licensed Property. Licensee shall not settle any action, claim or proceeding relating to the Licensed Property, including those for which Licensee must indemnify Licensor pursuant to Section 5.1, without obtaining Licensor's prior written consent.

5.3 Licensor Participation. Licensor shall have the right to directly participate in any actions, claims or proceedings arising under this Article 5. If Licensor directly participates in an action, claim or proceeding it shall bear its own attorney's fees and costs.

ARTICLE 6 TERM & PAYMENT

6.1 Term. This License Agreement shall become effective upon the Effective Date for twelve (12) months and shall automatically renew for additional one-year terms annually thereafter, subject to the termination provisions set forth in this Agreement.

6.2 Termination for Breach. Licensor may terminate this Agreement, including any license granted by Licensor herein, or any rights granted by Licensor herein with respect to any Licensed Property, at any time in the event of a material breach by Licensee of such license or a term or restriction applicable to such license or the Licensed Trademark, which remains uncured after ninety (90) calendar days written notice from Licensor or such longer period as is provided in Section 3.1(d). Notwithstanding the above, Licensor may immediately terminate this Agreement, including any license granted by Licensor herein, or any rights granted by Licensor herein with respect to any Licensed Property, if Licensee: (1) permanently discontinues or dissolves its operations or ceases to use the Licensed Marks for a period of twelve (12) consecutive months; or, (2) fails to maintain its tax exempt status under Internal Revenue Code Section 501(c)(3).

6.3 Termination at Will. Licensor may terminate this Agreement, for any reason with or without cause upon ninety (90) days written notice to Licensee.

6.3 Post Termination. Subject to Licensee re-acquiring the Licensed Property under Section 4.2 of the Assignment Agreement, upon termination of this

Agreement, Licensee shall use reasonable efforts to immediately cease all use of the Licensed Property, however, in no event shall Licensee use the Licensed Property after one-hundred twenty (120) days from the termination of this Agreement; in addition, Licensee shall indemnify and hold Licensor harmless for any action arising out of Licensee's failure to cease use of the Licensed Property upon termination of this Agreement shall constitute infringement of the Licensed Property and entitle Licensor, without limitation, to equitable relief by way of temporary restraining order and/or preliminary or permanent injunction.

6.4 Effect of Termination. Upon termination, resignation or expiration of this Agreement for any reason, Licensee will not have any right to make any use whatsoever of the Licensed Property, except as described above. To the extent that Licensee's corporate name or any Licensee property includes any of the Licensed Marks or other Licensed Property, and unless expressly agreed to in writing by Licensor, Licensee shall immediately change its name to a name that does not include any of the Licensed Marks, or any portion of same, following termination or expiration of this Agreement. Licensee may voluntarily relinquish its license rights pursuant to this Agreement following its initial one-year term by notifying Licensor in writing no later than ninety (90) days prior to the expiration of any subsequent one-year term. In the event that Licensee voluntarily elects to terminate the Agreement, and to forgo its future relationship with Licensor, it shall reimburse to Licensor a termination fee, not to exceed \$_____, intended to reimburse Licensor for a portion of the internal and external costs it has incurred in training the Licensee's school staff with the very specialized knowledge required to utilize and operate the Licensed Property.

6.5 Payment. As consideration for the licensing of the Licensed Marks and Licensed Intellectual Property, Licensee shall pay to Licensor an annual fee of \$_____ (the "Annual License Fee"). The first Annual License Fee paid from Licensee to Licensor shall be due and payable on of execution of this Agreement. For subsequent renewal terms, the Annual License Fee shall be paid quarterly per schedule below for the months of a year:

1st payment: _____ 1st 2nd payment: _____ 1st
3rd payment: _____ 1st 4th payment: _____ 1st

Any failure by Licensee to timely make the require payments to Licensor pursuant to this Section shall give rise to an additional obligation of the Licensee to pay interest to Licensor on the delinquent amounts owed at the compounding rate of 5% per annum. Any failure by Licensee to pay the Annual License Fee within ninety (90) days shall be material breach subject to immediate termination of this Agreement as described herein.

**ARTICLE 7
GENERAL PROVISIONS**

7.1 Governing Law. This License Agreement and any dispute arising from the performance or breach hereof or thereof shall be governed by and construed and enforced in accordance with, the laws of the State of Texas, without reference to conflicts of laws.

7.2 Notices. All notices, requests and other communications under this License Agreement shall be in writing and shall be personally delivered or sent by registered or certified mail, return receipt requested, postage prepaid, or by commercial overnight courier service with tracking capabilities, costs prepaid, in each case to the address specified in the spaces below the parties' respective signatures on this Agreement or such other address as the receiving party may request. Any notice required or permitted hereunder will be deemed to have been effectively given: (i) immediately upon personal delivery to the parties to be notified, 9ii) one (1) day after deposit with a commercial overnight courier service with tracking capabilities, or (iii) three (3) days after deposit with the United States Postal Service, by registered or certified mail, postage prepaid.

7.3 Severability. In the event any provision of this License Agreement is found to be invalid, illegal or unenforceable in any jurisdiction, the parties shall negotiate in good faith a valid, legal and enforceable substitute provision that most nearly reflects the original intent of the parties and all other provisions hereof shall remain in full force and effect in such jurisdiction and shall be liberally construed in order to carry out the intentions of the parties hereto as nearly as may be possible. Such invalidity, illegality or unenforceability shall not affect the validity, legality or enforceability of such provision in any other jurisdiction.

7.4 Modification; Waivers. No amendment, modification or waiver of any provision of this License Agreement shall be effective unless made in writing signed by all parties hereto. No provision of this License Agreement shall be varied, contradicted or explained by any oral agreement, course of dealing or performance or any other matter not set forth in an agreement in writing and signed by all parties.

7.5 Counterparts; Third Party Beneficiaries. This License Agreement may be signed in any number of counterparts, each of which shall be an original, with the same effect as if the signatures thereto and hereto were upon the same instrument. No provision of this License Agreement is intended to confer upon any person or entity other than the parties hereto any rights or remedies hereunder.

7.6 Assignment. This License Agreement shall not be assigned or transferred, directly or indirectly, by Licensee to any third party, whether by operation of law or otherwise, without the prior written consent of Licensor. This License Agreement shall be binding upon and inure to the benefit of the parties, and, to the extent permitted herein, their successors and assigns. Nothing herein shall be construed to limit the right of Licensor to transfer or assign the Licensed Marks or Licensed Intellectual Property or this Agreement, provided that the transferee or assignee agrees in writing to be bound by terms and conditions of this Agreement.

7.7 No Implied Waivers; Rights Cumulative. No failure on the part of any party to exercise and no delay in exercising any right under this License Agreement, or provided by statute or at law or in equity or otherwise, shall impair, prejudice or

constitute a waiver of any such right, nor shall any partial exercise of any such right preclude any other or further exercise thereof or the exercise of any other right.

7.8 Independent Contractors. Nothing contained in this License Agreement is intended implicitly, or is to be construed, to constitute the Parties as partners in the legal sense. No party hereto shall have any express or implied right or authority to assume or create any obligations on behalf of or in the name of any other party or to bind any other party to any contract, agreement or undertaking with any third party.

7.9 Entire Agreement. Except as provided in the Assignment Agreement, this License Agreement embodies the entire understanding between the Parties with respect to the Licensed Property and supersedes all previous communications, representations or understandings with respect thereto, either oral or written.

7.10 Network of Schools. Licensor will afford Licensee an opportunity to become a member of the HPS Network of Schools, subject to the same terms, standards, and conditions as are applied to all other members or applicants of the HPS Network of Schools. Any written agreement required of Licensee for membership in the HPS Network of Schools will not supersede any terms of this Agreement.

7.11 Written Notices. Any notices or other communications required to be given by either party pursuant to this Agreement shall be in writing and personally delivered or sent by certified or registered mail, or by commercial overnight courier service with tracking capabilities, costs prepaid, to the following addresses:

To Licensor:
Harmony Public Schools

9321 W Sam Houston Pkwy S
Houston, Texas 77099

To Licensee:
Lisa Academy

23 Corporate Hill Dr.
Little Rock, AR 72205

IN WITNESS WHEREOF, Licensor and Licensee have caused this Agreement to be entered into as of the Effective Date.

LICENSOR

Harmony Public Schools

Organization

By: _____

Name: _____

Title: _____

LICENSEE

Organization

By: _____

Name: _____

Title: _____

**Schedule A
("Licensed Marks")**

"H-SIMS" Database

"HPS STEM Program"

"Harmony Education Model"

Schedule B
("Licensed Intellectual Property")

"H-SIMS" Database

"HPS STEM Program"

"Harmony Education Model"

Schedule C
Licensors' Standards and Philosophy of Education

HARMONY EDUCATION MODEL

College Prep Begins in Kindergarten

A college-bound education starts in the elementary grades at Harmony schools. Beginning in kindergarten, each school focuses on developing proficiency in core subjects, and this approach continues throughout a Harmony education.

Quality Curriculum in all Core Subjects

Harmony has developed, and continues to improve; its curriculum and all core subjects meet the state's Distinguished Achievement Program criteria and exceed the Recommended High School Program.

Early Emphasis on Math and Science Education

Students attending Harmony schools begin their specialized math and science instruction in the fourth grade, enabling them to receive a strong math and science foundation from highly qualified teachers at an early age.

Safe, Small, Caring School Environments

The small classroom environment found at Harmony Schools creates an inviting, safe and purposeful environment in which students can learn to their maximum potential. The friendly and wholesome atmosphere encourages creative expression and a desire for knowledge.

In addition to academic endeavors, character education and leadership development programs are also taught at each Harmony school. Harmony's Character Education class encourages students to take responsibility for their actions, and familiarizes students with positive character traits. The program positions teachers as role models, and provides guidance on becoming productive citizens.

Home Visits and Parental Engagement

Home visits are an essential part of Harmony's parental engagement component. Every student has a home visit, and all visits are tracked and included in teacher evaluations.

Science for All

Science fairs are a tradition at Harmony. Every student works on a project of their interest in math, science, computers or engineering. We have found our students' science fair projects have been a valuable means of applying the concepts of scientific research, as well as creating a fun learning experience for our students.

Extended School Hours and Days

At Harmony, we believe every student can master the skills they need to succeed. Students who need additional academic instruction or support are provided extended after school and Saturday tutorials. These tutorials use computer-based learning aids, and dedicated educators help students understand the concepts with which they are having difficulty. Extended hours are not just for individuals needing additional help; gifted, talented and advanced students also receive extended, advanced instruction.

Efficient Performance Management

Harmony has developed a comprehensive database to empower our school community stakeholders, including students, parents, teachers and administrators. The elements of the database are adjusted to best suit the needs of each school and the network.

- Our parent portal gives Harmony parents real-time access to student grades, homework, transcripts, discipline records and library data.
- Administrators have the information and analytical tools they need to produce reports, track student progress and follow teacher assessments.
- Teachers can share classroom resources with other teachers.
- The Test Analysis module gives teachers and administrators the opportunity to customize the student's remedial work. This enables teachers to provide individualized attention to students.

SCHOOL SERVICES AGREEMENT

THIS SCHOOL SERVICES AGREEMENT (this "Agreement") is entered into as of _____, 20__ for the 20__-20__ school year ("Effective Date"), by and between Harmony Public Schools, a Texas Nonprofit Corporation ("Provider"), and _____, an _____ nonprofit corporation (the "Organization").

WITNESSETH:

WHEREAS, Organization has made application to the _____ (the "Authorizer") to operate[s] a charter school proposed to be located at _____ (the "School");

WHEREAS, Provider has an educational concept called "Harmony Education Model" whereby Provider provides a rigorous (prepares students for college), relevant (reinforces core subject skills including STM courses) education for all students. Student achievement/outcome will be built on 3 core principles within the school model: a challenging math and science curriculum supported by theory; a focus on assessment; and a culture of constructive competition, discipline and parental engagement.

WHEREAS, Organization desires to obtain Provider's services in connection with its school programs to be offered by the School pursuant to the terms and conditions contained herein; and

WHEREAS, concurrently herewith Provider and Organization have entered into that certain Intellectual Property License Agreement which provides the School the right (but not the obligation) to use the name, logo, _____ and _____ Curriculum" in its education programs;

WHEREAS, Provider is able and willing to provide the Services (as defined below) and shall provide such services in accordance with the Charter (as defined below) and Applicable Law (as defined below);

NOW, THEREFORE, in consideration of the covenants and agreements of the parties herein contained and of the fees to be paid to Provider as hereinafter set forth, and for other good and valuable consideration the sufficiency of which is hereby acknowledged, Organization and Provider (together, the "Parties" and each a "party"), do hereby agree on behalf of themselves and their respective legal successors and assigns, as follows:

1. ENGAGEMENT. Organization hereby engages Provider on the terms and conditions hereinafter set forth to provide the Services (as defined below) to the School and Provider hereby agrees to provide the services to Organization pursuant to the terms hereof.

2. TERM. This Agreement shall commence upon the date hereof and shall continue for a period of _____ () consecutive school years expiring on _____, 20__. This Agreement may be extended by written mutual agreement of the parties in form substantially similar to that attached hereto as Exhibit A and incorporated herein by this reference.

3. TERMINATION. The Organization may terminate this Agreement only for cause by providing ninety (90) days notice to the Provider. "Cause" shall include, but not necessarily be limited to (i) failure by the Provider to provide the Services in a manner adequate and sufficient for the Organization to operate the School, in compliance with and pursuant to the Charter, Applicable Law, School policies and procedures as adopted by the Board; (ii) any act, failure or omission that the Organization determines endangers or materially lessens the safety of students.

(a) Termination upon Loss of Charter. If the Authorizer (i) revokes, does not renew, or materially changes the Charter, or (ii) Organization has been informed in writing that its Charter will be revoked or will not be renewed; or (iii) Organization is no longer funded by the Authorizer or the funding from the Authorizer has been reduced to an amount whereby the Organization is unable to meet its obligations under this Agreement, then either party may, upon sixty (60) days written notice terminate this Agreement without penalty, further obligation or liability of any kind to either party

(b) Termination by Mutual Consent. This Agreement may be terminated by the mutual written consent of both parties without penalty and such termination shall be effective at such time and upon such other terms as set forth in such written consent. Except as otherwise agreed by the parties in writing, termination does not relieve the Charter Holder of any obligations for payments outstanding to the Services Organization as of the date of termination or other obligations of either party that specifically continue and survive termination as provided in this Agreement.

4. SERVICES OF PROVIDER. Provider shall provide the services described in Exhibit B ("School Support Services List"), which is attached hereto and incorporated for all purposes, on as-needed and as-requested basis (collectively, the "Services") subject to the Service Fees and Fee Schedule described below at Sections 6 and 7:

5. STANDARD OF PERFORMANCE; SERVICES NOT MANAGEMENT SERVICES. The Organization and Provider hereby acknowledge and agree as to the following concerning the provision of Services by the Provider to the School:

(a) The Services provided by the Provider under this Agreement shall be provided in conformity with this Agreement, Applicable Law, the Charter, and School policies and procedures. The Parties acknowledge that the failure of either party to perform the obligations in accordance therewith could cause the Organization to be in material violation of its Charter, subject the Charter to modification or revocation under Applicable Law, and such failure shall constitute "cause" as such term is used in Section 3 of this Agreement. The Organization and Provider acknowledge and agree that, in accordance with Applicable Law (as defined below), the Board of Directors of the Organization (the "Board") has the primary responsibility and ultimate authority for implementing the public school program authorized by the Charter, is the governing authority of the School, and may carry out any act and ensure the performance of any function that is in compliance with the Charter, any policy statements and guidance issued by the applicable laws; the Elementary and Secondary Education Act ("ESEA"); the Individuals with Disabilities in Education Act; the Family Educational Rights and Privacy Act ("FERPA"); and other applicable federal, state or local statutes, ordinances, and regulations; any amendments to or recodification of the aforementioned laws; implementing regulations of such laws; executive orders; common law; and other guidelines, policy statements, and rulings applicable to charter schools (collectively, "Applicable Law")

6. SERVICES FEE

(b) In consideration for the services, Organization shall pay Provider such fees for services "Service Fees" according to the "Fee Schedule" attached hereto as Exhibit C, which is incorporated herein for all purposes. Organization shall have no obligation to pay the Services Fees before receiving the funds from the Authorizer. The parties hereto acknowledge and agree that as of the date of this Agreement, the Services Fees as provided in the Fee Schedule and payable to the Provider is reasonable, necessary and at or below fair market value compensation for services rendered.

7. SERVICES FEE COMMENCEMENT. The Services Fees commencement date is _____, **20**____. The Services Fees shall be billed by Provider monthly and payable by Organization monthly in arrears within thirty-days of receipt of Provider's monthly invoice. Payments not made within thirty-days shall accrue interest, from the due date, at the rate of 5% per annum compounded monthly.

The Services Fees are the only compensation or other payments to which Provider will be entitled hereunder. Provider shall be responsible for all of its own costs and expenses necessary to fulfill its obligations under this Agreement, including, but not limited to, compensation and other benefits payable to any Provider employees except all travel expenses.

8. NOTICES. All notices given pursuant to this Agreement shall be in writing and shall be given by personal service, by facsimile, by United States Mail or by United States Express Mail or other established express delivery service (such as Federal Express) or by certified mail, postage or delivery charge prepaid, return receipt requested, addressed to the appropriate party at the address set forth below:

If to Provider: 9321 West Houston Parkway S.
Houston, TX 77099
ATTN:
Phone: 713-343-3333
Fax: 713-777-8555

If to Organization: _____

ATTN:
Phone:
Fax:

The person and address to which notices are to be given may be changed at any time by any party upon written notice to the other party. All notices given shall be deemed given upon receipt; and

For the purpose of this Agreement, the term "receipt" shall mean the earlier of any of the following: (i) the date of delivery of the notice or other document to the address specified above as shown on the return receipt and/or facsimile confirmation, (ii) the date of actual receipt of the notice or other document by the person or entity specified above, or (iii) in the case of refusal to accept delivery or inability to deliver the notice or other document, the earlier of (A) the date of the attempted delivery or refusal to accept delivery, (B) the date of the postmark on the return receipt, or (C) the date of receipt of notice of refusal or notice of non delivery by the sending party.

9. NO COMMON CONTROL; STATUS OF THE PARTIES. Provider is not a division of the School or the Organization. The relationship between the Parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement. It is expressly agreed by the Parties hereto that Provider is not, nor its employees or agents, employees of the Organization for any purpose whatsoever, including for federal or state tax purposes, but is an independent contractor. Furthermore, no relationship of joint venture or partnership of any form is created by this Agreement. Neither party will be the agent of another except to the extent otherwise specifically provided by this Agreement where Provider is authorized to take action on behalf of the Organization and the School and upon the request of and as authorized by Board. Neither Provider nor the Organization has the express or implied authority or will in any case represent to third parties, and will whenever needed disclaim to such parties, any ability to bind the Board or the School to any duty imposed by contract, other than this Agreement, unless the Board has specifically authorized such action at a meeting of the Board held in accordance with any applicable governing documents (appearing in minutes of such meeting) and as agreed in writing by the Board. Except (i) as expressly set forth in this Agreement or any written agreement between the Organization and Provider, Provider will not have any role or relationship with the Board or the School that, in effect, substantially limits the Board or the School's ability to exercise its rights, including termination rights, under this Agreement. Each Party agrees that it will not take any action that would cause the Organization and Provider to be members of the same control group, as defined in Section 1.150 et seq. of the regulations under the Internal Revenue Code of 1986 as amended (or its successor) (the "IRC), or related persons, as defined in Section 144(a)(3) of the IRC.

10. GOVERNING LAW This Agreement shall be governed by and construed in accordance with the laws of the State of Texas.

11. SEVERABILITY. Any provision of this Agreement which shall prove to be invalid, void or illegal shall in no way affect, impair or invalidate any other provision hereof and such other provision shall remain in full force and effect.

[Signatures are on the following page]

IN WITNESS WHEREOF, Organization and Provider have caused this Agreement to be executed as of the day and year first above written.

PROVIDER:	ORGANIZATION:
Harmony Public Schools Organization By: _____ Name: _____ Title: _____	_____ Organization By: _____ Name: _____ Title: _____

EXHIBIT A
SCHOOL SERVICES EXTENSION AGREEMENT

This SCHOOL SERVICES EXTENSION AGREEMENT ("**Extension**") is made as of this _____ day of _____, 20____, by and between _____, an _____ limited liability Organization ("**Provider**"), and _____ School, a(n) nonprofit corporation ("**Organization**").

WITNESSETH:

WHEREAS, Provider and Organization previously entered into that certain Management Services Agreement ("**Agreement**") on or about _____, 20____.

WHEREAS, Provider and Organization entered into that certain Trademark License Agreement on or about _____, 20____, whose term expires concurrently with the Agreement.

WHEREAS, the term of the Agreement expired on _____, 20____.

WHEREAS, Provider and Organization desire to extend the Agreement for an additional five (5) years.

NOW, THEREFORE, in consideration of the covenants and agreements of the parties herein contained, the parties hereto do hereby agree on behalf of themselves and their respective legal successors and assigns, as follows:

1. **TERM.** The term of the Agreement shall be extended an additional five (5) years commencing on _____, 20____ and expiring on _____, 20____. The extension of the Agreement shall operate as an extension of the aforementioned Trademark License Agreement.

2. **SERVICES FEE COMMENCEMENT.** The Services Fees commencement date is _____, 20____. The Services Fees shall be billed by Provider monthly and payable by Organization monthly in arrears within thirty-days of receipt of Provider's monthly invoice. Payments not made within thirty-days shall accrue interest, from the due date, at the rate of 10% per annum compounded monthly.

3. **NOTICES.**

Notice Addresses have not changed.

Notice addresses have changed to:

4. **COUNTERPARTS.** This Extension may be executed by facsimile or in multiple counterparts, each of which shall be deemed to be an original, but all of which, together, shall constitute one and the same instrument.

PROVIDER:	ORGANIZATION:
<p>_____, an _____ limited liability Organization</p> <p>By: _____ Name: _____ Its: _____</p>	<p>_____, a(n) _____ non-profit corporation</p> <p>By: _____ Name: _____ Its: _____</p>

EXHIBIT B

SCHOOL SUPPORT SERVICES LIST

HPS Support Services Include But Are Not Limited To The Following:

1. Consulting Services:
 - Operation and business solutions.
 - Finance solutions.
 - School personnel solutions.
 - Facility solutions
 - Performance base budget preparations.
 - "Project Base Learning" aligned to "Common Core".
 - Curriculum organization and implementation.
 - Loan, federal grants applications and planning.
 - Policy and policy amendments planning

2. Educational Technology solutions
 - Instructional technology services.
 - Distance learning instructional methodologies.
 - Technology application skills.
 - Software maximization.
 - System requirement definition and software selection.

3. Data Network Solutions
 - Multidimensional data visualization.
 - "Dashboard"- direct access to information and analysis.
 - Data tracking and reporting.
 - Web design, set up and supporting.
 - HR database (portal) set up and support.
 - Technical assistance.
 - Videoconferencing network.
 - ✓ Administrator/advisor meeting, video conference.
 - ✓ "District to District" team teaching.
 - ✓ Advance degree courses and trainings.

4. Efficiency Analysis
 - Organization studies.
 - Cost saving analysis.
 - Process improvement.
 - Evaluation of cost-effectiveness of instructional projects.
 - Survey design and development.
 - Program evaluation.
 - Internal compliance audit.
 - System feasibility assistance.

5. Strategic Planning

- Evaluating the existing plan.
- Development of curriculum plans.
- Facilitating and writing the strategic plan.
- Guiding plan implementations.
- Monitoring plan progress.
- Guiding district public relations.
- Building and running effective idea development about curriculum (common core).
- Modifying HPS projects scope to the network school.

6. Coaching Key Leadership and Teacher trainings

- Communication and community relationships.
- Organizational leadership and management.
- Support system and physical plant management.
- Initial group curriculum trainings
- Ongoing teacher support and training.

EXHIBIT C
SUPPORT SERVICES FEE SCHEDULE

SUPPORT SERVICES	PROFESSIONAL STAFF HOURLY FEE *	ADM./CLERICAL STAFF HOURLY FEE*	FREQUENCY
1. Consulting Services:			
· Operation and business solutions.	\$120.00	\$80.00	Per request
· Finance solutions.	\$120.00	\$80.00	Per request
· School personnel solutions.	\$120.00	\$80.00	Per request
· Facility solutions.	\$120.00	\$80.00	Per request
· Performance base budget preparation.	\$120.00	\$80.00	Per request
· Policy and policy amendments planning.	\$120.00	\$80.00	Per request
· Project Based Learning aligned to Common Core.	\$120.00	\$80.00	Per request
· Curriculum organization and implementation.	\$120.00	\$80.00	Per request
· Loan, Federal Grants applications and planning.	\$120.00	\$80.00	Per request
2. Educational Technology Solutions			
· Instructional technology services.	\$120.00	\$80.00	Per request
· Distance learning instructional methodologies.	\$120.00	\$80.00	Per request
· Technology application skills.	\$120.00	\$80.00	Per request
· Software maximization.	\$120.00	\$80.00	Per request
· System requirement definition and software selection.	\$120.00	\$80.00	Per request
3. Data Network Solutions			
· Multidimensional data visualization.	\$120.00	\$80.00	Per request
· Dashboard- Direct access to information and analysis.	\$120.00	\$80.00	Per request
· Data tracking and reporting.	\$120.00	\$80.00	Per request
· Web design, set up and supporting.	\$120.00	\$80.00	Per request
· HR database set up and support.	\$120.00	\$80.00	Per request
· Technical assistance.	\$120.00	\$80.00	Per request
· Videoconferencing network.	\$120.00	\$80.00	Per request
· * Administrator/advisor meeting, video conference.			
· * District to District team teaching.			
· * Advance degree courses and trainings.			
4. Efficiency Analysis			
· Organization studies.	\$120.00	\$80.00	Per request
· Cost saving analysis.	\$120.00	\$80.00	Per request
· Process improvement.	\$120.00	\$80.00	Per request
· Assistance for Purchasing.	\$120.00	\$80.00	Per request
· Evaluation of Cost-Effectiveness of instructional projects.	\$120.00	\$80.00	Per request
· Survey design and development.	\$120.00	\$80.00	Per request
· Program evaluation.	\$120.00	\$80.00	Per request
· Internal compliance audit.	\$120.00	\$80.00	Per request
· System Feasibility assistance.	\$120.00	\$80.00	Per request
5. Strategic Planning			
· Evaluating the existing plan.	\$120.00	\$80.00	Per request
· Development of curriculum plans.	\$120.00	\$80.00	Per request
· Facilitating and writing the strategic plan.	\$120.00	\$80.00	Per request
· Guiding plan implementations.	\$120.00	\$80.00	Per request
· Guiding district public relations	\$120.00	\$80.00	Per request
· Monitoring plan progress.	\$120.00	\$80.00	Per request
· Building and running effective idea development	\$120.00	\$80.00	Per request
· Modifying HPS projects scopes to the network school.	\$120.00	\$80.00	Per request
6. Coaching Key Leadership and Teacher Trainings			
· Communication and community relationship	\$120.00	\$80.00	Per request
· Organizational leadership and management.	\$120.00	\$80.00	Per request
· Support system and physical plant management.	\$120.00	\$80.00	Per request
· Initial group curriculum trainings.	\$120.00	\$80.00	Per request
· Ongoing teacher support and training	\$120.00	\$80.00	Per request
7. Reimbursement for Service Provider Mileage	55 cents	55 cents	/ mile

*The above hourly rates will be billed in thirty (30) minute increments.

For any services provided pursuant to the School Services Agreement, not described above, that are performed by Provider's professional staff (as defined by Provider), the applicable hourly rate = \$120.00. For any services not described above performed by Provider's administrative/clerical staff (as defined by Provider), the applicable hourly rate = \$80.00. Such matters will also be billed in thirty (30) minute increments.

Personal Statement by Soner Tarim

As the superintendent and founding member of the largest STEM focused charter school system (HPS) in Texas, I have a commitment to making STEM education a priority for our Nation's future. When no one knew what STEM stood for, my colleagues and I actively and ceaselessly worked on establishing a charter school system which started with small steps in Houston, Texas. As our students have graduated and become alumni, the benefits of a STEM education have powerfully impacted them, their families, and communities. We have established a tried and tested model that has the capacity to be utilized in other states without ungirding already existing societal and cultural commitments of any given community. I strongly believe that excelling in math and science prepares youth to succeed in college, the work place, and the 21st century.

Currently, we operate forty K-12 college preparatory charter schools throughout Texas, while blending the highest standards and expectations with a rigorous STEM-centered curriculum and preparing students to succeed in college and their careers and lives. We serve a diverse population of students, and have consistently outperformed other schools and closed the achievement gap for students who have been historically affected by income, ethnicity, and gender.

The proposed charter school will serve DC students and their families by making STEM education one of the priorities among the current stakeholders in DC area. I believe Washington DC is a perfect place for charter incubation and the implementation of the Harmony STEM Model. Therefore, we at Harmony would appreciate the opportunity to showcase our model in the Washington DC area.

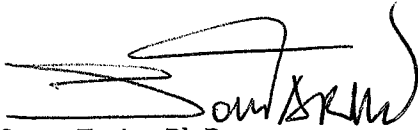
During the past 14 years, I have actively participated in the development of every charter application that Harmony has submitted. I have also been involved in every step of the establishment and operation of each Harmony School. I will continue to be involved by doing this at a different capacity for the DC school. In preparation, I personally wrote various sections and oversaw the application development process. I also acted as the main contact person with the DC Public Charter School Board. Throughout the process I have been in communication with a number of stakeholders in the DC area regarding the establishment of this school.

If this charter is approved, my colleagues and I will start identifying school leaders who are willing create the backbone of the proposed school structure in DC and expand the size, scope and cultural make-up of the Board. I will be on the board in the capacity of being one of the founding board members and incorporators of the proposed school.

Since 2000, I have participated in numerous training and development programs in all aspects of schooling including but not limited to a) Health and School Safety, b) Public Records, c) School Accounting and Finance, d) School Law, e) Accountability to Public, f) and Open Meetings. I am a certified board member trainer to provide all these services. While being at the helm from its inception, Harmony has grown from one school with 200 students and 10 teachers and one secretary to 40 schools with 24,000 students and hundreds of teachers, administrators and staff.

During my tenure, Harmony and its students have received numerous outstanding awards and recognitions including the National Title I Distinguished School Award for closing the achievement gap and a Broad Prize nomination.

Over my 24 years as an educator, my partners and I have developed innovative educational programs geared to K-12 schools. I have had the privilege to serve as a speaker in many state and national charter & STEM conferences. As a leader I hold myself to account to be innovative and reliably produce results based on expertise, sound knowledge and an unshakable commitment to ensuring that all students are given the necessary tools to make choices that will propel them forward and empower them to have futures they are proud of.

A handwritten signature in black ink, appearing to read 'Soner Tarim', with a stylized flourish at the end.

Soner Tarim, Ph.D.
CEO / Superintendent of Schools
Harmony Public Schools

Sharif Salim, M. ED.
ahsharifsalim@gmail.com

**STATEMENT OF INTEREST AND QUALIFICATION
AS A BOARD MEMBER OF HARMONY DC PUBLIC SCHOOLS**

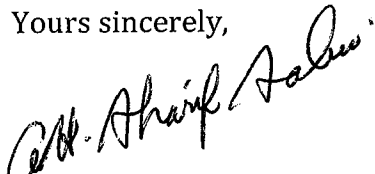
I am Sharif Salim, a veteran educator and a Washington, D.C. resident. As a 39-year professional educator, the origin of my intense interest in education, an interest which has now evolved into a desire for being a board member in the Harmony DC Public Schools. Education represents for me a field in which I can achieve personal development, sharing experience, bringing out a greater social role in education, and assisting the effective teaching strategies by introducing a new educational model in public education within the Washington, D.C. public school system.

Out of my love of teaching and with a distinguished administrative background, I chose to work as an independent education consultant and advisor since 2003. Besides working as an education consultant and advisor, I have participated in a variety of social activities both in and out of schools. My capacities, especially in organizing and communication skills, have been further strengthened through my role as one of the board members in the development of the proposed charter school application. I participated in meeting with Harmony Public School's board members and executive officers to discuss how to design a high quality school option for more students in the District of Columbia.

On the personal level, I was born and raised in Ward 7 of the District of Columbia and I have encountered many problems with the structure and organization of D.C. Public Schools. I have always advocated for more innovative schools for our youth to attend and I continue to work with parents and neighborhood advisories to improve education in the Nation's Capitol. In my teaching and administrator experiences, I have found ready solutions to some of the citizen's concerns and problems by consulting relevant works. I am convinced that I would worked out systematic study programs to transform public education in Washington , D.C. by the board member of new proposed charter school and its new education model.

The tendency in the U.S. education system is to emphasize on new micro research educational activities like project based learning and STEM education. I have focused on some scientific studies related to educational efficiency by applying project based learning and improving teaching methods by utilizing STEM education in related subjects. I believe that the Harmony Public School STEM education program and project based learning system will bring tremendous potential for the achievement of remarkable academic progress in the proposed charter school.

Yours sincerely,



A. H. Sharif Salim

Harmony School of Excellence – DC
Statement of Personal Interest – Julie Norton

The Harmony School of Excellence – DC team is eager to bring the best practices from Harmony Public Schools -Texas to the students and community of Washington, D.C. As a member of Harmony Public Schools staff and community for the last eight years, I have experienced firsthand the difference a quality school can make in the lives of the students and staff of a campus, as well as the surrounding community. Our campuses serve as a space for student learning and growth, a place for community involvement and interaction, and a place for the Science, Technology, Engineering and Mathematics (STEM) business and industry community to interact with our students in a variety of ways.

All Harmony Public Schools – Texas students participate in science fair beginning in elementary and continuing through graduation. Through this experience our students hone skills in non-fiction reading, writing, math skills through data collection and analysis, eventual mastery of the scientific process, and finally presentation skills. Science fair participation is but one way our students experience cross-curricular learning through our STEM focus.

Harmony Public Schools – Texas surrounds students with academic and emotional support through a triad including the student, staff, and family. We work to connect with each family through home visits, and most recently with the addition of parent academies at one of our oldest, high-poverty campuses in Texas. Many of our campuses coordinate with local health services to provide immunizations, dental services, and more for our students, on campus. We have observed the change in the lives of our students and their families by developing these alliances. Given the opportunity, these best practices will be an integral part of Harmony School of Excellence – DC.

Paramount to the success of each student is the development of a strong literacy foundation, including the ability to read, write and comprehend a variety of genres. As the former Director of Elementary Curriculum for the Harmony Public Schools – Texas, I worked with our teachers, administrators, and consultants to implement a strong literacy program that included a reader’s – writer’s workshop , offering reading personalized reading instruction for students based on their reading level and interest. I feel my experience and passion for literacy will be a tremendous asset for Harmony School of Excellence – DC students and staff.

During the course of this calendar year, I have worked closely with Dr. Soner Tarim to meet with members of the DC educational community to explore the needs of the students in DC, as well as the numerous aspects of operating a charter school in DC. We have met with members of the Department of Education, various educational foundations, and members of the DC community. Through these meetings and correspondence with members of the community, the energy and drive to bring the Harmony Public Schools model to DC continues to increase. Based on feedback during our various meetings, I see a need for a strong STEM academy in DC and feel Harmony School of Excellence –DC will enrich the academic journey for students, staff, families, and the community.

Julie Norton, M.Ed.

J. Curriculum Samples