ATHLOS ACADEMIES

CHRIS O'NEIL
address: 140 W. Huffaker Lane | Reno, NV
phone: (775) 287-7285
email: chris.oneil.0@gmail.com

ATHLOS ACADEMY OF RENO

Charter Application

SPCSA CHARTER PROPOSAL COVER SHEET

Identify the **primary point of contact** for your team. Barring a change in the makeup of the founding group, this will likely be the liaison identified in the Notice of Intent. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The Primary Contact is expected to ensure that your team receives all general communications promptly. Please note that, as with all aspects of your application, names and contact information of the Primary Contact will become public information.

Primary contact person: **Chris O'Neil**

Mailing address: ***Street/PO Box: 140 W. Huffaker Lane***

City: Reno ***State: NV*** ***Zip: 89511***

Phone Number: ***day: 775-287-7285***

Email: chris.oneil.0@gmail.com

Name of team or entity applying: **Athlos Academy of Reno**

- ☐ **Track A**
- ■ **Track B**
- ☐ **Track C**
- ☐ **Track D**

Provide a brief description of your school that includes the name, the mission, grades served and other information you would like to include in a brief communication of this type. Your description will be used by the sponsor to provide information to the public about applicants and, for approved schools, new charter schools.

Athlos Academy of Reno's mission is to provide high quality educational opportunities for the whole child based on three foundational pillars of Prepared Mind, Healthy Body, and Performance Character. The Athlos model is rooted in the belief that each pillar is innately dependent on the strength of the other pillars and that children have the best opportunity for success in college, career and life when they are supported by high quality programs in the three interconnected pillar areas.

Athlos Academy of Reno will serve grades K-8 in a new facility in South Reno

Names, roles, and current employment of all persons on applicant team (*add lines as needed)*:

Full Name	Current Job Title and Employer	Position with Proposed School
Chris O'Neil	Vice President Operations/Acquisitions at Bailey & Dutton Development; Managing Director at AssetLogic	Board Chair
Adriana Publico	Staffing Coordinator at WCSD	Board Member
Shane Dyer	Civil Engineer at Dyer Engineering	Board Member
James Pickett	Developer at Ladera, LLC	Board Member
Jennifer Freeman	Former WCSD Teacher and Mother/Community Activist	Board Member
Doug Rands	Legal Partner (and founder) at Rands, South, and Gardner	Board Member
Marcus Culpepper	Dean of Students at Swope Middle School	Board member

Does this applicant team, charter management organization, or education management organization have charter school applications under consideration by any other authorizer(s) in the United States? [X] Yes [ ] No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
LA	Louisiana Board of Elementary and Secondary Education	Athlos Academy of Caddo, Athlos Academy of Lafayette, Athlos Academy of East Baton Rouge	6/10/16	10/12/16
TX	Texas Education Agency	Athlos Academy of Texas	11/1/15	7/22/16

Does this applicant team, charter management organization, or education management organization have new schools scheduled to open elsewhere in the United States in the 2015-16 or 2016-17 school years? [X] Yes [ ] No

If yes, complete the table below, adding lines as needed.

Proposed School Name	City	State	Opening Date
Athlos Academy of Utah	Herriman	UT	8/2016
Athlos Academy of St. Cloud	St. Cloud	MN	8/2016
Athlos Academy of Jefferson Parish	Terrytown	LA	8/~~2017~~ *2018*

School Name *(add lines as needed):*

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity
Athlos Academy of Reno	2017-18	K-8	K-8

Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	100	100	100	100	100	100
1	140	140	140	140	140	140
2	140	140	140	140	140	140
3	140	140	140	140	140	140
4	140	140	140	140	140	140
5	140	140	140	140	140	140
6	140	140	140	140	140	140
7	140	140	140	140	140	140
8	140	140	140	140	140	140
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	1220	1220	1220	1220	1220	1220

Nevada law currently permits an operator to contract with for-profit and non-profit education management organizations and education service providers.

Does the proposed school intend to contract or partner with an education management organization (EMO) or education service provider (EMO) or other organization to provide school management services? [X] Yes [ ] No

If yes, identify the EMO/ESP:	Athlos Academies

Effective January 1, 2016, Nevada law will also permit authorizers to enter into charter contracts to nonprofit charter management organizations which directly hold a charter in another state as well as to Nevada non-profit corporations formed for the purpose of applying for a charter in conjunction with such a CMO.

Is the applicant for the proposed school a charter management organization (CMO) or a Nevada non-profit corporation formed for the purpose of applying for a charter in conjunction with a CMO? [ ] Yes [X] No

If yes, identify the CMO and any affiliated NV non-profit:	

Applicant Certification:



Signature

7/15/16

Date

Chris O'Neil

Printed Name:

Executive Summary

4 Page Limit

Provide a brief overview of your proposed school, including:

- **An overview of the mission and vision for the school**

Athlos Academy of Reno's mission is to provide high-quality educational opportunities for the whole child based on three foundational pillars of Prepared Mind, Healthy Body, and Performance Character. The Athlos model is rooted in the belief that each pillar is innately dependent on the strength of the other pillars and that children have the best opportunity for success in college, career, and life when they are supported by high-quality programs in the three interconnected pillar areas.

The vision of Athlos Academy of Reno is to produce students who are well-prepared to face life's challenges and who have developed critical thinking and problem-solving skills as well as a broad knowledge base and healthy lifestyle habits. The school's culture celebrates high academic achievement, fosters individual growth in athletics and *Performance Character* ~~performance character~~, and promotes regular family engagement.

- **Proposed model and target community**

Athlos Academy of Reno's model is built on *the three pillars* ~~The Three Pillars of Performance~~ of Prepared Mind, Healthy Body, and Performance Character. The school's culture celebrates high academic achievement, fosters individual growth in healthy lifestyle habits and *P*erformance *C*haracter, and promotes regular family engagement. Graduates of Athlos Academy of Reno will embody the *P*erformance *C*haracter traits research ~~identifies as~~ *shows are* more predictive of a person's success than intellectual talent or educational attainment.[1] The purposeful development of grit, leadership, and social intelligence prepares all students for the rigor of advanced high school and college courses and instills in them the self-confidence and social ability necessary to be successful in a competitive world.

Athlos Academy of Reno plans to ~~target~~ *enroll* K-8 students of South Reno who face persistent overcrowding and insufficient facilities in their *zoned* schools.

- **The outcomes you expect to achieve**

Every student will be expected to develop a Prepared Mind, Healthy Body, and strong Performance Character over the course of their educational experiences at Athlos Academy of Reno. In the short term, this means elementary and middle school students at Athlos are instilled with the belief that they are capable of great feats. Upon finishing eighth grade, students will be confident they have the critical-thinking skills, knowledge base, lifestyle habits, physical abilities, and *Performance Character* ~~performance character~~ necessary to face the challenges of high school and college and emerge victorious. Over time, students from Athlos will mature into active citizens who understand that learning, wellness, and strong *Performance Character* ~~performance character~~ are inextricably

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[1] (Duckworth, Peterson, Matthews, & Kelly, 2007)
(Tough, 2013)

connected. As a result, these young adults will be courageous, persevering, humble leaders who contribute to a better society and inspire others in their careers and communities to live fulfilling, responsible, *and* resilient lives.

- **The key components of your educational model**

Prepared Mind

The Prepared Mind pillar ~~contains~~ *includes* research-based academic curricula that have strong track records of student achievement. The Athlos instructional model follows the belief that students should be engaged participants in their learning and encouraged every day to ~~participate in~~ *be a part of* a school culture where they investigate and take ownership of their education. The academic curriculum's critical inquiry approach is student-centered and promotes critical thinking and deep understanding. By deploying a variety of instructional strategies such as project-based, active, and cooperative learning*;* differentiated instruction*;* and backward unit design, Athlos teachers will fully support students while simultaneously inspiring them to develop the autonomy and integrity necessary to be successful as independent, self-motivated learners. The complementary relationship of these instructional methods will ensure students receive high-level instruction that can then be applied to real-world situations. Athlos Academy of Reno will ~~maintain~~ *support* a curriculum that promotes literacy in core subjects and helps foster healthy bodies and strong *Performance Character.* ~~performance character.~~

Healthy Body

The Healthy Body pillar is a scientifically designed program that supports academics, prevents obesity, and provides an excellent platform for *Performance Character* ~~performance character~~ development. All students will have diverse opportunities to build athletic, nutritional, and wellness habits essential to living a healthy life. The innovative Healthy Body pillar was developed to improve student health in the face of a nationwide decline in physical education courses.[2] The Healthy Body pillar is designed to celebrate every student as an athlete *and* build~~ing~~ confidence and a sense of team, while physically activating the brain in ways that research proves will lead to greater academic achievement.[3] This pillar includes curriculum on physical fitness as well as health and nutrition and promotes a culture of wellness throughout the school for students as well as staff.

Performance Character

The Performance Character pillar was inspired by research from Angela Duckworth, Paul Tough, and Martin Seligman and will be the basis of school culture at Athlos Academy of Reno.[4] The program promotes traits~~,~~ *(*including grit, leadership, and social intelligence*),* that are vital to success in college, career, and community life. Promoting these traits will help students embrace both success and failure by developing the humility to learn from their mistakes and the courage to take risks. Developing well-balanced students who ~~are able to~~ *can* overcome obstacles and realize their potential for excellence in the classroom and beyond rests heavily on the development of these traits.

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[2] (Centers for Disease Control and Prevention, 2015)

[3] (Strong, Malina, & al., 2005)

[4] (Duckworth, Peterson, Matthews, & Kelly, 2007) (Seligman, 2007) (Tough, 2013)

- **The values, approach, and leadership accomplishments of your school leader or leadership team**

Although leadership for Athlos Academy of Reno for a 2018 opening has not yet been chosen, there is a clear vision driving the selection of the school leader and leadership team. The chosen school leadership team will have not only a strong history of student achievement, but also a compelling interest in developing school culture through the Athlos three pillar model.

- **Key supporters, partners, or resources that will contribute to your school's success**

Athlos Academy of Reno's partnership with Athlos Academies *(EMO)* is a critical component of school success. The EMO partnership will provide support and infrastructure for *the* start-up and life of the school. The partnership support is outlined in the MSA section of this application document.

There are also local community partnerships with the school that will support the program model of Prepared Mind, Healthy Body, and Performance Character. These partnerships will be discussed in more depth in the Community Partners section, but they are all integral to the life of the school. Without local community partners, the outreach and ability to support the students at Athlos Academy of Reno will be far less.

Partner	*Preliminary Support/Service*	*Pillar Alignment*
Dyer Engineering	*To support the approval of Athlos Academy of Reno and to provide mentorship to future students consisting of volunteer time at the school and/or time for students to visit the business for learning opportunities.*	*Prepared Mind, Performance Character*
Tricor Construction	*To support the approval of Athlos Academy of Reno and to provide mentorship to future students consisting of volunteer time at the school and/or time for future students to visit the business for learning opportunities.*	*Prepared Mind, Performance Character*
Key Medical	*To support the approval of Athlos Academy of Reno and to provide support for, and partnership with, the Healthy Body program through activities, sponsorships, or mentoring.*	*Healthy Body, Performance Character*
D4 Advanced Media	*To support the approval of Athlos Academy of Reno and to provide mentorship to future students interested in digital media and careers in the marketing/advertising industry. D4 provides support opportunities at select K-12 campuses in the area and are excited for Athlos to be on their partnership list*.	*Prepared Mind, Performance Character*

Reno 5000	*To support the approval of Athlos Academy of Reno and to provide support for, and partnership with, the Healthy Body program through activities, sponsorships, or mentoring. Specifically, to develop a partnership that inspires the community as a whole–outside of the school day–to stay active.*	*Healthy Body, Performance Character*

MEETING THE NEED

TARGETED PLAN

(1) Identify the community you wish to serve and describe your interest in serving this specific community.

~~Athlos Academy of Reno will serve students in South Reno faced with the deleterious effects of overcrowding and insufficient facilities in their schools.~~

~~There is a critical need for more classrooms in Washoe County School District, and specifically South Reno. A handful of Washoe County School District schools, including two South Reno elementary schools, Brown and Double Diamond, are scheduled to go on a multi-track calendar beginning in the 2017-18 school year to manage overcrowding. Both of those schools, as well as two middle schools in South Reno, Pine and Depoali, will exceed capacity in the fall of 2016.[5]~~

~~Many neighborhoods in Washoe County, including South Reno, are only projected to grow in population, with many housing developments under construction and approved for construction in the near term. The county's population will continue to grow by more than 1 percent for the foreseeable future.[6]~~

~~WCSD does not have funding or plans to construct any new schools in the near term. Even with additional funding, WCSD doesn't include any of the above listed schools as part of the first three phases of construction and repairs that could happen by 2025.[7]~~

Elementary and middle school students in South Reno, a growing part of Washoe County, deserve to learn in facilities that are not outdated or overcrowded. Athlos Academy of Reno has the capability to build a new facility and offer innovative instruction for these students.

Athlos Academy of Reno's target community is South Reno, where Washoe County School District (WCSD) has a critical need for more classrooms due to overcrowding and insufficient facilities for its students. The community of South Reno would benefit greatly from Athlos Academy of Reno because it would alleviate some of these issues and provide more educational choice for the community.

WCSD has had to come up with solutions for overcrowding, which include shifting several elementary schools to year-round or double-session scheduling. In South Reno, Double Diamond Elementary School will move to a multi-track calendar school year due to being over capacity by 14 percent for classrooms and having a student overcapacity of 6 percent. Brown Elementary School is also over capacity for classrooms more than 19 percent and over its capacity of students by 4 percent. Both of those schools, as well as two middle schools in South Reno (Pine Middle School and Depoali Middle School) exceeded capacity for classroom spaces in the fall of 2016.[8]

The Reno area is growing rapidly due to businesses such as Tesla's Gigafactory, Amazon, and Apple's expanding data center. Tesla recently announced another expansion, which will add 550 workers to the 1,000 workers already at its Gigafactory.[9] These companies are bringing families to the area, which will continue to add to the existing overcrowding problem at WCSD schools.

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[5] (Washoe County School District, 2016)

[6] (Nevada State Demographer's Office, 2014)

[7] (Washoe County School District, 2016)

[8] (Washoe County School District, 2017)

[9] (Sprillman & Richardson, Seth A., 2017)

Washoe County voters approved a sales tax increase for public schools in November 2016. The tax will not be collected until April 2017. WCSD will not begin receiving the funds until June or July of 2017.[10] The added sales tax will provide some, but not all, of the funding needed to provide adequate space and facilities, including new buildings and repairs, in WCSD.[11] WCSD plans to build a new elementary school in the South Meadows area close to Double Diamond Elementary School. The new school is not expected to be finished until December 2018.[12] Considering WCSD's timeline to meet part of the overcrowding issues in the community, and larger funding gap for facilities, opening Athlos Academy of Reno by the fall of 2018 is necessary. Athlos Academy of Reno will add 1,200 elementary and middle school seats, which will provide not only more choice, but an immediate solution to the persistent, problematic overcrowding in the district.

(2) Explain how your model, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.

~~The Board of Directors for Athlos Academy of Reno is committed to serving the population of South Reno because its members live and work in the area, know the challenges facing the community and want to meet its needs and improve outcomes for students.~~

~~Athlos Academy of Reno will help lower dropout rates by instilling students with strong academic skills, healthy bodies, and resilient performance character. Developing that strong performance character has been shown to improve outcomes for students in college and their careers. While dropping out is more common in high school, discipline and truancy in elementary and middle school students reliably lead to problems in later years. Though the causes of dropout, discipline, grades three and truancy often vary, two important factors are poor student health and lack of engagement, both academically and socially.[14] Failure to adequately address these factors in earlier grades contributes to multiple social challenges for high school students, and these challenges serve as reliable predictors for lower academic performance and higher dropout rates.~~

As mentioned in the previous response, South Reno is growing rapidly. In addition to overcrowding, there is also an achievement gap adversely affecting minority students. According to the Criterion-Referenced Tests (CRT) for 2015-2016, Hispanic/Latino students scored an average proficiency rate of 24 percent on mathematics and 37 percent on reading. African American students in Washoe County achieved an average proficiency on reading of 19 percent and 30 percent on mathematics, compared to their Caucasian peers, who scored an average of 47 percent on mathematics and 62 percent on reading. The CRT also shows that students who are English Language Learners (ELLs) and students with Individualized Education Plans (IEPs) are not achieving academically compared to their peers. English Language Learners scored an average proficiency rate of 11 percent on mathematics and 13 percent on reading compared to non-English Language Learners, who scored 40 percent on mathematics and 56 percent on reading. Students with Individualized Education Plans scored on mathematics of 12 percent versus those without of 38 percent and on reading of 14 percent and 53 percent on mathematics. The CRT data demonstrates the academic need for Athlos Academy of Reno to help with the achievement gaps in the Reno area. The data used for this analysis is found at the beginning of the Supporting Documents.

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[10] (Milliard, 2016)

[11] (Building Community Plan, 2017)

[12] (WCSD Infrastructure Plan New Schools, 2017)

[14] (Brown, Corliss, Campbel, & Guy, 2009)

Athlos Academy of Reno aligns with SPCSA's mission because, through the implementation of the three Pillars (Healthy Body, Prepared Mind, and Performance Character) it will prepare students for college and career success. Athlos Academy of Reno would help meet the needs of WCSD by not only helping with overcrowding, but also helping with ~~their~~ academic achievement gaps through the implementation of the Prepared Mind pillar, which is designed based on best teaching practices. The curriculum chosen helps students to become critical thinkers, effective communicators, and have strong literacy skills. Athlos Academy of Reno fits with SPCSA's mission because it is a research-driven model that will improve the community of South Reno.

PARENT AND COMMUNITY INVOLVEMENT

(1) Describe the role to date of any parents, neighborhood, and/or community members involved in the development of the proposed school.

~~The members of the Board of Athlos Academy of Reno have been involved in developing the school. The businesses affiliated with each board member are proponents of the project and of school choice. Each member of the board is driven by their role in the community and also their role as parents. Among the members of Athlos Academy of Reno are 18 school aged children who are in dire need of a better learning environment. The surrounding community affiliated with our board members are facing a lack of choice, and space, for students to have a functioning learning environment. The result of this means considering high tuition costs at private schools, driving children across town and out of district zoning with special approval to get a better option, and to be involved with supporting projects like this to bring innovation, space for more students in a growing community, and a more accessible option for all. Community members involved with the project, including local health care organizations and businesses, have submitted their support for this new school in our community.~~

The Committee to Form (CTF) is dedicated to opening Athlos Academy of Reno to help strengthen the community. The CTF consists of members of diverse professional backgrounds who are driven by their roles in the community and as parents. Among the CTF are parents of 18 school-age children who want more choices when it comes to public education. As the CTF began to learn about Athlos, they were intrigued by the model and how the facility is designed to support the model's implementation. The CTF saw how Athlos Academies (EMO) could help provide services to the school, use curriculum driven by research that is implemented with training from EMO staff, and occupy a new facility that will ultimately be owned by the CTF. The CTF has played a major role in trying to bring Athlos Academies (EMO) to Reno. The CTF has shared information and helped to spread the word about the school. Community members involved with the project, including local health care organizations and businesses, have voiced support for this new school in the South Reno community. Their letters of support are included in the appendices. The letters demonstrate that the community and the CTF want to see Athlos Academy of Reno open and help students succeed.

(2) Describe how you will engage parents, neighborhood, and community members from the time that the application is approved through the opening of the school. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

~~Athlos Academy of Reno recognizes the importance of parental participation in the educational process in allowing for students to achieve and maintain high levels of performance. The following plan is designed to help build consistent and effective communication among parent/guardian(s), teachers, and administrators.~~

~~Athlos Academy encourages parent/guardian(s) to provide a home environment that values education and send their children to school prepared to learn.~~

~~Athlos Academy shall provide opportunities for parent/guardian(s) to be involved in establishing and implementing educational goals for the school and its students, including:~~

~~Volunteering in the classroom or at school events; and~~

~~Groups and organizations, like the Parent-Teacher Organization (PTO), that may provide instruction and training to parent/guardian(s) to take on leadership responsibilities in their child's academic success.~~

~~The EMO partnership supports and trains community members, board members, and school staff to do home visits, door-to-door recruitment, media advertising, and any other community specific endeavor that will support and engage parents and citizens.~~

~~Athlos Academy will provide parent surveys and contact options at parent information meetings, events, and on the website to gather feedback/input/interest from current/future Athlos families to better customize engagement efforts for the Athlos Academy of Reno community.~~

Athlos Academy of Reno recognizes the importance of parental participation in the educational process as it allows for students to achieve and maintain high levels of performance. During the transition process and through opening, the CTF will work with school leadership to develop a parental involvement plan. The plan will be designed to help build consistent and effective communication among parents/guardians, teachers, and administrators. Athlos Academy of Reno believes this effective communication plan will promote a positive school culture for all.

Athlos Academy of Reno encourages parents/guardians to provide a home environment that values education and to send their children to school prepared to learn. Athlos Academy will provide opportunities for parents/guardians to be involved in establishing and implementing educational goals for the school and its students. Parents/guardians will have the opportunity to volunteer in classrooms, at school events, or in groups and organizations like the Parent Teacher Organization (PTO), which may provide instruction and training for parents/guardians to take on leadership responsibilities in their child's academic success. The EMO partnership supports and trains community members, board members, and school staff to do home visits, door-to-door recruitment, media advertising, and any other community-specific endeavor that will support and engage parents and citizens. Athlos Academy of Reno will provide parent surveys and contact options at parent information meetings, events, through social media, and on the school's website to gather feedback, input, and interest from current and future Athlos families to better tailor engagement efforts for the community.

A safety committee will form to assist with developing the school safety plan. This committee will consist of the school leader and parents and will partner with local emergency management agencies. Families will also be invited to engage in the school's health and wellness committee. The committee will meet in the spring of the school's first year of operation to review the overall practices of the school, make recommendations for improvement, review school policy, and engage in projects related to health and wellness. The CTF will also define parameters for community use of facilities (see School Policies).

(3) Describe how you will engage parents in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

~~Athlos Academy of Reno believes that family and community involvement in the academic process leads to more successful students. Being an Athlos family means being participating in learning opportunities with your children, their schoolmates and the community. Continued family support includes learning about bringing the three pillars into the home, being welcomed into the school and classrooms, and working with the board on parent committees. Athlos encourages families to learn together and practice the culture of the school in their everyday lives.~~

~~Parents and community members will be involved in the life of Athlos Academy of Reno in many ways. Families will be directly engaged in the classroom with the Athlos Roots program, which is part of the Social Studies and Performance Character curriculum. Athlos Roots facilitates structured, intentional connections between students' personal and family identities and historical events that help to build self-worth and interest in learning. Athlos Academy of Reno will also expand and enrich the focus of the classroom by engaging family members through student-led conferences and student work exhibitions, which will celebrate their work.~~

~~Athlos Academy of Reno will also survey all parents every year to determine their levels of satisfaction and to obtain their input on how the school can improve. The school will utilize satisfaction surveys to provide a high quality survey instrument and the ability to compare our results with other schools. Students will also be surveyed using satisfaction surveys. Survey results will be reviewed annually by the faculty, administration, and the Board. Survey results will help determine and drive changes necessary to improve the school for the coming year.~~

Athlos Academy of Reno believes that family and community involvement in the academic process leads to more successful students. Athlos families are encouraged to be actively involved with the school through opportunities to work with the CTF on committees, being welcomed into the school and classrooms, and learning about how the three pillars will lead to their children's success. Athlos parents can also be engaged with the life of the school through the school's website and social media accounts. Families will know what is happening on a daily basis, as well as realize the importance of Athlos in their daily lives. Athlos encourages families to learn together and practice the culture of the school in their everyday lives.

Athlos Academy of Reno will also survey all parents every year to determine their level of satisfaction and to obtain their input on how the school can improve. These satisfaction surveys are high-quality survey instruments that offer the ability to compare the results with other schools. The survey is used as an instrument to develop the school climate. Students will also be surveyed using satisfaction surveys. Survey results will be reviewed annually by the faculty, administration, and board. Survey results will help determine and drive changes necessary to improve the school year.

Parents and community members will be involved in the life of Athlos Academy of Reno in many ways. Families will be directly engaged in the classroom with the Athlos Roots program, which is part of the social studies and Performance Character curriculum. Athlos Roots facilitates structured, intentional connections between students' personal and family identities and historical events that help to build self-worth and interest in learning.

Athlos Academy of Reno will also expand and enrich the focus of the classroom by engaging family members through student-led conferences and student work exhibitions to celebrate learning. Athlos Academies (EMO) will assist with implementing student-led conferences by training staff, providing LMS courses to help facilitate conferences, and providing a guide designed to fit the model. Parents and students come away from student-led conferences understanding the growth that takes place in the classroom, both academically and pertaining to

character. During student-led conferences, students share a portfolio containing examplesfrom all three Athlos pillars that provides evidence of their growth. These conferences allow families to continually engage with the school.

Athlos Academy of Reno will engage with families through community and school related events. After approval of Athlos Academy of Reno, families will be invited to a preview to learn about the school. Athlos schools across the nation have shared effective strategies to encourage parent attendance at family events. For example, Athlos Academy of St. Cloud had a Somali culture night in the fall where families taught the staff about the culture. Athlos Academy of Herriman had a math night that fostered family involvement in their child's learning. These are two examples of events tailored to the specific school and community. Athlos Academy of Reno will have open houses, information nights, and events designed specifically to fit the school and the community. These events, as well as parent volunteerism at the school or involvement in a parent-teacher organization (PTO), will build on the previous strategies mentioned. These events and the plan discussed in this prompt will lead to meaningful relationships between the school and families.

(4) Discuss the community resources that will be available to students and parents. Describe any strategic partnerships the school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than the EMO identified in the application or dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, as Attachment 1, existing evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Community engagement and partnerships will be a fundamental support for the success of the school as a whole. Local area partnerships are purposeful in bringing an added value to the learning environment for students and parents at Athlos Academy of Reno. The parameters of this type of partnership are approved by the CTF to support each pillar of the Athlos model. The following chart (also referenced in the Executive Summary) shows the alignment of the partnership entity, support being considered preliminarily in this pre-approval phase, and the alignment to the Athlos three pillars. The details of these partnerships will continue to be developed upon approval of the charter so that leadership staff and the CTF will be able to align the partnership commitments to the overall operational plan for the school. As described in the Meeting the Need section, the CTF has developed criteria for partnership decisions to ensure the partnerships add value to the program, have sustainable impact with the community being served, and provide opportunities for both students and families.

Partner	***Preliminary Support/Service***	***Pillar Alignment***
Dyer Engineering	*To support the approval of Athlos Academy of Reno and to provide mentorship to future students consisting of volunteer time at the school and/or time for students to visit the business for learning opportunities.*	*Prepared Mind, Performance Character*
Tricor Construction	*To support the approval of Athlos Academy of Reno and to provide mentorship to future students consisting of volunteer time at the school and/or time for future students to visit the business for learning opportunities.*	*Prepared Mind, Performance Character*

Key Medical	*To support the approval of Athlos Academy of Reno and to provide support for, and partnership with, the Healthy Body program through activities, sponsorships, or mentoring.*	*Healthy Body, Performance Character*
D4 Advanced Media	*To support the approval of Athlos Academy of Reno and to provide mentorship to future students interested in digital media and careers in the marketing/advertising industry. D4 provides support opportunities at select K-12 campuses in the area and are excited for Athlos to be on their partnership list.*	*Prepared Mind, Performance Character*
Reno 5000	*To support the approval of Athlos Academy of Reno and to provide support for, and partnership with, the Healthy Body program through activities, sponsorships, or mentoring. Specifically, to develop a partnership that inspires the community as a whole – outside of the school day – to stay active.*	*Healthy Body, Performance Character*

(5) Describe the group's ties to and/or knowledge of the target community. What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city?

The ~~board~~ *CTF* is representative of the target community, with long-standing ties to the community at large. Members of the ~~board~~ *CTF* have lived and worked in South Reno for many years. Several members attended the local schools themselves and now their children are enrolled in schools in this same area. In the neighborhoods and businesses~~,~~ the ~~board~~ *CTF* is associated with, they hear all too often about the overcrowding issues at their local schools. The ~~board~~ *CTF* plans to engage the rest of the target community through existing personal and professional networks to tap into the unmet demand for all families in the area to have more options for their children.

(6) Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If much of the founding group and/or the EMO contractor is new to Nevada, describe how your previous work has prepared you to establish relationships and supports in this new community.

~~Athlos Academy of Reno is currently working with and seeking out strong community partnerships to support the success of students and the school. The governing board is not new to Reno and the connections and experiences of the board (as noted throughout the application) are integral to the success of the school. The EMO is in partnership with the board. As seen in Attachment 13: EMO Agreement Documentation, the partnership between the EMO and the board is designed to provide supportive services for the educational and operational aspects of the day-to-day and life of the school. It is also designed to support the local governing board through training, partnership support, and more. This relationship will help to ensure that the local board can focus on bringing partnerships to life for the students and families they are serving and have the time and inspiration to truly govern.~~

~~The local community effort is so important, which is why the infrastructure provided by the EMO partnership provides support and room for the local board to truly integrate with the South Reno area. The following is an outline of the process by which the board will consider, select, and partner with community organizations.~~

Athlos Academy of Reno supporters, as discussed in prompt 4 of this section, will help the CTF establish the school as an integral part of the community. The CTF has chosen to partner with Athlos Academies (EMO). The partnership of the EMO with the local CTF is designed to provide supportive services for the educational and operational aspects of the school. This relationship will help to ensure that the local board can focus on bringing partnerships to life for the students and families they are serving and have the time and inspiration to truly govern.

To see Athlos Academy of Reno be successful, the EMO partnering with the CTF is key. The partnership between the CTF and the EMO creates a relationship that can use resources both locally and nationally to support Athlos Academy of Reno. By working with an EMO that has a national network of charter school partnerships, the CTF is providing the local community with resources that will strengthen not only the school, but the community.

Partnership Philosophy

~~They say it takes a village to raise a child and we agree.~~ *Raising a child does require a village, and* that's why school partnerships are so important for our students in their ~~experience at school~~ *school experience*. School is *about* more than learning the basics; it's about learning lifelong skills for a successful future. *The implementation of the three pillars throughout the application demonstrates how each pillar helps a child achieve lifelong success.*

~~It is the ultimate goal of this board~~ *The CTF's goal is* that Athlos students become engaged citizens who understand that learning, wellness, and strong *Performance Character* ~~performance character~~ are inextricably connected, and will apply these attributes as each of them graduate *to* high school, and the rest of their lives. Ultimately, our vision is that students who graduate from our school will be courageous, persevering, humble leaders who contribute to a better society and inspire others in their careers and communities to live fulfilling, responsible, and successful lives.

Continued efforts for community partnerships are guided by this vision to support student success. ~~Athlos Academies has prepared as an EMO to support a school in Nevada by having meetings to get know people in the local community as well as at the state level.~~ *Athlos Academies (EMO) has prepared to support a school in Nevada by meeting with local and state level community members to understand the needs of the area. The CTF will seek partnerships that align with the values of Athlos Academy of Reno to help further their students' goals. The partnerships mentioned in prompt 4 align with the model of Athlos Academy of Reno and were formed using the school's criteria for identifying partner organizations.*

Criteria for Identifying Partner Organizations

- Partner organization commits to supporting the mission and vision of Athlos Academy of Reno.
- Partner organization is willing and able to have volunteer presence in the school to support at least three activities throughout the year.
- Partner organization is willing and able to donate financially or through material resources that support the mission and vision of the school.
- Partner organization has a track record of successfully upholding programming in at least one other school (reference call/letter may be requested by the Athlos ~~Governing Board~~ *board of directors*).
- Partner organization fits the niche of at least one of the Three Pillars (Healthy Body, Prepared Mind, and Performance Character) for added support in reaching student performance goals.

ACADEMIC PLAN

MISSION & VISION

The mission of your school should describe the purpose of your school, including the students and community to be served and the values to which you will adhere while achieving that purpose. The vision of your school should describe what success looks like for students, for the school as a whole, and for any other entities that are critical to your mission. The mission and vision statement should align with the purposes of the Nevada charter school law and the mission of the State Public Charter School Authority and serves as the foundation for the entire proposal.

(1) Provide the mission of your proposed school and describe how that mission will inform your school's daily activities and students' classroom experience.

As stated in the Executive Summary on page 1, Athlos Academy of Reno's mission is to provide high quality educational opportunities for the whole child based on three foundational pillars of Prepared Mind, Healthy Body, and Performance Character.

~~Athlos Academy of Reno provides research-based academic programs that promote standards-based learning and are rich with personal relevance and real-world application. The school implements high-quality instructional and assessment practices and uses data to drive instructional decisions and differentiation. Athlos Academy of Reno integrates scientifically designed physical activity and wellness programs into all students' daily experience to promote an active, healthy lifestyle and contribute to higher academic achievement. Athlos Academy of Reno incorporates a daily focus on essential performance character traits, taught collaboratively to develop a sense of community in the school and support student ownership in their academic and character growth. Teaching the three pillars provides students with the skills and knowledge necessary to be contributing citizens who build healthy relationships in their communities.~~

~~The Athlos model seeks to identify at-risk students—those more likely to drop out during their school career—early and support them through the Three Pillars of Performance educational model. The model will engage students academically via rigorous, relevant curriculum; it will inhibit obesity by providing health and wellness support as well as focused physical activity training; and it will help students develop the Performance Character traits necessary for success in school and life.~~

The Athlos three pillar approach weaves together a model for educational excellence. Believing that intelligence, athleticism, and character are malleable, a growth mindset is integral to the design. The three pillars depend on each other to help students reach maximum potential and build strong schools and communities.

Athlos Academy of Reno will incorporate a daily focus on essential Performance Character traits and promote a culture of positivity and growth. Using Performance Character-based classroom management and social and emotional modeling, classrooms will be safe and respectful. Students will have opportunities to develop a sense of community among diverse learners, experience trait-related activities and protocols, and engage in self-assessment practices, encouraging student ownership in both academic and character development. The Athlos Prepared Mind pillar provides research-based academic programs and materials that promote standards-based learning and are rich with real-world context and application. Teachers use effective and equitable instructional practices that promote critical-thinking skills, inquiry, collaboration, and high-quality work. Balanced, healthy assessment practices and the use of data drive instructional decisions and differentiation.

Athlos Academy of Reno will integrate scientifically-designed athletic movement curriculum and wellness programs into all students' daily experience to promote an active, healthy lifestyle and contribute to higher academic achievement. Teaching the three pillars provides students with the skills and knowledge necessary to be contributing citizens who build healthy relationships in their communities.

The Athlos model seeks to identify at-risk students—those more likely to drop out during their school career—early and support them through the three Pillars of Performance educational model. The model will engage students socially and emotionally by providing a safe, trusting learning environment, and academically via rigorous, relevant curriculum. It will inhibit obesity by providing health and wellness support as well as focused physical activity training. Finally, the Athlos model will help students develop the Performance Character traits necessary for success in school and life.

Performance Character education at Athlos Academy of Reno will also serve as a preventative discipline program and support kids as they become resilient leaders ready to leave a positive ~~mark~~ *impact* on the world. The three pillars together will improve student health, heighten student engagement in school, and lower the chance of future dropouts.

(2) Describe the vision for your school, clearly illustrating what success will look like in terms of life outcomes for students and the impact on the local community and/or larger society.

The vision of Athlos Academy of Reno is to produce students who are well-prepared to ~~face the challenges of life, and who have developed critical-thinking skills, a broad knowledge base, and healthy lifestyle habits. The Athlos school culture will successfully instill students with the key Performance Character traits, including grit, leadership and social intelligence, identified by Athlos Academies as qualities a person must realize to reach his or her highest potential in life. Athlos graduates will embody these traits, which research identifies as more predictive of a person's success than intellectual talent or educational attainment.~~ *embrace any challenges of life. Supported by an academic program that develops a broad knowledge base, a culture of analytical reading, mathematical literacy, communication skills, and critical thinking processes, students will be able to pursue a college or career path that meets their interests and goals. The Athlos school culture will successfully equip students with the key Performance Character traits, including grit, leadership and social intelligence, identified by Athlos Academies (EMO) as qualities a person must realize to reach his or her highest potential in life. Athlos graduates will embody Performance Character. Research has identified these traits as being more predictive of a person's success than intellectual talent or educational attainment as they build a person's social and emotional capacity to develop strong, healthy relationships and persevere through challenges.*[16] *Through a comprehensive athletic curriculum, students will gain the confidence and competence to be more active, fit, and efficient movers.*



[16] (Duckworth, Peterson, Matthews, & Kelly, 2007) (Seligman, 2007) (Tough, 2013)

Partnered with a culture of wellness, graduates will live healthy lifestyles.

Our ultimate goal is that Athlos Academy of Reno students become lifelong learners who understand the crucial connections among learning, wellness, and strong *Performance Character* ~~performance character~~. As a result, our vision is that all students who graduate from the school mature into courageous, humble leaders who contribute to a better society and inspire others daily to live fulfilling, healthy, and successful lives.

(a) Articulate clear guiding purposes and priorities that are meaningful, measurable, and attainable.

Athlos Academy of Reno's *three pillars of performance* ~~Three Pillars of Performance~~ are based in research, showing their value for students in school and, importantly~~,~~ later in life. All three pillars include rigorous assessment measures as part of their strategies of instruction. (For more on assessments, see the response*s* beginning on page 50.)

(3) A charter school must have as its stated purpose at least one of the goals set forth in NRS 386.520. Please identify the statutory purpose(s) of the school and how these align to the mission and vision of the school. The six statutory purposes are:

(a) Improving the academic achievement of pupils;
(b) Encouraging the use of effective and innovative methods of teaching;
(c) Providing an accurate measurement of the educational achievement of pupils;
(d) Establishing accountability and transparency of public schools;
(e) Providing a method for public schools to measure achievement based upon the performance of the schools; and
(f) Creating new professional opportunities for teachers.

Athlos Academy of Reno's mission includes using effective, innovative methods of teaching (b) with the vision of improving academic achievement (a). Through professional development and the uniqueness of school culture, teachers at Athlos Academy of Reno will be given a new professional opportunity to work with an innovative charter school model (f).

TRANSFORMATIONAL CHANGE

The SPCSA is committed to authorizing applicants that seek transformational change for the communities they serve, meaning that the operator:

- *Puts forth a model that will result in double-digit academic gains, and*
- *Has a solid plan to move schools toward the top 25% in Nevada. School progress is evaluated based on the SPCSA's Charter School Performance Framework (CSPF) and the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education.*

(1) Articulate your approach to education. Describe the most essential features of your school that ensure it will meet the SPCSA's ambitious academic goals. Specifically describe how your students, many of whom will not be proficient initially, will experience and practice academic rigor during the first year and subsequent years in which your school is progressing toward the SPCSA's academic goals.

~~The Athlos educational model consists of three foundational pillars: Prepared Mind, Healthy Body, and Performance Character. The three integrated pillars engage and serve the whole child in a manner that encourages connection to self and society. Athlos Academy of Reno will achieve high levels of academic~~

~~achievement while lowering dropout rates by instilling students with strong academic skills, healthy bodies, and resilient performance character traits. A prepared mind can only reach its fullest potential by way of innovative academic curriculum and instruction as well as the inclusion of regular physical activity and health education, and performance character development.~~

~~Research-based academic, athletic, and performance character programs provide tailored opportunities for students to learn and grow. The use of valid, reliable assessments reflects the commitment of Athlos Academy of Reno to continuous growth and personal accountability. Talking openly and honestly about student learning as it relates to academic standards and performance character traits encourages students to set goals as well as reflect upon and take ownership of their learning, and engages families in the process. Studies show that students who engage in a regular and effective physical education program show greater academic achievement gains than their peers who lack such opportunities. Integrating physical activity into the school day is especially important, because more than one in ten Nevada adolescents are obese and more than one in seven are overweight. Athlos Academy of Reno will deliver an engaging curriculum that is aligned vertically, integrated across disciplines, and to standards, and integrates physical activity and character development into daily instruction.~~

~~Athlos Academy of Reno deploys critical inquiry and project-based instructional strategies to ensure students achieve their fullest academic potential. Athlos will utilize research-based curriculum, strong assessment practices, and family engagement. This approach requires significant investment in ongoing professional development for teachers, administrators, and staff. At Athlos Academy of Reno, outstanding teachers, working in partnership with families in a values-rich, data-driven environment, will instruct students.~~

The Athlos model consists of three foundational pillars of performance: Prepared Mind, Healthy Body, and Performance Character. Connected by a common mission statement, each pillar also has its own overarching statement, core beliefs, and 12 strategies categorized by curriculum, instruction, assessment, and family and community (for a full description, see the Pillar Implementation Guide). These strategies were carefully researched and selected to be key features of the Athlos educational model, because they are documented to promote strong school culture, increased physical literacy, and student growth and achievement.

Another integral component of the model is the school-wide structures, which are key elements that affect all three pillars. Recognizing that effective educational organizations have strong systemic alignment, these structures strengthen the Athlos model's framework by supporting all three pillars and the overall mission.

School-Wide Structures:

- *Student-led conferences*
- *Standards-based grading*
- *Student portfolio system*
- *Student work exhibitions*
- *Behavioral support system*
- *School portfolio system*
- *Professional learning communities*
- *Teacher professionalism*

The Pillar Implementation Guide summarizes the eight structures and 36 strategies. It includes a rubric for each strategy and structure detailing levels of implementation and responsibilities for school staff members.

Athlos Academy of Reno will utilize a model founded on research-based curriculum, effective instructional and assessment practices, and family engagement. Given that this model, including its curriculum, strategies, and structures, requires a high level of analysis, collaboration, and planning, it will demand significant investment in ongoing professional development for teachers and school leaders. Both teachers and students will initially experience and practice a beginning level of implementation during the school's first year. The five-year plan is for Athlos Academy of Reno to demonstrate a high level of implementation of all the strategies, yet understand the realistic capacity of a new organization. The model is intended to be implemented in phases (see the Professional Development Plan for more information).

Priorities for first year implementation include:

Prepared Mind	*Math programs (Bridges and College Preparatory Program)* *Lucy Calkins: Reading and Writing Workshop approach* *Foundational skills* *Science and social studies standards mapping*
Performance Character	*Huddles* *Integration with Healthy Body pillar* *Performance Character-based classroom management* *Performance Character-based instructional strategies*
Healthy Body	*Athlos athletic curriculum and methodology* *Modeling effective practices* *Athlos athletic curriculum assessment protocols* *Unstructured free play* *Movement breaks*
School-Wide Structures	*Standards-based grading* *Student-led conferences* *Student working portfolios* *Behavioral support system* *Professional learning communities* *Teacher professionalism*

In the first year, academic learning will be addressed in all content areas. Rigor will primarily be focused on the math program. Using reform-based math programs, students will be taught to use a variety of strategies and models as well as the Nevada standards for mathematical practices. Teachers will be expected to implement math programs with much fidelity. In reading, the emphasis will be on foundational skills and building a balanced literacy culture with particular focus on the reading and writing workshop approach. Teachers will use units and resources for science and social studies content, though the focus will be on supporting teachers with in-depth understanding of the standards and practices and mapping a coherent scope and sequence for alignment. Strategies from both the Performance Character and Healthy Body pillars will support academics, including Performance Character-based classroom management and instructional strategies as well as Healthy Body movement breaks. Continued professional development will support the staff in implementing all

additional structures and strategies for all three pillars in subsequent years. At the end of each year, Athlos Academy of Reno will devote time for data analysis and goal setting (both school-wide and for individuals) to develop a school work plan to support the next school year. Part of the data process is for staff to conduct a self-review using the Pillar Implementation Guide, which outlines the strategies for each pillar and includes comprehensive rubrics for evaluation. (For examples of the structure of the rubrics, see the the full Pillar Implementation Guide.)

(2) Describe the fundamental features of your educational model that will drive outcomes in your proposed school. Key features may include:

- *Programs (e.g., curriculum, PD, afterschool program, parent program, etc.)*
- *Principles (e.g., no excuses, individualized learning, learn at your own pace, etc.)*
- *Structures (e.g., blended learning, small learning communities, small class sizes, etc.)*

~~The school will incorporate curriculum resources designed by Athlos Academies (EMO) and other sources to foster high quality teaching and learning in the school. Curriculum and instruction will be aligned with the Nevada Academic Standards. The curriculum, instructional methods, and associated professional development ensure students are engaged in systematic, explicit, and efficient learning experiences that are relevant to their daily life. Key structures, policies, and practices of Prepared Mind pillar include:~~

~~Curriculum: Athlos academic curriculum content is based on research and standards, and integrates relevant, contextual connections for students. The curriculum includes opportunities for inquiry and performance tasks, which engages student interests, allows students to make connections to outside the classroom and promotes expanding students' depth of knowledge.~~

~~Instruction: Teachers at Athlos Academy of Reno will actively involve students through student-centered workshops, projects, and collaborative tasks. Instruction will be differentiated to meet student needs and will display a developmentally appropriate flow. To ensure teachers are habitually growing and learning in their instructional abilities, regular professional development time will be scheduled and set aside. The yearly calendar includes professional development days, and weekly small group meetings will allow for collaboration and further development.~~

~~Assessment: Teachers will consistently use formative assessment to inform instruction and will ensure summative tasks vary in scope and design in order to engage all students. Purposeful assessments using standards-based grading will promote a growth mindset and support student learning.~~

~~Community and Culture: Athlos Academy of Reno will expand and enrich the focus of the classroom by engaging family members through student-led conferences and student work exhibitions, which will celebrate their work. Teachers will help create classrooms filled with trust, safety, and encouragement. That foundation will allow students to feel safe to take risks, share opinions, and ask each other questions. Athos students will advance this culture by learning, practicing and exhibiting key Athlos Performance Character traits leadership, grit and social intelligence.~~

~~The academic program is designed to address the achievement gap. Moreover, combining~~

The Athlos model is grounded in key cognitive, social and emotional learning, and motivational theories framed by certain guiding principles:

Importance of community: When people feel a nurturing sense of belonging and trust, they will take risks, share opinions, and ask questions. It is important to note that this applies to teachers as well as students. The family and larger community will engage in the school community through a variety of practices and structures so that students, parents, teachers, and school leaders experience a positive and productive partnership.

Use of effective pedagogy: Teachers and coaches will utilize effective instructional practices incorporating elements such as inquiry, modeling, structured investigation, differentiation, and collaboration. Such practices support critical thinking skills, engagement, and high-quality products.

Culture of growth and positivity: Through balanced, healthy assessment practices, students will develop a growth mindset applicable to athleticism, academics, and Performance Character.

Focus on health and wellness: Understanding the connections between the mind and body supports students' ability to learn and achieve.

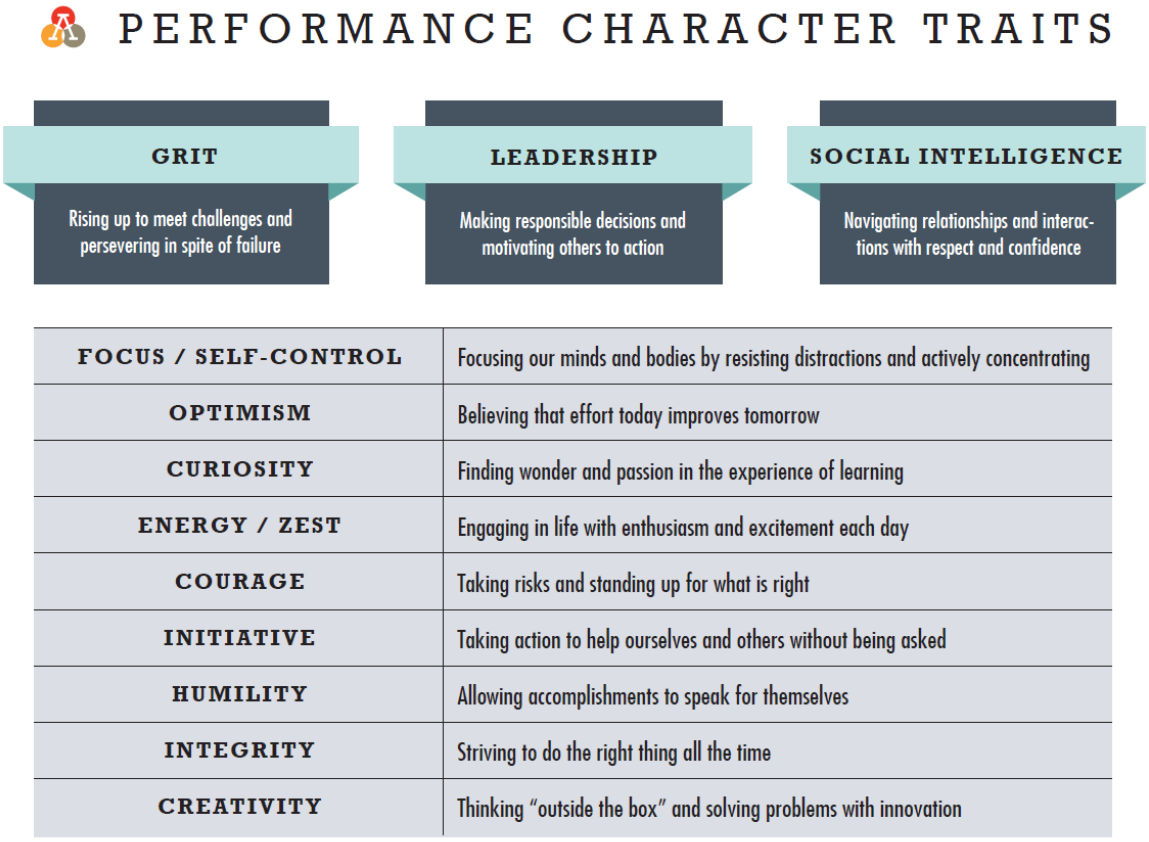
Other key features include:

Professional development: The Athlos staff will experience strategic, well-planned professional development aligned to the Pillar Implementation Guide and the Nevada Educator Performance Framework. The school leadership team, in conjunction with the EMO, will plan on-site and continuous virtual professional development. Resources will include use of the learning management system (LMS), Athlos Academies' online learning platform, Athlos Summer Institute training, and opportunities with outside professional organizations. Ongoing professional learning communities (PLCs) will also support collaboration and further development.

Curriculum and resources: The Prepared Mind curriculum is based on research and aligned to Nevada standards. The chosen programs and materials support teachers' effective pedagogy, sound assessment practices, and development of content knowledge. Students will experience relevant, contextual connections. The Healthy Body pillar utilizes the specially designed Athlos athletic curriculum and developmentally appropriate methodology to instill physical literacy in students.

Three pillars integration: Combining and integrating the Performance Character pillar with the other two pillars at Athlos Academy of Reno is truly innovative. While many schools run physical education and character education programs as a secondary endeavor, Athlos Academy of Reno believes that bringing healthy lifestyle and *Performance Character* ~~performance character~~ education to the forefront of our educational programs will lead to greater academic achievement and engagement for all students.

Performance Character traits: Athlos' Performance Character pillar is a comprehensive social-emotional skills development program built upon evidence-based practices for developing social-emotional competencies in students. While there is no definitive or exhaustive list of such competencies or skills, Athlos has identified the following 12 Performance Character Traits as essential:



Students engage in trait-related activities daily through a variety of best practices. The Collaborative for Academic, Social, and Emotional Learning's (CASEL) description of effective programs found three design elements to be positively associated with student outcomes: explicit social, emotional, and learning skills instruction, integration with academic curriculum areas, and teacher instructional practices.[20]

(3) Describe the mechanisms by which the fundamental features you described in (2) will dramatically influence student success. Please provide evidence from your own experience and/or valid research.

Valid research showing the benefits of the ~~Three Pillars of Performance~~ *three pillars of performance* are referenced throughout this application in footnotes and the Works Cited section on page 159. Specific sources for features of each of the three pillars are listed below.

- Prepared Mind: the following practices and strategies are woven into instruction
  - Inquiry-based learning: *Inquiry-Based Learning: A Review of the Research Literature* by Dr. Sharon Friesen and David Scott[21] and *Teaching for Meaningful Learning: A Review of Research on Inquiry-Based and Cooperative Learning* by Dr. Brigid Barron and Dr. Linda Darling-Hammond.
  - Project-based learning: *Project-Based Instruction: A Review of the Literature on Effectiveness in Prekindergarten through 12th Grade Classrooms* by Margaret Holm.

[20] (Durlak, 2011)

[21] (Friesen, 2013)

- *Leaders of Their Own Learning: Transforming Schools Through Student-Engaged Assessment by Ron Berger, Leah Rugen, Libby Woodfin*
- *Classroom Assessment for Student Learning-Doing it Right, Using it Well by Jan Chappuis, Rick Stiggins, Steve Chappuis, Judith Arter*
- *Making Sense: Teaching and Learning Mathematics with Understanding by Carpenter, T., Fennema, E., Fuson, K., Hiebert, J., Murray, H., Wearne, D.*

- Healthy Body
  - The connection between physical activity and academic achievement is analyzed extensively in *Spark: The Revolutionary New Science of Exercise and the Brain* by John Ratey.
  - *There is widespread evidence about a positive link between physical exercise and academic performance. A CDC meta-analysis found "substantial evidence that physical activity can help improve academic achievement."*[25]
  - *Having physical activity and movement outside of traditional physical education classes is also important. Field experiments analyzed in Educational Researcher found that "structured breaks from demanding cognitive tasks seem to facilitate school learning, as well as more general social competence and adjustment to school."*[26]
- Performance Character

This pillar is a comprehensive social-emotional program built upon evidence-based practices for developing social-emotional competencies in students. The Athlos Performance Character pillar engages students in SEL skill development through 12 strategies consistent with CASEL's findings (as discussed in prompt 2 of this section).

CASEL Approaches to SEL Skillsets	*Athlos Performance Character Pillar Strategies*
Explicit SEL Skills Instruction	*Huddles* *Student self assessment*
Integration with Academic Curriculum Areas	*Integrated trait opportunities* *Prepared Mind and Healthy Body integration* *Athlos Roots*
Teacher Instructional Practices	*Performance Character-based classroom management* *Performance Character-based instructional strategies*

In addition, the The importance of Performance Character traits is researched and reviewed in Personality Processes and Individual Differences, by Angela Duckworth, et al., How Children Succeed by Paul Tough, and The Optimistic Child, by Martin Seligman

(4) How will you drive growth among students at all achievement levels, accelerating the achievement of those who are most behind?

Supporting student growth at all levels begins with knowing the present level of each student's competency. The Athlos Academy of Reno assessment plan, starting on page 50, outlines what assessment tools will be used every fall to determine students' reading and math levels. Using this information, the multi-tier system of supports (MTSS) team and teachers will be able to determine the instructional needs of the students and use the MTSS plan accordingly (see the complete Multi-Tier System of Supports Plan). For example, the MTSS team will

[25] (Center for Disease Control and Prevention, 2010)

[26] (Pellegrini & Bohn, 2005)

allocate paraprofessional support, using research-based interventions, to work with students who need targeted instruction. Student growth will continue to be monitored as students receive additional support to determine if adjustments need to be made.

Using the fall data as well as pre-assessments for units, teachers will adjust curriculum (content, process, or products) to meet the students' needs and interests.[31] *Through the support of the curricular programs and professional development, teachers will develop strategies to support those who need intervention support and those who need enrichment. Examples of such strategies include small, flexible groupings; center work; the use of leveled readers for shared and guided reading; choice activity boards; book clubs; and extended research opportunities outlined in individual learning contracts. Teachers, with the support of PLCs and the data inquiry team, will continue to analyze summative assessments and mid-year data collection to determine if the program and instructional strategies are supporting student growth and achievement.*

~~Our focus on differentiated instruction in both curricula and instructional practices fosters growth for all students, including those who may be behind their peers. For more on the use of differentiated instruction, see the response to the question beginning on page 41.~~

Additionally, the culture at Athlos Academy of Reno will seek to instill a growth mindset in students and teachers. When teachers ~~hold~~ *possess* and cultivate a growth mindset, students who start out behind in a class can grow to excel.[32]

Athlos Academy of Reno will also support students who may be behind due to special education needs or their status as an English Language Learner. Please see the responses on special education starting on page 68 and the responses on English Language Learners starting on page 74.

CURRICULUM & INSTRUCTIONAL DESIGN

The framework proposed for instructional design must both reflect the needs of the anticipated population and ensure all students will meet or exceed the expectations of the Nevada Academic Content Standards.

(1) Describe the proposed academic program and how it complies with the requirements of NRS 386.550 and NRS 389.018.

Curriculum Overview

The educational model at Athlos Academy of Reno is built on three foundational and interwoven pillars: Prepared Mind, Healthy Body, and Performance Character. The following curricula were selected following deliberate research, and will best support *student growth and achievement* ~~students at an Athlos school~~. The curriculum will comply with the days-of-school requirements of NRS 386.550 and subject-area requirements of NRS 389.018.

CURRICULA AND TOOLS: Prepared Mind Pillar

For the Prepared Mind pillar, which has the strongest focus on academics, Athlos Academy of Reno will align curriculum and instruction with the Nevada Academic Content Standards for English ~~Language Arts, and Mathematics and Common Core State Standards (CCSS). This will ensure students are successful on state and standardized tests, well-prepared for upcoming grade levels, and eventually ready for college and a career. The school will also incorporate curriculum and resources designed by Athlos Academies or outside~~

[31] (Tomlinson, 2014), (Ricci, 2013)

[32] (Dweck, 2007)

~~sources.~~ *language arts, mathematics, science, and social studies. Alignment to the standards will support development of content knowledge and processes assessed by state and standardized tests. Athlos Academy of Reno's curricula will either drive or supplement instruction. School leaders, instructional coaches, and teachers will work together to develop curriculum maps that identify specific content, supporting materials, and cross-curricular integration. Significant curricular resources, mentorship opportunities, and coaching will be provided by the school to support emerging teachers, but the opportunity for more flexibility in the classroom will be offered to teachers who may be approaching master teacher status. Costs for curricular resources and professional development are accounted for in the operational budget.*

Athlos Academy of Reno's ~~Our~~ criteria for all endorsed curricula include the following:

- The program is in alignment with ~~state~~ *Nevada Academic Content Standards* and Common Core standards.
- The program maintains quality vertical and horizontal alignment.
- The program is structured yet allows for significant differentiation.
- The program encourages multiple teaching modalities.
- The program offers interdisciplinary opportunities and contextual learning.
- The program encourages relevant, real-world application of knowledge and skills.
- The program promotes skills to critically analyze and synthesize information in innovative ways.
- The program offers professional development materials or opportunities for teachers.
- *The program promotes critical thinking and reasoning skills: analysis, synthesis, and evaluation.*
- *The program offers a variety of assessment tasks, including performance-based assessments.*

~~Athlos Academy of Reno's curricula will either drive or supplement instruction. Administrators and teachers will work together to develop curriculum maps that identify specific content, context, supporting materials, and cross-curricular integration. Significant curricular resources, mentorship opportunities, and coaching will be provided by the school to support emerging teachers, but the opportunity for more flexibility in the classroom is offered to teachers who may be approaching master teacher status. Costs for curricular resources and professional development are accounted for in the operational budget.~~

~~This approach stems from the idea that every classroom presents its teacher with a different set of strengths and challenges and a unique breadth of culture, interests, and talents. Instructional choices and curriculum incorporation will be guided at a school-wide level, but high quality and well supported teachers know their students best and need sufficient flexibility with curriculum in order to teach well. Teachers will be encouraged and empowered to take ownership of their work and as a result will become stronger, more confident educators.~~

The key to leading each student to academic success is to ensure the ability to differentiate or adapt curriculum and instructional materials. This is especially true for supporting students in need, such as those with disabilities or who are ELL. Special education teachers and ELL staff are essential in the process of identifying those student needs and addressing them through material adaptation. Athlos Academy of Reno will focus on these needs by 1) identifying student's individual goals and objectives in general education activities, 2) ensuring a specific performance expectation in that general education setting, 3) determining what content to teach as a team, 4) determining how to then teach that content without modifications if the student can receive the same outcomes 5) if the student cannot receive those outcomes within non-modified teaching strategies, then alternate adaptations are reviewed, such as instructional arrangement, lesson format, student specific teaching strategies, selecting alternate curricular goals, adapting the physical and social classroom

environment, modifying the materials, or supervision arrangements. Finally, the team supporting these students will work together to measure and continuously evaluate the effectiveness of any adaptations.

In the following narrative, the curricula chosen and suggested to facilitate teaching and learning are described.

Literacy

The literacy program at Athlos Academy of Reno will follow the Balanced Literacy framework in order to support literacy development in all areas. This includes instructional time for reading/writing workshops, independent reading, small group reading, shared/close reading, and word study. All instructional time supports literacy processes, including comprehension of informational text and literature, phonemic awareness, phonics, fluency, and vocabulary development. Recognizing the need to support many strategies and processes, Athlos Academy identified four core programs for the overall framework.

Lucy Calkins Units of Study for Teaching Reading and Writing (K-5) - Teachers will be encouraged to use these units of study as the core of the K-5 writing curriculum to ensure students develop strong reading and writing skills that can be applied across all disciplines. The curriculum provides K-5 grade-specific support for teaching writing workshops that will help students meet and exceed the Nevada Academic Content Standards for English Language Arts. Lucy Calkins' work is based on seven principles of literacy research:

- There are fundamental qualities of all good reading and writing.
- Using a specific process to teach the complexities of writing increases student achievement.
- Students benefit from teaching that offers direct instruction, guided practice, and independent practice.
- To write and read well, students need dedicated time every day with specific expectations of volume and stamina.
- A successful curriculum provides differentiated instruction.
- Writing and reading are a joined process. Students learn best when they are meaningfully connected.
- Students need clear goals and frequent feedback.

Athlos Academy of Reno and the EMO recognizes that Lucy Calkins is a complex reading program, so effective implementation requires the right support and resources. Part of the planned professional development is to provide consistent training including on-site visits and webinars. Teachers will be supported in the development of appropriate literacy schedules, understanding of the workshop approach, and how to navigate the Lucy Calkins lessons. The professional development support for this curriculum will also include sufficient resources to support grade level classroom libraries, a known critical component of the Lucy Calkins implementation. Teachers will be supported beyond professional development with all of the necessary materials for the units of study, including mentor texts, read-alouds, and suggested book clubs. The instructional coaches will be additional supports for effective implementation.

Units of Study for Teaching Writing - The curriculum provides K-5 grade-specific support for teaching writing workshops that will help students meet and exceed state standards. There are four units of study per grade level that are organized around the three types of writing included in Common Core standards:— opinion/argument writing, information writing, and narrative writing. Each unit contains 18 to 22 lessons, including all the teaching points, mini-lessons, student conference guidelines, and small-group activities required to teach writing comprehensively in a writer's workshop style. *Suggestions for how to use conferring and small group instruction to support and respond to students' needs are included in each session.*

The curriculum comes complete with meaningful professional development opportunities, teacher instructional resources, and digital student support materials. It also includes a set of valid, reliable performance assessments and a scope and sequence of learning progressions across opinion, information, and narrative writing that include benchmark student texts, writing checklists, and assessment rubrics. ~~Distinctively, this curriculum supports differentiation through an "If… Then… Curriculum" which offers alternate units of study presented as if/then scenarios that support targeted and differentiated instruction to meet the needs of both excelling and struggling students.~~

Units of Study for Teaching Reading - This curriculum offers resources for teachers to implement rigorous and responsive reading workshops *in order to cultivate a joy for reading.* Teachers will be encouraged to use these units of study or similarly designed units as the core of the K-5 reading curriculum. The carefully organized spiral curriculum and sequential units of study provide K-5 support for teaching students how to read *informational text and literature* with sophistication and engagement. Each unit's books provide a comprehensive roadmap for teaching a reading workshop and help teachers plan goals, mini-lessons, independent reading time, share sessions, and assessment for that unit. *Suggestions for how to use conferring and small group instruction to support and respond to students' needs are included in each session.* As with the Units of Study for Teaching Writing, supplementary materials include professional development opportunities for teachers before the start of each school year, a set of teacher instructional resources, and digital support materials for students.

Open Court Reading Foundational Skills Kits- *The K-3 foundational skills kits provide systemic and explicit instruction to support early literacy skills. The kits include components to address phonemic awareness, phonics, fluency, vocabulary, and comprehension. The program uses concise direct teaching lessons and engaging materials to support a progression of foundational skills. Assessment data is collected to document children's present levels of competence and progress with the skills. This is intended to supplement the Lucy Calkins Units of Study program.*

Words Their Way - This classroom-proven framework for teaching spelling provides detailed directions for teachers working with students in each stage of spelling development, including *additional* instruction in phonics and vocabulary. The program is certified as a valid instructional intervention tool by the National Center on Intensive Intervention Research at the American Institute for Research. Words Their Way has a variety of resources to meet the needs of different types of spellers, including emergent spellers, derivational relations spellers, syllables and affixes spellers, ELL spellers, Spanish-speaking ELL spellers, *and* pre-K and kindergarten spellers. A set of books will be purchased as shared resources for each learning community in the school, including the K-2, 3-5, and 6-8 communities.

Because Lucy Calkins Units of Reading is only a K-5 program, grades 6-8 will transition to EngageNY ELA Curriculum modules. These modules support the balanced literacy approach and use instructional strategies and assessment practices similar to the Lucy Calkins Units of Study.

EngageNY ELA Curriculum Modules (6-8) - EngageNY ELA Curriculum is a free, open-source series of teaching modules developed and managed by the New York State Department of Education to support its implementation of Common Core standards. These modules were developed by Expeditionary Learning, an organization supporting high-performing schools for more than 15 years. These modules will serve as full curriculum for emerging teachers and as curriculum structural guides for advanced educators. This curriculum was chosen to ensure that high-quality curriculum design is incorporated into the learning

experience of students during the school's first years of operation, and that teachers have the opportunity to experience teaching such units.

The curriculum includes four modules for each grade level from 6th to 8th grade. These modules focus on reading, writing, listening, and speaking in response to high-quality texts. The modules sequence and scaffold content aligned to the Common Core standards and associated national tests, including PARCC. An evaluation will be conducted to ensure that these modules also meet the Nevada Academic Content Standards for English Language Arts prior to the start of the school year. If gaps between the modules and state standards are found, modifications will be made before the start of the school year.

Each module concludes with a comprehensive performance task, which provides teachers with detailed feedback on students' performance on key standards. Modules may include more than one unit; each unit includes cohesive learning progressions that help students build knowledge, gain necessary skills, and understand ~~of~~ major concepts. The modules also include suggested daily lesson plans, associated guiding questions, recommended anchor or model texts, scaffolding strategies, examples, and other resources.

Supplementary *Literacy* **Resources** - Other resources will be made available to teachers to assist with facilitating teaching and learning, including Reading A-Z, and Raz-Kids. These programs provide high-quality differentiation resources that teachers can ~~utilize~~ *use* as needed.

Reading A-Z is a web-based reading program that provides easy access to reading materials at a range of instructional levels that help students become proficient readers. The program offers 27 levels of text complexity and support resources such as lesson plans, quizzes, discussion cards, and worksheets. Reading A-Z also includes a phonics program, reader's theater scripts, fluency passages, paired book lessons, close reading packs, and literature circle journals. *Reading A-Z would be used for differentiation needs in the classroom, such as small group instruction for guided and/or independent reading time.* The program is in alignment with the Common Core standards and provides connections to other reading programs and popular leveling systems.

Raz-Kids is a web-based reading program that offers animated e-Books and 27 levels of text complexity. Students can listen to books while reading highlighted phrases, read ~~a~~ book*s* at their own pace, record themselves reading ~~a book~~ out loud to practice fluency, and take comprehension quizzes after completing a book. The program ~~provides~~ *includes* classroom management tools that allow teachers to maintain a roster of up to 36 students, create assignments, and access individual reports. There is also a formative assessment tool that determines areas of student weakness and identifies needed supplemental instruction. Raz-Kids pairs with Reading A-Z to give students the instructional resources and practice they need to be successful. This program will likely serve to provide support for struggling readers ~~also~~ *during small group guided reading time*, but will not be used as core reading curriculum.

Mathematics – ~~The following curricula have been chosen as resources for facilitating teaching and learning. Professional development is incorporated throughout the year. Initial training will focus on implementation procedures and ongoing training will focus on achieving student success in alignment with state standards.~~

Developing Mathematical Thinking (DMT) *– Athlos Academy of Reno will engage with DMT to provide teachers with significant professional development workshops and resources. DMT is led by Dr. Jonathan Brendefur, a mathematical education professor at Boise State University. DMT is committed to improving student learning in mathematics by offering professional development for elementary and middle school*

teachers and has been responsible for ongoing teacher training for more than 12,000 teachers through its partnership with the Idaho State Department of Education and outreach programs across the country.

The framework for this professional development comprises five critical features: taking students' ideas seriously, pressing students conceptually, encouraging multiple strategies and representations, addressing misconceptions, and understanding the relational structure of mathematics. The development of mathematical thinking is focused on developing a student's sense of enactive, iconic, and symbolic processing of mathematics. Long-term implementation of the program leads to increased academic performance results.

This training is designed to help teachers recognize that no curriculum is a panacea, and that completing assignments is not the same as learning the assigned material. Teachers can best support student learning by developing their own abilities to understand how their students are thinking about mathematics and by providing targeted support through a variety of resources.

Athlos has chosen resources that best match ~~*state standards*~~ Nevada Academic Content Standards and current trends in mathematics education. However, teachers, at their discretion may supplement instruction with other materials with the end goal of student achievement.

Bridges in Mathematics (K-5) –The Math Learning Center, a non-profit organization, designed Bridges in Mathematics to help students become confident mathematical thinkers and motivated learners with the ability to explore new ideas and effectively articulate their insights and questions. For each grade level, the Bridges curriculum ~~provides~~ *offers* full lesson plans with an emphasis on problem solving. The curriculum focuses on developing students' deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends a variety of teaching methods including direct instruction, structured investigation, and open exploration. Teachers will be encouraged to incorporate Bridges, or similarly designed curriculum, into the K-5 classroom in conjunction with a skills-based partner program called Number Corner, also designed by The Math Learning Center. Number Corner is skill-building program that emphasizes practice in the context of broader mathematical concepts. It uses short daily workouts to introduce, reinforce, and extend skills and concepts.

This curriculum is accompanied by a set of valid, reliable benchmark exams that will be used in the first year of school operations to ensure alignment with Nevada Academic Content Standards for Mathematics. Once alignment is verified, this curriculum will be used as an ongoing series of benchmarks. This program was chosen by the Portland School District in Oregon in 2011 based on carefully monitored pilot programs and significant research into its effectiveness.[33]

~~**Connected Math (6-8)** - Connected Math is a curriculum for grades 6-8 designed by the Connected Mathematics Project at Michigan State University. This program aims to enable all teachers and students to reason and communicate proficiently in mathematics by providing materials that are rich in connection and deep in understanding and skill.~~

~~This curriculum is structured around skill development and "big ideas" in mathematics. Skill, in the Connected Mathematics curriculum, is a student's ability to use mathematical tools, resources, procedures, knowledge, and ways of thinking developed over time to make sense of new situations. "Big ideas" are clusters of important concepts, processes, ways of thinking, skills, and problem-solving strategies. The~~

33 (Hammond, 2011)

~~curriculum emphasizes significant associations across multiple mathematical topics as well as connections to other disciplines. Mathematical concepts are embedded in the curriculum as interesting problems, including real-world applications. The curriculum also emphasizes teaching through student-centered exploration of mathematically rich problems, and using continuous assessment to inform instruction. The curriculum has two unifying themes, proportional reasoning and mathematical modeling, and four mathematical strands: number, operations, rates, and ratio; geometry and measurement; data and probability; and algebra and functions. Units are organized into investigations that explore multiple problems. This problem-centered teaching model consists of three key phases: launching the problem, exploring the problem, and summarizing the problem. Extensive problem sets help students practice, apply, connect, and extend these understandings. Each investigation then concludes with a reflection process, in which students articulate their understandings and connect "big ideas." Assessment resources incorporated in the Connected Mathematics curriculum include check-ups, partner quizzes, projects, unit tests, self-assessments, and question banks. Connect Mathematics or similarly designed investigations will constitute the core of the middle school math curriculum.~~

College Preparatory Mathematics (6-8) *- CPM is designed by a California non-profit dedicated to improving grades 6-12 mathematics instruction. It offers a complete mathematics program, including problem-based instructional materials and ongoing professional development for teachers, designed to engage all students in learning mathematics through problem solving, reasoning, and communication. CPM teaching strategies focus on how students best learn and retain mathematics. Teaching strategies rely on recommendations of the National Council of Teachers of Mathematics. The research-based principles that guide the course are:*

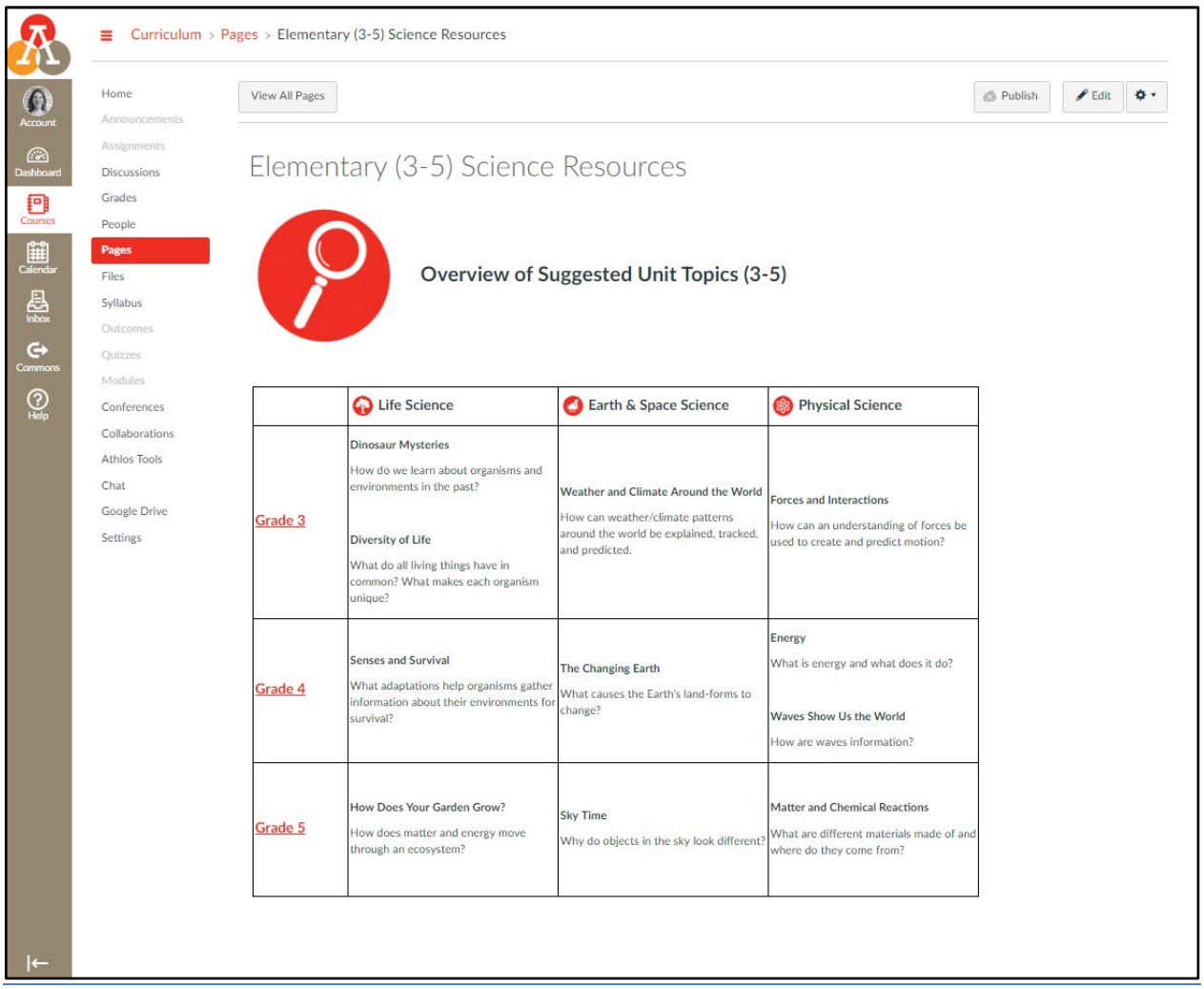
- *Students should engage in problem-based lessons structured around a core idea.*
- *Guided by a knowledgeable teacher, students should interact in groups to foster mathematical discourse.*
- *Practice with concepts and procedures should be spaced over time; that is, mastery comes over time.*

CPM's curriculum is aligned to the Nevada Academic Content Standards and weaves the standards for mathematical practices into the fabric of daily lessons. Courses balance procedural fluency (algorithms and basic skills), deep conceptual understanding using models and strategies, strategic competence (problem solving), and adaptive reasoning (transference and extension).

Science

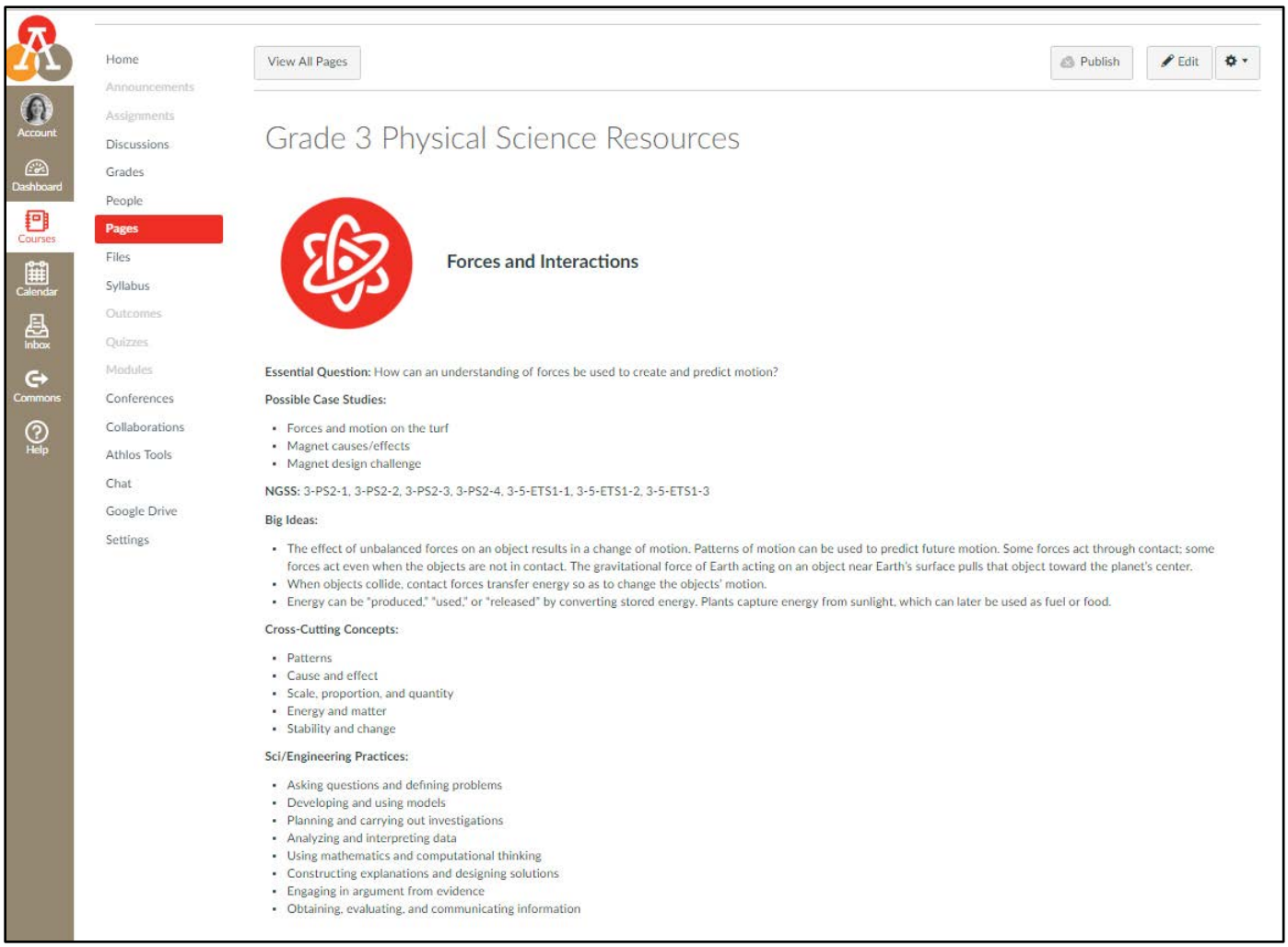
The science program at Athlos Academy of Reno will follow the three-dimensional framework for K-12 science education (science and engineering practices, disciplinary core ideas, and crosscutting concepts)[34] laid out in the Next Generation Science Standards (NGSS) and the Nevada Academic Content Standards for Science (NVACSS). Athlos Academy of Reno's science scope and sequence is based on the NGSS, arranged by disciplinary core idea. Every year in grades K-5, students will have one life science, one earth and space science, and one physical science unit. In middle school, students will have two integrated science units per year (see grades 3-5 overview image below). Our teacher plan includes time to work with content standards: to learn what the standards are; to deconstruct each standard into knowledge, skill, and reasoning learning targets; and to design lessons and units that will help students meet those learning targets.

[34] (National Research Council, 2012)



Resources to teach lessons and units have been researched by staff at Athlos Academies (EMO) and made available for teachers in its learning management system (LMS). These include resources published by the National Science Teachers Association, National Geographic, NASA, and other scientific organizations; resources written and published by science teachers in other NGSS states; and science teaching kits, such as FOSS modules and Engineering is Elementary. Below is an example of a Canvas resource online for one grade level (third grade) in one domain of science (physical science: forces and interactions). Each resource page contains an essential question, suggested case studies, NGSS standards to be addressed, big ideas (taken from NGSS Appendix E: Disciplinary Core Idea Progression Within the NGSS),[35] cross-cutting concepts, and science/engineering practices.

[35] (Progressions Within the Next Generation Science Standards, 2013)



The image below gives an example of resources listed for third grade physical science. Students will be asked to do science. Resources on the LMS promote critical thinking skills such as observation, inquiry, measurement, research, analysis of data, using models, making predictions, and forming conclusions. Additionally, reading and writing in science, as described in the Common Core State Standards for ELA, is integrated into all science units, and non-fiction texts on science topics will be included in classroom libraries.

Resources:

Forces and Interactions Unit (from McCraken County Schools, Kentucky)

This unit plan and teachers guide is a PDF created by a teacher in McCraken County Schools, Kentucky. It includes 10 lessons expected to be completed over approximately four weeks (some lessons take more than one day). Lesson plans, activities, note-catchers, and templates are included.

Approximately 4 weeks.

To Get to the Other Side: Designing Bridges Unit from Engineering is Elementary (Boston Museum of Science)

To Get to the Other Side: Designing Bridges is an engineering unit from EIE and The Museum of Science in Boston geared towards Grades 1-5. Students will be building upon their knowledge of pushes and pulls as they explore how force and balance act upon different structures; as well incorporating the engineering process to design a strong, stable bridge. Modifications and extensions are included for upper elementary students in grades 3-5. Students will be introduced to the storybook *Javier Builds a Bridge* where they will learn about the role of civil engineers, various types of bridges, and how Javier solves a problem using the steps of the Engineering Design Process.

Approximately 4 weeks.

Magnet Mission Task Cards from Teachers Pay Teachers

Students will combine their knowledge of magnetic properties with creative thinking and engineering to solve simple problems using magnets. This activity was designed specifically to meet NGSS 3-PS2-4 and is a great addition to the end of the Forces and Interactions unit above.

Approximately 2 days.

Foundational to the science program are the Performance Character traits of curiosity, creativity, focus/self-control, leadership, social intelligence, and grit. The Performance Character traits will be explicitly and implicitly taught in the context of science. Active teaching strategies such as protocols, labs, simulations, and projects will be used to support diverse learners.

Additionally, teachers are encouraged to incorporate movement breaks into the day. The Athlos Healthy Body pillar is built on the premise that the mind and body are inextricably linked. The application of this belief is not confined to the turf. Ongoing professional development with teachers will help them find new ways to intentionally build movement, health, and wellness into science lessons. Below is a section of a kindergarten science unit, annotated with Performance Character and Healthy Body Connections.

Engage (15 minutes)

Gather students in a circle in the meeting area. Read the character learning target (PC connection):

- I can fully participate in a Science Talk

Unpack the learning target:

Circle the words *Science Talk* and tell them, "What we are about to do now is exactly what scientists do when they get together to work."

Ask students, "What will help us talk or act like scientists?" Record their comments on the chart paper titled, "How do we talk or act like scientists?" (This question may be written on the same chart as the character learning target-toward the middle of the chart). These will be norms you can use in future Science Talks. This list could include taking turns, raising your hand, staying on topic, listening to others, everyone participates, use science words we are learning, etc. PC connection: This is a great opportunity to specifically discuss the character trait of social intelligence. Additionally, courage, leadership, and focus/self-control could be brought into the discussion. (Choose just one trait to focus on.)

Once you set norms, do a short movement exercise (HB connection) that relates to the Science Talk so students have a chance to move before more sitting. You could sing and dance the Hokey Pokey, which would also give them a different modality in which to express themselves and help them verbalize later, during the Science Talk.

Gather the group again in a circle in the meeting area. Mention that not only can we move our bodies, like we did in the Hokey Pokey, but we can also move objects (HB connection). Have the children think about things that move and then share their ideas with a nearby partner. Together, brainstorm a list of objects that can be moved without a motor (wagons, sleighs, sleds, bicycles, swings, scooters, boats, door, fork, shopping cart, snow shovel, brush, swing, rope, etc.). Capture their ideas on the chart paper titled "Things that move." (Don't include toys, as they will be exploring those in Case Study 2.) Model by adding simple pictures of the moving objects alongside the items on the list as you write it. Leave the brainstormed list up where students can later view and refer back to it.

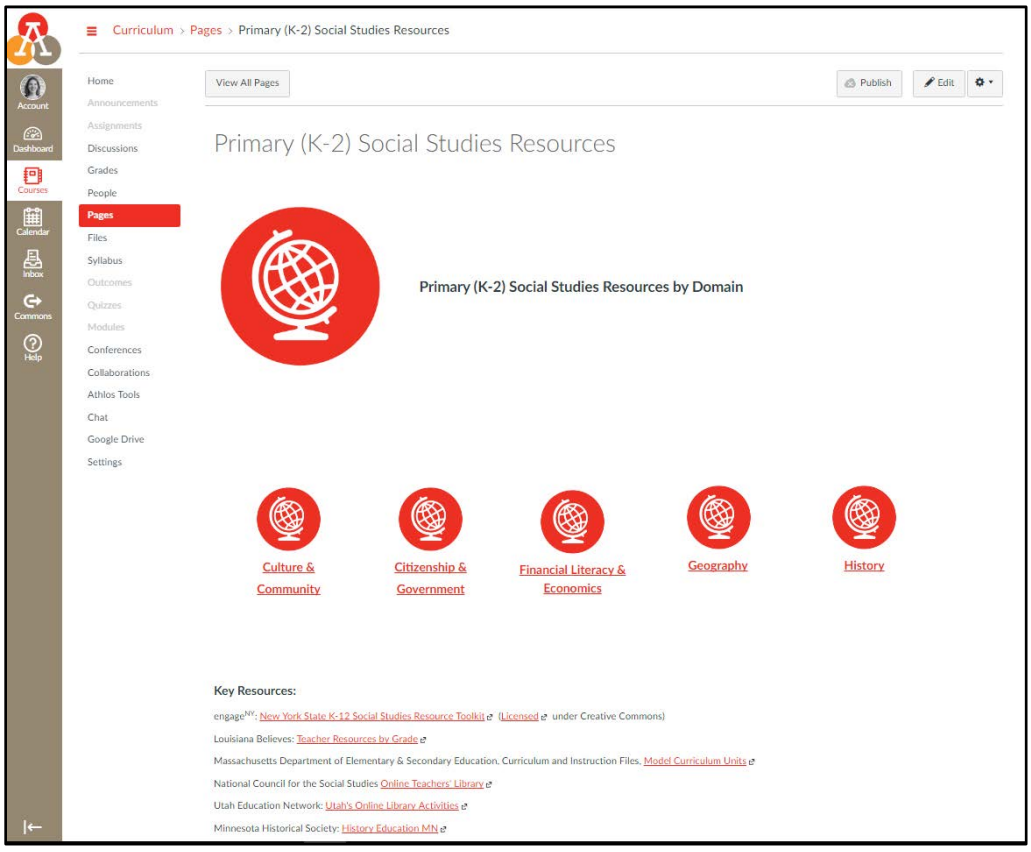
Our three-year plan includes professional development for teachers in Understanding by Design, a framework published by Wiggins and McTighe.[36] By utilizing this framework along with other pillar strategies, teachers will begin to work collaboratively, with support from an on-site instructional coach and Athlos Academies (EMO) staff, to design high-quality, interdisciplinary units with connections to local issues, Nevada environments, and the Healthy Body pillar.

Social Studies

The social studies program at Athlos Academy of Reno will be centered on five social studies domains (see image from the LMS below):

1. *Culture and Community*
2. *Citizenship and Government*
3. *Financial Literacy and Economics*
4. *Geography*
5. *History*

These domains are based on the National Curriculum Standards for Social Studies[37], the Nevada State Social Studies Standards, and the principle that students need a strong foundation in these five domains in order to be engaged and informed citizens of our diverse, global society.



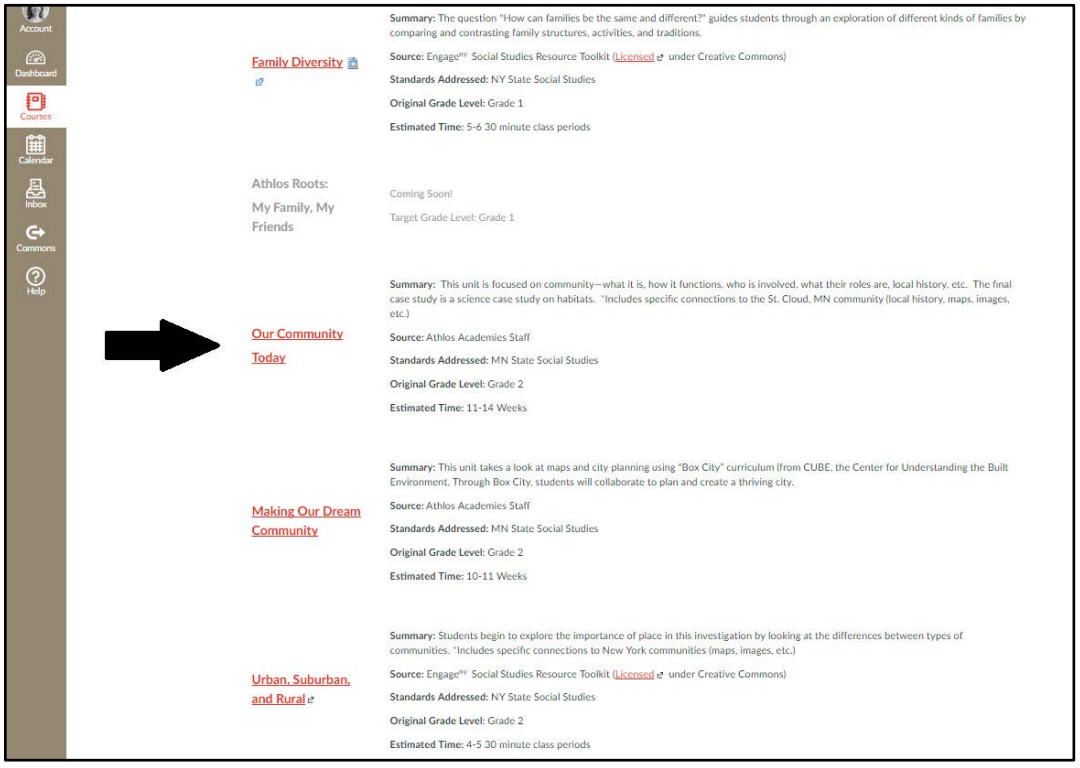
[36] (Wiggins & McTighe, 2000)

[37] (National Council for the Social Studies, 2010)

Athlos Academies (EMO) staff have researched curricular materials to teach social studies lessons and units, and teachers will access those materials through the LMS. Because these resources support Athlos schools in several states, they are arranged by grade-level band (K-2, 3-5, 6-8) within each domain to allow teachers to modify specific content to make local connections and to meet state-specific standards. Resources currently on the LMS include units from EngageNY, model units from the Massachusetts Department of Elementary and Secondary Education, protocols and activities from the National Council for the Social Studies, and lessons created within the Athlos network. Athlos Academies (EMO) staff will work with instructional coaches and teachers at Athlos Academy of Reno to find, create, and/or modify resources specific to Nevada's culture, history, geography, economics, and government.

The Athlos social studies program focuses on building students' critical-thinking skills, like the ability to analyze the reliability of a source, to compare and contrast different points of view, and to explain the relationship between events, ideas, or concepts. A central focus of social studies teaching is the ability for students to read, understand, and analyze informational texts, which is a component of English Language Arts Common Core standards. Active teaching strategies, such as protocols, simulations, and mock debates, will be used along with close reading protocols and guided research projects to engage diverse learners.

For example, the second grade "Making our Dream Community" unit (shown in the following two Canvas screenshots) first orients students to maps and the various ways that they can be used. Then, students are challenged to create their own dream community using the "Box City" curriculum from The Center for Understanding the Built Environment. This comprehensive learning experience brings together ideas from each of the five social studies domains as students think about the roles of place and people, analyze their own community, and collaborate with a team to design their own city. This unit also provides opportunities for Performance Character traits, including social intelligence, creativity, integrity, and leadership, to be implicitly and explicitly taught in the context of social studies.



GRADE LEVEL: 2nd Grade	UNIT: Making Our Dream Community Unit Overview
General Overview:	**Duration:**
This unit takes a look at maps and city planning. Students will consider how maps are used, what characteristics they may have, why map skills are important, and the story that maps and globes tell. They will begin to understand how maps spatially organize our world and can provide them with information about a certain place. Additionally, they will be provided the opportunity to create their own dream community using "Box City" curriculum. Through Box City, students will collaborate to plan and create a thriving city.	10-11 Weeks

Big Ideas:

- Different maps give us different kinds of information.
- Location relates to lifestyle.
- All maps have important elements that makes it helpful to read them.
- Communities are made up of the people, animals and plants that live in them.
- The built and natural environments that make up a community are interdependent.
- There are different kinds of communities.

Similar to other content areas, the professional development plan for social studies includes time for teachers to work with content standards: to learn what the standards are, to deconstruct each standard into knowledge, skill, and reasoning learning targets, and to design lessons and units that will help students meet those learning targets. The three-year performance development plan includes professional development for teachers in Understanding by Design, a framework published by Wiggins and McTighe.[38] By utilizing this framework along with other pillar strategies, teachers will begin to work collaboratively, with support from an on-site instructional coach and Athlos Academies (EMO) staff. High-quality, interdisciplinary units will be designed with connections to local issues, Nevada environments, and will link to the Healthy Body and Performance Character pillars.

***Athlos Roots** – The intersection of where we come from and how we respond to that knowledge is the place where Performance Character can grow. Athlos Academy of Reno students will participate in Athlos Roots at every grade level through huddles, special projects, and connections to social studies and language arts that explore topics of self, family, community, history, and culture. Students document their experiences in student portfolios and share the culmination of what they've discovered through Performance Character showcase presentations that take place during students' promotion from elementary to middle school and from middle to high school.*

Reflecting on our own experiences, we come to realize that so much is passed down from one generation to another: cultural and family traditions; practical skills like farming and food preservation; art and music; and much more. While each of these are valuable on their own, Athlos Roots asks students to also consider how these experiences have helped to foster the Performance Character traits that lead to success.

~~Implementing high-quality curriculum across content areas is essential to stability and programmatic sustainability for our school. Much of the curriculum chosen for Athlos Academy of Reno is purchased directly from the curriculum resources. In the unlikely event that a partnership with the EMO is terminated, we understand that continued student learning must continue without disruption. As per the Master~~

[38] (Wiggins & McTighe, 2000)

Services Agreement termination clause in Section 9 in Attachment 13: EMO Agreement Documentation, the school would no longer be able to use Athlos curriculum, and related professional development tools. The math and ELA curriculum would remain in place, because Athlos Academy of Reno will have purchased them outright. The school would have 90 days to comply with any termination clause even in a mid-year worst case scenario, a complete curriculum transition could be accomplished. With regards to social studies and science, should a partnership with Athlos Academies (EMO) end, the school leadership, lead teachers, instructional guides, and board subcommittee would quickly gather to research and assess which curriculum would be a best fit for the school, specifically meeting Nevada State Standards and NGSS Standards. This process would be similar for the school to find a character and athletic curriculum that would replace the Performance Character and Healthy Body curriculum. Athlos Academy of Reno will have a contingency budget set up for purchasing needed curriculum and making any staffing adjustments necessary in the event a partnership with the EMO ended.

Supplementary Resources - Other resources will be made available to teachers to assist with facilitating teaching and learning mathematics, including Khan Academy. Khan Academy provides engaging resources that can help teachers meet the needs of both excelling and struggling students.

Khan Academy is an online, open-source learning resource for students seeking personalized mathematics lessons. It offers practice exercises, instructional videos, and a personalized learning dashboard. Khan empowers students to study or practice skills at their own pace and outside of the classroom. Math missions guide learners from kindergarten through middle school using adaptive technology that identifies student strengths and learning gaps.

Social Studies and Science - Athlos Academy of Reno will use original learning units for science and social studies developed by Athlos Academies. These units are written using the backward design process. The idea of backward design stems from research of Wiggins and McTighe and suggests that starting with the end goal in mind is key to purposeful instruction. Standards are analyzed and drive planning of units and assessments. Fully developed unit plans identify essential questions, enduring understandings, key content and vocabulary, learning targets, methods for learning experiences, formative and summative assessments, opportunities for differentiation, and additional resources.

Learning experiences will utilize a variety of methods where appropriate: critical inquiry and project-based tasks, student-centered activities and protocols, issue analysis, technology research and application, and real-world, community connections. The scope and sequence of both the social studies and science curriculum provide ample opportunity for interdisciplinary work and concrete application of tenets from both the Healthy Body and Performance Character pillars. The units allow for development of service-learning projects across subjects and grade levels. For example, a unit on Earth's systems and climate change in science pairs with the Industrial Revolution in social studies, and students in seventh grade evaluate the impact of these two issues on their local community and create an awareness campaign.

Social Studies - The social studies curriculum is infused with literacy-based and critical thinking skills and follows a scope and sequence that connects students to the past and present. Through engaging, interactive units, students will understand how geography, economics, and science and technology influence migrations and societal changes throughout history. Through solving problems and discipline-based inquiry, they will dig deeper into cultural identities and civic responsibilities. The Athlos Roots program, part of the Performance Character curriculum, facilitates structured, intentional connections between students' personal and family identities and historical events that help to build self-worth and interest in learning. The

~~social studies curriculum, infused with performance character instruction, develops the skills and understanding that students require to successfully participate in civic life in the 21st century.~~

~~**Science** - The science curriculum is aligned with state standards and filled with opportunities for inquiry. Experiencing science through hands-on methods and using relevant topics helps students' content understanding as well as their passion for learning. The science curriculum also finds ways to connect to the Healthy Body pillar, helping students see connections between the physiological, anatomical, and biological branches of science and the Athlos Athletic Curriculum they are experiencing on a daily basis. Embedded into the science program are elements of STEM components such as engineering design and computer programming skills. This curriculum will be supplemented with FOSS kits at each grade level to engage students in science through active learning.~~

CURRICULA AND TOOLS: Healthy Body Pillar

~~Athlos Academy of Reno~~ *Athlos Academies (EMO)* is dedicated not only to the academic development of students, but is also committed to helping them develop healthy bodies. At Athlos Academy of Reno, the Healthy Body pillar *will consist* ~~consists~~ of three main components*:* ~~including~~ physical education and activity, health and nutrition, and a culture of wellness. Each of these three elements is composed of specific curricula, events, and programs.

1. Physical Education and Activity – includes the Athlos ~~Athletic Curriculum, Classroom Movement Breaks, and Unstructured Free Play~~ *athletic curriculum, classroom movement breaks, and unstructured free play*.

Athlos athletic *curriculum* ~~Curriculum~~ - The Athlos *athletic* ~~athletic~~ curriculum (AAC) was professionally developed by exercise science specialists and is taught by individuals with expertise in exercise science, human movement, and youth training strategies. It provides 144 ~~grade~~ *age-appropriate* structured lesson plans for every grade K-8, aligned to meet state physical education requirements *it also*~~, as well as~~ provides ongoing training and mentorship for teachers and coaches. The program requires that all students receive four 45-minute athletic ~~training~~ *movement* sessions each week to help *them* ~~students~~ develop into active, fit, and efficient movers—the Athlos definition of an athlete. The AAC was designed with Piaget's theory of cognitive development and Erikson's theory of psychosocial development in mind and is broken into three grade-level groups (K-2, 3-5, and 6-8) that maximize the developmental supports of each age group. The AAC ensures that all students progress efficiently and safely toward their personal-best levels of physical performance year over year. By design, the program can be easily differentiated to meet the needs of all students, including those working at an accelerated pace and those with special needs. Instructional practices allow teachers to model and encourage a growth mindset and integrate Performance Character traits into lessons. The overall program design is based on research that supports the connections between physical fitness and academic performance.[40]

The AAC is ultimately designed to do the following: 1) Provide activities for students that address fundamental coordinative and physiological developmental windows in order to ~~provide~~ *accomplish* appropriate physical activities and challenges. 2) Keep students engaged by providing challenges that are within the scope of their physical and cognitive abilities. 3) Provide an approach of long-term athletic development that focuses not just on in-class participation but provides a framework of fundamental movement and sports skills that will give each student opportunity to engage in physical activity throughout

[40] (Center for Disease Control and Prevention, 2010)

his or her entire life. The AAC is based on ~~a series of FUNdamentals and Application~~ *progressions of FUNdamental movements* that *are* ~~is~~ appropriate for each grade level grouping, teaching new skills and activities.

- **Grades K-2: Movement FUNdamentals** build physical literacy and lay the foundation for becoming active, fit, efficient movers. Student*s* develop proper movement patterns necessary for all types of physical activity through building: *body control skills* ~~Body Control Skills~~ such as coordination and transitions, *body awareness skills* ~~Body Awareness Skills~~ such as proprioception and stability, *traveling skills* ~~Traveling Skills~~ such as fundamental plyometric and rhythmic movements, and *interpretation skills* ~~Interpretation Skills~~ such as moving over and around objects.
- **Grades 3-5: Sports Skills FUNdamentals** build off ~~of~~ the Movement FUNdamentals with immersion in basic sports skills. These skills include: ~~Throwing and Catching Skills~~ *throwing and catching skills* such as throwing underhand and overhand, ~~Dodging and Chasing Skills~~ *dodging and chasing skills* such as jumping and mirroring, *dribbling skills* ~~Dribbling Skills~~ such as hand dribbling and volleying, and ~~Kicking and Striking Skills~~ *kicking and striking skills* such as passing with the foot. Students are exposed to a variety of basic skills that *apply to* ~~cut across~~ multiple sports, which lays a foundation for a future healthy and active lifestyle.
- **Grades 6-8: Organized Sport Application** introduces performance enhancement through the development of speed, agility, mobility, and strength. Students develop key physiological adaptations and participate in an environment that instills a joy of physical activity with exposure to various sports. Students build speed, develop coordination and agility, strengthen mobility and stability, and enhance fitness through aerobic and anaerobic exercises and resistance training.

Athlos Athletic Assessments - The assessment program for the AAC includes fitness assessments and performance assessments. The purpose of these assessments is to measure student*s'* growth as they progress through the AAC. It also provides students with agency and information as they track their own athletic development over time. *Physical literacy assessments are modeled after the standards set forth by the Society of Health and Physical Educators of America (SHAPE America).*[41] *Following standards-based grading, rubrics from SHAPE America are modified to a "4, 3, 2, 1" scale. The rubrics are developed using national standards based on developmentally appropriate skills measured quarterly. Units of measure and assessment each quarter will be built upon the needs of each student in their progression for Healthy Body goals. The determination of assessment goals being met is based on the growth of each individual student to meet the standards set forth by SHAPE America for each developmentally appropriate stage of fitness.*

The Athlos athletic curriculum (AAC) is designed to collect and analyze physical literacy data through summative assessment tied to fundamental movement/sport skill rubrics. Athletic performance coaches will assess data and set instructional goals to meet proficiency year over year. Physical literacy progress for students will be tied to the movement rubrics associated with the standards set forth by SHAPE America. Students who score a 3 on the rubrics will be considered meeting grade-level proficiencies. Below is an example of a rubric that will be used to measure the standard for jumping in first grade:

[41] (SHAPE America, 2010)

Athlos Movement Assessment

Name: _____ Classroom Teacher: _____

1st grade

Standard 1.1.2: Demonstrate two of the five critical elements for jumping and landing in a horizontal and vertical plane, using two-foot take-off and landing.

Jumping and landing for distance (horizontal plane)

Critical elements of a mature pattern:

1. Arms back and knees bend in preparation for jumping action
2. Arms extend forward as body propels forward
3. Body extends and stretches slightly upward while in flight
4. Hip, knees and ankles bend on landing
5. Shoulders, knees and ankles align for balance after landing

Score	Form
4	Displays 3 or more of the critical elements of a mature pattern, with fluid motion.
3	Demonstrates 2 of the 5 critical elements for jumping and landing
2	Demonstrates 1 of the 5 critical elements while jumping and landing.
1	Demonstrates 0 of the 5 critical elements while jumping and landing.

Jumping and landing for height (vertical plane)

Critical elements of a mature pattern:

1. Hips, knees and ankles bend in preparation for jumping action
2. Arms extend upward as body propels upward
3. Body extends and stretches upward while in flight
4. Hips, knees and ankles bend on landing
5. Shoulders, knees and ankles align for balance after landing

Score	Form
4	Displays 3 or more of the critical elements of a mature pattern, with fluid motion.
3	Demonstrates 2 of the 5 critical elements for jumping and landing
2	Demonstrates 1 of the 5 critical elements while jumping and landing.
1	Demonstrates 0 of the 5 critical elements while jumping and landing.

~~The fitness assessments are modeled after the FitnessGram testing protocol and are designed to assess the overall health and wellness of students as they progress throughout the year. Health and wellness are measured in the fitness assessments by BMI, PACER, 90 degree pushups, curl-ups, trunk lift, and the back-saver sit and reach. These are conducted at the beginning and end of every school year. Performance Assessments measure performance variables associated with strength, speed, power, and agility. Measurements include BMI, 300-yard shuttle, 30-yard sprint, hexagon jump, vertical jump, and standing long jump. These assessments are done at the end of the second and third quarters of the school year.~~

Classroom Movement Breaks - Athlos Academy of Reno teachers will look for opportunities for movement breaks regularly each day. Movement breaks are brief intervals that encourage students to get *out of* ~~up from~~ their seats and move around. *Ideally* ~~These breaks can be unrelated to the classroom task at hand, but ideally~~ teachers will look to incorporate these moments into their lessons *to engage* ~~engaging~~ students physically. These short movement breaks become classroom practice and, when used effectively, add to the instructional practices of the teacher and the learning experience of the student.

Free Play and Unstructured Physical Activity - While structured physical activity time supports the development of gross motor skills, object control skills, and self-confidence, free play is also essential to student growth. Since the 1970s, *students* ~~kids~~ have lost 12 hours of free time per week, with a 50 percent decrease in unstructured outdoor activities.[42] According to the CDC, during this time obesity has more than doubled among children and more than quadrupled among adolescents.[43] In addition to the structured opportunities in our AAC, students will have the opportunity to participate in three 15-minute unstructured free play breaks in the first year of operations, increasing to four free play breaks year two. In addition to the already mentioned benefits of physical activity, these unstructured free play breaks are important in the social/cognitive development of children. Free play allows children to "increase their imagination and creativity, organize their own games, develop their own rules, learn problem-solving skills, and practice leadership," according to research.[44] These unstructured moments also allow for students to practice the movement and physical skills they are building through the AAC.

2. Health and Nutrition – The emphasis on health and nutrition is put into practice with the regular curriculum standards, a healthy approach to school meals, and a school garden as a living lab and service-learning opportunity.

- **Subject Integration** - Health and nutrition content will be interwoven into regular classroom curriculum where natural connections exist, particularly in science curriculum. Teachers will integrate grade-level nutrition topics into one or more core subject units each year.
- **School Meal Program** - The school meal program will consist of nutritious food, reflecting the healthy body focus of the school. The program will highlight nutrition and health concepts students are learning in their science class and civic responsibilities around resource management taught in social studies. Budgets will include appropriate funds to ensure students have healthy school lunch options.

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42 (Juster, Ono, & Stafford, 2004)

43 (The association between school based physical activity, including physical education, and academic performance, 2010)

44 (Barros, Silver, & Stein, 2009)

- **School Garden** - A school garden will act as a lab that connects life science, nutrition, and civics in a real-world example run by the students. As the students build knowledge and the school builds community connections, the food grown in the school garden will likely go back into the community through a service-learning project involving the whole school.

3. Culture of Wellness - Wellness at Athlos Academy of Reno *will be* ~~is~~ an active process of becoming aware of and making positive choices toward~~,~~ a healthy and fulfilling life. Our school will create a culture that embraces this ideal. Through core subject integration, culminating campus events, increased daily physical activity, and a conscious campus effort to emphasize healthy lifestyle choices, Athlos Academy of Reno will foster and grow a culture that places a spotlight on what it means to live a healthy lifestyle.

- **Health Expos** - Students will participate in regular health expos with opportunities to meaningfully engage in healthy living learning activities and showcase these experiences for the benefit of their parents and other community members. Community health and nutrition experts will be invited to speak at these events as well.
- **Staff Fitness Program** - To support an inclusive culture of wellness, staff and faculty will be encouraged to model the Athlos definition of an athlete–an active, fit, and efficient mover–for the students by participating in staff fitness and wellness programs.

CURRICULA AND TOOLS: Performance Character Pillar

Athlos Academy of Reno will utilize the Performance Character program developed by Athlos Academies *(EMO)*, which will be the foundation of the school's culture and will help students feel more connected to their peers, teachers, and the school community. The Performance Character pillar helps build confident, caring, humble students; functions as a preventative discipline program; and works to engage families in supporting the development of students as learners and as members of their communities. This program focuses on the purposeful development of 12 traits: grit, leadership, social intelligence, focus/self-control, optimism, curiosity, energy/zest, courage, initiative, humility, integrity, and creativity. All 12 traits are taught and integrated into instruction on the turf and in the classroom. Research ~~indicates~~ *shows* that the development of these traits is linked to long-term success in college, career, and many other endeavors. The 12 traits will be visually present throughout the school, will be exemplified by staff, and will be a common language among all members of the Athlos Academy of Reno school community.

The Performance Character program is built on four key components:

- *Curriculum*, which includes both direct instruction during quarterly trait *kickoffs* ~~Kickoffs~~, events that engage the entire school in understanding the ~~overarching~~ traits, and *morning huddles* ~~Morning Huddles~~, daily classroom meetings where students engage in a character-building activity with their classmates and teacher, as well as the integration of character traits into other academic subjects;
- *Instruction*, which includes teachers and ~~performance character~~ *Performance Character* coaches using instructional strategies that build character, providing students with opportunities to practice the traits in the classroom, and managing classrooms with character-based strategies;
- *Assessment*, which includes regular student self-assessments and a Performance Character portfolio, in which students collect evidence and examples of their growth in each trait; and
- *Community and Culture*, which includes *Performance Character* trait growth conversations that include parents, students and teachers, and *the integration of* ~~integrating a~~ *the Athlos Roots* social studies

program ~~called "Athlos Roots"~~ designed to help students learn about who they are and where they've come from in order to build confidence and self-esteem.

Athlos schools are places where classrooms are safe and engaging; students, staff, and families share key values and goals; and the community at the school promotes equity amongst all students.

(2) Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.

~~Athlos Academy of Reno will employ a variety of research-based instructional practices and strategies, listed below:~~

~~**Inquiry and Project-Based Learning:** Researcher John Thomas identified five key components of effective project-based learning: 1) centrality to the curriculum, 2) driving questions that lead students to encounter central concepts, 3) investigations that involve inquiry and knowledge building, 4) processes that are student driven, rather than teacher driven, and 5) authentic problems that people care about in the real world.[45] At Athlos Academy of Reno, teachers will utilize inquiry and project-based learning to encourage students to think critically and solve problems. Project-based learning also encourages students' social development by having them collaborate in small groups. This type of instruction lends itself to more flexible summative assessments that ask students to incorporate their gained skills and knowledge in relevant, meaningful ways.~~

~~**Backward Design:** Backward Design stems from research by Wiggins and McTighe and posits that starting with the end in mind is crucial to purposeful instruction.[46] Starting with an end goal, result or standard in mind allows curriculum and teaching methods to then reach those targets. Curriculum for Athlos Academy of Reno will use backward design to inform instruction. By planning assessments that drive the unit first, before laying out all the questions critical to guiding learning throughout the unit, teachers will ensure students have the opportunity to apply newly learned knowledge and skills to new situations and real-world experiences. Backward design will drive all other forms of instructional practice.~~

~~**Active Learning:** A student-centered approach to teaching encourages students to be engaged in their own learning and participate in a classroom culture where they investigate and take responsibility for their education. Active learning fosters creativity, real-world application, and social interaction and pairs easily with project-based, inquiry learning and ensures equity in participation for all students. Teachers will be prepared to provide an active learning platform where students are invested in their learning and feel safe and supported to try new things.~~

~~Cooperative Learning: In this method,~~

Instructional Strategies

45 (Barron & Darling-Hammond, Powerful Learning: Studies Show Deep Understanding Derives from Collaborative Methods, 2008)

46 (Wiggins & McTighe, 2000)

The Athlos educational model is supported by instructional strategies that promote critical-thinking processes and constructive social interactions. Recognizing the importance of cognitive dissonance, metacognition, and engagement, these strategies present information and concepts in ways that will motivate students to ask questions, seek answers, and solve problems. In addition, memorable learning is not done in isolation; it happens in a social, interactive context. A positive learning environment that is safe and trusting will promote growth and achievement when paired with these strategies. The curricula chosen support most of the following strategies at some level, yet they will be developed more fully through professional development.

Inquiry:*The power of inquiry is harnessed to motivate and engage learners. Curriculum, at the lesson and unit level, is presented in a way that sparks students' innate curiosity and creates a need-to-know mentality. Each learning experience begins with a hook that grabs students' attention. Students are explicitly taught how to ask good questions. There are opportunities to investigate data, collaborate to build new understandings, explore different positions, and develop solutions. Students read, write, research, and probe, because they are genuinely interested in seeking answers to their own questions.*

Active, student-centered learning: *The Athlos classroom is one where students are actively thinking, speaking, writing, reading, and moving throughout the day. Teachers use strategies that ensure active, equitable participation of students such as protocols including gallery walks, chalk talks, and fishbowls, and encouraging students to take responsibility for their education. Cooperative learning is another component of this strategy.*

~~In small groups of students~~ *Students will* work together *in small groups* on common tasks that may have varying complexity and duration. Cooperative learning is successful in improving student academic achievement as well as contributing to social and emotional development, encouraging students to work together, actively listen, learn to communicate positively, maintain individual and group accountability, and take risks. This requires a classroom environment where risk-taking is encouraged and students feel safe to share out-of-the-box thinking. Athlos Academy of Reno teachers will use cooperative learning strategies to prepare students for realistic situations they will encounter in future schooling, work, and life.

High-quality work processes: *In preparation for future success, students will learn work processes to help them develop high-quality products such as publications or presentations. Teachers will help facilitate an iterative process that leads to a well-crafted end product. Students will examine exemplars, develop criteria, and participate in a feedback/revision cycle of peer-critique, teacher feedback, and collaborative assessments. Reflection, on both the process and the product, is part of the learning experience because it helps students set goals for the next experience.*

Student-engaged assessment practices: *Learning how to learn will serve students for life. Teaching students self-assessment practices allows them to take more responsibility for the learning experience at the lesson and unit level. For example, asking students to reflect on learning targets—what they mean, whether they understand them, how they know—helps them self-monitor their own engagement in the learning process. Through other structures such as student portfolios and student-led conferences, students will be asked to identify strengths and challenges and determine areas and resources for improvement. Students will have opportunities to reflect on experiences and growth related to the Performance Character traits using self-assessments and showcase presentations. In both the classroom and on the turf, students will be encouraged to reflect on their own achievement and work habits and set goals, all of which are skills they can continue to draw upon in their educational and work careers.*

***Project-based learning (PBL)**: As an instructional practice, PBL utilizes many strategies already described. Researcher John Thomas has identified five key components of effective project-based learning: 1) centrality to the curriculum, 2) driving questions that lead students to encounter central concepts, 3) investigations that involve inquiry and knowledge building, 4) processes that are student-driven, rather than teacher-driven, and 5) authentic problems that people care about in the real world.[47] At Athlos Academy of Reno, teachers will utilize inquiry and PBL learning to encourage students to think critically and solve problems. PBL also encourages students' social development by having them collaborate in small groups. This type of instruction lends itself to more flexible summative assessments, including high-quality work products, that ask students to incorporate their gained skills and knowledge in relevant, meaningful ways.*

Technology-based instruction: To prepare students to both participate *in* and contribute to a society increasingly saturated and driven by digital influences, Athlos Academy of Reno will integrate technology in the classroom in relevant, meaningful ways. Technology is most effectively incorporated when it is used to support already existing curricular goals, and it should encourage active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Technology in the classroom is an excellent way to engage students by linking them to a global audience, inviting them to create digital content, and helping them develop collaboration and communication skills that will prepare them for the future. Athlos Academy of Reno teachers will incorporate technology in conjunction with other teaching methods; in other words, technology will be used to inform, support, and advance other forms of instruction.

~~**Differentiated Instruction:** Teachers at Athlos Academy of Reno will recognize that all students do not learn the same way and that each student's learning needs must be met authentically to foster growth. Differentiated instruction is based around student interests, talents, strengths, and struggles. Teachers will be prepared to provide multiple learning modalities that will help students digest information and make sense of new concepts and skills. They will provide increased challenges for advanced students and appropriate opportunities for struggling students, rather than a simplistic approach of teaching to the students in the middle of the pack.~~

~~**Assessment:** Athlos Academy of Reno will maintain an assessment system that holistically addresses each student's intellectual, social, emotional, and physical well-being. Teachers, coaches, and instructors will provide students with opportunities to develop the knowledge, attitudes, and skills they need in order to manage complexity and take responsible action for the future. At Athlos Academy of Reno, summative tasks in all pillars will be used to gauge student achievement and proficiency. Formative tasks will occur regularly, often in organic ways, and will encourage and excite learning, inform teaching, follow clear learning objectives, and build skills necessary for success on summative tasks. Classrooms—and turf space—at Athlos Academy of Reno will be places where students feel safe to try new things, risk failure, investigate with curiosity, and be vulnerable. To meet these aims, students must see formative assessment as an opportunity to practice, fail, redo, rethink, revise, retry, and ultimately learn and grow. Summative assessments are then the place for students to confidently demonstrate their knowledge, skills, and abilities in meaningful, purposeful ways. Students will also be encouraged to reflect on their own work and create self-assessments, and set goals, all of which are skills they can continue to draw upon in their educational and work careers.~~

[47] (Thomas, 2000)

~~**Professional Development:** School leaders and teachers at Athlos Academy of Reno will receive professional development from Athlos Academies prior to the start of each school year and during the school year, which will include training on the instructional strategies that will be implemented at the school. In addition, Athlos Academies of Reno will have instructional coaches to empower teachers. Coaches will offer observational feedback and lead professional learning coaches to assist and empower teachers.~~

~~Athlos Academy of Reno recognizes students will enter our school with varying skill sets and past experiences. Thus, we will provide them with opportunities to master all the skills necessary to perform well on standardized tests and simultaneously mature intellectually, develop healthy lifestyle habits, and build strong performance character. Teachers at Athlos Academy of Reno will acknowledge that each student brings a unique learning style to the classroom and will differentiate instruction accordingly in a student-centered instructional environment.~~

Differentiation

Athlos Academy of Reno recognizes students will enter the school with varying skill sets and past experiences. Teachers will use different tools to determine a student's current level of performance in order to differentiate instruction. Data will be collected during the first month of the school year. In alignment with the MTSS plan, the school will administer benchmark screening assessments in the fall for both reading and math using the Northewest Evaluation Association's (NWEA) Measure of Academic Progress (MAP) test. Teachers will also use a Bridges baseline assessment tool to determine what skills and concepts students have retained from the previous grade level. Pre-assessments for each unit give further information about a student's current skill level. To supplement the MAP test in literacy, teachers will use the Words Their Way spelling inventory. Lucy Calkins Units of Study provides pre-assessment prompts to determine students' responses to text and writing samples. Using the triangulation of data, teachers will be able to determine reading levels, form groups for targeted instruction, and identify students who need extra support. Applying Tomlinson's research, teachers will adjust curriculum (content, process, or products) to meet students' needs and interests.[48] Through the support of the curricular programs and professional development, teachers will develop strategies to support those who need review and those who need acceleration. For example, the Bridges math program provides workplace activities as part of its lessons. The program instructs teachers to use this center time as an opportunity to work with small groups of students who need more targeted instruction. Examples of other differentiated instructional strategies include center work, the use of leveled readers, choice activity boards, book clubs, and extended research opportunities outlined in individual learning contracts. Teachers will learn how to develop this classroom system with the support of the instructional coaches and PLCs.

Materials for differentiation

Other resources will be made available to teachers to assist with facilitating teaching and learning. These programs provide high-quality differentiation resources that teachers can utilize as needed.

***Reading A-Z** is a web-based reading program that provides easy access to reading materials at a range of instructional levels that help students become proficient readers. The program offers 27 levels of text complexity and support resources such as lesson plans, quizzes, discussion cards, and worksheets. Reading A-Z also includes a phonics program, reader's theater scripts, fluency passages, paired book lessons, close reading packs, and literature circle journals. The program is in alignment with the Common Core standards and*

[48] (Tomlinson, 2014)

provides connections to other reading programs and popular leveling systems. The reading levels correlate to the Fountas & Pinnell Assessment System. The MAP assessment that students will take includes a correlation for each individuals' score to the Fountas & Pinnell Assessment System.

***Raz-Kids** is a web-based reading program that offers animated e-Books and 27 levels of text complexity. Students can listen to books while reading highlighted phrases, read a book at their own pace, record themselves reading a book out loud to practice fluency, and take comprehension quizzes after completing a book. The program provides classroom management tools that allow teachers to maintain a roster of up to 36 students, create assignments, and access individual reports. There is also a formative assessment tool that determines areas of student weakness and identifies needed supplemental instruction. Raz-Kids pairs with Reading A-Z to give students the instructional resources and practice they need to be successful. This program will serve to provide support for struggling readers but will not be used as core reading curriculum.*

***Bridges Intervention** is a supplementary math kit developed as a response to the growing need for intervention programs that provide targeted instruction and support in Tier 2 environments. It offers teachers the tools they need to support learners who need more instruction. It contains activities, games, and practice pages for re-teaching key numeracy skills, concepts, and modeling.*

***Khan Academy** provides engaging resources that can help teachers meet the needs of both excelling and struggling students. It is an online, open-source learning resource for students seeking personalized mathematics lessons. It offers practice exercises, instructional videos, and a personalized learning dashboard. Khan empowers students to study or practice skills at their own pace and outside of the classroom. Math missions guide learners from kindergarten through middle school using adaptive technology that identifies student strengths and learning gaps.*

Professional Development

The Athlos model is supported by curriculum, instructional strategies, and assessment practices that require teachers to master specialized content pedagogy. Teachers will also be building communities and positive school culture for their classrooms, the staff, the whole school, and students' families. Understanding that a new organizational system will be developed and that both leaders and teachers will bring varied experiences and skills, the staff at Athlos Academy of Reno will participate in a strategic professional development plan supported by Athlos Academies (EMO). (For more, see a full listing of the Professional Development Plan.) Curriculum, resources, and strategies alone will not result in effective implementation of the model; quality and well-scaffolded professional development is an important component of the model. The plan outlines training topics for the leadership team, instructional coaches, and the staff which will begin prior to the start of each school year and continue during the school year through on-site visits and virtual meetings. Athlos Academies (EMO) will work with coaches in the implementation of the model as they develop coaching cycles, guide PLCs, and offer observational feedback. The LMS is another tool for professional development available to coaches and school leaders. Athlos Academies (EMO) has curated quality resources and developed online courses on the LMS that are aligned to the structures and strategies for all three pillars. Athlos Academies (EMO) will work with coaches in effectively utilizing this LMS with the staff. The following is an example of professional development topics supporting healthy, balanced assessment practices that Athlos Academies (EMO) has incorporated into an implementation plan.

- *Assessment planning*
  - *Backwards design process is used to plan assessments, lay out questions and learning activities to guide learning*

- *Learning targets deconstruct standards and develop appropriate targets (knowledge, reasoning, skill, product, disposition)*
- *Formative assessments of different types will be used to modify and differentiate instruction*
- *Summative assessments will happen in several forms: selected response, performance-based, written response, personal communication*
- *Norman Webb's depth of knowledge (DOK) analysis of items and tasks used in summative assessments*

Standards-based grading system (philosophy, alignment to standards and assessments, tracking, recording, communicating, report cards)

Student-engaged assessment practices (i.e. student-led conferences, Performance Character showcase, student work exhibitions, student portfolios, reflection on targets, goal setting, collaborative assessments)

In addition to training, Athlos Academies (EMO) will work with leaders and coaches to develop a professional development resource library available for teachers. Selected resources will support model implementation.

(3) Describe the school's approach to help remediate students' academic underperformance. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. What student academic support resources should your school expect from the EMO or CMO (if applicable)? How will you measure the success of your academic remediation efforts (in year 1, year 3, year 5, and beyond? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?

Students who exhibit academic underperformance will go through the Response to Intervention (RTI) *process* ~~plan~~, described in more detail starting on page 65. Identification strategies include regular interim, formative and summative assessment screeners, such as Measures of Academic Progress. Intervention and remediation strategies escalate depending on the student's RTI tier. Students may be assigned to work in flexible small groups as a means to remediate underperformance. Teachers and staff will continue monitoring students to ensure *they* ~~students~~ are making gains. Athlos Academy of Reno will also establish data inquiry teams, composed of staff and paraprofessionals, to see if students are making gains, look at interventions and their efficacy and potentially modify plans and strategies. These teams will meet regularly, ~~likely monthly,~~ to ~~look~~ critically *analyze* ~~at~~ data, especially of *students whose progress is being monitored* ~~kids who are being progress-monitored~~.

Athlos Academies *(EMO)* will support Athlos Academy of Reno in establishing and operating a data inquiry team. The EMO can also suggest *research-based* intervention programs and methods. Remediation will also be part of professional development, with instructional coaches also serving as a support resource.

Data inquiry teams will track a range of data to measure the success and progress of remediation efforts, including the number of students being referred for remediation, how many are qualifying for special education, and how many students are meeting goals.

Over time (to year *five* ~~5~~ and beyond), the goal is that the number of students referred for remediation will go down, while the percentage of students meeting goals increases due to improved teaching and instruction at Athlos Academy of Reno.

Athlos Academy of Reno will notify parents when and how it will conduct testing and screening. Parents will also be notified if their ~~students~~ *children* are in need of remediation and *entering the RTI process* ~~going on the RTI tier~~. More intensive remediation efforts will likely require in-person meetings with parents *after documented tier 2 intervention have been attempted*.

Instructional coaches are designed to ~~assist~~ *aid* in specialized strategies for different groups of students, including gifted students. Also, teachers will use project-based learning allowing for differentiation, which will aid in instruction of gifted students. For projects, gifted students are allowed more of a choice, as well as the time and space to conduct independent research and work.

(4) Describe how you will identify the needs of all students. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students' access to the general education curriculum in the least restrictive environment, and fulfill NV's required Response to Intervention model.

For more details on identification, refer to Athlos' RTI process on page 65. Athlos Academy of Reno will provide students with disabilities access to free and appropriate *public* education (FAPE) in the least restrictive environment (LRE). The ~~Our~~ school will support the needs of special education students and ~~comply with~~ *follow* all applicable state and federal laws including, but not limited to, the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and Nevada state law. This information will be included in employee and student handbooks, provided to parents with registration paperwork, and placed on the school's website. All teachers and administrators will receive specific training on Child Find and student rights.

(5) Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?

Athlos Academy of Reno will follow all Gifted and Talented (G/T) screening, eligibility requirements, evaluation procedures, and reevaluation procedures required by state law. The ~~Student Support Director and Special Education Director~~ *student support director and special education director*, in conjunction with any G/T certified teachers, will collaboratively oversee these procedures. G/T students will be well-served by our approach to curriculum and instruction, because Athlos uses many forms of differentiated learning, including project-based learning, active learning, and critical inquiry. G/T students at Athlos Academy of Reno will receive differentiated curricula, in the form of acceleration, increased complexity, additional content, increased multi-disciplinary connections, and/or projects.

Incoming students with an IEP indicating they are G/T will be re-evaluated following school procedures. For students recommended as G/T by parents or school officials, a team will form to consider eligibility based on evaluation procedures and tools. If the student is determined to be G/T, a new IEP will be developed by the ~~Student Support Director~~ *student support director* and/or ~~Special Education Director~~ *special education director*. Those school officials will coordinate the differentiation of curriculum and instruction with classroom teachers to ensure the needs of this student population are properly met.

Benchmark assessments will be used to track and monitor the progress of G/T students. Teachers will receive professional development in G/T education to ensure understanding of a range of G/T issues, including social and emotional needs, best differentiation practices and strategies, options for acceleration, program implementation and evaluation, and strategies for identification.

(6) Describe the enrichment opportunities that will be available to students performing at or above grade level as part of the school's comprehensive strategy to ensure that all pupils are making accelerated academic progress.

Athlos Academy of Reno's differentiated curricula will help students performing at or above grade level in ways including: acceleration, increased complexity, additional content, increased multi-disciplinary connections, and/or projects.

(7) Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

Students who achieve at levels deemed acceptable by local and state standards will be promoted to the next grade. Any decision concerning promotion or retention will be made after considering all facts related to academic achievement, physical development, maturity, and emotional factors collected from a wide range of sources throughout the year. Athlos Academy will make every effort not to displace a student who is being retained, but will act on a space-available basis.

Students ~~are required to~~ *must* demonstrate that they have mastered grade-level expectations in order to be promoted to the next grade. Grade-level expectations are based on the following:

- Scores on achievement tests;
- Teacher evaluation of student's abilities, motivation, and effort;
- Proficiency assessments;
- Parent/guardian(s) assistance; and
- Good attendance.

When a student is identified as being at risk of retention, the student's parent/guardian(s) will be notified in writing *by the school leader* as early in the school year as practical ~~by the School Leader~~. ~~Parent/guardian(s)~~ *The parent/guardian(s)* must sign a letter agreeing or disagreeing *with* ~~to~~ the decision, and shall be provided an opportunity to consult with ~~the~~ teachers and *the school leader* ~~School Leader~~ concerning the decision to retain their child.

PROGRAMS OF DISTANCE EDUCATION *(Distance Education Applicants Only)*

(1) ***A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs (NRS 388.820-388.874 and NAC 388.800-388.860) must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its application to the SPCSA. For applicants who do not propose to offer a program of distance education, please provide a brief statement explaining that the questions in this section are not applicable.***

(2) Describe the system of course credits that the school will use.

(3) Describe how the school will monitor and verify the participation in and completion of courses by pupils.

(4) Describe how the school will ensure students participate in assessments and submit coursework.

(5) Describe how the school will conduct parent-teacher conferences.

(6) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

The questions in this section are not applicable. (Distance education will not be offered.)

PRE-KINDERGARTEN PROGRAMS

(1) ***A charter school that wishes to provide pre-kindergarten services to students who will later enroll in its K-12 programs must apply separately to the Nevada Department of Education to offer education below the kindergarten level following charter approval. Approval to offer pre-kindergarten cannot be***

guaranteed. Consequently, revenues and expenditures related to pre-kindergarten should not be included in the initial charter application budget. Please note that state-funded pre-kindergarten programs are not directed through the state Distributive Schools Account for K-12 education. In addition to a limited amount of state pre-kindergarten funding available through the Department of Education, the SPCSA is also a sub-recipient of a federal grant to expand early childhood services in certain high-need communities through programs approved by NDE. Applicants are encouraged to review resources available at **http://www.doe.nv.gov/Early_Learning_Development/. For applicants who do not propose to offer pre-kindergarten, please provide a brief statement explaining that the questions in this section are not applicable.**

(2) Identify whether the school plans to offer pre-kindergarten in the first year of operation or any subsequent year of the charter term.

(3) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.

(4) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.

(5) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.

The questions in this section are not applicable. Pre-kindergarten will not be offered.

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS (*High School Applicants Only)*

(1) ***High schools approved by the SPCSA will be expected to meet or exceed Nevada graduation requirements. For applicants who do not propose to operate a high school program during the initial charter term, please provide a brief statement explaining that the questions in this section are not applicable.***

(2) Explain how the school will meet state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.

(3) Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).

(4) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

The questions in this section are not applicable. High school will not be offered.

DRIVING FOR RESULTS

The SPCSA will evaluate the performance of every charter school annually, and for renewal, replication, and replacement (restart or reconstitution) purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement and measured by the SPCSA Charter School Performance Framework, the Nevada School Performance Framework adopted by the Nevada Department of Education, and applicable law and

regulation. The academic performance standards consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards are based on standard accounting and industry standards for sound financial operation. The organizational performance standards are based primarily on compliance with legal obligations and state law and regulation and SPCSA policies, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Applicants are expected to propose additional mission-specific goals to complement or supplement, but not replace, the SPCSA's performance standards with school-specific, mission-driven academic, financial, or organizational goals. All such indicators, measures, and metrics are expected to be rigorous, valid, and reliable.

(1) Describe the mission-specific academic goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use and describe the process by which you will determine and set targets.

Assessments of and for learning are critical to evaluating programmatic, instructional, and student success. Athlos Academy of Reno will utilize a variety of assessment practices to support analysis, reflection, and growth for teachers and students. Supported by curriculum materials and professional development, teachers will learn to use varied formative assessment strategies to both inform and modify instruction. Summative unit assessments, aligned to standards, will inform student proficiency. A standards-based grading process will support informative communication to both parents and students regarding growth and achievement.

Throughout the year, academic assessment will be measured as described in the next response, starting on page 56. Students will be assessed in each of the core academic skill areas by a range of valid and reliable methods, including summative and formative assessments. Our long-term goal will be to perform at or above Washoe County School District levels and state levels*, whichever is higher,* in all categories. ~~These goals are~~ *This goal is* ambitious*,* however, we feel ~~they are~~ *it is* feasible because developing a healthy body and strong ~~performance character~~ *Performance Character* will *lead to increased success in the classroom* ~~bring to success in the classroom~~.

Athlos Academy of Reno will have academic goals, targets, assessments*,* and measurements connected to each of the *three pillars of performance* ~~Three Pillars of Performance~~. Because our Prepared Mind pillar uses curricula connected to the Common Core State Standards, we will use the Smarter Balanced Assessments used in grades 3-8 by the Nevada Department of Education.

The Healthy Body pillar's *athletic curriculum* ~~Athletic Curriculum~~ assessments include both fitness and performance assessments, which are measured at different times of each school year. These assessments measure student growth as they progress through the AAC and provide students with agency and information as they track their own athletic development over time. *The Athlos athletic curriculum (AAC) is designed to collect and analyze physical literacy data through summative assessment tied to fundamental movement/sport skill rubrics. Data will be assessed and staff will set instructional goals to meet proficiency year over year. Physical literacy progress for students will be tied to the movement rubrics associated with the standards set forth by SHAPE America. Students who score a 3 on the rubrics will be considered meeting grade level proficiencies.*

~~Fitness assessments are modeled after the FitnessGram testing protocol, designed to assess the overall health and wellness of students as they progress throughout the year. Health and wellness are measured in the fitness assessments by BMI, PACER, 90 degree push-ups, curl-ups, trunk lift, and the back-saver sit and~~

~~reach. These are conducted at the beginning and end of every school year. Performance~~ Assessments ~~*assessments* measure performance variables associated with strength, speed, power, and agility, including BMI, 300-yard shuttle, 30-yard sprint, hexagon jump, vertical jump, and standing long jump. These assessments are done at the end of the second and third quarters of the school year.~~

~~Assessments for the Performance Character pillar include regular student self-assessments and a Performance Character portfolio, in which students collect evidence and examples of their growth in each of the 12 Performance Character traits.~~

The measurement of social and emotional learning (SEL), which is critical to the development of Performance Character, is outlined in the chart below.

Student Measures	*Program Measures*
1. Student self assessment *2. Showcase Presentations / Portfolios* *3. SEL Surveys through Panorama (student self-perception & teacher perception)* *4. PBIS Data (Student ODRs)* *5. Attendance.* *6. Academic Achievement*	*1. Implementation Rubric* *2. SEL Surveys (School Climate)* *3. PBIS Data* *4. PBIS Data (School-wide ODRs)*

Part of the assessment process used at Athlos Academy of Reno will be to help students develop self-assessment strategies focused on content and work habits. Such self-assessment strategies, highlighted in student portfolios and student-led conferences, allow students to become more active participants (engaged) in the learning process. Students learn to communicate about their strengths, challenges, and goals toward achievement.

While students learn about and practice Performance Character traits regularly, measuring such social-emotional skills is difficult. Duckworth and Yeager describe the advantages and limitations of current methods regarding their measurement and recommend a multi-pronged approach that includes self-reported data, teacher-reported data, and the use of performance tasks.[49] They caution against using scores to compare schools to one another or as accountability measures for program evaluation due to reference bias and the practice of "faking" results in high-stakes settings.

As a result, Performance Character at Athlos is measured in a variety of ways consistent with the recommendations of Duckworth and Yeager, including the following:

- *Formative student self-assessment scorecards, used primarily for student self-reflection*
- *Artifacts of student work such as journal entries, class assignments, and related examples of Performance Character (recognition, awards, letters of recommendation, etc.) collected in a student's portfolio*
- *Semi-annual SEL self-assessment and student assessments by teachers, using valid and reliable measures developed by Panorama Education*
- *School climate surveys, conducted annually*
- *Student behavior data including behavior referrals and attendance*

[49] (Duckworth & Yeager, 2015)

Program effectiveness is dependent upon the quality of implementation. Through a series of both on-site and virtual professional development opportunities and clearly defined expectations articulated in the Pillar Implementation Guide, Performance Character strategy implementation is carefully and routinely monitored for fidelity.

The integrity of the three pillars is dependent on the climate and culture of the school. To identify progress as well as room for improvement, Athlos Academy of Reno will conduct regular surveys as part of a culture and climate assessment. The following culture and climate assessment process is supported by Athlos Academies (EMO) staff, in partnership with school leaders. Each component of the assessment process is further described below.

Dates	***Participants / Tool***
September (4- 5 weeks after the start of the school year)	*STUDENTS - SEL Questionnaire (11 minutes)* **Growth Mindset* **Self-Management* **Social Awareness* **Self-Efficacy* **Background questions (demographics) - optional*
September (4- 5 weeks after the start of the school year)	*TEACHERS - SEL Questionnaire (5 minutes)* **Teacher Self-Reflection* **Professional Learning About SEL*
Fall – Student-led conferences	*PARENTS – Family-School Relationship Survey (10 minutes)* **Family Support* **Learning Behaviors* **Barriers to Engagement* **Background Questions (demographics) – optional*
December (second week)	*STUDENTS - SEL Questionnaire (6 minutes)* **Teacher–student relationships* **Sense of belonging* **Safety*
December (second week)	*TEACHERS Panorama Teacher Survey (14 minutes)* **School Climate* **Staff-Leadership Relationships* **School Leadership* **Feedback and Coaching* **Faculty Growth Mindset*

March / April (coordinated with state testing)	*STUDENTS - SEL Questionnaire (11 minutes)* **Growth Mindset* **Self Management* **Social Awareness* **Self-Efficacy*
Spring – Student-led conferences	*PARENTS – Family-School Relationship Survey (10 minutes)* **Family Engagement* **School Climate* **School Safety* **Background Questions (demographics) - optional*
May	*TEACHERS Panorama Teacher Survey (14 minutes)* **School Climate* **Staff-Leadership Relationships* **School Leadership* **Feedback and Coaching* **Faculty Growth Mindset*

SEL Questionnaire

The Social-Emotional Learning (SEL) Questionnaire is used to gather information on both students and teacher perceptions. Students take a similar questionnaire twice in the school year to inform students, teachers, and parents of student self-perceptions. The second measure done in the spring offers students' perceived growth in the assessed areas. Students in grades three and above take the questionnaire.

Student topics used in the fall and spring:

Growth Mindset

Student perceptions of whether they have the potential to change factors that are central to their performance in school.

Example Question: In school, how possible is it for you change…how easily you give up?

Self-Management

How well students manage their emotions, thoughts, and behaviors in different situations

Example Question: During the past 30 days how often did you come to class prepared?

Social Awareness

How well students consider the perspectives of others and empathize with them.

Example Question: During the past 30 days how carefully did you listen to other people's points of view?

Self-Efficacy

How much students believe they can succeed in achieving academic outcomes.

Example Question: When complicated ideas are presented in class, how confident are you that you can understand them?

Background Questions

Demographic questions about respondents that could be included and may be of interest to many schools.

Example Question: What is your race or ethnicity?

Using the SEL Questionnaire, teachers are asked questions related to their readiness and preparation to support social-emotional learning with students.

Teacher topics used in the fall:

Teacher Self-Reflection

Faculty perceptions of their professional strengths and areas for growth related to SEL.

Example Question: How confident are you that you can engage students who typically are not motivated?

Professional Learning About SEL

Perceptions of the amount and quality of professional growth and learning opportunities available to faculty related to social-emotional learning.

Example Question: At your school, how valuable are the SEL professional development opportunities?

Using the SEL Questionnaire, students are asked questions about the extent to which the environment in which the students are learning influences their academic success, their social-emotional development, and their growth. Collecting the student perceptions on these topics would be done towards the end of the first semester.

Student topics used in the winter:

Teacher-Student Relationships

How strong the social connection is between teachers and students within and beyond the school.

Example Question: How many of your teachers are respectful toward you?

Sense of Belonging

How much students feel that they are valued members of the school community.

Example Question: How connected do you feel to the adults at your school?

School Safety

Perceptions of student physical and psychological safety while at school.

Example Question: How often do you worry about violence at your school?

Family-School Relationships Survey

The Family-School Relationship Survey provides schools with a clear picture of family attitudes about an array of topics. Families at Athlos schools will be asked to complete a survey after both the fall and spring student-led conferences. The topics and questions for each survey will be different. The fall questions help the teacher get a better sense of the support offered in the home environment. The spring questions are more focused on family perceptions of the school.

Family topics used in the fall:

Family Support

Families' perceptions of the amount of academic and social support that they provide their child outside of school.

Example Question: How often do you and your child talk when he/she is having a problem with others?

Learning Behaviors

Families' perceptions of their child's learning-related behaviors.

Example Question: How much effort does your child put into school-related tasks?

Barriers to Engagement

Factors that can create challenges for families to interact with or become involved with their child's school.

Example Question: How big a problem are the following issues for becoming involved with your child's school?

Background Questions

Demographic questions about survey-takers that could be included in the survey.

Example Question: What is your race or ethnicity?

Family topics for the spring:

Family Engagement

The degree to which families become involved with and interact with their child's school.

Example Question: How often do you meet in person with teachers at your child's school?

School Climate

Perceptions of the overall social and learning climate of the school.

Example Question: To what extent do you think that children enjoy going to your child's school?

School Safety

Perceptions of student physical and psychological safety at school.

Example Question: How likely is it that someone from your child's school will bully him/her online?

Background Questions

Demographic questions about survey-takers that could be included in the survey.

Example Question: What is your race or ethnicity?

Panorama Teacher Survey

The Teacher Survey is a tool to collect feedback from teachers. The survey is designed to spark and support productive conversations between teachers and school leaders about professional learning, school communication, school climate, and other key topics. There is also a "staff" version of this survey that collects feedback from non-instructional school staff who have student-facing roles. The survey (measuring the same areas) is given twice, first at the end of the first semester and again close to the end of the school year. Data can then be used to adjust and focus on second-semester improvements.

Teacher and Staff topics used both in the winter and end of the school year.

School Climate

Perceptions of the overall social and learning climate of the school.

Example Question: How often do you see students helping each other without being prompted?

Feedback and Coaching

Perceptions of the amount and quality of feedback faculty and staff receive.

Example Question: How useful do you find the feedback you receive on your teaching?

Staff-Leadership Relationship

Perceptions of faculty and staff relationships with school leaders.

Example Question: When you face challenges at work, how supportive are your school leaders?

School Leadership

Perceptions of the school leadership's effectiveness.

Example Question: How knowledgeable are your school leaders about what is going on in teachers' classrooms?

Faculty Growth Mindset

Perceptions of whether teaching can improve over time.

Example Question: How much can teachers improve their classroom management approaches?

(2) In the table below, outline the clearly measurable annual performance and growth goals that the school will set in order to meet or exceed SPCSA expectations for the Charter School Performance Framework indicators and to meet state expectations for student academic growth in accordance with the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education. You may add or delete rows as needed. Also:

(a) Describe your presumed baseline and explain how it was set.

Currently, the presumed baseline ~~data is the~~ *is Washoe County School District (*WCSD*)* data for students in ~~grades kindergarten~~ *third grade* through eighth grade ~~in the district~~. This baseline data will be analyzed during the incubation year for leadership and EMO academic staff to align curricular goals to meet or exceed both state and district averages. This intentional curriculum mapping will provide goals for MAP testing at each grade level for all students and will aid in tracking progress throughout the year (at least quarterly) with the EMO to reach academic goals set forth for the year *including student achievement goals on the SBAC*.

~~Because accurate SBA data for WCSD is not currently available, the goals here are based on a percentage of hypothetical data. As actual data comes in, these goals can be adjusted.~~

The baseline data was set using WCSD's Criterion-Referenced Test (CRT) data for the 2015-2016 school year. The baseline was determined by using district-wide proficiency averages for tested grades as well as nearby South Reno schools, specifically Brown Elementary School, Double Diamond Elementary School, Pine Middle School and Depoali Middle School. Because Athlos Academy of Reno is proposing a campus in South Reno, these nearby schools would be a more accurate predictor for a baseline of student needs than that of the district as a whole. However, there still may be students who choose to attend Athlos Academy of Reno who attended schools outside of the South Reno area. An average of these proficiency scores, specifically an average of the results from all of WCSD and the subset of South Reno schools, was used to determine the baseline for the chart in the next response. Athlos Academy of Reno will use the data as a baseline and is committed to the SPCSA's mission of helping students of all achievement levels succeed.

Athlos Academy of Reno is dedicated to being a part of the solution surrounding achievement gaps in certain populations in WCSD by explaining how it will evaluate academic progress. In the following sections there are further explanations of interim assessment implementation with Measures of Academic Progress (MAP) and aimswebPLUS as well as proficiency goals for populations at the school who may be more at-risk based on current student assessment data in the area. Further explanation of the assessment process at Athlos Academy of Reno is described throughout the Academic Plan.

(b) Articulate how the organization will measure and evaluate academic progress – of individual students, student cohorts, sub-groups, campuses (for invited multi-site applicants), and the entire school – throughout the school year, at the end of the academic year, and for the first three years of operation.

Athlos Academy of Reno will begin by using formal interim assessments three times in the school year using MAP as a universal screener. MAP will be administered initially to establish benchmark data which will affect instructional decisions and professional development topics. It will be administered again in the winter and spring to measure growth and further allocate resources. The scheduling will be the first week of December and the third week of March; this will allow for two months of quality instruction between assessment periods, coordinating with the summative assessment that takes place in the spring.

To meet established academic goals, a variety of interventions will be used depending on where students score. Students belonging to certain subpopulations such as those who are identified as English Language Learners (ELL) and students who are identified with an Individualized Education Plan (IEP) will have separate goals for the MAP testing. These students will receive weekly progress monitoring and will be evaluated to make sure they are improving in proficiency in reading and math. Athlos Academy of Reno will follow a plan to make sure students are meeting the goals in the chart below.

Any student that scores below the 20th percentile on interim assessments will receive additional monitoring via Curriculum-Based Measurement (CBM) through aimswebPLUS in addition to differentiated instruction. The progress-monitoring tool (aimswebPLUS) will be used to track progress for those at-risk students to inform more rigorous intervention and differentiation as well as to initiate a process of identifying a student who may need to have an IEP in place.

Students who do not meet the target but are not within the lowest 20th percentile will have monthly progress monitoring and differentiated instruction between the three formal assessments happening throughout the school year. Students that fall between the 6th and 20th percentiles will be monitored monthly using

aimswebPLUS math and reading probes, depending on student need, and will receive intervention outside of the regular curricula (e.g. in the general education classroom for reading and an additional 30 minutes 4 times a week outside the classroom using a research-based reading program). Students who fall below the 5th percentile will be monitored weekly and will receive intensive intervention outside of the regular curricula (e.g. in the general education classroom for reading and 30 minutes four times per week outside the classroom).

~~Goal~~	~~Evaluation Tool and Frequency~~	~~Baseline~~	~~2017-18~~	~~2018-19~~	~~2019-20~~
~~Students will meet high achievement goals and develop a Prepared Mind.~~	~~Students in grade 3-8 achieve at or above Washoe County School District SBA average~~	~~(WCSD data not currently available.)~~	~~85%~~	~~90%~~	~~95%~~
~~Students will develop and maintain healthy bodies~~	~~Growth on FitnessGram assessment~~		~~70%~~	~~75%~~	~~80%~~

Goal	*Evaluation Tool and Frequency*	*Baseline*	*2018-19*	*2019-20*	*2020-21*
Students will meet high achievement goals and develop a Prepared Mind.	*Students in grades 3-8 will achieve proficiency of double-digit gains in reading and math on MAP.*	*In Washoe County School District (WCSD) and South Reno schools, students in grades 3-8 are achieving an average proficiency rate of 38% in math and 51% in reading.*	*45% on math and 60% on reading*	*55% on math and 65% on reading*	*65% on math and 70% on reading*
Students will develop and maintain healthy bodies through movement competency.	*Growth on SHAPE America standards, based on quarterly rubric-based assessments.*	*A baseline will be determined after an intake assessment at the beginning of the school year, or upon enrollment at the school*	*70%*	*75%*	*80%*

Students who have an Individualized Education Plan (IEP) will have academic goals set and receive MTSS support to achieve proficiency goals	*Students will be monitored weekly and will receive intervention outside of the regular curricula.*	*In WCSD and South Reno schools, students in grades 3-8 with an IEP are scoring an average proficiency rate of 12% in math and 14% in reading*	*25%*	*30%*	*35%*
Students who are English Language Learners (ELL), will achieve reach proficiency in math and reading.	*Students will be monitored weekly and receive appropriate intervention in reading, math and daily oral language.* *Bilingual support, within the scope of law, will be provided to support students and families in reaching achievement goals.*	*In WCSD and South Reno schools, students in grades 3-8 who are ELL, are achieving an average rate of proficiency of 11% in math and 12% in reading.*	*20%*	*25%*	*30%*

(3) In addition to mandatory state testing, identify the primary interim academic assessments the school will use to assess student-learning needs and ensure progress towards SPCSA and state proficiency targets and describe how they will be used.

Athlos Academy of Reno will use Measures of Academic Progress (MAP) as a formative computer adaptive interim assessment to see what type of differentiated learning is necessary. MAP is aligned with the Common Core State Standards and is a valid assessment in use by other schools in Nevada and across the country. MAP can measure growth, inform instruction, evaluate school programs, and identify staff's professional development needs.

As mentioned in the Targeted Plan in the Meeting the Need section beginning on page 6, Athlos Academy of Reno wants to address the achievement gap that is occurring in Washoe County School District with different populations of students. Evaluation of academic needs for students will be identified by using MAP to help students reach the levels of proficiency for the different populations of students listed above in the chart. If students are not at the predicted levels of proficiency, they will be monitored for growth using the CBM though aimswebPLUS for progress monitoring in addition to the MAP benchmark assessment.

Based on how students score on MAP, teachers can adjust their instruction and students' level of progress-monitoring and MTSS support. The response under prompt 1 of this section, beginning on page 50, explains Athlos Academy of Reno's goals and how the school will use the MAP data to assess student needs. All data

collected through assessments will be shared with the data inquiry team that utilizes a Multi-Tiered Support System (MTSS) to provide tiered support as follows:

- *Students who score above the 35th percentile will take the MAP assessment once in the fall, winter, and spring.*
- *Students who score within the 25th and 35th percentiles will be monitored once a month on reading and math through aimswebPLUS. Students will also receive differentiated instruction within the regular curricula.*
- *Students who score within the 11th and 24th percentiles will have progress monitoring every other week using the aimswebPLUS reading and math probes, depending on student need, and receive intervention outside of the regular curricula, such as in the general education classroom for reading and 30 minutes four times per week outside the classroom using a research-based reading program.*
- *Students who score below the 10th percentile will be progress monitored weekly using the aimswebPLUS reading and math probes, depending on student need. They will also receive intensive intervention outside of the regular curricula, such as in the general education classroom for reading and 30 minutes four times per week outside the classroom using a research-based reading program.*

In addition, many of the curricula used by Athlos Academy of Reno *will* include formative assessments. For more on how formative assessments are integrated into the Athlos curricula, see the response that begins on page 18.

(a) How will you support teachers in developing embedded assessments and checks for understanding in order to ensure that instruction meets student needs?

MAP provides professional development materials for teachers to embed the assessments into their instruction. In addition, ~~professional development provided by~~ Athlos Academies *(EMO) will provide professional development focusing* ~~focus~~ on administering, evaluating and responding to formative assessments. *Teachers will receive professional development on MAP that will help them understand the importance of the data that MAP provides and, most importantly, how to modify their instructional techniques based on student data results.*

(b) Explain how you will know that your proposed interim assessments are valid and reliable indicators of progress. Explain how these interim assessments align with the school's curriculum, performance goals for the school and the SPCSA, and state standards.

MAP assessments ~~will be~~ *and aimswebPLUS are* aligned with Common Core State Standards, as are the SBA*C*, Athlos Academy of Reno's Prepared Mind curricula, and *Nevada Content Academic Standards (NVACS)* ~~state standards~~.

(c) Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide and classroom level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

Once data on student academic achievement is received, school leaders and staff will analyze the school's results school-wide, as well as specific results by subject areas, results for new students, and any patterns of

results by subject, grade level or classroom. *They will conduct this work via data inquiry teams, with agendas and training materials available in Athlos Academies' (EMO) learning management system (LMS).* In addition to meeting stated academic goals, Athlos Academy of Reno aims for continuous improvement across the school.

If particular classrooms are not meeting expectations, leaders and staff will look at teachers, instructional programs, and the formative assessments used in the classroom. Corrective actions will divide larger remediation and improvement goals into smaller, achievable steps.

Teachers in need of improvement, will receive support from instructional coaches, professional learning communities, school leaders and Athlos Academies *(EMO)*. Teachers and school leaders will work together to develop individual plans for growth, which will be part of teachers' ongoing evaluation and improvement efforts. School leaders and instructional coaches will be responsible for implementing corrective actions across the school, with teachers bearing responsibility for their individual classrooms.

(d) Articulate how interim assessments will be used to inform instruction. How will teachers and school leaders be trained in their use?

Interim assessments will be used to monitor progress for a sample of classroom and school-wide populations. Subject-level assessments will be given in the fall, winter, and spring to assess whether students are achieving growth.

One instructional coach at the school will oversee the interim assessment process. They will be responsible for training teachers. Athlos Academies (EMO) will work with and train the instructional coach and school leader on best practices via courses in the LMS and will work with the school leaders to analyze the data. Athlos Academies' (EMO) chief academic officer, chief programs officer, and Prepared Mind staff will support Athlos Academy of Reno staff in the assessment process.

~~Athlos Academies will provide professional development training for teachers and school leaders specifically on interim assessments.~~ In addition, *MAP* ~~Measures of Academic Progress~~ offers some training for teachers and leaders. Training will also be part of the data-inquiry team process. Teachers will be taught to step back from individuals' results and look for patterns within interim assessments. *For an outline of resources used in initial training for the data inquiry team, see the Supporting Documents.*

(e) **Regardless of grade levels served, new charter schools will not receive an NSPF or CSPF rating until after the completion of their first full year. Therefore, in the table below, identify specific interim performance goals and assessments that you will use to confirm that the school is on-track to meet ambitious academic goals throughout the school's first year with students. You may add or delete rows as needed.**

~~Goal~~	~~Assessment~~	~~Quarter 1~~	~~Quarter 2~~	~~Quarter 3~~	~~Quarter 4~~
~~Proficiency and progress in reading~~	~~Measures of Academic Progress~~	~~Benchmark and MAPS testing to track progress~~	~~Benchmark and MAPS testing to track progress; Mid-Year review~~	~~Benchmark and MAPS testing to track progress~~	~~Benchmark and MAPS testing to track progress; End of year review with EMO to track, reflect, set goals,~~

			~~with EMO to track, plan for PD needs, and coach progress~~		~~and coach progress going into next year~~
~~Proficiency and progress in mathematics~~	~~Measures of Academic Performance~~	~~Benchmark and MAPS testing to track progress~~	~~Benchmark and MAPS testing to track progress; Mid-Year review with EMO to track, plan for PD needs, and coach progress~~	~~Benchmark and MAPS testing to track progress~~	~~Benchmark and MAPS testing to track progress; End of year review with EMO to track, reflect, set goals, and coach progress going into next year~~
~~Proficiency and progress in language usage~~	~~Measures of Academic Performance~~	~~Benchmark and MAPS testing to track progress~~	~~Benchmark and MAPS testing to track progress; Mid-Year review with EMO to track, plan for PD needs, and coach progress~~	~~Benchmark and MAPS testing to track progress~~	~~Benchmark and MAPS testing to track progress; End of year review with EMO to track, reflect, set goals, and coach progress going into next year~~

Goal	***Assessment***	***Quarter 1***	***Quarter 2***	***Quarter 3***	***Quarter 4***
Proficiency and progress in reading	*Measures of Academic Progress*	*Benchmark MAP testing to assess proficiency; aimswebPLUS to progress-monitor*	*Benchmark MAP testing to assess proficiency; aimswebPLUS to progress-monitor; Mid-year review with EMO to track, plan for PD needs, and coach progress*	*Benchmark MAP testing to assess proficiency; aimswebPLUS to progress-monitor*	*Benchmark MAP testing to assess proficiency; aimswebPLUS to progress-monitor; End-of-year review with EMO to track, reflect, set goals, and coach progress going into next year*

Proficiency and progress in mathematics	*Measures of Academic Performance*	*Benchmark MAP testing to assess proficiency; aimswebPLUS to progress-monitor*	*Benchmark MAP testing to assess proficiency; aimswebPLUS to progress-monitor; Mid-year review with EMO to track, plan for PD needs, and coach progress*	*Benchmark MAP testing to assess proficiency; aimswebPLUS to progress-monitor*	*Benchmark MAP testing to assess proficiency; aimswebPLUS to progress-monitor; End-of-year review with EMO to track, reflect, set goals, and coach progress going into next year*
Proficiency and progress in language usage	*Measures of Academic Performance*	*Benchmark MAP testing to assess proficiency; aimswebPLUS to progress-monitor*	*Benchmark MAP testing to assess proficiency; aimswebPLUS to progress-monitor; Mid-year review with EMO to track, plan for PD needs, and coach progress*	*Benchmark MAP testing to assess proficiency; aimswebPLUS to progress-monitor*	*Benchmark MAP testing to assess proficiency; aimswebPLUS to progress-monitor; End-of-year review with EMO to track, reflect, set goals, and coach progress going into next year*

(4) Describe the process for collecting and storing data, including the information system(s) used in addition to the statewide Infinite Campus system.

~~Student data is collected both electronically and in hard copy through registration packets. Athlos Academy of Reno will lease temporary office space, likely in February or March prior to the first year of operations, prior to collecting any hard copy student data. Once collected, any student data files will be stored in a locked file cabinet or room. Once school begins, hard copies of student data will be stored in a similarly secure location on campus.~~

~~Enrollment applications containing student data will be collected through a form on the Athlos Academy of Reno's website. This form does not request any FERPA-protected data. The form is stored on a secure network until it is uploaded into Infinite Campus to create student profiles.~~

Through the enrollment and registration process, appropriate Athlos Academy of Reno staff will compile student data and use the Infinite Campus platform to ensure accuracy of student data and student profiles. Student longitudinal data will be compiled through Infinite Campus for a complete historical representation of students' academic careers. This data will be stored on the Infinite Campus system, and consistent with State of Nevada security protocols. From time to time and under appropriate circumstances, hard copies of student educational records will be kept in a secure and locked cabinet or room at Athlos Academy of Reno. During the pre-operational months, this secure room will be at a locked temporary location. During the operational years, a secure file room at the school campus will be used.

Athlos Academy of Reno teachers and instructional coaches will implement a balanced assessment system that includes formative, interim, and summative assessments. These assessment results will be stored in Infinite Campus and used by the data inquiry team to target intervention strategies and instructional differentiation for students.

In conjunction with Infinite Campus, Athlos Academy of Reno will use Athlos Tools to collect and analyze data for the Healthy Body pillar. This secure, online platform will be populated with student profiles that are uploaded from a secure file transfer protocol. Athlos Academies (EMO) will work with the school to produce data reports at the school level, grade level, and targeted subgroup populations and compare those against other existing schools across the Athlos network. At no point in time will data be shared with any other third-party provider without data sharing agreements that are consistent with federal and state laws.

(5) Describe the process for collecting and reporting data across the network of EMO schools in Nevada and in other jurisdictions.

Data will be collected by and reported to the EMO (Athlos Academies) via secure transfers using PowerSchool. ~~Data will~~ also ~~be transferred to the SPCSA and other Nevada regulatory agencies using Infinite Campus~~, as needed~~.~~

In Nevada, Infinite Campus is the established tool for collecting and reporting data across schools. Although this application is only for one Athlos school in the state of Nevada, the school will benefit greatly from existing student profiles in Infinite Campus as students begin enrollment. During the enrollment period, designated staff at Athlos Academy of Reno and Athlos Academies (EMO) will work to review student profiles that will help to inform planning, instructional practice, and professional development to meet the needs of students coming to the school. Data from any Athlos school is managed and monitored with Athlos Academies (EMO) in compliance with state and federal laws. The school will securely report data through its student information system (SIS), Infinite Campus, to be used for data analysis network wide. This data is used to work with campus-level leadership and the EMO to inform best practices, address needs, and plan for success across the network. The scope of how data is collected and reported between each campus and the EMO is outlined in the master service agreement (MSA) for that campus. For Athlos Academy of Reno, the MSA section 5(d) and section 7(b) outline the agreement for access to school-wide data.

AT-RISK STUDENTS AND SPECIAL POPULATIONS

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2016-17 school year, the State of Nevada will switch to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a broader continuum of services. All applicants submitting proposals to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

The SPCSA operates under the following principles with regards to special populations of students:

1. *SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.*
2. *SPCSA schools are to ensure streamlined access for all students requiring special programs.*
3. *SPCSA schools develop programs to support the needs of their students.*
4. *SPCSA schools do not counsel or kick any students out.*
5. *SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.*
6. *If needed, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest needs students, including but not limited to clustered placements in consortium with other charter schools.*
7. *SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make*

placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.

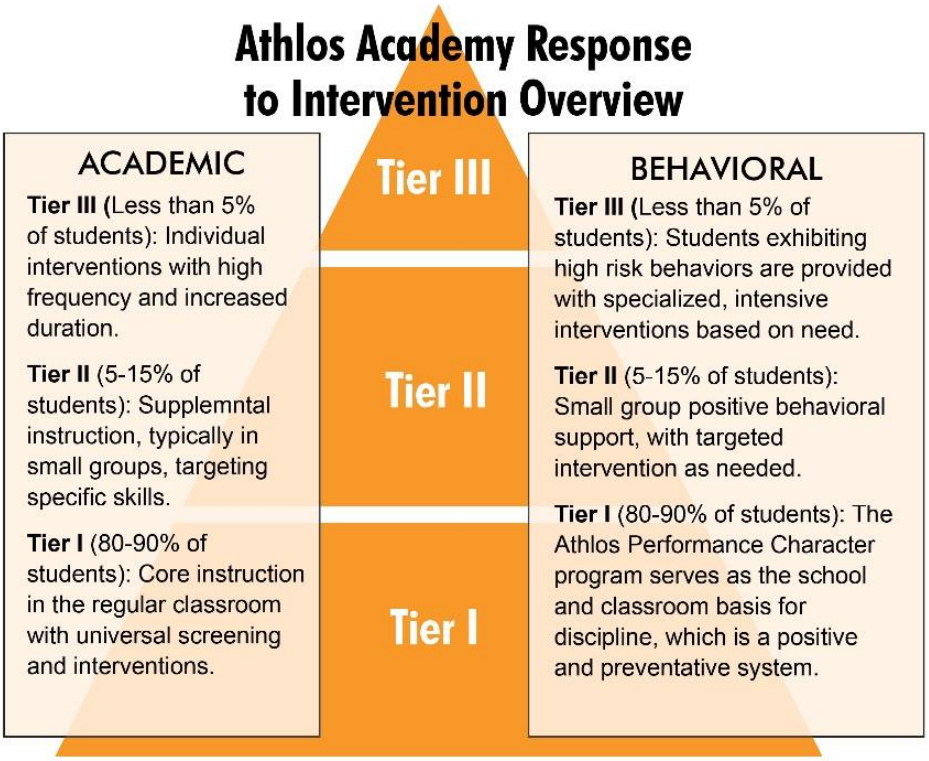
At-Risk Students

(1) How do you define "at-risk" students? What are the methods for identifying at-risk students through academic and behavioral processes?

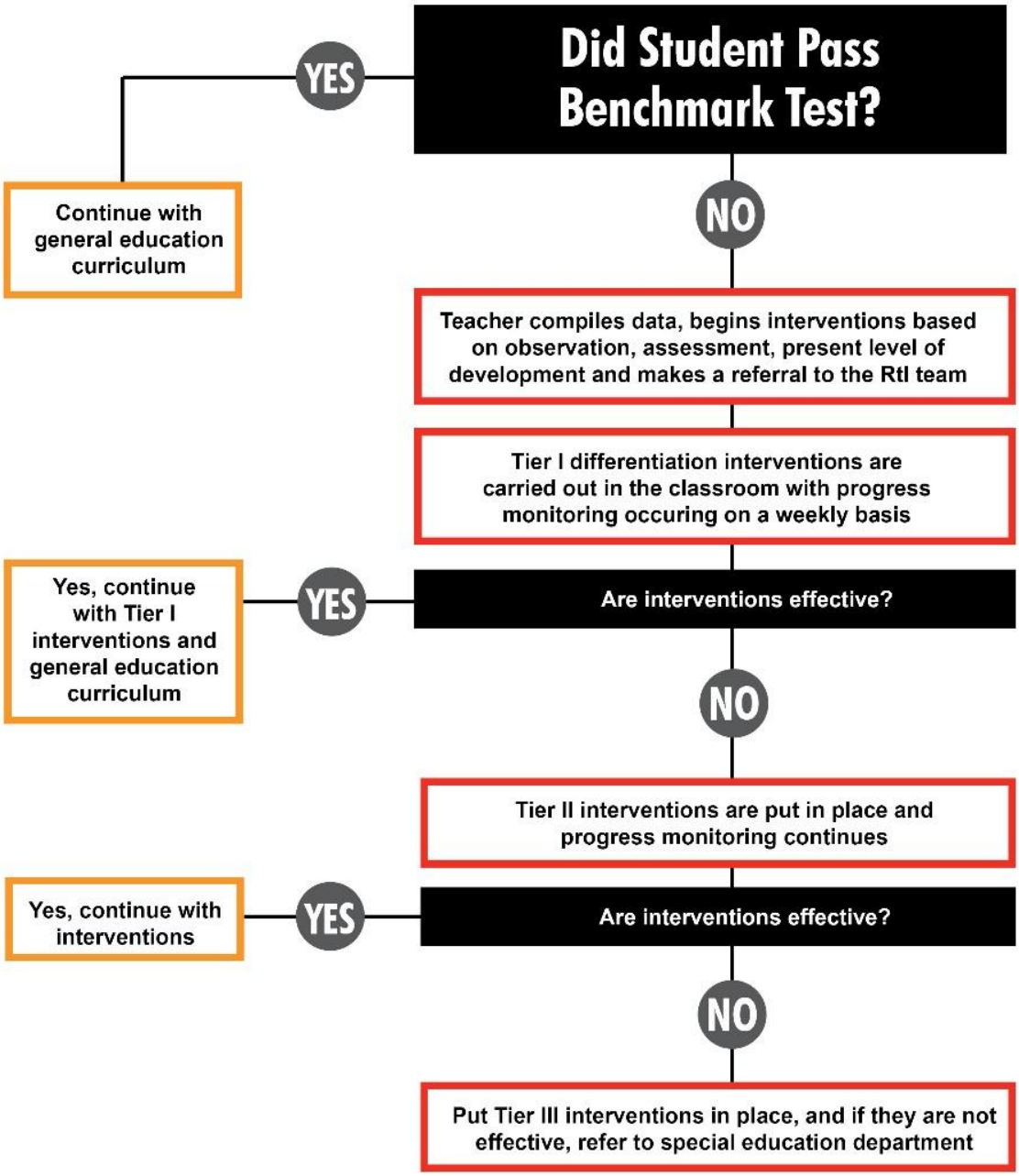
Athlos Academy of Reno will follow the definition of "at risk" in NRS 388A.045. School leaders will measure discipline referrals and attendance records at least monthly to help identify students who are at-risk of dropping out. We will use the RTI plan (see the next response) to identify students with potential behavioral issues. Reviews of formative and summative academic assessments will help determine if students are at risk academically. Reviews of Home Language Surveys and Free and Reduced Lunch status will be used to determine if students are at risk due to their ELL or economic status, respectively.

(2) Describe your Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level.

The Response to Intervention (RTI) plan at Athlos Academy of Reno will provide intensive, high-quality instruction and interventions aimed at supporting the learning or behavioral needs of each student. Targeted interventions will be provided prior to deciding a student has an exceptionality requiring special education services. The results of these interventions will drive ongoing instruction, regardless of whether a student is in special education or general education. To the right is a chart outlining our three-tiered RTI approach designed to address student needs.



Universal screening to benchmark all students will occur three times a year to determine appropriate tiers for all students. The chart ~~to the right~~ *below* is the Subject Specific RTI Flowchart Athlos Academy of Reno will use.



The RTI process at Athlos Academy of Reno will begin when the referring teacher contacts a member of the RTI team, which consists of a school leader, instructional coaches, special education director, counselor, and potentially other staff members, to schedule an appointment for an initial meeting. In this meeting, the referring teacher will present specific, relevant data to define the issue. Collaboratively, the referring teacher and RTI team will examine all possible contributions to the noted issue; such contributions may include the quality of previous learning instruction, attendance, and/or the absence or limitation of basic skills. The referring teacher and the team will then attempt to accurately identify needed skills. They will brainstorm to

determine possible research-based interventions. Once an intervention is determined, the referring teacher will implement it in the classroom and collect ongoing data. After data collection, the RTI team will meet again with the referring teacher to evaluate the intervention plan's effectiveness. If the intervention plan is not successful, the team will re-evaluate the situation. If the interventions(s) are successful, they will then periodically examine trends and patterns in referrals which may be addressed universally.

(3) What interventions will be offered for students exhibiting early signs of behavioral concerns? How will individual behavior plans for students be implemented and monitored?

~~Interventions and IEPs for students with potential behavioral concerns will be implemented and monitored through the school's Response to Intervention (RTI) process, described in detail in the previous response~~

Positive Behavioral Interventions and Supports (PBIS) is a major component of the Athlos Positive Behavior Support Plan and utilizes a multi-tiered system of support (MTSS) model to respond to students' behavioral concerns. Behavioral expectations are taught, modeled and practiced by all students as part of the Plan's Tier 1 implementation. Students are provided with multiple opportunities to demonstrate positive behaviors associated with school-wide and classroom expectations through prompts and are supported in a variety of ways, many of which are integrated into Performance Character pillar strategies to ensure frequent and routine exposure and reinforcement.

The Athlos Positive Support Plan incorporates the use of student behavioral data to track and respond to inappropriate behavior and identify students in need of support. When students show signs of behavioral concerns by being non-responsive to the above behavioral supports, a variety of early interventions exist to attempt to correct students' behavior. These include pre-correction, error correction, re-teaching, and frequent recognition of successful demonstration of desired behaviors. Students who continue to be non-responsive may be referred for Tier 2, Tier 3 and intervention supports. Referred students' cases will be reviewed by an MTSS team following a protocol similar to a traditional RTI model. The intervention team is responsible for monitoring and implementing students' individual behavior plans. Tier 2 interventions may be suggested, implemented, and progress monitored for a set time period.

Tier 3 interventions are determined on a case-by-case basis for students whom Tier 1 and Tier 2 interventions are determined to be inadequate. Additionally, the intervention team may identify additional "wrap-around" supports, including local behavioral health agencies and additional social services, as needed.

Special Education

(1) Track Record: Please explain the extent to which one or more members of the founding school team (e.g., founding board, instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.

~~Founding Board Member~~ *Committee to form member* Marcus Culpepper has years of experience working to achieve high academic outcomes for students with disabilities. Marcus has taught first, second, and fifth through eighth grades in Washoe County School District. He is currently ~~Dean of Students~~ *dean of students* at a middle school in Washoe County School District.

For the seven and a half years that Marcus was a classroom teacher, he had a range of students that were identified as needing special education services. Whether he had students receiving services on 504 accommodation plans or students with severe autistic disabilities, Marcus ensured that all of his students were exposed to grade level curriculum and held to the same standards as all other students in the class

with respect to IEP accommodations and modifications. As a teacher with a varying range of abilities in his classroom, Marcus differentiated his instruction to make the grade level standards accessible to all students. While making the standards accessible, but still rigorous, students with wide ranges of disabilities were still able to master the standards by providing the accommodations that were consistent with their individualized education plans.

Athlos Academies' *(EMO) director* ~~Director~~ of Prepared Mind, in addition to developing programming that helps students with disabilities achieve high academic outcomes, was previously an instructional coach and member of a school-wide IEP committee at a successful Idaho charter school. In addition, she was a classroom teacher in that school, which had a higher than average special education population, that emphasized keeping students with all levels of disabilities in the classroom for instruction.

(2) Identification: How will the school identify students in need of additional supports or services?

Athlos Academy of Reno teachers will receive training at the beginning of each school year and throughout the year on relevant topics, including appropriate use of the Child Find process and making appropriate accommodations and modifications to curriculum. Teachers will meet individually with the *special education director* ~~Special Education Director~~ or with the entire IEP team for a given child to ensure all aspects of the IEP are understood and prepared for so that services can begin on the first day of school. Note that the IEP status of particular students will be shared with teachers only when needed, not in teacher training.

Athlos Academy of Reno will implement Child Find to ensure all students with disabilities who may ~~be in~~ need ~~of~~ special education and related services are identified, located, and evaluated. Parents and guardians may also request an evaluation to determine if their child is a child with an exceptionality. Evaluations may also be initiated by the *special education director* ~~Special Education Director~~ if an extended RTI process indicates that further intervention may be needed. Initial evaluations will take place, with parent approval, to determine whether ~~or not~~ the student has an exceptionality and needs special education services. Follow up evaluations will help determine all ~~of~~ the child's educational needs. After an evaluation, school representatives will meet with parents to discuss the evaluation and any other information about the student's educational needs. After this post-evaluation meeting, another meeting will be held to develop an ~~Individualized Education Plan (~~IEP~~)~~ for the student.

At the IEP meeting, parents and school representatives will work together to determine the special education services and support that meet the students' needs. The IEP team will consist of:

- Student's Parent/Guardian
- Student (when appropriate)
- Special *education director or teacher* ~~Education Director or Teacher~~
- General *education teacher* ~~education teacher~~ (when appropriate)
- Representative knowledgeable about specially designed instruction and curriculum (may be one of the individuals listed above)
- Other people whom the parent/guardian or Athlos Academy of Reno wishes to invite

IEPs at Athlos Academy of Reno will meet the specific needs of students with disabilities, as defined by federal regulation, and will include:

- The student's present academic and functional performance levels.

- IEP goals developed by the IEP team. These goals should help the student make progress in the general education curriculum over the course of the school year.
- A description of how goals will be measured and how school staff will track the student's progress.
- The special education, related services, accommodations, and modifications the student will receive.
- Other special factors such as behavior management strategies, health needs, and assistive technology.

(a) (*Elementary Schools Only*) How will the school accurately identify students prior to enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?

Parents will be asked on registration paperwork for Athlos Academy of Reno to indicate whether their child has an ~~Individualized Education Plan (~~IEP~~)~~ or 504. This information will allow the *special education director* ~~Special Education Director~~ to initiate a review to ensure that appropriate services are in place prior to the student's first day of school. The office manager will be trained and instructed to notify the *special education director* ~~Special Education Director~~ of all incoming files with IEPs.

(b) (Middle and High Schools) How will the school identify and serve students who require special education services and develop transition plans?

An IEP meeting will be held every year. At this meeting, the IEP team will look at goals and determine if they are being achieved. Based on this evaluation, an IEP may be updated to include new goals, new evaluation information, and other relevant information. Re-evaluations of a student's educational or related service needs will take place at least once every three years—or more often if requested—unless the parent/guardian and Athlos Academy of Reno deems a re-evaluation unnecessary.

(c) (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?

The Athlos model is rooted in the belief that students should be engaged participants in their learning and encouraged every day to participate in a school culture where they investigate and take ownership of their education. The critical inquiry approach to the academic curriculum is student-centered and promotes critical thinking and deep understanding. By deploying a variety of instructional strategies such as project-based, active, and/or cooperative learning, differentiated instruction, and backward unit design, Athlos teachers will support students well while simultaneously inspiring them to develop the autonomy and integrity necessary to be successful as independent, self-motivated learners. The complementary relationship of these instructional methods will ensure students receive high-level instruction that can then be applied to real-world situations.

~~Athlos Academy of Reno believes that the~~ *The Athlos* ~~proposed~~ model will best support all students, especially students with special needs. During parent meetings, *Athlos staff will convey the* ~~we will convey the~~ research and benefits of the Athlos ~~program~~ *model* for all students, ~~and convey~~ *as well as* the open enrollment process. Then, through the registration process, the administrative team at Athlos Academy of Reno will collect not only the traditional student information, but also at-risk information such as Free and Reduced Lunch, IEP, *504 plans,* family relationship, and any other disability status indicators as outlined by IDEA *and Section 504 in public schools. This will be completed by parents filling out a form, which includes the name and location of previous school(s) attended. Athlos will send a request to the previous school for the*

student's confidential records. ~~Athlos Academy of Reno anticipates hiring~~ *A special education director* ~~Special Education Director~~ *is anticipated to be hired* as early as possible to ensure that the school has a person with the knowledge and experience necessary to serve students with diverse needs and disabilities, as well *as* ensure compliance with federal, state, and local laws*; plan and develop programs; and offer guidance to principals and teachers implementing IEP services and Section 504 accommodations. The special education director will be an active part of the decision-making process to help facilitate positive outcomes for students with special needs.* It is then essential that once the student is enrolled, ~~a Special Education Services Team~~ *the special education services team* will work early in the school year to review previous year academic and intervention services for the identified special education students. This team will *include the school leader, special education director, assessment personnel, special education teacher, and general education teachers.* ~~be comprised of the School Leader, Special Education Director, and classroom teachers.~~

It is imperative that Athlos Academy of Reno involves parents in this placement process. The *special education services team* will work with each parent during initial *and transfer* meetings as historical student files are reviewed during the summer transition process. *Athlos will hold a meeting to transfer comparable services for students with an IEP and inform parents that within 30 days an IEP team will meet to either adopt a previous IEP or develop a new IEP. For students who are enrolling from out-of-state, Athlos will follow the procedures required for out-of-state students. The special education services team will involve parents of students with disabilities in meetings by attempting to schedule them at convenient times for parents and offering means of participating phone or video, if needed.* Initially*,* at the beginning of the year, *the* classroom teacher will collect information on each student identified as having a disability and work in conjunction with observations by special education staff *and general education staff* to determine if students are in fact needing special education services or if the student *requires a reevaluation to gather current data for the IEP committee to determine transition from special education* ~~can transition out of being identified~~. Athlos Academy of Reno leaders understand the importance of ensuring that every student is placed in the most successful learning environment for academic success, and therefore the *special education services team* ~~SPED Services Team~~ will collectively decide what is best for the identified student in conjunction with parents *in an IEP meeting*. Key findings of observations *and/or evaluations* from *several* educators and special education staff throughout the first few weeks of school will be communicated to parents during initial *and transfer* meetings in the *f*all, *and* ~~or even~~ throughout the school year.

As the special education director, ~~makes recommendations to~~ the *special education services team* ~~SPED Services Team~~ and parent*s collaborate in an IEP meeting and determine further recommendations*, Athlos Academy of Reno anticipates that, occasionally, students previously identified as needing special education services were in fact over-identified and don't necessarily qualify for special education services. This creates an opportunity to transition a student out of special education services, which Athlos Academy of Reno understands is a situation that requires careful and considerable thought to ensure the least disruption to student learning. It is imperative that the *special education services team* ~~SPED Services Team~~ and parents involve the student in this transition planning *by inviting the student to their IEP meeting, as appropriate.* Athlos Academy of Reno anticipates that some of these students may need accommodations for a 504 plan as an option for a transition to general education. The ~~Special Education Director~~ *special education director, along with the IEP team and/or Section 504 committee* will be responsible for developing a transition plan*.* ~~in conjunction the SPED Services Team, parents, student, and new general education teacher.~~ The transition plan will include areas such as individualized needs, instructional accommodations, communication

strategies, personal supports, *behavior and emotional supports or strategies,* and frequency of follow up meetings to monitor progress.

(3) Continuum of Services: How will the operator provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served.

The Athlos Academy of Reno facility *will be* ADA compliant. The special education department includes three small classrooms located centrally to the special education office as well as small pull out rooms in various locations throughout the building. At least one room will be designed to serve as a sensory control space to assist with students for whom over-stimulation may be an issue.

At least one *athletic coach* ~~Athletic Coach~~ will be DAPE (development adapted physical education) certified to assist with accommodations or modifications to the athletic curriculum.

Special education staff will be hired at a 1:24 ratio (teachers to qualified students) and paraprofessionals are hired at a 1:2 ratio (teachers to paraprofessionals) to help support the workload. Additional funds are allocated in the ~~budged~~ *budget* for "teacher aids" in case more paraprofessionals are necessary.

Students with severe intellectual disabilities will receive rigorous instruction based on their needs and IEP goals. Curriculum will be adapted to meet their level, while simultaneously fostering a challenging educational opportunity. Students with learning and emotional disabilities will be served in the least restrictive environment determined by their IEP team, while receiving research-based interventions and strategies to support their learning and emotional needs.

A team approach composed of special education teachers, assessment personnel, general education teachers, related service staff, and administrators will be used to monitor progress and determine growth or lack thereof with the intention of adjusting the IEP plan and/or services to best meet the needs of the student while challenging the student to meet their potential. This team will work with classroom teachers to utilize the differentiated supports for instruction that are outlined in the curriculum section, starting on page 22.

Special education will also utilize the same curriculum interventions to determine academic performance levels and areas of targeted growth. In addition, the intervention curriculum can be utilized as a supplement to their education to support progress on IEP goals and objectives. A system for documenting progress on IEP goals and objectives and academic progress will be used to ensure targeted supports and interventions are in place.

In conjunction with these interventions, Athlos Academy of Reno will use Positive Behavior Intervention and Support (PBIS), which is a research-based school-wide system for positive strategies and supports to address behavior. This will facilitate supports for students with behavioral/emotional disabilities.

Athlos will provide a specialized setting, if needed by IEP or students' needs, to address behavior and/or academic intervention in a more restrictive setting/small group. ACE (Alternative Curriculum Environment) will be in place for students whose IEP committee determine this placement as the least restrictive setting to provide a Free Appropriate Public Education (FAPE).

(4) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

All students in one ~~The school schedule allows for each~~ grade level *will* ~~of students to~~ participate in the *Athlos a*thletic *c*urriculum at the same time of day. This structure allows for daily collaboration time among all teachers in a given grade level. The ~~Special Education Director~~ *special education director and special education teachers* will work with teachers during this time block at least monthly to support ~~regular~~ *general* education teachers working successfully with special education students. Additionally, one ~~Instructional Coach~~ *instructional coach* per 25 teachers is allocated in the budget. The ~~Instructional Coach's~~ *instructional coach's* duties include regular classroom observations and leading teachers through coaching cycles. This process will help to identify any areas or situations in which a teacher may need more support more quickly.

General education staff will provide self-reflective feedback through online surveys regarding specific areas of professional growth to better serve students with disabilities. Special education team members will provide targeted trainings to address specific areas requested by general education staff. The special education director will analyze the special education population and determine if there is a predominance of students with the same eligibility criteria. Then, the staff will be provided training to specifically addressing working with students who have any identified predominant disability.

*A*ll staff will receive training before the beginning of *the school year on how to read and understand an* IEP and implemen*t accommodation services*. In addition, *the general education team will receive* quarterly reviews throughout the year. These quarterly reviews will focus on reviewing the students who have an IEP and are struggling or lacking progress. *The special education* team will review data and provide further resources, ideas, *and* suggestions to support teachers in facilitating student growth.

If needed, the special education team will provide in-class modeling to general education staff on how to support, teach, and accommodate a student with an IEP.

(5) Staffing: How will you ensure qualified staffing to meet the needs of students with disabilities? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools.

Athlos Academy of Reno will hire and contract with qualified staff to work with students with disabilities. Partnering with a national organization like Athlos Academies (EMO) offers the ability to support national searches for highly-qualified staff to meet the needs of all students, including students with disabilities. Athlos Academies *(EMO)* supports multiple national platform searches for all staff, including special education staff. As the needs of the students change and grow over time, the inclusion of specific staff members will need to be adjusted for the greatest success for Athlos students. The governing board, the school leadership, and the EMO will work together throughout each year (in particular, when planning for the annual budget) to make sure the staffing model is on track to fit the needs of all students at Athlos Academy of Reno.

Athlos Academy of Reno will follow highly qualified guidelines from ESSA and state guidelines.

To support and encourage qualified staff to maintain qualifications and grow professionally, Athlos Academy of Reno will offer continued education opportunities specifically centered around supporting students with special needs and has budgeted specifically for teacher training and consultation. Special education staff will receive the opportunity to attend professional trainings in the fall and/or spring. Also, there will be opportunities for consultation with professionals in the field and community for more complex situations or cases.

(6) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities?

Athlos Academy of Reno teachers will receive training at the beginning of each year on identifying students who may have special education needs with ongoing training through staff meetings or written communication from the *special education director* ~~Special Education Director~~. In addition, teachers will be provided additional training in all other relevant topics in regards to special education as needed throughout the year.

(7) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.

Athlos Academy of Reno recognizes the legal responsibility to ensure that no student who is in need of accommodations, services, or support be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any school program based on those needs. All children will receive an equal educational opportunity, have access to the school and no student shall be denied admission nor counseled out of the school due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for other student support services such as IDEA, 504 accommodations or modifications and support for English Language Learners.

Athlos Academy of Reno will adhere to the requirements set forth in Part B of the IDEA, as well as the ~~Board~~ *board* policy on Student Discipline. ~~The notion of ensuring~~ *Ensuring* that *the* ~~our~~ school ~~is able to~~ *will* protect the rights of all students, including students with disabilities, through disciplinary actions is an important element. There will be, at times, social and behavioral intervention strategies that need to be developed for a best fit plan for these students. In these types of situations, the *special education services team* ~~SPED Services team~~ will work together with the parent to ensure that a plan can be implemented for a special education student in a situation where administrative discipline was required. Because Athlos Academy of Reno will look out for the rights of all students, the special education services team ~~SPED Services team~~ will consider if the behavior impedes or distracts the learning of other students. At no time will the special education services stop. The special education services team ~~SPED Services team~~ will ensure that positive supports and strategies will be used as the team explores interventions to address the disciplinary action. This may include an assessment, goal setting, and involve other various professionals as needed. The ~~SPED Services~~ *special education services* team will then document the findings, and work collaboratively to formulate an intervention plan to implement. At all times, the plan will ensure the incorporation of least restrictive learning environment, as well as parent input on behavior intervention strategies formulated. Continual review of the effectiveness of the plan is essential, and the *special education services* ~~SPED Services~~ team will ensure a review scope and sequence is included in the intervention plan. It may be determined that intervention strategies, and subsequent possible revisions to the strategies, are not changing student behavior. In these rare cases, and as a last resort, the *special education services team* ~~SPED services team~~ will need to move forward with further disciplinary actions as per *the CTF's* ~~Board~~ policy.

For more on how the discipline policy applies to disabled students, please see the response to a similar question beginning on page 88.

(8) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services, and the extent to which your special

education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?

Monitoring and evaluating students is part of the Response to Intervention and IEP process. For more on RTI, see the response beginning on page 65. For more on IEP, see the response beginning on page 68.

(9) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with disabilities?

All programming at Athlos *Academy*~~Academies~~ of Reno will be accessible to all students and families, including students with disabilities and their parents. Families and community members will be welcomed into a range of appropriate activities, including participation in the Athlos Roots social studies curriculum and health expos.

Parents of students with disabilities will also be informed of and involved with their children's progress ~~is~~ *in* academic, social, and emotional skills. For more on family involvement, see the responses beginning on page 8 and 15.

(10)For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

The question in this section is not applicable. (Distance education will not be offered.)

English Language Learners

(1) Identification: What methods will you employ to identify English Language Learners? How will you work to avoid misidentification?

The school will initially identify English Language Learners through the student enrollment process which includes a Home Language Survey (HLS) provided to parents in their spoken language or through an interpreter to ensure accurate responses. The *student support director* ~~Student Support Director~~ will oversee this process. HLS information is used only to identify students who may need ELL support to appropriately access and engage with the curriculum. If a student is identified as potentially needing ELL services, he or she will be screened using the WIDA-ACCESS Placement Test (W-APT) screening tool. Upon classification, the *student support director* ~~Student Support Director~~ will keep students' assessment records and progress monitoring forms in a unique file. Teachers working with a student will have access to the file. For students coded as fully English proficient, the school will monitor the students for two years after they have been classified as proficient.

(2) Placement: How will the results of the W-APT assessment and other identification and program placement decisions be communicated to staff and parents?

The *student support director* ~~Student Support Director~~, with the help of the registrar and other office staff, will notify appropriate staff of W-APT assessment results. The *student support director* ~~Student Support Director~~ and teachers will share appropriate information with parents of ELL students.

(3) Staffing: How will you ensure qualified staffing to meet the needs of ELL students? What staff will be responsible for administering the W-APT or the WIDA MODEL to new students? What staff will be accountable for ongoing monitoring of the performance of ELL students? Note: Nevada law requires licensure (TESL endorsement) for the primary teacher providing ELL services in pull-out and inclusive environments at all charter schools.

The *student support director* ~~Student Support Director~~ will monitor the number of ELL students and recommend appropriate levels of hiring teachers and paraprofessionals to the ~~School Leader~~ *school leader* . All staff will receive training on identifying and assisting ELL students. The *student support director* ~~Student Support Director~~ will be responsible for administering the W-APT and will be accountable for ongoing monitoring of the performance of ELL students, along with a data inquiry team.

(4) Curriculum and Instruction: What specific instructional programs, practices, and strategies will be employed to ensure academic success and equitable access to the core academic program for English Language Learners?

Spelling curriculum Words Their Way has specific programs for ELL spellers~~,~~ *and* Spanish-speaking ELL spellers. This will allow for improved English vocabulary acquisition, which will improve (For more on Words Their Way, see the response beginning on page 22).

Athlos Academy of Reno teachers and staff will offer differentiated instruction and follow any IEPs to help ensure English Language Learners are able to learn the courses taught.

(5) Monitoring: What plans are in place for monitoring and evaluating the progress and success of ELL students, including the process for exiting students from ELL services as needed?

Students who are receiving ELL services will *participate* ~~be participating~~ in regular testing requirements by the state and through benchmarks and MAP testing. These tests will all be indicators, like they are with all students, of progress and needs. Within the staff trained to work with ELL students specifically, their progress will be tracked with the Athlos Academy portfolio system for progress analysis as well as English Language Proficiency testing set forth by law. Students who are nearing proficiency will transition out of ELL structured classes and into full-time coursework for English-proficient ~~Proficient~~ students. All teachers are prepared and trained to work with all students with individualized needs. The nature of the Athlos classroom is an inclusive environment for all students, ELL transition students will *have* already have been *present in the classroom* for the majority of their learning, and will transition with support of their classroom teacher and other staff as needed. These progress monitoring tests, English Proficiency data, and transition plans will be monitored and tracked for student and teacher records with the school.

(6) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of ELLs?

All programming at Athlos *Academy* ~~Academies~~ of Reno will be accessible to all students and families, including English Language Learners and their parents. Families and community members will be welcomed into a range of appropriate activities, including participation in the Athlos Roots social studies curriculum and health expos.

Parents of English Language Learners will also be informed of and involved with their children's progress is academic, social, and emotional skills. For more on family involvement, see the responses beginning on page 8 and 15.

(7) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to ELLs. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

The question in this section is not applicable. (Distance education will not be offered.)

Homeless/Migrant Services

(1) Identification: What methods will you employ to identify families who qualify for homeless and/or migrant services? How will you work to avoid misidentification?

Athlos Academy of Reno will comply with the McKinney-Vento Homeless Assistance Act of 2001. Homeless and migrant students are entitled to immediate enrollment and full participation, even if they are unable to produce records required for enrollment, which may include medical records, birth certificate, school records, and proof of residency.

To properly identify homeless, migrant, or emancipated students, a school administrator or educator first must determine the residence of a student, which involves considerations including:

- The place, however temporary, where the child actually sleeps
- The place where a homeless or migrant child or his or her family keeps its belongings or
- The place that a homeless or migrant child or his or her parent/guardian(s) considers to be home.

The determination of student's residence or place a student considers to be a permanent home, will not be based upon:

- Rent or lease receipts for an apartment or home
- The existence or absence of a permanent address or
- A required length of residence in a ~~given~~ *specific* location.

(2) Meeting the Need: How will you ensure that identified families receive the required services within the mandated timeframe?

Athlos Academy of Reno will follow these protocols to meet students' needs:

- Within one day of admitting a homeless student, a school counselor or another employee designated by the administration as the homeless liaison shall be notified, and contact shall be made with the appropriate officials.
- If there is a dispute concerning residence or the status of an emancipated minor or homeless child, the issue may be referred to the Nevada Department of Education for resolution.
- Homeless students will be eligible for programs for gifted and talented students and school nutrition programs as well as any other educational services for which the student meets eligibility criteria.
- Homeless and migrant children are entitled to receive transportation and other services available to non-homeless students. Upon request of a parent/guardian(s) and evaluation of the best interest of the child, transportation may be provided to and from school in accordance with state law and what is reasonable.
- Homeless students are permitted to continue attending Athlos Academy of Reno, to the extent reasonable, unless it is against the wishes of their parent/guardian(s), and be permitted to remain at the school for the duration of the homelessness until the students move into permanent housing.
- Athlos Academy of Reno will continue efforts to assist homeless students in completing necessary and important records, including immunization records.
- Athlos Academy of Reno's dress code and uniform policy (see page 91) will not delay enrollment for homeless or migrant students.

(3) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students who qualify for homeless and/or migrant

services. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable*

The question in this section is not applicable. (Distance or virtual education will not be offered.)

SCHOOL STRUCTURE: CULTURE

(1) Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

The Performance Character program will shape and define the student culture at Athlos Academy of Reno. The school's focus on Performance Character is aimed at preparing students for the collaborative challenging tasks they will ~~encounter~~ *face* in college and the workplace. We will encourage students to meet life honestly and courageously by fostering and developing the 12 Performance Character traits. Students will show:

- *Grit* ~~grit~~ by persevering following a failure
- *Focus/Self-Control* ~~focus~~ by giving full attention
- *Optimism* ~~optimism~~ by believing their efforts will improve the future
- *Curiosity* ~~curiosity~~ by demonstrating fascination for things they are learning
- *Leadership* ~~leadership~~by making decisions that motivate others to action
- *Energy and Zest* ~~energy and zest~~ through excitement for the task at hand
- *Courage* ~~courage~~ by taking risks
- *Initiative* ~~initiative~~ through a willingness to assist without being asked
- ~~students will demonstrate social intelligence~~ *Social Intelligence* by behaving respectfully and appropriately
- *Humility* ~~humility~~ by allowing accomplishments to speak for themselves
- *Integrity* ~~integrity~~ by genuinely trying to make the right choices
- *Creativity* ~~creativity~~ by designing distinctive solutions to problems

(2) During the incubation year, how will you incorporate parent and community input into the plan for developing a positive school culture?

Athlos Academy of Reno will undertake an intensive recruitment and enrollment plan during its incubation year, which will include ~~establishing~~ *forming* a parent coalition to promote the incubating school among families and establish and develop connections to the community. For more on incubation year plans, see page 130. Engaging parents and members of the community are key components of Athlos Academy of Reno's educational model. For more on the educational model, see page 18.

(3) Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.

~~All 12 Performance Character traits will be displayed throughout the school and promoted as a common language among the school community. Displaying and discussing these traits will create a climate that encourages students to apply themselves and excel academically, socially, and physically.~~

Helping students and families understand and prepare for the Athlos school culture begins with initial contact that starts when a student is registered to attend. Through clear and consistent communication—an element of the Athlos culture—families begin to absorb expectations that begin on day one. One example of an intentional

strategy used are morning meetings, called huddles, that teach students about the 12 Performance Character traits and facilitate strengthening relationships. Huddles start on the first day and continue every day in every classroom. This sets the tone for a productive day while building personal skills which affect daily life.

Recognizing that school culture impacts virtually every interaction, Athlos schools devote significant resources to considering the messages that the physical, social and emotional environments convey. All Athlos schools are designed to foster interactions that align with a feeling of safety, support, care, and excellence.

The language and non-verbal cues that both adults and students use affect daily interactions and are undoubtedly a significant contributor to fostering a school's culture. Teachers use a positive classroom behavior approach that integrates restorative practices and avoids punishments, offering consequences instead. Also, students and teachers consider the meaning behind the growth mindset, finding ways to model and embrace a climate that seeks improvement.

Helping deepen understanding of a culture of improvement, teachers will use the LMS, to work through courses on this topic. These and other culture building resources serve to offer professional development to the Athlos staff before the school year begins and throughout the year. Each course provides resources and an accountability system that tracks learning. Currently there are over 50 courses that Athlos uses to assist staff in efficient and timely learning strategies for engaging students entering classrooms at any given time during the school year.

The following is a screenshot of the Athlos growth mindset page built for all staff:



Examples of other courses include a focus on balanced assessments, active student-centered instruction, strategically utilizing technology, and effectively using data.

Beyond the use of the LMS and specific resources, Athlos staff follow 36 prescribed strategies, one being culture of growth and positivity, to guide implementation of the model. With each strategy comes a multi-tiered rubric that shows three levels of implementation. Pages 34 and 35 of the Pillar Implementation Guide are the rubric used with the strategy around growth and positivity. Not only does the rubric help frame expectations, it allows

for teachers to more clearly self-evaluate their progress and recognize that it takes time to reach Level 3 performance.

When students come to Athlos in the middle of the school year, they are instantly integrated into the school culture through systems that include an orientation (facilitated by front-office staff), a buddy system (coordinated by the student's classroom teacher), and periodic check-ins (facilitated by front-office staff). Families are directed to online and print resources allowing them to quickly build a framework of understanding around school expectations, both for themselves and their child. Also, families meet with school leaders to review these expectations. At different points throughout the school year, students, families, and staff are all given opportunities to evaluate integration.

School culture will be at the heart of Athlos Academy of Reno's success. Making sure that everyone, including students, staff and parents, are aware of cultural expectations and receive direction on how to meet Athlos' expectations is key. Athlos schools take this to heart and facilitate the creation of staff culture clubs that collect evidence and best practices within the school and showcase expectations around behavior and school structures.

Also, effectively using data is key in determining next steps. All Athlos schools have a climate and culture assessment plan (see page 52) that captures important data during the school year. Students, staff, and parents all contribute to this data and help inform progress. Athlos currently partners with Panorama Ed, a nationally recognized consortium that works with over 6,500 schools, in using norm-referenced questions that can be compared to a large national sample. This comprehensive data informs culture-building efforts and recognizes where additional professional learning should be focused.

(4) Discuss your approach to reinforcing positive student behavior and ensuring that all students remain on track to achieve the academic and social objectives set out in the mission of your school.

The Performance Character *pillar* ~~program~~ will also serve as a preventative approach to discipline. Students will be expected to treat themselves with respect and take responsibility for their performance and behavior. Students engaged in their learning are less likely to engage in inappropriate behavior. Regular integration of physical activity and *Performance Character* ~~performance character~~ lessons and huddles will also benefit students as they learn to consistently exhibit behaviors connected to the core values. When poor behavior requires discipline, students will be actively involved in Socratic-type questioning to analyze behavior, identify Performance Character traits they lacked, how their rules violation affected themselves and others, and what they will do in the future to prevent violations of school rules.

Teachers and administrators will be expected to communicate with parents when a student has ongoing behavioral violations or a significant infraction. They will also work with families to identify reasons and causes for poor behavior as well as steps to improve behavior. Athlos Academy of Reno's discipline plan will comply with NRS 392.4644's rules for a progressive discipline plan.

(5) Describe how the school plans to align staff and students around high expectations for student behavior.

Athlos Academy of Reno's staff will *have regular* ~~regularly have~~ opportunities to participate in professional development to assist them in incorporating Performance Character education into their individual *curricula,* ~~curriculums~~ as well as the broader school culture. Staff will also be encouraged to embrace lifestyle habits in line with the school's Healthy Body pillar. This professional development programming aims to not only prepare teachers, but also inspire them. Athlos Academy of Reno will support teachers as

lifelong learners, creating a culture of continual growth and development where every staff member has valuable insight to share. Through this shared culture, teachers will understand that a large part of instilling ~~students with~~ strong Performance Character *in students* is embodying and modeling those traits for them.

Before and during each school year, Athlos teachers will receive professional development sessions specific to the Performance Character pillar. The school's character coaches will also serve as a resource and support for teachers and performance coaches as they incorporate Performance Character development throughout the school year. Implementing the Performance Character curriculum will yield positive student results and thus maintain staff investment in the vision.

(6) Please describe how you will measure school culture and evaluate implementation of your culture plan. Include how parent and student feedback will be incorporated in measuring your school's success in creating a positive culture.

Athlos Academy of Reno will survey all parents every year to determine their levels of satisfaction and to obtain their input on how the school can improve. The school will utilize satisfaction surveys to provide a *high-quality* survey instrument and the ability to compare our results with other schools. Students will also be surveyed using satisfaction surveys. Survey results will be reviewed annually by the faculty, administration, and the *board* ~~Board~~. Being an Athlos family also means being invited to learning opportunities with your children, their schoolmates and community. Continued family support includes learning about bringing the three pillars into the home, being welcomed into the school and classrooms, and working with the board on parent committees. Athlos encourages families to learn together and practice the culture of the school in their everyday lives.

(7) Describe the school's approach to help support all students' social and emotional needs. Detail the identification strategy, interventions, and remediation to be implemented and cite the research/rationale for the selected methods. How will you measure the success of your social and emotional remediation efforts (in year 1, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents and invest them in supports?

The Performance Character pillar works with the Prepared Mind curriculum and Healthy Body athletic program to support an educational environment that meets the needs of the whole student: academically, physically, emotionally, and socially.

Similar to efforts involving academic remediation (see page 46), students needing social and emotional remediation will go through the Response to Intervention (RTI) process. Teachers will likely identify students early on if they have emotional needs that require RTI. As part of their Professional Learning Communities, teachers can brainstorm with small group*s* of teachers on the many strategies that can be used. Again, similar to academic remediation, social and emotional remediation efforts will be tracked, measured and monitored on an ongoing basis.

Remediation efforts will be based on setting goals for remediation cases, documenting intervention, and assessing whether ~~you're meeting your goals~~ *a student is meeting his/her goal.* The goal for Athlos Academy is to *resolve a high percentage of cases early on, so the need for intervention in later years will be less.* ~~need fewer interventions in later years, with a higher percentage of cases being resolved.~~

Another effort to track the social and emotional well-being of students will be through the satisfaction surveys~~,~~ mentioned in the previous response.

SCHOOL STRUCTURE: STUDENT DISCIPLINE

(1) Describe the school's discipline policy. Discuss the practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior.

Athlos Academy of Reno *will support* ~~supports~~ a philosophy of Restorative Discipline based on the Athlos Performance Character pillar. The goal of our restorative disciplinary practices is to prevent and reduce disciplinary action by developing a school culture that supports respect, responsibility, and cooperation ~~between~~ *among* all members of the school community.

~~The Lead School Administrator will develop, implement, and review disciplinary procedures and a Student Code of Conduct. which must be in alignment with restorative disciplinary practices and the Athlos Performance Character pillar. The Student Code of Conduct will include students' behavioral expectations, considerations for students with disabilities, discipline procedures for both minor and major infractions, and procedures and due process for escalation of major disciplinary action. All employees of Athlos Academy of Reno will participate in annual training regarding appropriate procedures for managing discipline in the classroom and for escalating disciplinary issues to the level of either teachers or school administration.~~

The school administrator will develop, implement, and review disciplinary procedures and a Student Code of Conduct. The Student Code of Conduct is integrated with the Positive Behavior Support Plan, a copy of which is in the Supporting Documents, which Athlos Academies (EMO) will train the school leadership team on, and is supported through a tiered implementation blueprint. The school also will work closely with the Nevada PBIS Technical Assistance Center to ensure fidelity to the program. As part of the partnership with the EMO, a nearly finalized version of the Student Code of Conduct is completed upon hiring of the school leader, which is available in the Supporting Documents. This Student Code of Conduct is inextricably linked to restorative practices and Performance Character by design. The school leader will then finalize the Student Code of Conduct in conjunction with the board, ensuring any local needs are met. The code will then be implemented.

The Athlos Academies (EMO) Positive Behavior Support Plan (PBSP) focuses on creating a safe, supportive, and caring school environment; addresses conflict; and endeavors to build a positive school culture. The PBSP is framed around Athlos' overarching pillars of Prepared Mind, Healthy Body and Performance Character. The PBSP functions within the school-wide MTSS provides intervention and support from both an academic and behavioral perspective.

The PBSP utilizes a Positive Behavior Interventions and Supports (PBIS) model combined with Restorative Practices and preventative instruction through the Performance Character pillar. The result is an approach to behavior management that focuses on teaching positive behaviors, establishing and maintaining healthy relationships, and helping students to see their behavior through the lens of Performance Character.

Much of this instruction is delivered through Performance Character pillar strategies, such as classroom huddles and Performance Character-based classroom management strategies.

A PBIS approach also empowers Athlos schools to use data to make decisions to address behavior concerns at both the school-wide and individual student level. In addition to responding to inappropriate behavior using positive reinforcement and re-teaching strategies, the PBSP incorporates restorative practices that focus on repairing the harm done, as opposed to focusing on the rule broken, which leads to the maintaining of healthy relationships.

Features of the PBSP include:

- *Team-led approach to implementation*
- *Clearly articulated school-wide expectations of behavior*
- *The use of data to drive decision making regarding behavior*
- *A continuum of consequences, consistent with a non-punitive and restorative approach*
- *Multiple teaching and learning opportunities tied to Performance Character and provided to foster pro-social behaviors in students*

Plan implementation is led by a behavior team and follows a PBIS tiered implementation blueprint which includes school readiness and fidelity measures. Support for teachers and staff is provided through regular professional development and support by Athlos Academies (EMO) staff according to the schedule, provided in the professional development plan and by the Nevada PBIS Technical Assistance Center.

~~The PBSP describes the philosophy and approach towards behavior management at Athlos schools. Specific policy regarding student discipline issues including bullying prevention, suspension & expulsion, and parent notification can be found in the Student Code of Conduct section of the Family Handbook.~~

The *committee to form (CTF)* ~~Board of Directors~~ will adopt the Student Code of Conduct *several months before school starts* and provide information to parent/guardian(s) and students regarding behavioral expectations, potential consequences, and procedures for administering discipline *through parent meetings and back to school nights*. Parent/guardian(s) will be notified of any violation that may result in a student being suspended or expelled from Athlos Academy of Reno. The *code* ~~Code~~ will be available for review in the *s*chool *l*eader's office, the school website or, upon request, a hard copy can be provided to students, parent/guardian(s), staff and others. Any *CTF-* ~~Board~~ approved revisions will be will be updated on the school website and made available promptly to interested parties.

Standards for Student Conduct:

Each student is expected to uphold the Performance Character traits adopted by Athlos Academy of Reno, be courteous, be responsible, be prepared, be respectful of others, and cooperate with and assist the school staff to maintain safety, order, and discipline.

Students will be expected to uphold the standards of the *code* ~~Code~~ and answer to Athlos Academy of Reno's disciplinary authority during the regular school day, including while the student is going to and from school*,* on or off school transportation, as well as during any school-related activity.

The *code* ~~Code~~ will also apply for any of the following situations:

- For any school-related misconduct*;*
- When retaliation against a school employee or volunteer occurs or is threatened*;* and
- When criminal mischief is committed on or off school property or at a school-related event

Behavior Management Techniques:

Disciplinary measures such as confinement and seclusion are strictly prohibited for all students, including students with disabilities, in accordance with state law. Disciplinary measures such as restraint and time-outs are permitted, in certain situations.

- Restraint is allowed during an emergency and must be discontinued when the emergency no longer exists. It shall be implemented ~~so as~~ to protect the health and safety of the student and others. Reasonable force must be used. *Athlos Academies of Reno staff will be trained with WCSD employees in Crisis Prevention Institute (CPI) for restraints.*

- Time-outs are allowed as a means for a student to regain self-control for a short period of time. The room or setting where the student is separated will not be locked and the exit must not be physically blocked.

Policies on confinement, seclusion, restraint and time-out do not apply to:

- A peace officer, while performing law enforcement duties;
- An educational services provider with whom a student is placed by a judicial authority, excluding services provided in an educational program at Athlos Academy of Reno

Training:

Training for school employees, volunteers, or independent contractors regarding the use of restraint shall be provided according to state law. Training for school employees, volunteers, or independent contractors regarding the use of time-out shall be provided according to state law.

Documentation:

If restraint is used, school employees, volunteers, or independent contractors shall implement the documentation as required by state law. 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.

I. RESTORATIVE DISCIPLINE TECHNIQUES

Discipline will be designed to correct misconduct and to encourage all students to adhere to their responsibilities as citizens of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Disciplinary action will be correlated to the seriousness of the infraction, the student's age and grade level, the frequency of misbehavior, the student's attitude, and the effect of the misconduct on the school environment.

Minor infractions shall be handled with discretion by the teacher and typically result in restorative discipline techniques or minor consequences, such as verbal reprimands, detention, or withdrawal of privileges.

Major infractions are more serious offenses and shall be escalated to the attention of school administration and may require non-discretionary action.

The following discipline management techniques may be used, alone or in combination, for misbehavior violating the Student Code of Conduct or school or classroom rules:

- Assignment of school service, ~~or~~ community service, *or school beautification,* such as scrubbing desks or picking up litter
- Behavioral contracts
- Cooling-off time or a time-out
- Counseling by school counselors
- Detention
- Grade reductions, as permitted by policy
- Parent-teacher conferences
- Rewards or demerits

- Seating changes within the classroom
- Sending the student to the office or other assigned area
- Temporary confiscation of items disrupting the educational process, such as mobile devices
- Verbal correction
- Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-related organizations
- Withdrawal or restriction of bus privileges
- Other strategies and consequences as specified by the Code

Disciplinary Consequences for Minor Infractions:

- Application of one or more of the aforementioned discipline management techniques
- In-school suspension
- Out-of-school suspension for up to five days

Disciplinary Consequences for Major Infractions:

- Any applicable Minor infractions' disciplinary consequences
- Out-of-school suspension for over five days
- Referral to a legal authority for criminal prosecution in addition to disciplinary measures imposed by the school (in instances of severe or persistent Major infractions)
- Expulsion

In addition to the above list of Code of Conduct violations, the ~~Lead School Administrator~~ *school leader* has authority to suspend a student for a period of up to five school days for any of the following additional reasons:

- The need to further investigate an incident
- A recommendation to expel the student
- An emergency constituting endangerment to health or safety

II. SUSPENSION AND EXPULSION

Athlos Academy of Reno can issue in-school and out-of-school suspensions for persistent minor or major infraction. In cases of *major* ~~Major~~ infractions, the school may expel a student.

In-School Suspension Rules:

1. Students must report to the detention room at the start of the school day, with in-school suspension running until dismissal time.
2. Students will bring materials to work on, including an in-school suspension assignment. Students are responsible for obtaining assignments from each teacher.
3. Students will not be permitted to go their lockers. All materials must be brought to the room when reporting.
4. Students may not bring food or drink into the detention room.
5. Sleeping and disruptive behavior are prohibited.
6. Students must abide by the Student Code of Conduct during their suspension period.
7. Unexcused absences from suspension will be referred to the *school leader* ~~Lead School Administrator~~.

8. 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.

Out-of-School Suspension:

Notice of suspension and the reasons for the suspension will be given to the student by the *school leader* ~~Lead School Administrator~~.

Expellable Offenses:

The ~~Lead School Administrator~~ *school leader* or a designee will determine conduct for which students may be expelled from school. Expellable offenses will be described in the minor and major infractions section of the *code* ~~Code~~.

Emergency Placement and Expulsion:

The ~~Lead School Administrator~~ *school leader* or designee may order immediate removal of the student if the administrator 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-related activity.

The *l*ead *s*chool *a*dministrator or designee may impose immediate suspension if he or she reasonably believes such action is necessary to protect persons or property from ~~eminent~~ *imminent* harm. During 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.

III. MINOR AND MAJOR INFRACTIONS

Minor infractions may result in disciplinary actions taken at the discretion of the teacher and in alignment with restorative practices and the Athlos Performance Character *p*rogram. Minor infractions include, but are not limited to:

1. Repeatedly violating the Student Code of Conduct by engaging in:
    a. Sexual harassment or sexual abuse toward a student or employee;
    b. Actions that substantially disrupt or materially interfere with school;
    c. Harassment directed toward a student or employee that is motivated by race, color, religion, national origin, disability, or age;
    d. Inappropriate verbal, physical, or sexual contact directed toward a student or employee.
2. Possessing or Selling:
    a. A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
    b. A "look-alike" weapon;
    c. Tobacco products; or
    d. Paraphernalia related to any prohibited substance.
3. Repeatedly violating school or classroom standards of behavior, including:
    a. Repeated tardiness;
    b. Insubordination;
    c. Stealing from students, staff, or the school;

d. Defacing or damaging school property, including textbooks, lockers, books,
e. Cheating or copying the work of another; and/or
f. Using a personal mobile device or other communications device at school, except in the case of an emergency.

4. Any other infraction listed in state law that the ~~Lead School Administrator~~ *school leader* or designee deems to be a minor infraction.

Major infractions may result in disciplinary actions escalated to the level of school administration and in alignment with restorative practices and the Athlos Performance Character *pillar* ~~Program~~. Major infractions include, but are not limited to:

1. Conduct endangering the health and safety of others including:
    a. Assault or fighting;
    b. Bullying and cyber-bullying, as defined in NRS 388.135;
    c. Sexual abuse or inappropriate sexual conduct;
    d. Arson;
    e. Murder;
    f. Violent gang activity;
    g. Harassment or creating hit list of people targeted to be harmed;
    h. Threats by students intended for students or school personnel/faculty;
    i. Use, exhibition, or possession of a firearm, illegal knife, club, explosive weapon or prohibited weapon; or
    j. A non-Title 5 felony; school is notified by police.
2. Persistent minor infractions—four or more committed in any one school year—including:
    a. Repeated failure to comply with school personnel's directives;
    b. Vandalism or graffiti of school facilities or property; and
    c. Abusing a controlled substance, giving a controlled substance to another student, or possessing or being under the influence of another person's controlled substance at school or a school event.
3. Engaging in conduct punishable as a felony, when the conduct occurs off school property and not at a school-related event; and/or
4. Any other infraction of state or federal law that the ~~Lead School Administrator~~ *school leader* or designee deems to be a major infraction.

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. Parent/guardian(s) may request a delay of the detention in-person; no phone calls or notes will be accepted.

1. Students will bring materials to work on. Classroom materials may be sent by a teacher. Students will not be permitted to go to their lockers during detention. All materials must be brought to the detention room when reporting.
2. Sleeping is not permitted.
3. Students will follow all rules concerning classroom behavior.
4. Students assigned to the detention room must stay the entire time.
5. Students refusing to follow the rules of detention may be suspended from school.

(2) Describe the procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion.

Prerequisites to Suspension:

Prior to suspending a student, the ~~Lead School Administrator~~ *school leader* or designee will hold an informal conference with the student to:

1. Notify the student of the accusations against him or 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 ~~Lead School Administrator~~ *school leader* or designee determines the student's conduct warrants suspension during the school day, the ~~Lead School Administrator~~ *school leader* or designee will make reasonable effort to notify the student's parent/guardian(s) that the student has been suspended before the student is sent home. The ~~Lead School Administrator~~ *school leader* or designee will notify a suspended student's parent/guardian(s) of the period of suspension, the grounds for the suspension, and the time and place for an opportunity to confer with the ~~Lead School Administrator~~ *school leader*.

Conferences, Hearings, and Appeals:

All students are entitled to conferences, hearings, and/or appeals of disciplinary matters.

Credit during Suspension or Expulsion:

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 in the same number of school days the student was absent on suspension. Students will not earn academic credit during a time of expulsion, except when required by law.

IV. PROCESS FOR OUT-OF-SCHOOL SUSPENSIONS OVER FIVE DAYS AND EXPULSION

When the ~~Lead School Administrator~~ *school leader* or designee determines that a student's conduct warrants either suspension for more than five days or expulsion, but prior to taking any expulsion action, the ~~lead school administrator~~ *school leader* or designee will provide the student's parent/guardian(s) with written notice of:

1. The reasons for proposed disciplinary action, and
2. The date and location for a hearing with the ~~Lead School Administrator~~ *school leader*, which will be within five school days from the date of the disciplinary action.

The notice will also state that, at the hearing, the student:

1. May be present,
2. Shall have an opportunity to present evidence,
3. Shall be apprised and informed of the school's evidence,
4. May be accompanied by his or her parent/guardian(s), and
5. May be represented by an attorney.

Athlos Academy of Reno shall make a good faith effort to inform the student and the student's parent/guardian(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/guardian(s) or another adult representing the student attends. The hearing may be recorded by the ~~Lead School Administrator~~ *school leader* or designee. At the hearing, the student may be represented by legal counsel, the student's parent/guardian(s), or another adult who is not an employee of Athlos Academy of Reno.

Immediately following the hearing, the lead school administrator or designee will notify the student and the student's parent/guardian(s) in writing of his/her decision. The decision will specify:

1. The length of the suspension or expulsion, if any;
2. The educational services that may be available to students if the out-of-school suspension exceeds ten days;
3. The procedures for re-admittance at the end of the expulsion period, if the expulsion is not permanent;
4. The right to appeal the ~~Lead School Administrator~~ *school leader*'s decision to the Board or designee, and
5. If the period of expulsion is inconsistent with the guidelines on length of expulsion in the Student Code of Conduct, written notice and explanation of the inconsistency.

The student or parent/guardian(s) of the student may appeal the expulsion decision to the ~~Board~~ *board* by notifying the ~~Lead School Administrator~~ *school leader* in writing within seven days of the date of receipt of the decision. The ~~Board~~ *board* will review the recorded or transcribed record from the hearing before the *school leader* ~~Lead School Administrator~~ at a specially called meeting. The ~~Board~~ *board* will notify the student and his or her parent/guardian(s) of its decision, in writing, within five days of the hearing. The ~~decision of the Board~~ *board's decision* 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~~ *board*.

(3) Who will be responsible for implementing the school's discipline policy? Who will ensure that accurate disciplinary records are maintained? Who will report discipline data to the school and the SPCSA? How will you use this data to make needed changes for school culture?

The ~~lead school administrator~~ *school leader* will be responsible for implementing the disciplinary policy. A member of the office staff, specifically an office manager if one is named, will be responsible for updating and managing disciplinary records and reporting data to the school and SPCSA. Such data will be maintained in the schools' Infinite Campus records.

Data will be ~~regularly~~ reviewed at regular intervals on an ongoing basis through the school's behavior management system. Reviews will ~~look at~~ *primarily focus on* at-risk students. Review and analysis of disciplinary data will allow school staff to take needed steps to correct disciplinary issues, including notifying parents and guardians about issues via written letters and other forms of communication, to improve school culture.

(4) How will you ensure that discipline practices don't disproportionately penalize more vulnerable student populations?

If any student involved in an incident receives special population services (IEP, 504, ELL), the employee assigned to oversee those services may be asked to collaborate with colleagues to determine if the student has a Behavior Intervention Plan or BIP. Students on a BIP may require a different set of consequences than the general student population. Incidents involving special population services students may or may not require a manifestation determination evaluation. Students with Disabilities:

Athlos Academy of Reno will treat all students with dignity and respect, including students with disabilities who receive special education services. Any behavior management technique and/or restorative discipline management practice will 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. Corporal punishment will not be allowed.

Any disciplinary action for a student with a disability who receives special education services shall be determined in accordance with federal regulations. The placement of such a student may be made only by a duly constituted admission, review, and dismissal (ARD) committee. If it is determined 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 school will notify the student's parent/guardian(s) of the decision and of all procedural safeguards no later than the date on which the decision to take the disciplinary action is made.

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

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.

Any disciplinary action that would constitute a change in placement may be taken only after the student's ARD 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 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/or the proximity of the removals to one another.

Athlos Academy of Reno will determine 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.

Manifestation Determination:

Within ten school days of any decision to change the placement of a student because of a violation of the *code* ~~Code~~, Athlos Academy of Reno, parent/guardian(s), and relevant members of the ARD committee 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 parent/guardian(s) 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 Athlos Academy of Reno, the parent/guardian, and relevant members of the ARD committee determine that either of the above is applicable, the conduct shall be determined to be a manifestation of the student's disability, and the ARD committee shall:

1. Conduct a functional behavioral assessment (FBA), unless the school 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, and modify the BIP, as needed.

The ARD committee shall return the student to the placement the student was removed from, except as provided in special circumstances and unless the parent/guardian and Athlos Academy of Reno agree to a change in placement as part of a BIP modification.

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, while at school, on school premises, or at a school function carries or possesses a weapon, knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, or has inflicted serious bodily injury upon another person.

Services during Removal for a Student with an IEP:

Athlos Academy of Reno will provide services during the period of removal if the school provides services to a child without disabilities who is similarly removed. The student must continue to receive educational services that enable the student to continue to participate in the general education curriculum and the student's own IEP, albeit in an alternative educational setting.

Appeals:

Consistent with the policies outlined in part (2) of this section (starting on page 87), a parent/guardian who disagrees with a placement decision or the manifestation determination may request a hearing. Athlos Academy of Reno 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.

During the appeal~~s~~ process, 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/guardian and school agree otherwise.

Reporting Crimes:

Federal law does not prohibit Athlos Academy of Reno from reporting a crime committed by a student with a disability to appropriate authorities. If Athlos Academy of Reno reports a crime, the school shall ensure that copies of the special education and disciplinary records of the student are transmitted to appropriate authorities. 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 services and who has engaged in behavior that violated the Student Code of Conduct may assert any of the protections provided for in the Individuals with Disabilities Education Act (IDEA) if Athlos Academy of Reno had knowledge that the student had a disability before the behavior that precipitated the disciplinary action occurred.

School Knowledge:

Athlos Academy of Reno will be deemed to have knowledge that a student has a disability if, before the behavior that precipitated the disciplinary action occurred:

1. The parent/guardian(s) of the student expressed concern in writing to the administration or to the student's teacher that the student was in need of special education services,
2. The parent/guardian(s) requested an evaluation for special education services, or
3. The student's teacher or other school personnel expressed specific concerns directly to the special education director or to other school supervisory personnel of the school regarding the student's pattern of behavior.

Conversely, Athlos Academy of Reno shall not be deemed to have knowledge that the student had a disability if:

1. The parent/guardian(s) have not allowed an evaluation of the student,
2. The parent/guardian(s) refused services,
3. The student has been evaluated and it was determined that the student did not have a disability.

If Athlos Academy of Reno 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.

(5) Describe the core principles of the school's proposed parent grievance policy.

Athlos Academy of Reno recognizes parents, as well as students, staff and community members to file a formal grievance, only in cases where traditional methods of communication have failed to resolve an issue. Grievances should first be expressed at the local level; through direct communication between the complainant and the person most capable of resolving the issue, such as a teacher, staff member, or administrator. If an issue is not satisfactorily resolved through direct communication, the issue may be elevated to the attention of school administration by scheduling a meeting with the *school leader* ~~School Leader~~, the complainant may file a formal grievance, using a form provided by the school. Grievance forms should be submitted to the school's office within 30 days from the incident that resulted in the grievance. The *school leader* ~~School Leader~~ should readdress the situation and send a written decision to the complainant within *five* ~~5~~ working days. If the complainant is not satisfied with the administrative decision, he or she may appeal to the ~~Board of Directors~~ *board of directors*. A written decision should be sent back to the complainant

within 45 working days following submission of the grievance. Issues escalated to the Athlos Academy *of Reno* Governing Board shall be addressed in compliance with Nevada open meeting laws.

If the complainant wishes to appeal the decision yet again, he or she may appeal directly to the SPCSA. All grievances must include a written record of all communications and administrative meetings.

(6) Discuss any required dress code or uniform policy.

A neat and orderly appearance is a positive factor for school safety and success. In keeping with that belief, a dress code shall be adhered to by all students enrolled in Athlos Academy of Reno. Students' dress will be expected to reflect positively on the school at all school related activities. All students ~~are required to~~ *must* be in uniform daily, except for free dress days and spirit days that will be publicized. Students who, in the judgment of the administration or any staff member, are dressed inappropriately for school will be excluded from class until a change of clothing is secured. School administrators will make the final interpretation of all uniform policies. Noncompliance with the uniform policy will generally involve progressive disciplinary action.

Uniforms will be available for purchase through the school website. There will *be warm- and cold-weather appropriate* ~~warmer apparel~~ options to *ensure student comfort throughout the school year* ~~keep students warm during winter months~~. School administrators can make exceptions to the school dress code. However, students are allowed to wear attire that is required by their religion. The administration will review and approve modifications on a case-by-case basis.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

(1) Discuss the annual academic schedule for the school (included in the student/parent handbook). Explain how the calendar reflects the needs of the student population and the educational model.

Athlos Academy of Reno will have 180 days of instruction and closely follow Washoe County School District's Balanced Calendar. The Balanced Calendar was developed with a great amount of public input and fits well with Athlos Academy of Reno's educational model. Having a closely aligned calendar will also benefit the student population by allowing students to have access to after school, summer, winter, spring, and fall break activities.

(2) Describe the structure of the school day and week. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

Below are samples of a typical school day for elementary and middle school students at Athlos Academy of Reno. The sample daily schedules will be repeated for all five days of the week with minimal variations: for grades 1-5, students will have physical activity sessions four days a week and *music/*fine arts class one day per week. ~~Instructional blocks will include English Language Arts (including reading, writing and spelling), mathematics, science and social studies.~~ Teachers *will* have ~~some~~ freedom to choose how to ~~structure those blocks~~ *plan the flexible instructional blocks scheduled four days per week in the K-5 schedule. Opening huddles include number corner and Performance Character curriculum.*

The schedules demonstrate a commitment to our mission and desire to reduce the risk of dropout for students in our school. The daily schedule incorporates many critical components of the Athlos Academies *(EMO)* model, including regular physical activity and free play sessions and morning and afternoon huddles. Under this schedule, first-through-fifth grade students will have between *four and a half* ~~4.5~~ and *five* ~~5~~ hours of curriculum and 5.9 to 6.25 hours of instruction per day. These levels of instruction exceed the grade-level requirements of NAC 387.131. There are variations between grades due to scheduling the use of shared spaces, such as the lunch room and gymnasium/turf.

~~Daily Schedule~~

~~8:15-8:30~~	~~Opening Huddle, including Number Corner math instruction—Performance Character Kickoff lessons may take place during this time.~~
~~8:30-9:35~~	~~Instructional 1~~
~~9:35-9:50~~	~~Free Play~~
~~9:50-11:15~~	~~Instructional 2~~
~~11:15-11:40~~	~~Free Play~~
~~11:40-12:10~~	~~Lunch~~
~~12:40-1:15~~	~~Instructional 3~~
~~1:15-1:45~~	~~Athletics (4 days per week)/Fine Arts (1 day per week)~~
~~1:50-2:15~~	~~Instructional 4~~
~~2:15-2:30~~	~~Free Play~~
~~2:30-3:20~~	~~Instructional 5~~
~~3:20-3:30~~	~~Closing Huddle~~
~~8:15-8:45~~	~~Morning Huddle—Performance Character Kickoff lessons occur during this time.~~
~~8:45-11:40~~	~~Instructional 1~~
~~11:40-12:00~~	~~Free Play~~
~~12:00-12:25~~	~~Lunch~~
~~12:25-2:10~~	~~Instructional 2~~
~~2:10-2:25~~	~~Free Play~~
~~2:25-2:35~~	~~Huddle~~
~~2:40-3:30~~	~~Athletics/Fine Arts~~
	~~Middle School Sample Daily Schedule~~
~~7:25-8:15~~	~~English Language Arts~~
~~8:20-9:10~~	~~Math~~
~~9:15-10:05~~	~~Physical Activity Session~~

~~10:05-10:20~~	~~Break~~
~~10:20-11:10~~	~~Science~~
~~11:15-11:55~~	~~Social Studies (Athlos Roots~~
~~12:00-1:15~~	~~Healthy Body Lunch/Free Play/Huddle (Performance Character Kickoff lessons and regular PCT discussions will take place during the Huddle)~~
~~1:15-1:55~~	~~Foreign Language/Elective~~

THIRD GRADE SAMPLE SCHEDULE

	Monday	***Tuesday***	***Wednesday***	***Thursday***	***Friday***
8:15-8:45	*Huddle*	*Huddle*	*Huddle*	*Huddle*	*Huddle*
8:45-9:50	*Math**	*Math*	*Math*	*Math*	*Math*
9:50-10:05	*Free Play*	*Free Play*	*Free Play*	*Free Play*	*Free Play*
10:05-12:30	*ELA*	*ELA*	*ELA*	*ELA*	*ELA*
12:30-1:00	*Lunch*	*Lunch*	*Lunch*	*Lunch*	*Lunch*
1:00-1:25	*Free Play*	*Free Play*	*Free Play*	*Free Play*	*Free Play*
1:25-1:50	*Flexible Instructional Block*	*Flexible Instructional Block*	*Fine Arts: Visual Arts*	*Flexible Instructional Block*	*Science/Social Studies*
1:50-2:35	*Athletic Movement*	*Fine Arts: Music*	*Athletic Movement*	*Athletic Movement*	*Athletic Movement*
2:35-3:20	*Science/Social Studies*	*Science/Social Studies*	*Science/Social Studies*	*Science/Social Studies*	*Science/Social Studies*
3:20-3:30	*Huddle*	*Huddle*	*Huddle*	*Huddle*	*Huddle*

SIXTH GRADE SAMPLE SCHEDULE

8:15-9:10	*Athletic Movement*
9:15-10:05	*English/Language Arts*
10:05-10:15	*Free Play*
10:15-11:10	*Math*
11:15-12:10	*Social Studies*
12:10-12:40	*Elective (visual arts, choir, technology)*
12:40-1:05	*Lunch*
1:05-1:30	*Free Play*
1:35-2:30	*Huddle*
2:35-3:30	*Science*

(3) Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

~~Athlos Academy of Reno believes in~~ *There is* a direct correlation between student *and school* achievement and regular school attendance.[50] ~~Our~~ *Athlos Academy of Reno's* goal is to encourage regular attendance in order to foster lifelong traits of focus, self-control, and leadership within students. It is a shared responsibility of students, parent/guardians, teachers, and the school administration to ensure that a student attends school regularly. Athlos has the following policies on attendance, excused and unexcused absences, tardiness and truancy.

Attendance Policy

Nevada's Compulsory and Excused Attendance laws require children between the ages of 6 and 18 years to attend school and arrive on time unless there is a valid and legitimate excuse.

1. Students are expected to attend all of their classes on time and make up any missing works in the event of an absence;
2. Parent/guardian(s) are expected to ensure their student is attending school and notify the school in the event of an unavoidable absence;
3. Teachers will take daily attendance and enforce attendance policies for all ~~of~~ their students. Attendance will be taken within the first 15 minutes of the school day for grades K-5. For middle school classes, attendance will be taken that the beginning of each class;
4. In instances of excused absences, teachers will provide assignments to students upon request;
5. Absentee reports will be reviewed weekly and, as needed, a series of notices of absenteeism will be sent home.
6. The school administration will maintain accurate attendance records, provide a responsible person to approve student check-outs, and regularly inform the parent/guardian(s) of the student's attendance and notify them of attendance issues as soon as one is identified

Excused Absence

An absence will be excused if a student's parent/guardian(s) verifies one of the following explanations in a timely manner:

1. Illness (excessive illness requires medical verification)
2. Serious illness in the student's immediate family or extreme family emergency
3. Religious instruction—not to exceed three hours a week—or a religious holiday~~,~~
4. Medical appointments that cannot be scheduled outside of school hours.~~,~~
5. ~~Official school field trip or school-sponsored event.~~

Unexcused Absence

1. An absence will be considered unexcused if it is neither verified by the student's parent/ guardian(s), nor compliant with the school's excused absence policy absence.

[50] (Roby, 2004)

2. An absence which is not approved by the parent/guardian(s) and/or the school; or
3. The student's absence could not be accounted for by evidence of a legitimate or valid excuse in accordance with school policy and state law.

Tardiness

Failure to be in an assigned class and/or seat on time is considered tardiness.

1. Students more than 10 minutes late at the beginning of the school day must go to the front office to obtain a tardy slip,
2. Tardiness between classes for middle school students shall be recorded by teachers,
3. Chronic tardiness between classes may be escalated to a disciplinary issue, and
4. Tardiness of more than 10 minutes can be excused with timely verification from the student's parent/guardian(s) in the event of an excusable absence.

Truancy

An absence on a student's record without a valid excuse is considered a truancy.

1. Athlos Academy of Reno will notify parent/guardian(s) by a phone call, text, or email within 24 hours of a student's unexcused absence so that a parent/guardian may call and excuse their child before he/she is marked absent for the day;
2. Five unexcused absences shall result in a *Notice of Truancy*; and
3. Truancy shall be handled according to school policy.

Reducing truancy and chronic absenteeism

Athlos Academy of Reno will employ a ~~Behavior Intervention Specialist that~~ *behavior intervention specialist who* will work to reduce truancy and absenteeism, as part of a larger role in working with at-risk students to help them navigate roadblocks to their success, ~~and to~~ reduce discipline issues, and improve attendance. This ~~position~~ *person* will work closely with RTI teams and the office manager to ensure attendance and truancy are addressed promptly. As needed, the *b*ehavior *i*ntervention *s*pecialist will conduct home visits to mitigate absenteeism and truancy. Home visits are very effective in increasing attendance.

In addition, morning ~~Huddles~~ *huddles* will be a social and emotional connection point for many students that they will not want to miss. Huddles will happen at or near the beginning of the school day to reduce truancy.

A DAY IN THE LIFE & SCENARIOS

(1) Describe a typical school day from the perspective of a student in each grade span (elementary, middle, and high school) that will be served in your first year of operation.

For both elementary middle school students, refer to the daily schedules, beginning on page 94. Elementary students will have one teacher instructing them in all subject areas, except physical activity and music/fine arts, while middle school students will have different teachers for each instructional subject.

After being greeted while arriving to school, students will spend ~~20~~ *30* minutes in the ~~Morning Huddle~~ *morning huddle*. The ~~Huddle~~ *huddle* is a critical part of Athlos culture because teachers ~~use the time to~~ provide instruction on Performance Character curriculum, and *throughout the school day* will refer to ~~that initial Huddle~~ *the huddle* ~~lesson~~ and integrate new examples of the character traits ~~throughout the day~~.

After the *huddle,* ~~Huddle,~~ students will begin ~~deep learning around~~ mathematics. Math instruction will include lessons that highlight enactive, iconic, and symbolic learning. ~~While~~ *When teachers take their* ~~taking~~ students' ideas about solving mathematical problems seriously, ~~teachers~~ *they* facilitate rich discussions that ~~push~~ *develop* students conceptually. By encouraging multiple strategies, misconceptions are resolved and an understanding of the structure of mathematics emerges. ~~Also, during~~ *During* a well-designed math class, a teacher would include ~~Movement Breaks~~ *purposeful movement breaks* that ~~are purposeful, allowing for~~ include short bursts of physical activity that are linked to math instruction and increase ~~facilitate~~ neuron connectivity ~~and tie to lesson content~~.

~~Realizing that~~ *Because* short periods of unstructured free play are vital for a well-focused classroom, the teacher accompanies the students outside for a *15* ~~fifteen~~ minute break. By using good transitions, *the teacher will prepare the* students *to* ~~will~~ come back to class to begin *an English language arts* ~~their literacy~~ lesson.

Using both ~~readers and writers'~~ *reading and writing* workshops, the teacher engages students, finding ways to intentionally differentiate instruction *among students*. Utilizing small groups and collaborative learning, students ~~are challenged on multiple ends~~ *on different points* of the learning spectrum *are challenged*. Literature that connects to broader themes helps students develop skills and interests that spark curiosity and tackle challenges.

Next, ~~students head to Athletic Performance class. The 50-minute class begins with Movement Prep, elevating the heart rate through running, stretching, skipping, and hopping exercises. After warming up their bodies, students are taught a lesson on locomotion. The instruction builds on a series of lessons over the course of the week and year to help students become more fit, efficient movers. Once finished with their time on the turf,~~ students eat a healthy lunch *in the lunchroom*. ~~The lunch experience is enhanced by a~~ *A* communal culture *focused on Performance Character enhances the lunch experience.* ~~that relates to the schools focus on character~~. ~~After lunch, students get the opportunity for some quiet reading. This 20-minute time period allows students the opportunity to wind down and increase reading fluency.~~

After lunch, students have another unstructured free play, lasting 25 minutes. This supervised session of physical activity reinvigorates the body and strengthens cognitive implanting of learned concepts. After this, there is a flexible instructional block. On some days, the teacher could spend additional time reviewing important topics. On other days, students could have an opportunity for quiet reading. This 25-minute time period allows students the opportunity to wind down and increase reading fluency.

Next, students head to athletic movement class. The 45-minute class begins with movement prep, elevating the heart rate through running, stretching, skipping, and hopping exercises. After warming up their bodies, students are taught a structured lesson that builds on a series of lessons over the course of the week and year to help students become more fit, efficient movers. (For more on the structure of these classes, see the Physical Education and Activity response beginning on page 36.

After *their time on the turf* ~~individual reading~~, students *on most days* begin science class. The science curriculum is full of inquiry, *often* taught through the lens of the ~~schools focus on the~~ Healthy Body *pillar*. *The teacher can connect the* thermogenic component of the *movement prep* ~~Movement Prep~~, experienced during ~~Athletic Conditioning~~ *athletic movement* earlier in the day~~, is connected by the classroom teacher~~. *Connecting science concepts to experienced movement activity can increase* ~~The connection of science concepts to authentic learning and application of athletic activity increases~~ relevancy*,* ~~and~~ excitement*, and*

engagement with the academic content ~~surrounding content~~ for students. ~~Today's~~ *For example, a* lesson on levers *would examine* ~~examines~~ prosthetics and tie~~s~~ in an engineering design component to create STEM connections. During ~~the course of the~~ science class~~,~~ the teacher integrates ~~two different two-minute Movement Breaks~~ *short movement breaks* that reinforce lever and force concepts and activate neurons to stimulate learning.

~~Next, students spend another fifteen minutes with unstructured free play, reinvigorating the body and strengthening cognitive implanting of learned concepts.~~

On other days, instead of science, students would begin social studies after athletic movement class. Social studies instruction is ~~Students then proceed to social studies, a class~~ full of deep inquiry and cross-disciplinary connection of historical events to present-day situations and conflicts. *Teachers highlight* Performance *Character* ~~character~~ traits in historical figures and students ~~engage~~ *participate* in writing, discussion, and questioning.

Throughout the day, in all classes and experiences, students are receiving feedback through consistent, non-intrusive formative assessment. Ultimately, summative assessments are used to gain an even clearer picture of student learning. To conclude the day, students come together for a final ~~15~~ *10*-minute huddle.

(2) Describe a typical day for a teacher in a grade that will be served in your first year of operation.

Refer to the previous response and the daily schedules beginning on page 94 for an overview of the structure of the school day.

A typical ~~first~~ *third* grade teacher will arrive at school before students to make final preparations for the day. Once students arrive, the teacher will lead the morning *huddle* ~~Huddle~~, which sets the tone for the day. The teacher will lead students in instructional lessons in blocks, as listed in the previous response or in the calendar on page in the calendar. Instructional periods will include movement breaks designed by the teacher or included in curricula.

During the school day when the teacher's students are not in the classroom for athletics instruction, lunch, or music/fine arts instruction, the teacher will have time for more classroom preparations, including grading and communications, as well as grade-level collaborative planning. On some days, this time will be set aside for ~~Professional Learning Community~~ *professional learning community* sessions, professional development, or staff-level meetings. After the school day ends, additional preparations or meetings may occur, as needed and scheduled.

(3) A new student, Ruby, has enrolled at your school and during the registration process her mom informed the office manager that she has Down Syndrome. This student is eligible to attend the school. Based on the IEP information that her mom brought in, the student is included in the general education program for 60% of her day. How will you plan to ensure your school is prepared to meet the needs of students like Ruby and/or what adjustments will be made (e.g., in scheduling, staffing, etc.) to account for students with unanticipated needs?

~~Answering this question without an actual IEP would be very difficult. Based on the IEP, the Special Education Director could look at classes or courses that Ruby could participate in, with tailored instruction such as individualized or small group instruction, or pulling her out of class. The schedule of her day would be determined by the goals of her IEP.~~

~~Athlos Academy of Reno could make some structural, scheduling and staffing adjustments to allow Ruby to stay in the classroom. One option would be to have a special education paraprofessional assist her at various parts of the day, as needed. Additionally, Athlos Academy could "stack" a classroom with additional Special Education students so that a paraprofessional could serve multiple Special Education students within one general education classroom.~~

For all students with special needs, the IEP team will carefully review previous assessments and IEP documents after the students enroll. The IEP team will hold a transfer meeting to discuss the supports and services outlined in the IEP and propose a comparable program to meet the students' needs and goals.

To ensure Athlos Academy of Reno is prepared to meet Ruby's needs, the special education director will hold a transfer meeting with Ruby's teachers and parents to review all the required accommodations and background information. Since Ruby received services in a general education setting 60 percent of the day, the initial placement would be a similar partial-inclusion program. Based on the academic and non-academic goals of the IEP, the special education team may use instructional and scheduling flexibility to support Ruby's needs. For example, most of the day Ruby will work towards her goals in the general education classroom, and depending on specific needs in the IEP plan, a special education paraprofessional may be utilized to support her through parts of the day. If some goals cannot be addressed in the general education class, she will receive additional services in a location other than the general education classroom for part of the day. The general education teacher may also receive additional mentoring for planning and implementing modifications in the classroom and using assistive technology. As part of the IEP review process, the school will reevaluate Ruby's placement, considering her progress, strengths, and adjustments to a new learning environment. The goal is to provide her supports and services in the least restrictive setting to address her goals.

As described in the Multi-Tier System of Supports Plan and in the response on page 21, there will be protocols and programming developed and in place for any unanticipated student needs. Considering the available resources, the special education director and school leader will be charged with thinking creatively and flexibly to determine the types, location, and schedule of services. It is possible that additional services may need to be contracted to support occupational, speech, and physical therapy needs. Ultimately, the school is responsible for ensuring that programs and services meet the needs of the student.

(4) A new student, Alejandra, has enrolled at your school. After reviewing the enrollment packet and speaking to your registrar you learn this student is an ELL student and her mother has brought a friend to serve as an interpreter. Some of the records you received from the parent indicate the child has a 4 in listening, a 4 in speaking, a 2 in Writing and a 1 in Reading. How will you plan to ensure your school is prepared to meet the needs of ELL students like Alexandra and/or what adjustments will be made to the daily schedule to account for unanticipated needs? How will you communicate and work with parents like Alexandra's?

Athlos Academy of Reno would first ensure that the school's forms and documents are available in multiple languages, especially English and Spanish, and make arrangements to have interpreters available as needed, if parents such as Alejandra's request one.

Alejandra' s W-APT scores show that she is able to learn. Her results suggest that the correct course of action may be similar to that for any child struggling in writing and reading. Alejandra's teacher at Athlos Academy of Reno will know that she has strengths in listening and speaking and use that to help her advance in other subject areas.

Athlos' model of differentiated instruction allows Alejandra's teacher and the school to employ a variety of strategies, including:

- finding time for pull out sessions and individual time to assist her with her writing and reading
- specialized and small-group instruction
- additional work with ~~special education~~ *ELL* paraprofessionals to see if additional support is needed
- allowing her to listen to, rather than read, some lessons and speak, rather than write, some of her responses to ensure subject-area mastery.

(5) You have been operating a school for the past three years and have just received your school-level state test data for the most recent year (see table below).

(a) Your annual accountability targets for each subject require that you grow the whole-school Percent Proficient/Advanced of your SWD students by 8 percentage points to approach, 10 points to meet and 12 points to exceed expectations from year to year. Explain the trends you see in the performance of your Students with Disabilities (SWD), both over time and as compared to the non-SWD population, in the table below. What are your initial thoughts about this data? What are your next steps? Who needs to be part of the team to address this? What further information do you need and how will you obtain it? Keep in mind that the SWD subgroup includes a range of disabilities, including Specific Learning Disabilities, Autism, Emotional Disturbance and Intellectual Disabilities.

Data for All Tested Grades			Math				RLA			
Yr.	Subgroup	valid tests	pct_below_bsc	pct_bsc	pct_prof	pct_adv	pct_below_bsc	pct_bsc	pct_prof	pct_adv
2012	All Students	131	30.6	51.1	14.5	3.8	29.8	49.6	16.8	3.8
	Students with Disabilities	23	26.2	47.8	13	13	34.9	30.4	13	21.7
	Non-Students with Disabilities	108	31.4	51.9	14.8	1.9	28.7	53.7	17.6	0
2013	All Students	116	26.7	40.5	25	7.8	46.5	41.4	11.2	0.9
	Students with Disabilities	20	50	50	0	0	75	25	0	0
	Non-Students with Disabilities	96	21.9	38.5	30.2	9.4	40.7	44.8	13.5	1
2014	All Students	113	30.1	38.9	24.8	6.2	44.2	43.4	12.4	0
	Students with Disabilities	14	57.2	28.6	7.1	7.1	57.2	35.7	7.1	0

	Non-Students with Disabilities	99	26.2	40.4	27.3	6.1	42.5	44.4	13.1	0

~~Students with disabilities are performing far worse than the non-SWD population on math in 2013, with no students meeting even proficiency, a drop of 26 percentage points from 2012. Non-SWD students saw a 22.9 percentage point increase in scoring proficient or advanced in math from 2012 to 2013. In 2014, the trends of change reversed slightly, with 14.2 percent of SWD students scoring proficient or advanced, up from zero, while the non-SWD population meeting that benchmark declined by 6.2 percentage points. However, that second-year change still meant non-SWD students posted strong gains, while SWD students were below where they started. So, while the 14.2 percentage increase would exceed expectations, it doesn't show the school has made progress over the 2-year period.~~

~~For reading scores, the entire school showed rather sizable declines from 2012 to 2013, which is concerning. The SWD population's 2013 scores had no proficient or mastery results, while the non-SWD population dropped 3.1 percentage points. The entire school showed only modest improvement in 2014—0.3 percentage points—driven entirely by the SWD population's 7.1 percent of students showing proficiency. While that increase is good, it falls short of even the 8 percent standard of approaching the goal. The non-SWD student population saw another decline, by 3.1 percentage points, in 2014.~~

~~Aside from the test scores, it's also concerning to see a rather large drop in the number of SWD taking the test and worth following up on. If the decline is because students are no longer needing disabilities services, that is great, but if students are not taking the state test or are leaving the school, that is concerning. Granted, student population data should have been available prior to these test results, so this issue likely would have been addressed previously.~~

~~Clearly, the school needs to take steps to show that it can improve student achievement. The school's data inquiry team, composed of staff and paraprofessionals, should look at interventions and their efficacy and potentially modify plans and strategies. The Special Education Director should be part of these meetings, given the concerning data on students with disabilities.~~

The chart shows math and reading proficiency scores between the years 2012 and 2014, disaggregated by SWD and non-SWD, including the total number of valid tests. One interesting trend is that the number of valid tests drops from 131 in 2012 to 113 in 2014, a difference of 18 students. As a school, it would be important to further investigate this number and analyze the reasons for the decrease. Has the total student population dropped? If not, what are the reasons for the increase in invalidated tests? The decrease affected both groups, with nine fewer SWD students tested in 2014 and nine fewer non-SWD tested in 2014. Some of the students with disabilities could no longer be classified as needing services or some students may have left the school. There may be other reasons for invalidated tests. It would be important to know the reasons for shifts in the numbers, as one student makes a statistical impact with a small data set.

Overall, students with disabilities are not performing as well as the non-SWD population on math and reading, with no SWD students meeting proficiency in both subject areas from 2012 to 2013. In 2012, six SWD were proficient or advanced in math and none in 2013. It would be informative to disaggregate those six students and analyze their results. Did they no longer qualify for services and are now part of the non-SWD data set? The results show a great increase in the below basic percentages in both subject areas for SWD between the years 2012 and 2013. In math below basic increased from 26.2 percent to 50 percent, and in reading below basic increased from 34.9 percent to 75 percent. In 2014, 14.2 percent of SWD students scored proficient or advanced,

up from zero; that means only two out of 14 students were proficient. In reading for 2014, only one student met proficiency. Again, the number of valid tests for 2014 is only 14, down from 20 for the previous year, which seems to mask some of the gains made in reading. For example, in reading, 15 students were below basic in 2013. By 2014 only eight students are below basic, yet only one student met proficiency and the number of basic students stayed the same. What happened to the seven below basic students from 2013 to 2014? It would also be worthwhile to look at individual growth for these students and see if there are any correlations with their disabilities. For example, are students with autism showing any growth? The data certainly warrants a closer look at what is happening with sub-groups and the number of SWD students with validated tests.

The students without disabilities are performing slightly better than the SWD. As in the SWD population, the number of valid tests decreased by nine students over time, but since the data set is larger, the impact is not as significant. In math, non-SWD students saw a 22.9 percentage point increase in scoring proficient or advanced from 2012 to 2013. Yet, by 2014 the non-SWD population meeting proficiency declined by 6.2 percentage points. Overall, there was an increase in proficiency, but the school is not meeting expected gains. Reading scores, particularly, are very concerning. The scores for non-SWD show a decline over the three years, similar to the SWD. There is a decrease in number of students proficient, from 19 students in 2012 to only 13 in 2014. There is an increase of 13.8 percentage points of below basic students from 2012 to 2014.

There are other additional aspects to the data that could develop the full story of students' performance. One example is to look at growth scores, not just proficiency cut offs. Growth scores can tell if students are making slight gains within a benchmark. Another item to examine is how close the scores are to proficiency cutoffs. Perhaps some of the students who scored basic in 2013 were very close to proficiency. Seeing the range of scores for each benchmark level can be informative. Cohort data is also very interesting and useful. Extracting cohort data over time allows one to see the impact of a system on a group of students. Examining data for students who have attended a school for a length of time adds more depth to analyzing the school's systems and structures. It is also important to look at sub-groups within a population, including grade levels, individual classrooms, and other groups such as ELL and free or reduced lunch status. Digging deeper can add more clarity to the larger trends, support more exact conclusions, and assist in forming plans of action.

Overall, the school needs to take steps to show it can improve student achievement in both reading and math for all populations. Reading is a particular concern because of such low proficiency scores for both populations and the decline in scores. A data inquiry team made up of the school's leaders including the principal, instructional coaches, special education director, ELL teacher, and school counselor should convene to analyze overall reading trends and sub-group data. Together they should generate questions and conclusions regarding the current systems and structures such as curriculum, support services, and teaching methods. With this information, the leadership team may proceed with a professional development plan to address the reading results. The professional development plan may include the following components:

1. *Standards Research*
    - *Analyze and deconstruct the Nevada Academic Content Standards for ELA*
    - *Evaluate standards alignment and curriculum materials*
2. *Assessment*
    - *Evaluate assessment practices (formative and summative)*
    - *Develop use of student-engaged assessment practices*
    - *Develop use of common assessments*
    - *Use interim data effectively*

3 *Instruction*

- *Research best practices for reading instruction*
- *Re-assess differentiation practices, resources, and support services*

The purpose of the professional development plan is to build a cohesive, systemic approach to reading instruction, one in which the staff has a shared understanding of the standards, sound assessment practices, and aligned instructional methods. The school should continue to analyze and evaluate end of year data results to determine if there was any impact on student achievement.

OPERATIONS PLAN

LEADERSHIP TEAM

(1) Describe the proposed organizational model; include the following information:

(a) Organizational charts for year one and one for when the school is at full capacity

The chart in Attachment 8 ~~represents~~ *shows* the organizational structure of Athlos Academy of Reno for when the school is fully operational. This organizational chart is expected to be in place for year one~~, as well~~. This organizational chart will not change *significantly* ~~dramatically~~ as enrollment grows. For changes to staffing levels, see the section on staffing, starting on page 109.

(b) Job descriptions for each leadership role (provide as Attachment 2)

Please see Attachment 2 for job descriptions for the leadership positions *listed in the organizational chart, referenced in the previous response*~~part (a) of this section~~.

(c) Resumes of all current leadership (provide as Attachment 3). NOTE: It is strongly encouraged that high quality school leaders/principals with strong track records of success with the target population be identified for any school which wishes to open in the 2017-18 school year.

There is no identified leadership team for the 2018-2019 school year at this time. Upon the CTF and Athlos Academies' (EMO) hiring of a leadership team, the resumes and any other requested information (in compliance with law) will be shared with SPCSA for review.

(d) Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 3)

No leadership positions, including ~~School Leader~~ *school leader*, have been filled yet. *As stated in the previous response, appropriate documentation of student achievement data for the individual primarily responsible for academic programming will be provided for SPCSA review upon hire.*

(2) Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:

(a) School leadership, operations, and governance;
(b) Curriculum, instruction, and assessment;
(c) At-risk students and students with special needs;
(d) Performance management; and
(e) Parent and community engagement.

~~No leadership has been chosen yet to clarify these qualifications as a leadership team for the school.~~

Athlos Academy of Reno's leadership team will be comprised of diverse group of leaders with wide-ranging capacity. Team members include the school leader, assistant school leader, special education director, student support director, lead instructional coach, lead athletic performance coach, and lead Performance Character coach.

These seven individuals will bring a range of background and expertise to leading the school. Both the school leader and assistant school leader will have strong capacity to oversee operations and governance along with quality leadership that empowers and builds a culture of excellence.

The lead instructional coach will be at the forefront of managing curriculum, instruction, and assessment. With the help of other instructional coaches and grade-level team leads, the lead instructional coach will coordinate professional learning that builds capacity and effectively uses data. The leadership team will be kept informed and contribute to the ongoing development of curriculum, instruction, and assessment coordinated by the lead instructional coach.

Both the special education director and the student support director will be the leaders overseeing support for at-risk students and students identified with special needs. The student support director will coordinate the 504 plans, ELL services, behavioral support and intervention management, and family/student support. The special education director will work with instructional staff, in coordination with leadership staff, to implement instructional programming and monitor identified students. Both of these directors will bring an important element to the leadership team, helping ensure compliance and maximum support for all students school-wide.

All leadership team members will analyze data and collect anecdotes that speak to the school's performance. Each pillar leader (lead instructional coach, lead athletic performance coach, lead Performance Character coach) has a unique responsibility to ensure top performance within each pillar, along with integration throughout the school. With ongoing assessment and continual collaboration around performance, the leadership team will be well equipped to lead teachers and staff to modify for effective implementation of school-wide strategies to support student achievement.

Ensuring that parents and the community are an integral part of the school is of utmost importance to both the leadership team and the school in general. With systems and structures in place including student-led conferences and up-to-date classroom web pages, family members will feel connected and informed. Ultimately, the school leader and assistant school leader will serve as key conduits for family members. Essentially, all leadership team members will have contact and interaction with families and will strive to be open, transparent, and consistent while providing a safe, supportive, and engaging learning environment.

(3) Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 4).

Recruiting and hiring a skilled and experienced school leader is priority for Athlos Academy of Reno. The school will use a multi-step process that includes introductory events to help prospective candidates initially understand and be inspired by the Athlos model. Upon application, an initial review is used to evaluate whether a candidate meets basic requirements. Those who pass this stage will be given a structured interview with several Athlos Academies (EMO) staff members. Top scorers after the structured interview then participate in a panel interview helping to identify the best fit. The top candidates, narrowed down to three to five individuals, will be presented to the CTF for consideration. The CTF has the autonomy to schedule interviews with each of the top candidates and determine the leader that they believe is the best fit for the South Reno community and the Athlos culture. Attachment 4 and The Staff Recruitment and Retention Plan have a graphic-based explanation of the hiring process and examples of the initial review, structured interview, and panel interview.

Upon hiring, the leadership team will participate in an intense on-boarding process that includes a scripted series of blended on-site and virtual trainings. The virtual component of these trainings will

be done using the learning management system (LMS). School leaders will also take part in two three-day workshop experiences, prior to the school opening, that build upon and expand Athlos learning to support the content of the LMS trainings. School leaders will be supported along the way in preparing to open the school, both by launch specialists and content experts who help prepare the school to be as successful as possible initially. Athlos Academies (EMO) staff are the primary support for this on-boarding process, while also utilizing appropriate partnerships and professional opportunities local to the state of Nevada to ensure fidelity and alignment to standards and statewide requirements.

Once the school is operational, leadership team members will be consistently in contact with Athlos Academies (EMO) staff, allowing for further support and guidance. Once per week conference calls will provide a formal structure for both new learning and support for day-to-day operations. The school work plan will be revisited and plans will be put in place that support the development of the leadership team and the entire staff.

Athlos Academies *(EMO)* will lead training, coaching, and retention of the ~~School Leader~~ *school leader* at Athlos Academy of Reno, with support coming directly from ~~the Chief Program Officer, Chief Learning Officer, and Director of School Success. Support will include~~ *nearly every position on Athlos Academies' (EMO) programs team. This support will provide the school leader with the systems necessary to continue to grow, lead, and maintain passion as the frontrunner at Athlos Academy of Reno. Another goal for the professional development of leadership is to seek opportunities to train with the Washoe County School District when appropriate and build professional skills and community with other educators in the area.*

Furthermore, the table below outlines specific positions at the EMO supporting the school.

Name	Title	Support Provided to School
David Jeppson	*President*	*Strategic planning for the organization*
Alex Macdonald	*Chief Programs Officer*	*Oversight of operations and programs of existing Athlos schools*
Camille Wells	*Chief Community Relations Officer*	*Oversees communications/events and Community Relations, School Growth and School Success teams*
Sarah Ross	*Chief Academic Officer*	*Oversees Pillars team and professional learning*
Dave DenHartog	*Chief Learning Officer*	*Athlos culture, SEL surveys, teacher recruitment and retention*
Giselle Isbell	*Director of Prepared Mind*	*Prepared Mind pillar implementation and works with instructional coaches*
Chandler Herdt	*Director of Healthy Body*	*Athlos Athletic Curriculum development and implementation and works with coaches*
Jenn Thompson	*Director of School Success*	*School launch in pre-operational years; ensures a smooth first year for the school*
Jonathan Gillen	*Director of School Finance*	*School finance, contract, and apparel management*
Chris Bryner	*Associate Director of Performance Character*	*Performance Character pillar specialist*

Abby Fereday	*Pillar Success Manager*	*Refines processes and communications within the pillars team to schools*
Amy Dolan	*Middle School Specialist*	*Prepared Mind - middle school focus*
Mackenzie Peters	*K-12 Research Assistant*	*Prepared Mind assistance*
Peter Verdin	*Associate Director of Healthy Body*	*Healthy Body pillar*
Rosemary DeMond	*Executive Assistant*	*Administrative support of Home Court; communicates with school office staff regarding needs*
Alyson McElwain	*Graphic Designer*	*Graphic design for schools*
Brad Iverson-Long	*Technical Writer/Policy Analyst*	*Policy analyst and grant opportunities for schools*
Caitlyn Scales	*School Growth Coordinator*	*Transition of boards to form to governing boards*
Ian Woods	*School Nutrition Specialist*	*School nutrition program*
	School Data Specialist	*Data system management*
Jeff Gunther	*School Governance Specialist*	*Governing board liaison*
Juliana Giovannini	*School Launch Specialist*	*Enrollment and policy research*
Michelle Wooton	*Research Assistant*	*School launch research and assistance*
Molly Loveless	*School Launch Specialist*	*Recruitment and school operations expertise*
Rachel Flachbart	*Technical Writer/Policy Analyst*	*Policy analyst focused on charter applications and state policies*
Rochelle Adams	*Graphic Design Specialist*	*Graphic design supporting schools*
Shawn Vang	*School Finance - Launch Specialist*	*School Finance - launch focus*
Tabitha Bower	*Social Media Specialist*	*Social media and marketing for schools*

~~School Leader professional development, feedback and guidance around teacher evaluation and growth, assistance in analyzing data and creating SMART goals, training around "teacher-centered" and "student-centered" coaching, accountability partner offering consistent feedback and a thought partner offering strategic guidance~~

~~This support will provide the school leader with the system necessary to continue to grow, lead, and maintain passion as the frontrunners at Athlos Academy of Reno. Another goal for professional development of leadership is to seek opportunities to train with the local district when appropriate and build professional skills and community with other educators in the area.~~

(4) Explain your school leader's role in the successful recruitment, hiring, development and retention of a highly effective staff.

~~No leadership positions, including School Leader, have been filled yet.~~

The comprehensive recruitment and retention process is designed to identify the best possible candidates. The Staff Recruitment and Retention Plan in the supporting documents provide additional details on the proposed interview and hiring process.

Multiple avenues will be used to showcase Athlos, attract top talent, and to utilize existing staff or candidates from a growing national network. School leadership will take the lead on staff hiring with the support of Athlos Academies (EMO) and approval of final candidates by the governing board. When teachers apply to the school, they will participate in the hiring process including an initial profile, professional inventory, and job specific inventory. After completing these steps, school leaders will interview top candidates using a structured approach. The process will help identify the best fit for the school, aligning great teachers with a powerful model for learning.

The development process will begin initially when candidates are applying and sharing their educational background and professional learning needs. Once hired, staff members will participate in a systematic process that offers a depth of understanding both about the Athlos model and also about best teaching practices. Professional learning will happen both independently and collaboratively and is differentiated depending on experience and competency.

Retaining top teachers depends on multiple factors, which are highly influenced by the school culture that is established. When teachers are feeling empowered by gaining a sense of mastery and deep learning, along with aligning to the school's mission and vision, retention will be high. The school leader and team must be open to feedback and responsive to needs of staff. Building trust and connection to teacher expectations is imperative for retention of great individuals.

(5) Explain your school leader's role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the school leader's guidance?

~~No leadership positions, including School Leader, have been filled yet.~~

The Athlos school leader will be an instructional leader - a person with deep understanding and knowledge of what great teaching looks, feels, and sounds like. Undoubtedly, multiple people on the leadership team, including the instructional coaches, will have rich backgrounds with curriculum, instruction, and assessment, but the school leader must be well versed in all of these aspects and able to help make critical decisions pertaining to academics.

The school leader is also the driving factor in regard to school culture. The professional environment that the school leader facilitates will set the tone for the rest of the school. How staff members interact, how issues are resolved, what kind of language staff members use, and how professional the staff acts are all impacted directly by the decisions of the school leader. The leadership team will be the example and model of expectations to support school-wide structures and culture. Examining and improving upon the school culture will be a common discussion point during leadership team meetings.

(6) What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

~~No leadership positions, including School Leader, have been filled yet.~~

Leadership team members will be hired with an intentionally wide range of skills and backgrounds. Each will bring unique educational experiences that provide direction in specific areas as well as beneficial overlap in skillsets. The school's system calls for membership on the leadership team to be diverse, ensuring adequate redundancies. The team will learn from each other and provide valuable input as decisions are made concerning the direction of the school. Undoubtedly, with the structure and team members on the leadership team, knowledge and skills will be well shared.

In addition to the intentionality around selecting leadership team members, the school's system also calls for each member to be very familiar with another team member's role and able to step in when/if needed. For example, the lead athletic coach could also easily fill in as the assistant director when the assistant director is unavailable. These back-up roles are decided by the leadership team, depending on skill sets and interest, at the beginning of each school year.

LEADERSHIP FOR EXPANSION

(1) Describe the school and the EMO's current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

Athlos Academies *(EMO)* is not planning to add any potential network leaders to assist Athlos Academy of Reno. This application is for one school in Reno. The EMO and the local board for Athlos Academy of Reno are open to a 9-12 expansion in the future, or additional campuses/partnerships over time. However, the EMO has advocated to open one school and prove the Athlos model in Reno before pursuing expansion opportunities

(2) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as Attachment 5). Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.

Athlos Academy of Reno does not have a regional director or similar position that will be filled.

(a) If a regional director candidate has not yet been identified, provide the job description (as Attachment 5) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that applicants proposing schools with the intent or potential to add multiple campuses identify the regional leader *(Regional Director, Executive Director, etc.)* in the application or by the time of the capacity interview. The SPCSA reserves the right to require such applicants to defer opening until the 2017-18 school year and to add additional criteria to the pre-opening requirements for such schools.

Athlos Academy of Reno does not have a regional director or similar position that will be filled.

STAFFING

(1) Complete the following table indicating projected staffing needs for the proposed school over the next six years. Applicants which propose to grow their schools to multiple campuses based on the school's academic performance should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans.

Proposed New School

Year	~~2017-18~~	~~2018-19~~	~~2019-20~~	~~2020-21~~	~~2021-22~~	~~2022-23~~

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Management Organization Positions						
Clarifying note: Athlos Academies (~~the~~ EMO) functions as a team. All ~~of~~ employees, in one way or another, are involved in each charter school from pre-approval through life of school. ~~Our roles~~ *Roles* often overlap and are handled in a collaborative environment to best support ~~our~~ *Athlos* schools over time. ~~To identify specific individuals who would be associated with Athlos Academy of Reno would be to list our every employee at the organization.~~ Please review the EMO organizational chart in Attachment 8. We will grow in accordance to needs with each of our current, upcoming, and future schools. All Athlos Academies staff ~~play integral parts~~ *have integral roles* in each individual Athlos school.						
School Staff						
Principals	1	1	1	1	1	1
Assistant Principals	1	1	1	1	1	1
Add'l School Leadership Position 1 [Instructional ~~Guides~~ *Coaches*]	2	2	2	2	2	2
Classroom Teachers (Core Subjects)	~~49~~ *51*	~~49~~ *51*	~~49~~ *51*	~~49~~ *51*	~~49~~ *51*	~~49~~ *51*
Classroom Teachers (Specials) [Sports Performance Coaches]	4	6	7	7	8	8
Student Support Position 1 [Guidance Counselors]	1	2	2	2	2	2
Student Support Position 2 [specify]						
Specialized School Staff 1 [Special Education Director]	1	1	1	1	1	1
Specialized School Staff 2 [Special Education Teachers]	~~2~~ *4*	~~2~~ *4*	~~3~~ *4*	~~3~~ *4*	~~3~~ *4*	~~3~~ *4*
Teacher Aides and Assistants	3.6	3.6	3.6	3.6	3.6	3.6
School Operations Support Staff	9.2	9.2	10.2	10.2	10.2	10.2
Total FTEs at School	~~73.8~~ *77.8*	~~76.8~~ *80.8*	~~79.8~~ *82.8*	~~79.8~~ *82.8*	~~80.8~~ *83.8*	~~80.8~~ *83.8*

Network: Not applicable

Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Number of elementary schools						
Number of middle schools						
Number of high schools						
Total schools						
Student enrollment						
Management Organization Positions						
[Specify]						
Total Back-Office FTEs						
Elementary School Staff						
Principals						
Assistant Principals						
Add'l School Leadership Position 1 [Specify]						
Add'l School Leadership Position 2						

[Specify]						
Add'l School Leadership Position 3 [Specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Special Education Teachers						
ELL/TESOL Teachers						
Student Support Position 1 [e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs at Elementary Schools						
Middle School Staff						
Principals						
Assistant Principals						
Add'l School Leadership Position 1 [Specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Student Support Position 1 [e.g., Social Worker]						
Special Education Teachers						
ELL/TESOL Teachers						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs at Middle Schools						
High School Staff						
Principals						
Assistant Principals						
Deans						
Add'l School Leadership Position 1 [Specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Special Education Teachers						
ELL/TESOL Teachers						
Student Support Position 1 [e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs at High Schools						
Total Network FTEs						

HUMAN RESOURCES

(1) Describe your strategy, plans, and timeline for recruiting and hiring teachers. Explain key selection criteria and any special considerations relevant to your school design.

Athlos Academy of Reno will begin recruitment efforts for teaching staff after receiving charter approval. Efforts will include attending local teacher hiring fairs as well as posting positions on the school's website, at the University of Nevada, Reno career center, in the newspaper, *and* on national teacher recruitment sites such as SchoolSpring, national teaching websites, *and* at national recruiting events. All teachers who apply for positions at Athlos Academy of Reno will be subject to state licensing laws regarding background checks. The hiring process for teachers includes: initial application review, screening interview, in-person interview, and finally an invitation to plan and demonstrate a model lesson. Potential hires will be presented to the *CTF or* board prior to extending an offer, which will be done in writing and in compliance with all applicable employment laws. All employees will participate in a new employee orientation prior to reporting to duty

Athlos Academy of Reno's licensed employees are required to hold a valid teaching certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Teachers must have graduated from a credentialing program. Transcripts must be submitted at time of hire. Substitute teachers shall be cleared in the same manner. The ideal Athlos teacher will:

- Have proper experience and/or education,
- Demonstrate and appreciate the 12 Performance Character *traits,* ~~Traits~~
- Maintain an instructional philosophy closely aligned with the school's stance, and
- Exhibit a growth mindset.

(2) Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.

~~Salaries for the staff of the organization have been compiled based on expectations of salaries offered within the Washoe County School District.~~

Athlos Academy of Reno will offer salaries that are competitive within the local area and will ensure that it can attract and retain staff and faculty. Athlos Academy of Reno has compared its salaries with the Washoe County School District as part of its budget preparation process. The salaries that will be provided by the school are comparable with those of the local school district. The planned salary schedule is listed below.

STEP	*CLASS I*	*CLASS II*	*CLASS III*	*CLASS IV*	*CLASS V*	*CLASS VI*	*CLASS VII*	*CLASS VIII*
	Less than a degree	*BA*	*BA + 24*	*BA + 48*	*MA*	*MA + 16*	*MA + 32*	*PHD / EDD*
1	*$34,000*	*$35,360*	*$36,774*	*$38,245*	*$39,775*	*$41,366*	*$43,021*	*$44,742*
2	*$35,020*	*$36,421*	*$37,878*	*$39,393*	*$40,968*	*$42,607*	*$44,311*	*$46,084*
3	*$36,071*	*$37,513*	*$39,014*	*$40,575*	*$42,198*	*$43,885*	*$45,641*	*$47,466*
4	*$37,153*	*$38,639*	*$40,184*	*$41,792*	*$43,463*	*$45,202*	*$47,010*	*$48,890*
5	*$38,267*	*$39,798*	*$41,390*	*$43,046*	*$44,767*	*$46,558*	*$48,420*	*$50,357*
6	*$39,415*	*$40,992*	*$42,632*	*$44,337*	*$46,110*	*$47,955*	*$49,873*	*$51,868*

7	*$40,598*	*$42,222*	*$43,911*	*$45,667*	*$47,494*	*$49,393*	*$51,369*	*$53,424*
8	*$41,816*	*$43,488*	*$45,228*	*$47,037*	*$48,918*	*$50,875*	*$52,910*	*$55,027*
9	*$43,070*	*$44,793*	*$46,585*	*$48,448*	*$50,386*	*$52,401*	*$54,498*	*$56,677*
10	*$44,362*	*$46,137*	*$47,982*	*$49,902*	*$51,898*	*$53,974*	*$56,132*	*$58,378*
11	*$44,362*	*$47,521*	*$49,422*	*$51,399*	*$53,455*	*$55,593*	*$57,816*	*$60,129*
12	*$44,362*	*$48,947*	*$50,904*	*$52,941*	*$55,058*	*$57,260*	*$59,551*	*$61,933*
13	*$44,362*	*$48,947*	*$52,432*	*$54,529*	*$56,710*	*$58,978*	*$61,337*	*$63,791*
14	*$44,362*	*$48,947*	*$54,004*	*$56,165*	*$58,411*	*$60,748*	*$63,178*	*$65,705*
15	*$44,362*	*$48,947*	*$54,004*	*$57,850*	*$60,164*	*$62,570*	*$65,073*	*$67,676*
16	*$44,362*	*$48,947*	*$54,004*	*$59,585*	*$61,968*	*$64,447*	*$67,025*	*$69,706*
17	*$44,362*	*$48,947*	*$54,004*	*$59,585*	*$63,828*	*$66,381*	*$69,036*	*$71,797*
18	*$44,362*	*$48,947*	*$54,004*	*$59,585*	*$65,742*	*$68,372*	*$71,107*	*$73,951*
19	*$44,362*	*$48,947*	*$54,004*	*$59,585*	*$65,742*	*$68,372*	*$73,240*	*$76,170*
20	*$44,362*	*$48,947*	*$54,004*	*$59,585*	*$65,742*	*$68,372*	*$75,437*	*$78,455*

The school will allocate no less than $600 per employee per month for medical benefits. In addition, the school will offer life insurance and unemployment insurance benefits. The school will participate in the Nevada Public Employees' Retirement System and has allocated budget associated with the costs of providing that benefit to our employees.

A supportive workplace will be key to teacher retention for Athlos Academy of Reno. Research by Hirsch and Emerick shows that "teachers with positive perceptions about their working conditions are much more likely to stay at their current school than educators who are more negative about their conditions of work, particularly in the areas of leadership and empowerment."[51] Athlos Academy of Reno have identified and created plans to foster the following areas that contribute to a supportive workplace:

Time: Athlos Academy of Reno will be mindful of how *it organizes* ~~we organize~~ school days and staffing, to ensure teachers will have adequate time to prepare for, assess, and reflect on student work. Teacher paraprofessionals will assist teachers with this workload. Daily physical activity sessions and other electives, including music and *visual* art*s*, provide classroom teachers with regular planning time during the school day. Additionally, ~~several full days evaluation~~ *the school calendar will schedule time* throughout the school year ~~have been set aside~~ for teacher planning and professional development. *The Professional Development Plan has a more thorough explanation of Athlos' plans for staff.*

Strong Leadership: Hirsch and Emerick also found that schools with high teacher turnover possessed leaders who did not adequately support their staff.[52] The ~~School Leader~~ *school leader* will recognize teacher accomplishments and continually communicate support for teachers; they will treat teachers as experts in instruction and learning and invite them into conversations about

[51] (Hirsch & Emerick, 2006)

[52] (Hirsch & Emerick, 2006)

school policies, such as discipline procedures or professional development planning. Leaders will also ~~maintain~~ *possess* excellent communication regarding all school policies and initiatives.

School Culture: The school culture at Athlos Academy of Reno will revolve around the Performance Character traits. Thus, teachers will feel inspired and empowered to invest time in regular self-improvement. The culture at Athlos Academy of Reno will celebrate strength and embrace weakness with a growth mindset. This culture will be driven by a strong ~~School Leader~~ *school leader*, instilled in classrooms by passionate teachers, and thus fostered in student lives.

Instructional Coaching: Instructional *coaches* ~~Coaches~~ will have a keen understanding of adult development, excellent listening skills, effective communication methods, effective questioning skills, and an ability to uniquely align support to individual teacher personalities, styles, and needs. Teachers will feel empowered by these coaches. Practices such as classroom observations, observation feedback, and professional learning communities will be led by the *instructional coaches* ~~Instructional Coaches~~ at Athlos Academy of Reno.

Teacher Empowerment: Teachers at Athlos Academy of Reno will not only have the power to make instructional decisions within their classrooms to best meet individual student needs~~;~~, they also will be included in collaborative decision-making on topics such as scheduling, materials selection, and professional development experiences. Teachers may also adopt differentiated roles and serve as department supervisors or mentors for younger or less experienced teachers. This sense of involvement will ensure teachers feel empowered to contribute input in valuable ways.

Professional Development: Athlos Academy of Reno will engage teachers in determining the structure and content of professional development. The school will provide teachers with ongoing support in curriculum, instructional methods, classroom and behavioral management, *and* special education support and accommodations, as well as other relevant topics essential to school success. Athlos Academy of Reno will also provide up to 10 days of intensive professional development for teachers for up to 10 days prior to opening. In pre-opening, teachers will receive training in the following areas: Three Pillars (Mission/Vision, Academic Curriculum, Healthy Body Curriculum, Performance Character Curriculum), Instructional Methods (project-based learning, active learning, cooperative learning, technology incorporation, differentiated instruction, backward design, unit design), and Operational Expectations (classroom management, discipline procedures, lunch room/ playground duties, emergency plan). This training will be collaboratively provided by the ~~School Leader, Instructional Coaches,~~ *school leader, instructional coaches,* and Athlos Academies *(EMO)*. Athlos Academies *(EMO)* will provide virtual and on-site professional development during these times. These days will consist of topics based on need, teacher interest, and best practices. Weekly, data-driven after school meetings will allow teachers the opportunity to discuss student achievement and plan differentiated instruction or interventions. This time will also allow for subject- or grade-level curriculum collaboration.

(3) Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for a "typical" school.

Please see the previous response, beginning on page 112. The teacher retention efforts there, including Strong Leadership, Instructional Coaching, and Professional Development, outline many aspects of the relationship between ~~School Leader~~ *school leader* and the rest of the staff.

The teacher-student ratio, as outlined in the budget, is 23:1 across all grade levels in year *one* ~~1~~. Athlos Academy of Reno will work with SPCSA to adjust student enrollment or ratios as needed to provide the best success for students. The ratio of total adults to students will be approximately 16.5:1 in year one.

(4) Outline the procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Anyone at Athlos Academy of Reno with significant access to students, or unsupervised time spent with students, ~~is required to~~ *must* submit to a background check prior to engaging with students. *This includes* ~~including~~ all employees, volunteers, substitutes, or emergency replacements. In compliance with NRS 386.588, all personnel will submit their fingerprints and provide authority to conduct a criminal background check. These will be completed before personnel are hired and begin their work for Athlos Academy of Reno.

The ~~School Leader~~ *school leader* is responsible for supervising students to ensure their safety, and shall provide heightened supervision of substitutes, emergency replacements, volunteers and/or guest speakers, until a background check clears.

(5) Explain how teachers will be supported and developed. Describe the school's performance management system and process for teacher evaluation. Provide your teacher evaluation tool(s) as Attachment 6, as well as any supporting protocols or documentation.

Teachers will work with instructional coaches for support and development, in addition to other professional development that will be offered. Teachers will develop self-evaluations and growth plans that will be monitored and will be part of formal evaluation, along with *student* data ~~of students~~.

(6) Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as Attachment 7, your leadership evaluation tool(s), as well as any supporting protocols or documentation.

The ~~School Leader~~ *school leader* at Athlos Academy of Reno will receive direct support from leadership team at Athlos Academies *(EMO)*, including the *chief program officer, chief learning officer, and director of school success* ~~Chief Program Officer, Chief Learning Officer, and Director of School Success~~. This support will include:

- School leader professional development
- Feedback and guidance around teacher evaluation and growth
- Assistance in analyzing data and creating SMART goals
- Training around "teacher-centered" and "student-centered" coaching
- Accountability partner offering consistent feedback
- Thought partner offering strategic guidance

This support will provide the school leader with the system necessary to continue to grow, lead, and maintain passion as the frontrunners at Athlos Academy of Reno.

(7) Explain how staffing plans for non-classroom staff will ensure high-quality teacher support, family and student support, smooth school operations, and compliance with all applicable Nevada and SPCSA laws, regulations, policies, and procedures.

Staffing for special education teachers will be at a ~~1:25~~ *1:24* ratio, based on an initial estimate and subsequently confirmed count of qualifying students. Paraprofessionals will be staffed at a ratio of ~~2~~ *two paraprofessionals* for each teacher. Additional paraprofessionals will be hired should the *special education director* ~~Special Education Director~~ determine a greater need based on incoming students' IEPs, such as a student's need for one-to-one instruction for part or all of the school day.

(8) Does your organization have a proactive succession plan? If so, please provide a detailed description for how potential school leaders will be cultivated and developed.

Athlos Academy of Reno promotes a growth mindset among its teachers and staff as well as students, and provides several ways to develop future leaders. Our staffing structure allows for teachers to lead committees and professional learning communities *(PLCs)* as well as become instructional coaches.

In addition, Athlos Academies *(EMO)* offers short- and long-term leadership training opportunities for potential leaders at Athlos Academy of Reno and the other schools it partners with. The Athlos Leadership Induction Academy *(ALIA)* is a multi-month, in-person and virtual training program designed for educators, administrators, coaches, or board members interested in gaining an understanding of *the* Athlos~~' unique~~ model. *Additionally*, ~~In addition,~~ the Athlos Summer Institute *provides* regional professional development ~~offered to~~ *for* school leaders, the teaching staff, and board members focusing on the 36 Athlos strategies *(listed in the Pillar Implementation Guide)*. This training focuses on building capacity and making strategic plans for improvement. Participants bring pertinent data that directs construction of a work plan involving *intentionally designed* professional development ~~design~~. Beyond building bonds between leaders, the collaborative opportunity helps schools level-set and make rigorous goals for the following school-year and beyond.

(9) Explain how the school and organization intend to identify and address unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. Include an estimate of the costs of leader and teacher turnover.

Please refer to Attachment 6: Teacher evaluation tool for how Athlos Academy of Reno will address teacher performance.

*P*lease refer to Attachment 7: School leader evaluation tool for how Athlos Academy of Reno will address school leader performance.

For more on plans to encourage teacher retention, please see the response beginning on page 112.

Turnover of teachers and leaders, ~~especially,~~ would *be* costly from a time and monetary standpoint, ~~since there~~ *There* would be a loss of continuity and institutional knowledge, and additional searching and training would be required. For high-level positions, Athlos Academies *(EMO)* would likely assist in the search process, mitigating the cost to the school and improving the search process. In addition, all staff will have professional development training, so any added cost to newly hired staff would likely be minimal. Thus, the estimated cost would likely be no more than 10 percent to 15 percent of the annual salary of the position turned over.

(10)Does your EMO utilize a Human Resources Information System (HRIS)? If so, please provide the name of the system you are / will be using.

Athlos Academies relies on services from ADP for its Human Resources services.

ADP will assist with the processing of payroll, submission of quarterly and annual taxes, as well as the preparation of W-2 forms. It also assists with the hiring of staff and the application and completion of benefits.

(11) Will your organization require additional support (from third parties or consultants) for core Human Resources functions (e.g., payroll, benefits administration, employee relations, etc.)? If yes, please detail the areas that will require additional support and the costs and criteria for selecting such services. If not, please provide a detailed description of how these functions will be managed.

As mentioned in the previous response, Athlos Academies *(EMO)* uses ADP for its payroll and benefits administration. The cost for these services to Athlos Academy of Reno is part of the overall fee that the school pays to Athlos Academies *(EMO)*.

SCALE STRATEGY

(1) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the EMO and the new schools.

Athlos Academies *(EMO)* currently has sufficient resources in academics, construction, marketing, and governance to support Athlos Academy of Reno. Additionally, Athlos Academies *(EMO)* has plans to expand its capacity to serve Athlos Academy of Reno and other schools, as ~~evidenced by~~ *shown in* the EMO organizational chart in Attachment 8: EMO/Network/School Organizational Charts.

Athlos Academies' Programs, Construction, and Finance teams will all contribute to scaling Athlos Academy of Reno, as well as any potential other new schools in Nevada. There are currently no plans for additional schools Nevada, or to add regional network staff in Nevada. If there is sufficient interest, demand, and growth, Athlos Academies *(EMO) would* ~~could~~ add a regional office for its Nevada schools. Athlos Academies *(EMO)* has experience working with two charter school networks in Texas, Jubilee Academic Center and International Leadership of Texas, which have provided excellent exposure to high-functioning regional school networks. The successes in both networks are examples of what we want to bring to Nevada. Their success is not just specific to student achievement, but also to their ability to grow and support a school and network culture. Opportunities for staff, shared campus events, inter-campus trainings and collaboration, strong support for day-to-day operations, and overall health of the network ~~we work with~~ *partnerships* in Texas have been valuable for the EMO to gain an understanding of the challenges and beneficial areas to focus on in growing a network regional model.

(2) If your organization operates schools in other states, compare the EMO's efforts to scale operations to Nevada to past scale efforts in other states.

Athlos Academies *(EMO)* currently partners with schools in Texas and Minnesota for implementation services. Athlos Academies *(EMO)* ~~will~~ also open*ed* new fully~~-~~ partnered schools in Utah and Minnesota in the fall of 2016, with a new school launching in Louisiana in *2018* ~~2017~~. Athlos Academies' *(EMO)* efforts to scale in Nevada is most similar to its *newly opened* ~~planned~~

schools in Utah and Minnesota. ~~, where those~~ *Those* schools also included partnering with a local board on application efforts, procuring and building a facility, and recruiting students and staff. Athlos schools in Texas are with an existing board, and *one* ~~its~~ operating school in Minnesota is a transition from an existing charter school.

(3) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new school that you plan to open.

Athlos Academies *(EMO)* will use professional development of staff, implementation of curriculum and thoughtful design of physical spaces to embed its *three pillars of performance* ~~Three Pillars of Performance~~ model at Athlos *Academy* ~~Academies~~ of Reno. Board members, the school leader, and teachers will all receive training from Athlos Academies *(EMO)* staff on how to implement the *t*hree *p*illars of *p*erformance, as well as other necessary areas of training. This professional development, detailed elsewhere in this application, includes in-person and virtual meetings.

The new facility for Athlos Academy of Reno will also help instill the *three pillars of performance* ~~Three Pillars of Performance~~. The facility includes sufficient court and turf space for the Healthy Body pillar as well as *excellent classrooms for the* Prepared Mind pillar. The facility provides a certain confidence for families and helps to build school culture in a positive direction. For charter schools to continue transforming public education, they must be able to draw a substantial number of students. From a marketing perspective alone, the quality of the physical learning environment does affect enrollment. ~~In order for~~ *For* the school to deliver on its charter promises, a high-quality facility must be a priority.

(4) Explain any shared or centralized support services the EMO or its affiliates will provide to schools in Nevada.

Athlos Academies *(EMO)* will which will manage and provide support for academic, fiscal, and operational services for Athlos *Academy* ~~Academies~~ of Reno. An agreement between the school and the EMO is currently being negotiated with Athlos Academies *(EMO)* at arm's length and will be reviewed by an independent third party attorney. Services Athlos Academies will provide include:

- Assistance with the preparation of the charter application, as requested.
- Marketing support for various marketing campaigns for ~~the purpose of~~ student enrollment at our school, as requested.
- Consultation on the review of materials for various marketing campaigns for ~~the purpose of~~ student enrollment and retention at our school, as requested.
- Assistance with the preparation for any future expansion of the school to accommodate growth, if requested.
- Assistance with the recruitment of key employees, as requested.
- Assistance with the recruitment of candidates for *athletic performance coach* ~~Athletic Performance Coach~~ positions and identification of a suitable staff member to serve as the Performance Character *coach* ~~Coach~~, as requested.
- Professional development training for school employees.
- Assistance with implementation of academic plan.
- Initial and ongoing training to school staff of the *three pillars of performance* ~~Three Pillars of Performance~~ model.

- Curriculum scope and sequence for implementation of the Healthy Body and Performance Character programs.
- Athletic curriculum fixtures and equipment, excluding sport specific and traditional physical education equipment.
- Assistance and guidance with the setup and launch of the athletic after school program (if adopted), as requested.
- Assistance with a student performance assessment plan, as requested.
- Assistance with teacher and administrator support and development, as requested.
- Assistance with professional learning community implementation, as requested.
- Assistance in the development and refinement of school support forms related to school function, such as enrollment forms, parent surveys, student handbooks, as requested.
- Assistance in launching a school website and providing an email address domain.
- Provision of approved Athlos school uniforms for sale and distribution to students.
- Provision of approved Athlos gym outfits for sale and distribution to students.
- Finance and Human Resources support. Athlos Academies *(EMO)* will be responsible for the financial management, including compliance with state and federal rules associated with spending public resources.
- Provision of Human Resources assistance, in conjunction with school leadership and the *board* ~~Governing Board~~.

(5) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals of the network. Please also include how the board will measure successful delivery of these services. The governing board must outline the services to be provided by the EMO and/or its affiliates in the term sheet and draft contract provided later in Attachment 13. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit entity. Beginning January 1, 2016, sponsors will also be permitted to grant charters directly to non-profit Charter Management Organizations which directly hold charters in other states or to Nevada non-profit corporations which were formed for the sole purpose of submitting an application in conjunction with such a Charter Management Organization.

The specific services Athlos Academies *(EMO)* provides to Athlos Academy of Reno are listed in the previous response, as well as Attachment 13: EMO Agreement Documentation. The cost of these services is included in Attachment 19: Financial Workbook.

(6) Identify any school positions which will be employed by the EMO or may be employed by the EMO based on the contract. To the degree that this position will represent the interests of the school to other parties, including vendors, school employees, regulators, or the SPCSA, how will the board ensure there is appropriate oversight and management of that individual's activities by school employees or the board?

Athlos Academies *(EMO)* will not employ any employees of Athlos Academy of Reno, though Athlos Academies *(EMO)* will offer assistance in the search process for the ~~School Leader~~ *school leader*, teachers, and other key personnel, as requested and needed by the ~~governing~~ board.

(7) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional

development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
Performance Goals	The EMO will work with ~~governing~~ board and school leader to manage the performance goals set forth for the school by the leadership. The EMO will also weave these goals into professional development plans for the year, in collaboration with school leadership. These plans will be presented and reported to the local ~~governing~~ board. The EMO will be contracted to assist and collaborate in development of performance goals with school leadership as requested – at minimum to adjust and include in highly effective professional development needs.	Performance goal development will be accepted or moved to be adjusted by the Chair and members of the *academic committee* ~~Academic Committee~~. The school leadership and EMO will work with the governing board to understand, share development processes, etc. throughout the year (at minimum at monthly meetings). Each month the local board will hear a report of the progress monitoring of these goals. Quarterly the local board will hear results from benchmarks to have data for decision making. Bi-annually the local board will receive a more thorough report with potential adjustments to performance goals based on EMO and ~~School Leader~~ *school leader* bi-annual and end of year review.	School leader will have autonomy to develop and design performance goals. The EMO will provide templates, review, and development support as requested by leadership. School ~~Leader~~ *leader* will present performance goals to the ~~governing~~ board and EMO. The EMO will work with ~~governing~~ board and school leader to ensure goals align with the overall mission and vision.

Curriculum	The EMO will be responsible for planning, supporting the ordering of, and monitoring the cost project*ion*s for curriculum. The EMO will also, as per the MSA, be responsible for curricula alignment with state standards, professional development for implementation of curricula, and reporting of curricula needs/progress to the governing board.	The local board will govern decisions and monitor/evaluate curricular deliverables as based on the MSA contract with the EMO. The EMO will work with the board and school leadership to develop a *site-*specific evaluation tool of curricula being used at the school for reporting purposes.	The ~~School Leader~~ *school leader* will have ultimate decision making on the curricular options that will be used to foster highly effective learning at the Athlos school. The ~~School Leader~~ *school leader* will make decisions about resource allocation for curricular choice and for staff needs to support curricular choices at the school.
Professional Development	The EMO is responsible for planning, developing, and implementing ~~Professional Development~~ *professional development*. The EMO will work with the ~~Academic Committee~~ *academic committee* and ~~School Leader~~ *school leader* to map appropriate PD into the yearly calendar and budget.	The local board will receive reports at monthly board meetings about ~~Professional Development~~ *(PD)* as appropriate. The board will also govern decisions surrounding funding for *(PD)* ~~Professional Development~~ for the school in collaboration with planning needs and justification evidence from EMO and *school leader* ~~School Leader~~.	The ~~School Leader~~ *school leader* will collaborate with the EMO to design and map PD needs. The ~~School Leader~~ *school leader* will decide, with approval of the governing board, what the PD will look like for the year, what the needs are, and what resources are needed for the plan.

Data Management and Interim Assessments	The EMO is responsible for managing data with a member of the school staff. This data should be accessible for reporting throughout the school year to the governing board. This data will be analyzed regularly by the EMO for tailoring needs to fit PD requirements for the school faculty and staff. The EMO will project a needs assessment bi-annually (at least) to support the ~~School Leader~~ *school leader* and ~~Governing Board~~ *governing board* using this data as evidence. EMO will make decisions to support overall student success academically in collaboration with the ~~School Leader~~ *school leader* and ~~Governing Board~~ *governing board*.	The *school leader* ~~School Leader~~ and EMO will report data and assessment information at monthly meetings. This reporting will be governed consistently throughout the year. The role of the board is to govern decisions about how to improve process and achievement based on analysis of evidence provided by the School Leader and EMO in reporting. Quarterly checks and bi-annual thorough review of this data with the *academic committee* will be most important for determining governing decisions.	The *school leader* ~~School Leader~~ will manage school faculty and staff for data processing and collection. The *school leader* ~~School Leader~~ will be responsible for decisions surrounding the needs of the school for success based on data reporting and will plan to implement day-to-day needs for instructional coaching and staff development to ensure a student-centered approach.

Promotion Criteria	The EMO will research and provide a sample student promotion process aligned to state requirements. The EMO will work with local educational stakeholders to determine the best criteria for the school. The EMO will assist the ~~governing~~ board with draft policies for review that outline student promotion.	The ~~governing~~ board will review promotion and graduation processes. The governing board will review and adopt student promotion policies accordingly.	The ~~School Leader~~ *school leader* will work with parents, teachers, and students to convey the elements of the student promotion process. The ~~School Leader~~ *school leader* will also ensure that through *professional learning communities (PLCs)* ~~Professional Learning Communities~~ and teacher professional development time that each student is tracked accordingly within the identified promotion criteria. This ensures each student that needs additional supports towards promotion can receive academic intervention if needed.
Culture	The EMO will provide the board and school leadership/staff with the Athlos model and all training necessary to support cultural understanding for implementation. The EMO will have authority to report on any concerns and be present in person at the school to assist if needed in developing school culture.	The ~~governing~~ board will make hiring and firing decisions for staff and leadership positions at the school. Qualification decisions will be approved by the governing board and a part of that qualification will be for cultural fit for the Athlos model and school. Governing decisions will also include partnerships, community involvement, day-to-day impacts, and any concerns regarding the culture at the school. The ~~governing~~ board will also work with the EMO to be sure the model is being supported with the partnership to improve and mentor Athlos school culture.	The ~~School Leader~~ *school leader* will work with the EMO and governing board for cultural planning and development needs to support school culture. The ~~School Leader~~ *school leader* will control day-to-day needs assessments and coaching to promote and mentor Athlos culture. Decisions for development and support needs will be presented to the board by the leadership team.

Budgeting, Finance, and Accounting	The EMO will provide the ~~governing~~ board and ~~School Leader~~ *school leader* with a 0-6 year conservative budget projection. The EMO will manage this document and activity with the ~~governing~~ board's *finance committee* ~~Finance Committee~~ for the life of the school.	The ~~governing~~ board will receive financial reporting for the ~~School Leader~~ *school leader* at monthly board meetings. The *finance committee* ~~Finance Committee~~ will be committed to governing a sound budget that keeps the school operating at a revenue with a conservative overall budget. The governing board will make sure this budget is healthy, sound, and projected for 6 years.	The ~~School Leader~~ *school leader* will work with EMO to continuously monitor and manage the budget and accounting needs of the school. Daily decisions will be the responsibility of the ~~School Leader~~ *school leader* and collaboration on monthly reporting will be planned by the ~~School Leader~~ *school leader*. Projection decisions and future planning will be done by the ~~School Leader~~ *school leader*. Contract decisions for vendors, etc. will be at the discretion of the school leader with reporting and ultimate authority from the ~~governing~~ board.
Student Recruitment	The EMO will train the ~~governing~~ board and ~~School Leader~~ *school leader* to implement the local recruitment effort with assistance from EMO staff. The EMO will adjust and manage student enrollment for the life of the school as stated as a deliverable in the MSA.	The ~~governing~~ board will work with the EMO for their contract deliverable of support (both financial and human capital) for recruitment. The EMO will present a plan to be approved by the governing board and will report at monthly board meetings to share enrollment data, recruitment milestones, and deliverable compliance. Once student enrollment is met, the governing board will continue to monitor the EMO and school staff to ensure that all available seats are back filled and that all data is current to retain re-enrollment rates for the subsequent years.	The ~~School Leader~~ *school leader* will have authority over recruitment needs and goals. The ~~School Leader~~ *school leader* will collaborate with EMO to work with grassroots efforts for recruitment and have control over local needs for the school recruitment efforts. The ~~School Leader~~ *school leader* will manage continued enrollment efforts at the school and be responsible for reporting structures.

School Staff Recruitment and Hiring	The EMO will work with the ~~governing~~ board and ~~School Leader~~ *school leader* to provide support in national teacher and staff recruitment. The EMO will manage job postings and outreach/marketing for these efforts.	The ~~governing~~ board will work with the EMO for their contract deliverable of support (both financial and human capital) for recruitment. The EMO will present a plan to be approved by the ~~governing~~ board and will report at monthly board meetings to share hiring recommendations in collaboration with the ~~School Leader~~ *school leader*. The governing board will make sure the EMO is compliant with MSA agreement for autonomy of ~~School Leader~~ *school leader* to make ultimate hiring decisions for staff with the approval of the board.	The ~~School Leader~~ *school leader* will conduct interviews for highly qualified candidates, make ultimate hiring decisions with the ~~governing~~ board, and will be responsible for building a staff culture that will prove to bring student success.
HR Services (payroll, benefits, etc.)	The EMO will be the HR service for the school. The EMO will work with a data reporting system at the school for appropriate staff to utilize for management and reporting structures. The EMO will report to the ~~governing~~ board any needs based on HR issues for the life of the school.	The role of the board will be to monitor data monthly as reported by the ~~School Leader~~ *school leader* and EMO to make decisions that may impact any budgetary or resource needs.	The ~~School Leader~~ *school leader* will monitor staff at EMO and the local school who ~~are in charge of~~ *oversee* HR. School ~~Leader~~ *leader* will use access for analysis of information to guide decision making at the school pertaining to HR needs.

Development /Fundraising	The EMO will provide human capital resources if required for any development/fundraising efforts. The EMO will provide support to the governing board as needed for decision making regarding choices of, and plans for, development and fundraising as set forth by the ~~School Leader~~ *school leader*.	The role of the board may be to participate in fundraising events or coordinate them with the *community relations committee* ~~Community Relations Committee~~. The CR *c*ommittee will be responsible for maintaining a pool of grassroots individuals affiliated with the school to assist in planning and maintenance of any development/fundraising needs. The ~~governing~~ board will make decisions approving these activities and their mission driven purpose throughout the life of the school.	The ~~School Leader~~ *school leader* will work collaboratively to bring forth ideas, needs, and human capital for development and fundraising needs. The ~~School Leader~~ *school leader* will work with the EMO and governing board to execute these needs.
Community Relations	The EMO will be responsible for support in developing and designing *community relations* ~~Community Relations~~ partnerships, management of these partnerships and outreach efforts. This may include decisions for the EMO to be present on the ground with the local board, community groups, and school staff.	The role of the board may be to participate in fundraising events or coordinate them with the *community relations committee* ~~Community Relations Committee~~. The CR *c*ommittee will be responsible for maintaining a pool of grassroots individuals affiliated with the school to assist in planning and maintenance of any development/fundraising needs. The ~~governing~~ board will make decisions approving these activities and their mission driven purpose throughout the life of the school.	The ~~School Leader~~ *school leader* will be responsible for collaboration with and reporting of *community relations* ~~Community Relation~~ needs with the EMO. The ~~School Leader~~ *school leader* will approve and be the spokesperson for immediate CR needs overtime.

IT	The EMO will provide IT support as needed for the school and will manage contracts with providers for the school in collaboration with the board and school leader.	The board will make ultimate decisions on the cost and needs for IT in the school based on reporting from the EMO and ~~School Leader~~ *school leader*.	The ~~School Leader~~ *school leader* will plan for, find vendors, and manage day-to-day IT needs with appropriate staff.
Facilities Management	The EMO will manage communication of facility needs in collaboration with the ~~School Leader~~ *school leader* as needed for the life of the partnership. The EMO will also coach the local school with financial management in the budget to buy back the building in a timely manner for local ownership of the facility.	The local board will have ultimate authority on the time frame of buying back the school. The local board will also govern decisions of needs based assessments regarding management of the school site as needed.	The ~~School Leader~~ *school leader* will monitor, assess, and plan for decisions pertaining to the facility needs for the life of the school. The ~~School Leader~~ *school leader* will utilize appropriate reporting structures to have decisions made in a timely manner with the governing board's authority over time.
Vendor Management Procurement	The EMO will manage contracts with appropriate school staff for life of partnership.	The local board will monitor reports from EMO and ~~School Leader~~ *school leader* regarding vendor/procurement needs.	The ~~School Leader~~ *school leader* will have authority over day-to-day needs regarding vendors and procurement. The ~~School Leader~~ *school leader* will notify the EMO of any support needs and will be responsible for reporting to the governing board and finance committee regarding contract and procurement.
Student Support Services	The EMO will monitor and manage student support services in collaboration with the ~~School Leader~~ *school leader* and appropriate staff.	The local board will govern decisions needing to be made at the recommendation of the ~~School Leader~~ *school leader*.	The ~~School Leader~~ *school leader* will work with the EMO to manage Student Support Services reporting. The ~~School Leader~~ *school leader* will use this information to guide decisions making at the school daily and will address needs with the EMO and the governing board.

Other operational services, if applicable			

(8) Provide, as Attachment 8, the following organization charts (including both network management and schools within the network):

(a) Year 1 network as a whole
(b) Year 3 network as a whole
(c) Year 6 network as a whole

(9) The organization charts should represent the all national operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. Clearly show the EMO's role and the role of positions employed by the EMO in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed.

STUDENT RECRUITMENT AND ENROLLMENT

Like all public schools, public charter schools must be open to any such child, regardless of that child's race, gender, citizenship, or need for accommodations or special education services. Thus, recruitment and enrollment practices should demonstrate a commitment to providing all students equal opportunity to attend the school, and help schools avoid even the appearance of creating barriers to entry for eligible students.

(1) Explain the plan for student recruitment and marketing that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

The Athlos model intertwines physical activity and ~~performance character~~ *Performance Character* development with an innovative academic curriculum, so the model will attract a wide variety of students throughout Washoe County. Our program will serve to keep students healthy and actively engaged in school.

Athlos Academy of Reno will also develop important relationships with parents, students, and the business community within the Washoe County School District and surrounding areas, following practices Athlos Academies *(EMO)* has used to successfully attracted students to new charter schools. Athlos Academies *(EMO)* will provide support and marketing efforts on behalf of the school prior to opening. Additionally, the *board* ~~Board of Directors~~ of Athlos Academy of Reno will conduct a variety of outreach activities.

Athlos Academy of Reno will comply with state law (as changed by SB208 in 2015). After receiving authorizer approval and selecting a site, we will mail informational packets to all households with

children within a two-mile radius of each facility that includes the application and enrollment information required by law, as well as information about our *three pillars of performance* ~~Three Pillars of Performance~~. These mailers will be part of our broader marketing and outreach strategy.

In October, prior to the first year of operation, we will begin advertisement for the enrollment window. The enrollment window will open on January 1 and last until February 15. If needed, a lottery will take place at the next board meeting. It will take approximately two weeks to align student preference issues with the lottery. The first round of offers will be sent out in March with a two-week response window for parents to respond electronically. We will also schedule an in-person meeting each month to give families without access to proper technology an opportunity to complete paperwork in hard copy.

Differentiation to accommodate equal access will be a priority. To support PHLOTE families, all materials for marketing, application and enrollment forms, parent newsletters, and other communications will be published in languages needed based on population. At least one front office staff member will be bilingual to support families who need language assistance. The anticipated population will likely require bilingual materials and front office staff in the Spanish language. Other languages will be accommodated for in the same way based on need. Bilingual ELL staff will be hired and can work with parents as community liaisons.

Further language support will be given on Athlos Academy of Reno's digital platforms. The website platform for all digital correspondence and updates to families is compatible with Google Translate and can be read in any language that may be the primary language in the home. During parent nights and other opportunities for families to be in the school, training will be provided to PHLOTE families to show how to access their child's information and school information in their home language on the digital platform.

In compliance with Section 508 of the Rehabilitation Act, Athlos Academy of Reno will work to ensure that assistive technologies will be supported for adults with disabilities. Specifically, when the school uses electronic forms, such forms will allow the assistive technology to access all information and any field elements, as well as the capability to complete forms with directions and cues. Similarly, Athlos Academy of Reno will not use color coding as the only means of conveying information, but will utilize a narrative element to distinguish between a visual element in our communication. Most of Athlos Academy of Reno's information will be web-based, and the school will be diligent to design visuals that allow for accessibility. These strategies include a text narrative to any video presentation, web pages designed with color can also be viewed without color, as well as pages can be viewed as text-only if needed. Regarding telecommunications, all phone systems, voicemail, and auto-attendant features will use TTY signal protocols and allow sufficient time for users to indicate if more time is needed to complete a certain function on the system.

(a) What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.

The chart below represents key elements of our recruitment timeline, assuming approval in ~~2016~~ *2017*.



School Website—The school website will provide information about the school's vision, mission, and programs. It will also provide the option to complete an online enrollment application or print a hard copy, and will allow parents to join our mailing lists. The website will also track facility construction progress, including pictures of the facility during development. The school website will include clear access to the school's non-discrimination policy and acknowledgments of the school's obligation to meet the needs of students who qualify for free or reduced lunch.

Social Media—Athlos Academies *(EMO)* will execute an ongoing social media campaign. Social media outlets, including the school's website, will be managed jointly by Athlos Academy of Reno and Athlos Academies *(EMO)*.

Press Releases & Advertising—Athlos Academies *(EMO)* will release statements to local media outlets periodically, with notifications ~~notifying them~~ of ~~our~~ progress and programs; they will also ~~purchase~~ *buy* advertising space in local publications, online radio stations, movie theatres and/or other venues to help in efforts to create awareness in the community.

Mailings—Athlos Academies *(EMO)* will blanket the community with direct response mailings, as mentioned on page 129, and will use targeted mailing lists. Informational mailings will target the primary attendance area to generate interest in enrollment.

Public Parent Meetings—Every month prior to opening, the *b*oard and school leadership, with support from Athlos Academies *(EMO),* will conduct at least two events, including parent information meeting*s*. Meeting notifications will be communicated through community partnership platforms, press releases, social media, on the school website, and through the school's contact lists.

Construction Site Signs—Construction site signs will be placed at site locations determined to be most visible and effective for communicating to local commuters. The site billboards will include a school rendering, site plan, and the school's contact information for enrollment.

Site Billboard—During facility construction, there will be a billboard at the school site. Informational packets and enrollment forms will also be available at the site.

Word of Mouth—With support from Athlos Academies *(EMO), the CTF* ~~we~~ will work diligently to engage the community members who express interest in Athlos Academy of Reno. *The CTF* ~~We~~ will track contact information for people interested in enrolling their child at our school through a database and send out frequent email updates about the school's progress. *The CTF and EMO* ~~We~~ will also include general information and enrollment materials. Further, *the CTF and EMO* ~~we~~ will identify parents and community members who are enthusiastic about the school and/or its model and engage them in outreach and enrollment activities, including taking part in the public parent meetings.

Facility Tours—Prior to school opening, and subject to availability, the facility will be open for tours to the ~~general~~ public. On-site tours will increase enrollment numbers by providing families with the opportunity to see our innovative facility.

Application and enrollment window

Athlos *Academy* ~~Academies~~ of Reno will begin accepting applications in January of ~~2017~~ *2018*. The open enrollment will continue until February 15, ~~2017~~ *2018*. If needed, a lottery will be conducted on February 15, ~~2017~~ *2018* to follow legal procedure for this process in Nevada.

(b) What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.

Enrollment targets and projected grade level enrollments are listed below. Athlos Academies *(EMO)* will be responsible for monitoring progress, as well as broader recruitment activities, during the startup year. Note that the planned and maximum projected enrollment rates are the same. Athlos' target re-enrollment rate is 85 percent after year one, with the expectation that this will increase in future years.

(c) What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students?

Athlos Academy of Reno will not discriminate against any student in the enrollment process. Special education or English Language Learner services will be provided to any qualifying student. *The special education director will oversee* ~~and the Special Education Director will be in charge of~~ monitoring and ensuring a compliant referral and eligibility determination process. The school will advertise that it provides special education and ELL services. During enrollment, if the number of applicants exceeds the number of seats, all students will be offered seats, using a lottery system if needed, prior to collecting any information about special education or language needs. After a seat has been accepted, parents will complete registration paperwork that includes indicating whether their child has an Individualized Education Plan (IEP), ~~or~~ 504 *plan, or* ~~as well as~~ a Home Language Survey (HLS). Indicating that a child has an IEP or 504, or that *their* ~~his or her~~ first language isn't English won't affect the student's enrollment eligibility; such information will allow the Special Education Director to initiate a review to ensure that appropriate services are in place for every student prior to the first day of school.

For more on how Athlos Academy of Reno will handle screening and instruction of the special population of Gifted and Talented students, see page 47. For more on identifying special education students, see page 68. For more on identifying English language learners, see page 74.

(2) Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?

Athlos Academies *(EMO)* will provide continued recruitment support for the life of Athlos Academy of Reno. Part of their continued management services as the EMO is to continue to support annual

open enrollment procedures and lotteries, as well as backfilling students through management of continued enrollment needs throughout each school year. Athlos Academies *(EMO)* will support marketing efforts, including online, on-the-ground recruitment, and backfilling procedures in compliance with state law. The school data system will help keep track of enrollment and identify ~~and~~ *any* grade levels that may need backfilling.

(3) Complete the following tables for the proposed school to open in 2017-18. Experienced Operators applying for multiple schools must complete enrollment summary tables for each school campus opening in fall 2017.

(a) Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions)

Grade Level	Number of Students					
	~~2017-18~~ *2018-19*	~~2018-19~~ *2019-20*	~~2019-20~~ *2020-21*	~~2020-21~~ *2021-22*	~~2021-22~~ *2022-23*	~~2022-23~~ *2023-24*
K	80	80	80	80	80	80
1	112	112	112	112	112	112
2	112	112	112	112	112	112
3	112	112	112	112	112	112
4	112	112	112	112	112	112
5	112	112	112	112	112	112
6	112	112	112	112	112	112
7	112	112	112	112	112	112
8	112	112	112	112	112	112
Total	~~900~~ *976*	976	976	976	976	976

(b) **Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)**

Grade Level	Number of Students					
	~~2017-18~~ *2018-19*	~~2018-19~~ *2019-20*	~~2019-20~~ *2020-21*	~~2020-21~~ *2021-22*	~~2021-22~~ *2022-23*	~~2022-23~~ *2023-24*
K	100	100	100	100	100	100
1	140	140	140	140	140	140
2	140	140	140	140	140	140
3	140	140	140	140	140	140
4	140	140	140	140	140	140
5	140	140	140	140	140	140

6	140	140	140	140	140	140
7	140	140	140	140	140	140
8	140	140	140	140	140	140
Total	1220	1220	1220	1220	1220	1220

(c) **Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment)**

Grade Level	Number of Students					
	~~2017-18~~ *2018-19*	~~2018-19~~ *2019-20*	~~2019-20~~ *2020-21*	~~2020-21~~ *2021-22*	~~2021-22~~ *2022-23*	~~2022-23~~ *2023-24*
K	100	100	100	100	100	100
1	140	140	140	140	140	140
2	140	140	140	140	140	140
3	140	140	140	140	140	140
4	140	140	140	140	140	140
5	140	140	140	140	140	140
6	140	140	140	140	140	140
7	140	140	140	140	140	140
8	140	140	140	140	140	140
Total	1220	1220	1220	1220	1220	1220

(4) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns. Start-Up applicants proposing to open with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model detailed throughout the application that demonstrate that the proposed school is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

Athlos Academy of Reno plans to serve the above listed number of students in grade K-8 because the *three pillars of performance* ~~Three Pillars of Performance~~, especially the Healthy Body Pillar, requires space and materials that will benefit from the resources and economies of scale that come with this level of enrollment. See the heading on Facilities, beginning on page 151, for a more detailed description of the proposed facility and its academic benefits. The space and equipment requirements allow for a larger student body to make use of athletic facilities *(*such as the turf and court,*)* as well as academic facilities.

While Athlos Academy of Reno will exceed 400 students and serve ~~8~~ *nine* grade levels, student achievement and progress is the core reason for this school's existence. Students will be exposed to

an amazing learning environment with technology, highly qualified teachers, excellent school leadership, a proprietary health and physical activity program, and development of the whole child. The tools and professional development needed to support faculty and staff to meet student achievement goals can be best achieved in a collaborative and healthy environment. The large size of the Athlos school is often criticized, but in practice it is a culture of collaboration and team-work. Grade level teachers plan, develop, and teach together. The pedagogy and philosophies of building an Athlos culture for all students is developed and supported at a whole school, grade, and mentorship level. Healthy and highly qualified leadership ~~trickles to~~ *supports and promotes* healthy and highly qualified teachers and staff. Highly qualified teachers and staff ~~trickles to~~ *in turn supports and promotes* highly successful students. Highly successful students mean a healthy community both inside and outside of the school. The partnership with the EMO brings resources to support all levels of development and achievement at Athlos Academy of Reno, especially at such a large scale.

BOARD GOVERNANCE

(1) Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.

The governance philosophy of Athlos Academy of Reno is built on not only the mission and vision of the school, but also the mission and vision of what this school brings to the South Reno community. Ethical practices by the governing board is the key foundation to success. Recruiting and retaining highly qualified board members to support all aspects of the school's needs (finance, facilities, academics, ethics, compliance, community outreach) is a way to put the board's philosophy into action. It is the board's belief that the *three pillars* ~~Three Pillars~~ model from Athlos Academies (EMO) will answer a need for both innovative student success and also facility solutions in an area of intense, well-publicized overcrowding. The board is in place to govern all aspects of the school, to collaborate with the leadership and EMO, to make both exciting and tough decisions for the greater good of the school's mission and vision, to advocate for high quality options in education throughout the community, and to work with the local community and stakeholders to set clear goals that support the greatest success at Athlos Academy of Reno.

(2) Describe the governance structure of the proposed school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

Governance Structure

The general governance structure of the ~~Board~~ *board* is detailed in the bylaws (see Attachment 11: Board Bylaws, Code of Ethics and Conflict of Interest Policies). The ~~Board of Directors~~ *board of directors* of Athlos Academy of Reno will be the governing body of the school and is primarily responsible for the adoption and implementation of policy and management, operation and accountability of Athlos Academy of Reno as required by state law. The ~~Board~~ *board* will oversee the use of all public funds and property, held in trust for the benefit of its students, and will be fiduciaries to the students and State. The ~~Board of Directors~~ *board of directors* will have the final

authority to: (a) hear or decide employee grievances, citizen complaints, or parental concerns; (b) adopt or amend the budget of the school; (c) authorize the expenditure or obligation of state funds or the use of public property; (d) direct the disposition or safekeeping of public records; (e) adopt policies governing school operations; (f) approve audit reports; and (g) select, employ, direct, evaluate, renew, non-renew, terminate, or set compensation for any school leaders.

No board member may act on behalf of the ~~Board~~ *board* unless appointed by the ~~Board~~ *board* to do so. Action is taken with a quorum through a process that ~~complies with~~ *follows* open meeting laws.

The ~~School Leader position~~ *school leader* will be hired by and report to the ~~Board~~ *CTF*, and is responsible for the day-to-day school operations. The ~~School Leader~~ *school leader* will have the final authority to: (a) organize the central administration; (b) approve reports or data submissions required by law; and (c) select, hire and fire school employees and officers. The ~~Board~~ *board* will develop an evaluation process and an evaluation tool to assist in evaluating the performance of the ~~School Leader~~ *school leader*.

The ~~Board and School Leader~~ *CTF and school leader* may also establish committees and advisory bodies to support the programs and missions of Athlos Academy of Reno, including community, business and parent advisors, boosters, and committees to advise on finance, long range planning, community relations, fundraising, and other areas.

The Athlos Academy of Reno Board will ensure its responsibilities are met by delegating tasks to members serving in the following roles: President (1), Vice President (1), Secretary (1), Treasurer (1), and Member (3).

Board Member Selection

Athlos Academy of Reno acknowledges the role it plays in governing a charter school well is one that benefits from careful consideration of many professional and community-based perspectives. Board members are expected to uphold the vision and mission of the school and to be active participants in the work of governance, including preparing for board meetings and representing the school in the community. Board members are expected, as are all employees of the school, to be models of the Performance Character Traits.

Athlos Academy of Reno will comply with NRS 386.520 and have a board that consists of a licensed teacher, a non-teacher parent or guardian, two people who are knowledgeable in accounting, financial services, the law, and/or human resources, and up to four additional members.

A potential board member's professional background is a consideration in membership. Athlos Academy of Reno seeks to include professionals with experience in finance, marketing, education, and business startup operations, as well as professionals with experiences in health care and fitness. Parents and community members with other professional backgrounds can bring unique perspectives as well.

Overall, existing and potential members of the Athlos Academy of Reno *board* share a passion to see students excel in academics and health and demonstrate a commitment to community and public trust. They bring the skills necessary to govern and oversee an innovative and high quality charter school that will provide true value to the students and taxpayers of Nevada.

(3) Summarize the qualifications and experience of proposed members of the governing body of the school. Please submit board member information in the provided Board Member Template (provide as Attachment 9). *Please note that all statutory roles on the Committee to Form must be filled as a condition of application. At least 75% of additional board members for SY 2017-18 must be identified by the capacity interview to ensure a thorough evaluation of the capacity of the founding board.*

The ~~Board of Directors at~~ *board of directors of* Athlos Academy of Reno includes parents, community members, local business owners, local educators, and a local legal expert. Each member shares a passion for improving educational opportunities and outcomes for local youth. Both individually and collectively, these board members are convinced that Athlos' three pillars educational model will provide an innovative, whole-child educational experience that will improve educational outcomes. The seven currently identified board members represent a well-rounded body that will passionately and thoughtfully govern a high-quality charter school.

(4) Provide, as Attachment 10, a completed and signed Board Member Information Sheet for each proposed Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular proposed charter school.

See Attachment 10: Board Member Information Sheets.

(5) If the current applicant team does not include the full founding board, explain how and when the additional board members will be identified.

Athlos Academy of Reno has a full ~~founding board~~ *CTF*, so this question is not applicable.

(6) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 11, the board's proposed Bylaws, Code of Ethics, and Conflict of Interest policy.

See Attachment 11: Board Bylaws, Code of Ethics and Conflict of Interest Policies for Athlos Academy of Reno's complete policies. Below are overviews of our ethical standards and conflict of interest policies. Upon approval, the local board will work with the EMO to develop and approve all school policies. Those included in this application are in draft form for this reason.

Ethical standards

The Athlos Academy of Reno Board of Directors will comply with Nevada state Code of Ethical Standards outlined in NRS 281A.400, as well as all applicable federal and local laws. Board members will also comply with all school policies, as adopted by the board, take no private action that could compromise the ~~Board~~ *board* or school administration and conduct school business only in open ~~Board~~ *board* meetings.

Board members have a legal and moral responsibility to ensure that Athlos Academies of Reno does the best work possible in pursuit of its mission and vision. Board members will act responsibly and prudently as the school's stewards, avoid being placed in a position of conflict of interest, and will refrain from using their board position for personal gain. Board members will take no private action that will compromise the school or ~~Board~~ *board*.

Avoiding conflicts of interest

During each ~~Board~~ *board* meeting, the ~~Board President~~ *board president* will ask the ~~Board~~ *board* if there are any conflict of interest advisements. If there are, ~~Board Members~~ *board members* will provide the advisements and subsequently recuse themselves accordingly. If not, the meeting proceeds. At all times, each *board member* ~~Board Member~~ is bound to the highest moral and ethical codes of conduct, including all applicable local, state, and federal laws and guidelines. If the board is unclear concerning a potential conflict of interest, the ~~Board~~ *board* will defer to the ~~Board~~ *board* attorney. In cases that involve the attorney, or in cases that the board attorney may be uncertain, the board will seek guidance from attorneys at Athlos Academies (EMO).

(7) Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

There are no perceived conflicts.

(8) Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time?

~~Prior to the opening of Athlos Academy of Reno, Athlos Academies will provide training regarding Board obligations, duties and best practices to the Board of Directors. Board members will also receive ongoing professional development services from Athlos Academies as needed, with a particular focus on professional development when new individuals join the board. Athlos Academies utilizes proprietary courses for Governance Training modules in Canvas and has a governance specialist on-site at each board meeting for all Athlos schools. Athlos Academy of Reno will have all trainings and development tailored to fit the needs of the local school. Governing capacity will increase based on continued support and training.~~

Prior to the opening of Athlos Academy of Reno, Athlos Academies (EMO) will provide training regarding board obligations, duties, and best practices to the board.

Board members participate in ongoing professional development from a variety of sources including the authorizer (SPCSA), Nevada Department of Education, state charter association, National Alliance for Public Charter Schools, and Athlos Academies (EMO).

Athlos Academies' (EMO) governance specialist will help facilitate trainings prior to charter approval introducing the board to the following topics utilizing interactive asynchronous and synchronous delivery methods:

- *The role of board members*
- *Stewardship of vision and mission*
- *Overview of the strategic planning process*
- *Responsibilities of ensuring financial viability of the school*
- *Developing policy and procedure*
- *Succession planning and board orientation practices*
- *Establishing working committees*
- *Open meetings law and Robert's Rules of Order*
- *Understanding governance vs. management*

The governance specialist will facilitate ongoing mini-lessons in 10-15 minute sessions at the beginning of each board meeting. This work incorporates relevant readings, videos, and other

resources that the governance committee and/or a board committee has chosen to engage in. Materials such as those available from the National Charter School Resource Center are used to drive meaningful conversations about best practices in board governance. Board members will also read Board Meetings: A Guide for Charter Schools by Marci Cornell-Feist.

After approval, the governance specialist will assist the board with building a scope and sequence of ongoing training that fulfills any SPCSA requirements and makes use of local resources. The topics listed above are repeated to encourage a deeper, more local understanding of the material.

Below is a list of training completed by board members in several states during 2016:

All Athlos Academy of Utah board members have completed the first half of the Governing Board Officers Training modules provided by the Utah State Office of Education. Topics included: Building Relationships, Parental Involvement, Data Analysis, Data Driven Decision Making, Accountability and Program Assessment, Annual Review and Evaluation of School Performance, Board Assessment, and Board Financial Oversight.

All Athlos Academy of St. Cloud board members completed training provided in the three key areas of board roles and responsibilities, employment policies and practices, and financial management, through trainings provided by their authorizer or the Minnesota Association of Charter Schools. Additional training regarding open meetings law and government records through the Policy Analysis Division of the Minnesota Department of Administration has also been completed.

The Athlos Academy of Reno board intends to participate in the new board member orientation program provided by the Nevada Association of School Boards, and will engage in developing a scope and sequence of training topics after approval.

(9) Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

Orientation and training for new board members is provided by Athlos Academies *(EMO)*. This training includes six modules covering topics including the Athlos model, governance v. management, ~~Board~~ *board* roles and responsibilities, financial oversight, succession planning, and strategic planning

Athlos Academies has a schedule of regular topics to discuss as part of ongoing development. Training will typically happen 30 minutes prior to each ~~Board~~ *board* meeting.

August

- Meet Staff
- Legislative Update
- Confirm annual board and committee calendars
- State Test Scores – Prior Year
- Approve any Necessary Amendments to Workplan Goals
- Student Achievement Plan

February

- Approve Marketing Plan

March

- Review Coming Fiscal Year Budget
- Finalize Hiring Needs for Next Year
- Review Stakeholder Evaluations, 1

April

- Approve Coming Fiscal Year Budget

September

- Yearly Policy Review
- Administrator Goal-Setting Evaluation Conference (Executive Session)

October

- Audited Financial Reports
- Board Assessment

November

- Marketing Needs Plan
- Development/Community Partnerships Plan Update

January

- Review Marketing Plan
- Schedule for Next Year
- Preliminary Hiring Needs for Next Year
- Review Stakeholder Survey
- Administrator Mid-Year Evaluation
- Board Evaluation
- Initial Workplan
- Coming Year Fiscal Budget Development
- Review Stakeholder Evaluations, 2

May

- Board Committees Assigned
- Board Member Election as needed
- Board Officer Election as needed

June

- Approve Past Fiscal Year Budget
- Review Workplan Goals
- ~~Vender~~ *Vendor* Contracts
- Administrator and ESP Summative Evaluation

~~The Board of Directors are~~ *Every board member is* expected to ~~be at~~ *attend* every meeting, though full attendance may not always be possible. The ~~Board~~ *board* will set a percentage attendance expectation for Board members, which will become part of the ~~Board's Bylaws~~ *board's bylaws*.

(10)Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.

The ~~Governing Board's~~ *board's* primary role and responsibility is as the decision maker for Athlos Academy of Reno. Board members will also be part of all *board* committees, with the *board chair* ~~Board Chair~~ and ~~School Leader~~ *school leader* serving on all such committees. These committees will do much of the needed governing work for the school, with presentations to the full *board* ~~Board~~ for votes.

Athlos Academies *(EMO)* does not hold a ~~Board~~ *board* seat and cannot vote in ~~Board~~ *board* matters. Rather, Athlos Academies *(EMO)* will assist with coordinating resources and supporting best practices of governance, including complying with open meeting and public comment laws and following proper meeting protocols.

The ~~School Leader~~ *school leader* and Athlos Academies *(EMO)* will make regular monthly reports to the ~~Board~~ *board* , with Athlos Academies' governance specialist making regular launch reports during the incubation year, and additional service updates as needed. As stated above, *board* ~~Board~~ committees will also make regular reports to the full ~~Board~~ *board*.

(11)Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

The board will continue to cultivate membership to support advisory positions throughout the start-up phase (and hopefully for the life of the school). Best practices for charter school governance recommends a board of 5-7 core members with 4-6 advisory positions. This helps to avoid burn-out and turn-over, especially in the start-up phase of a school. There are several areas where advisory bodies or councils will be formed to support Athlos Academy of Reno.

1. To support recruitment, a parent volunteer group will be trained by the EMO in conjunction with school leadership staff to assist in converting interest to enrollment for students and families.
2. Committees within the board will be critical to the success of the school. The core areas that will be supported by committee efforts will be: finance, community relations, ethics, academics, and facilities. The role of finance during start-up will be to prepare for and govern decisions regarding the 0-6 year budget plan for the school. This group will also govern operational, day-to-day, and projected financial needs for the life of the school. Community *r*elations will be responsible for outreach, enrollment, fundraising/grant identification, and public relations such as working with families, reporters, social media, etc. for the school. Ethics will focus on legal compliance for both the operation of the school as well as for the board. Academics will focus on curricular decisions. This committee will hold both the EMO and school leadership accountable for curricular planning, mapping, implementation, and standards based requirements. Facilities, especially in the start-up phase, will work closely with Athlos Academies *(EMO)* to ensure success of building the school facility. For the life of the school this committee will merge with finance.
3. Parents and students at Athlos Academy of Reno will be welcome at open meetings. All community members are also welcome. The role of the ~~governing~~ board will also include being able to publicize meetings in a way that will increase attendance from community members so that the school can ~~really~~ be ~~entwined~~ *engaged* with the local community in a genuine and open manner.

(12) Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

The school would have to request that the item in question be put on the agenda for the next board meeting. The board would prepare the agenda and follow Open Meeting Law to ensure that the issue is resolved on public record for the good of the whole school community. The board would consider the issue presented at the board meeting and vote on a motion for action to correct, amend, or repeal the policy or decision in question. If the board feels that the policy or decision in question should remain in place they will have to work with the school leadership to mitigate the issue on campus with the individuals involved in a responsible and respectful manner. The board's role is to govern the school and with a healthy relationship with both school leadership and the EMO the transparency of needs, actions, etc. set forth by the ~~governing~~ board should be agreeable or at least understood with reason prior to being set in motion. This collaborative relationship will

help in mitigating and managing potential issues among parents or students in a procedural, communicative, and positive way.

(13) What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. You may add rows as appropriate. What actions would trigger removal from the board and under what process?

Further ~~Board~~ *board* goals will be developed during the ~~Board's~~ *board's* upcoming strategic planning process.

Board members could be removed for serious violations of the Board Bylaws, Code of Ethics or Conflict of Interest Policies. Please refer to Attachment 11: Board Bylaws, Code of Ethics and Conflict of Interest Policies.

Goal	Purpose	Outcome Measure
Athlos Academy of Reno will meet academic progress and performance goals.	The purpose of this goal is to ensure that the educational goals are met or exceeded each school year to keep the school at or above its approved performance goals. The *board's* role ~~of the board~~ is to hold leadership accountable at monthly meetings for required reporting of this data to be able to make proactive governance decisions throughout the year to be sure the goals are met.	MAP~~S~~ data analysis, benchmark data, ~~School Leader~~ *school leader* reporting. Academic *committee* ~~Committee~~ reporting in collaboration with ~~School Leader~~ *school leader*. EMO reporting of ~~Professional Development~~ *professional development*, progress and benchmarking, bi-annual qualitative/quantitative reviews, and ~~School Leader~~ *school leader* evaluation.
Athlos Academy of Reno will remain financially viable and thriving.	The purpose of this goal is to maintain a conservative budget to operate the school. Regular oversight of this budget by the Finance *committee* ~~Committee~~ will be imperative for the overall success of the school. This goal is set forth to hold the EMO and ~~School Leader~~ *school leader* accountable for their use of resources at the school and to plan effectively and collaboratively for all future fiscal needs.	Monthly finance report from ~~School Leader~~ *school leader* to local board. Finance *committee* ~~Committee~~ records, regular school audits, and projected budget needs for 6 years into the future (at minimum).
Athlos Academy of Reno will maintain and implement healthy community partnerships to	The purpose of this goal is to make sure the school is an integral part of the local community and that those businesses, services, and partnerships with the school are	Accountability and reporting from grassroots volunteer groups that are trained by school leadership and the EMO to aid in events, recruitment, and partnership efforts.

enhance the experience of students and families at the school.	mission driven to enhance student success. This goal is also set forth to provide opportunities to students and families that are unique to the Athlos model and culture.	Monthly reporting of partnership accountability to mission driven resources. Advisory positions or attendance at monthly board meetings encouraged for leaders of community partnerships for transparency and collaboration.
Athlos Academy of Reno will comply with all legal and ethical requirements set forth by state and federal laws, SPCSA requirements, and those inspired by charter school best practices.	The purpose of this goal is to uphold the legal and ethical requirements put forth by state and federal government for public schools, charter schools, and governing boards.	Monthly board meetings that follow open meeting law and governance requirements. Documentation of monthly meetings and archived governance policies and procedures showing evidence of legal compliance. Annual legal review of policy updates pertaining to the school and board. EMO contract compliance and deliverables met and curriculum supported in compliance with Nevada standards requirements.
Athlos Academy of Reno will be a healthy and safe place to learn for all students, families, faculty, and staff.	The purpose of this goal is to make the experience of being an Athlos student and family member a priority for the life of the school under the governance of the local board.	Inclusion of parent and student voice through virtual and in person feedback. Inclusion of feedback and action items at monthly board meetings and as needed throughout the life of the school.

INCUBATION YEAR DEVELOPMENT

(1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2016-2017) to ensure that the school is ready for a successful launch in fall 2017. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 12.

See Attachment 12: Incubation Year Planning Table.

(2) Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.

Athlos Academies will provide leadership training and development for *the board and school leader.* ~~Board of Directors and a hired School Leader.~~ This training program is worked planned collaboratively with the board and leadership to best meet the needs of the local area of South

Reno. The professional development plan is created with EMO staff and presented to the local board for approval. Included here is a sample plan with the EMO, but this will change and develop to fit the needs of Athlos Academy of Reno upon approval.

Athlos provides extensive training for identified school leaders in the incubation year. The focus of the training involves a deep dive into the 36 Athlos strategies that cover the three pillars: Prepared Mind; Healthy Body; and Performance Character. All pillars are framed around curriculum, instruction, assessment, and family and community guiding implementation of the Athlos model. School leaders participate in both virtual and on-site training that includes a monthly formal experience and weekly interaction.

Beyond the training and understanding of the model, school leaders are given extensive leadership coaching. This training involves a book study on Bambrick-Santoyo's *Leverage Leadership*: *A Practical Guide to Building Exceptional Schools* and Willink and Babin's *Extreme Ownership*: *How U.S. Navy SEALs Lead and Win*. School leaders completing the training gain extensive strategies to add to their previous experiences. Also, school leaders leave with a specific list of "next steps" and timelines that strategically help guide their work.

The summer before the opening of the school, leaders attend a three-day training institute with members of their leadership team. This experience allows leaders to solidify the school's direction and build strong relationships prior to full staff training. At the summer institute, school leaders complete the Year 1 work plan that lays out the professional development plan for the coming school year, along with clearly articulating school-wide goals.

(3) Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

Immediately following assignment of location, Athlos Academies' *(EMO)* School Success Team will be working full-time to plan for and execute a successful launch. In conjunction with the EMO staff, at least one school leader will be contracted for nearly full-time (depending on the individual's personal situation, including his or her current job contract or commitment) to work with the EMO and local governing board. The compensation for this individual will be through a ~~Promissory Note~~ *line of credit* established between the EMO and the governing board to provide start-up funding for Athlos Academy of Reno.

SCHOOL MANAGEMENT CONTRACTS

(1) How and why was the EMO selected?

Athlos Academy of Reno is confident in choosing Athlos Academies as an EMO. Athlos Academies *(EMO)* is an Educational Service Provider for charter schools in Texas and Minnesota and ~~is launching~~ *launched* new schools in 2016 in Utah and Minnesota, with a new school launching in Louisiana in ~~2017~~ *2018*. Athlos Academies has the capabilities and expertise to help schools organize; build high quality facilities; attract and retain students, teachers, and staff; and manage ongoing operations, including securing and analyzing sensitive student and financial data.

Additionally, each pillar of the Athlos Academies curriculum is rooted in sound research and science. The Prepared Mind curriculum, Healthy Body program, and Performance Character

development work together to support an educational environment that meets the needs of the whole student: academically, physically, emotionally, and socially. One example of successful implementation of the Athlos model can be seen at a school powered by the Athlos model in Brownsville, Texas. This school opened in 2014 and currently serves more than 1,000 ~~1st to 9th~~ *kindergarten through eighth* grade students. The school has already established itself as the premier charter school in the area and has over 2,000 students on its waiting list. The rigorous classroom experiences are paying off for all students and are helping them meet their goal of having over 75 percent of their students graduate high school with at least a year of college under their belt. In the first year of operation, 20 percent of all 9th grade students took two college courses, taught by professors from local community colleges that come on the Athlos campus twice a week. Besides academic success, students' ~~FitnessGram scores~~ *Healthy Body assessments* indicate significant improvement and their extracurricular involvement hovers around 90 percent.

Athlos Academy of Reno is excited to see the benefit of this whole child approach in our community. Given ~~the truancy and dropout rates in the district and~~ the struggle with childhood obesity statewide, the Healthy Body and Performance Character pillars of the Athlos model will have a particularly positive impact for Reno ~~kids~~ *students*. The Performance Character program will help provide students with the grit necessary to persevere through challenges, the leadership skills necessary to set a positive example for others, and the social intelligence necessary to navigate a variety of circumstances with humility, integrity, and creativity. The Healthy Body program will provide students with the opportunity to develop healthy lifestyles through regular physical activity, nutrition and health education, and a general community of wellness at our school. Together, these pillars will also help support positive gains in the classroom and prepare student minds to engage in an innovative, standards-based core academic curriculum.

(2) Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.

Athlos Academy of Reno will receive support from the EMO through, at a minimum, yearly community based reports focused on several key factors. These factors include an analysis of community demographics and growth areas, as well as financial areas. By contract, Athlos Academies *(EMO)* and the local ~~Governing Board~~ *board* of each school will communicate at least monthly so that the local needs are clear to the EMO and the support needed is evidenced and clarified. Athlos Academies (EMO) will support preventative measures with the local ~~Governing Board~~ *board* to make sure that the anticipation of those changing needs are mitigated before they may occur.

Data-driven results and feedback are strong components of the partnership between Athlos Academies *(EMO)* and Athlos schools. Athlos Academies *(EMO)* staff encourage continued feedback for many activities, including professional development trainings, walk-through and team-teaching experiences with EMO staff, curriculum critique, compliance, and management functions. This feedback is always welcomed from leadership and staff at Athlos schools and is used to shape next steps as part of a framework of continuous improvement for processes and practices and a growth

mindset among Athlos staff. Without an openness to feedback, Athlos Academies *(EMO)* would not be able to adequately support excellent and successful schools.

Feedback is more than a mindset: there are structured opportunities for meaningful feedback throughout each school year. Each local ~~Governing Board~~ *board* that partners with Athlos Academies (EMO) evaluates the EMO at least bi-annually. Although NAC 386.405(5) states that this compliance and performance review need happen only one time per year, Athlos Academies (EMO) believes that feedback mid-year helps to support a more successful end-of-year for the charter school. The ~~Master Service Agreement~~ *master service agreement* between the ~~Board~~ *board* and the EMO also guides feedback by holding the EMO accountable for all services rendered. Furthermore, the curricular support for Athlos Academy of Reno provides feedback from leadership and staff after each professional development opportunity, during mid-year and end-of-year evaluations, and following benchmarking initiatives throughout the year. Athlos Academies collects, analyzes, communicates data with the ~~Board~~ *board*, and works to support any changes or needs that come from the collection of this feedback to see the greatest success for students.

(3) Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.

There are no existing or potential conflicts of interest between the school governing board and the proposed service provider ~~(or any other entity)~~.

(4) Please provide the following in Attachment 13:

- **(a) A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;**
- **(b) A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session);**
- **(c) As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.**

(d) Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.

(5) Provide, as Attachment 21, a copy of the education management organization's three most recent audits and other historical financial documents for the EMO. This may be provided in the format of your choosing. Note that there are limited statutory exceptions related to the disclosure of proprietary information for private, for-profit entities proposing to contract with public bodies. Applicants proposing to contract with an education management organization are required to have the entity provide such information to them for evaluation by a qualified financial professional and attach a notarized certification of compliance by that third party. Education management organizations which are reluctant to provide audited financial statements for inclusion in the application to the SPCSA are directed to contact the SPCSA and request that the agency work with its Deputy Attorney General to arrange for a private review of these materials immediately following the submission of the proposal.

(6) Complete the Summary and Contact Information worksheet in the EMO Data Request template for each of the EMO's schools as Attachment 23.

(7) Complete the EMO Achievement Data and Audit data worksheets and provide any explanatory or contextual information in the Info tabs of the EMO Data Request template for each of the EMO's schools as Attachment 23.

(8) Provide three years of audited financial statements for each of the schools identified which has been in operation for more than a year as part of Attachment 22.

See Attachment 13: EMO Agreement Documentation, Attachment 21: EMO Historical Financial Documents, Attachment 22: EMO School Audits, and Attachment 23: EMO Data Request template.

DUAL-CREDIT PARTNERSHIPS

(1) ***If the charter school will provide a program where a student may earn college credit for courses taken in high school, please provide answers to the following questions. Other applicants may provide a sentence explaining why this section is not applicable.***

This section is not applicable: Athlos Academy of Reno will not be offering classes that students may earn college credit for.

(2) Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.

(3) Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.

(4) Discuss the scope of the services and resources that will be provided by the college or university.

(5) Explain the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university.

(6) Describe the manner in which the college or university will ensure that the charter school can effectively monitors pupil enrollment and attendance and the acquisition of college credits.

(7) Identify any employees of the college or university who will serve on the governing body of the charter school.

(8) Provide as Attachment 14, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application.

SERVICES

(1) Provide, as Attachment 15, a description of how the school leadership team will support operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.

- **(a) Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.**
- **(b) Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.**
- **(c) Facilities maintenance (including janitorial and landscape maintenance)**
- **(d) School health and nursing services**
- **(e) Purchasing processes**
- **(f) Safety and security (include any plans for onsite security personnel)**

(2) Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support.

Athlos Academy of Reno will implement a Local Area Network and an Air (Wi-Fi) network within the school. Both networks will be managed by Education Networks of America (ENA), which was chosen because of their specific knowledge of the education industry and its ability to design a network within the school's budget constraints and facility design. The anticipated costs are $43,3200 for Wi-Fi design, setup, and infrastructure and $36,896 for managed LAN. This includes costs associated with the design and setup of the network as well all of the infrastructure and equipment needs associated with the network, except for cabling. These costs included one year of service managed services. The managed service agreements are built on one-year agreements, with Athlos Academy of Reno having the opportunity to evaluate the service and enter into their own agreements with ENA moving forward, separate from the agreement between Athlos Academies (EMO) and ENA.

Content filtering is ~~a~~ vital *to* ~~component of~~ a successful K-12 organization. Adequate content filtering requires that an organization continually maintain its filtering parameters and ~~have the ability to~~ *can* update them as needed in a very timely fashion. ENA provides a content filtering

system at an attractive price of $1 per student per year. The filtering product allows for the school to have online access to a tool that will allow the organization to ~~make adjustments~~ *adjust* as needed. The content filtering works hand in hand with internet service which allows for timely coordination and filtering of internet traffic.

In addition to content filtering, the school also needs to ensure it has an adequate firewall available to limit external parties from gaining access to school services and school specific information. Through working with ENA, it was determined that a firewall appliance installed locally at the school would meet all of the necessary firewall requirements. ENA provided Athlos Academies with the name of a product that they would be willing to manage on our behalf as part of the overall management of the school's network. The device, a Cisco 5515-X, would cost $3,700 to purchase, with firewall-managed service costing $1,200 per year.

The infrastructure includes the cabling and drops necessary to ensure that the schools equipment can connect to the internet and power. For similar facilities, Athlos Academies has received bids of $118,905 for data cabling.

It is imperative that the infrastructure have a battery backup that allows for it to run or safely shut itself down should the school lose power. Bids were reviewed from numerous competitors, but in the end Logical Front, a re-seller of Dell provided us with the best UPS system. The battery backup systems will allow for 30 minutes of battery backup. The costs for two UPS systems will be approximately $4,300.

While much of Athlos Academy of Reno's data and systems will be cloud-based, in Skyward~~, PowerSchool~~ and Infinite Campus, the school will need servers set up for active director, firewall and filtering service management, as well as for other storage needs that may arise. Athlos Academies has price quotes from Logical Front, a Dell authorized reseller. Total costs for servers will be approximately $16,000.

We will also purchase and install projectors for each of the fifty classrooms, as well as several other rooms throughout the facility. We have settled on a Dell projector that includes an interactive whiteboard. Buying and installing the projectors will cost $110,000.

Athlos Academy of Reno will have approximately 47 staff (teachers and other instructional staff) that will need laptops, and another 15 desktops that will be needed both for staff workstations. Instructional and administrative staff will ~~utilize~~ *use* a laptop that will allow them the flexibility to move throughout the facility and bring their computer to meetings both on and off-site. Dell, through authorized re-seller Logical Front, priced us a Dell Latitude laptop with a corresponding three-year warranty that will allow us to meet these requirements, at a cost of $1,000 per unit, or $47,000 for three years. Athlos Academy of Reno will purchase Dell Optiplex desktops for staff best served with a desktop machine. These will cost $613, or $9,195 for 15 units.

The Athlos curriculum is based on bringing technology into the classroom. To this end, we want to ensure that we ~~provide~~ *offer* current, user friendly, and age-appropriate technology for student use. Initially, the goal is to ensure that the school~~s~~ have two fully functioning computer labs within the school. The labs will include twenty desktops each, and will be available for student use and student testing. The school~~s~~ will have at their disposal two fully functioning computer labs with twenty

computers in each lab. The computers will be Dell OptiPlex desktops that will cost $550 per unit, or $22,000 for 40 units.

The school will also ~~need to~~ procure Chromebooks to be available for student testing. These Chromebook*s* will be placed on laptop carts and will be available for use throughout the school and the academic year. 60 Chromebooks will cost $15,500, with two mobile computing carts costing $8,370.

In year one, the school is not looking to provide end-user student devices within the school, *aside from* ~~besides~~ the desktops and mobile carts. However, because of prudent fiscal management in year one operations, the school will have budget fund availability in future years to begin the process of providing end user devices in the classroom. As the Athlos *Academies (EMO)* curriculum and program grow with the number of schools we will have budgetary funds available to grow student end user device needs.

In addition to the end-user device technology, there *are many technology acessories* ~~is numerous accessory related items~~ the school will need to purchase that are in addition to devices, including printers, monitors, and Microsoft licenses. A Microsoft eCampus agreement will cost $12,000, while computer monitors and printers will cost $8,000.

ENA will also provide a cloud-based phone service, which includes the purchase of the phones themselves along with an annual service agreement. While ENA service and costs are quite competitive, the school also ~~has the ability to~~ *can* switch carriers should they choose at a later date. Equipment purchased through ENA will be transferrable to other carriers, if needed*,* ~~.~~ should the school feel the need to change. Phone equipment will cost $13,000, while phone service will cost $12,000 annually.

ENA will also be the internet provide*r* for Athlos Academy of Reno. ~~By using them as the internet provider we have~~ *Having* one entity responsible for the complete infrastructure ~~of the organization. As a sole provider of infrastructure for our Athlos schools we are able~~ *will allow Athlos Academy of Reno* to leverage ~~their~~ *ENA's* understanding of the network~~, their ability and desire to resolve issues,~~ and the cost efficiencies associated with a single service provider ~~being designated~~. A 100 MB internet service with ENA will cost $25,800 per year.

(3) Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software. If most of the applicant group or the EMO is new to operating in Nevada's education environment, explain your plan to determine Nevada specific reporting requirements. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

~~Athlos Academies' student data specialist will attend appropriate state level trainings. Additionally,~~ Athlos Academy of Reno and other EMO schools employ an office manager who is tasked with managing state reporting and enrollment from the school level. Both the office manager and student data specialist will attend state trainings.

After our charter is approved, the student data specialist will begin planning for training specific to Athlos Academy of Reno. Training materials will be housed in the online staff portal, which is a password-protected ~~portion~~ *section* of the school's website. Athlos Academy of Reno's professional development schedule includes time for student information system training for all teachers and staff.

(4) Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.

Athlos Academy of Reno recognizes the importance of respecting and maintaining the privacy of its students' records and data and will adopt policies and practices to follow state and federal laws pertaining to student records and family privacy rights. All employees of Athlos Academy *of Reno* will maintain appropriate confidentiality of protected student information and records, including personally identifiable information.

The Family Educational Rights and Privacy Act of 1974 mandates that students and their parent/guardian(s) have:

- The right to examine and request the amendment of education records;
- The right to limit access to student records and/or personal information, in certain circumstances, by requiring the prior written consent of a parent or guardian before the information or records can be released; and
- The right to be notified of, examine, and either consent to or opt out of, participating in surveys or educational activities that relate to particular protected areas.

Athlos Academy will train its employees on upholding student confidentiality, including an overview of all federal and state laws that pertain to the privacy of educational records concerning students, their parent/guardian(s), and their families.

Access to student cumulative files and other private student records shall be provided in accordance with FERPA, with the following provisions. Parent/guardian consent is required prior to disseminating student personal information, except in instances outlined in FERPA. All access to electronically maintained student data shall require password protection. Employees will be trained on recognizing the instances in which divulging private information to authorized persons serves the best interest of the student and serves a lawful purpose.

Specifically, Athlos Academy of Reno will comply with NAC 388.289 regarding personally identifiable information. The office manager will be responsible for protecting the confidentiality of personally identifiable information, though all teachers and staff that collect such information will receive professional development on policies and procedures regarding such information.

FACILITIES

(1) Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.

Athlos Academy of Reno will contract with Athlos Academies to procure school facilities with a lease-to-purchase option. We believe that a high-quality facility provides a certain confidence for families and helps strengthen a positive school culture. For charter schools to continue transforming public education, they must be able to draw a substantial number of students. From a marketing perspective, the quality of the physical learning environment does affect enrollment. For the school to deliver on its charter promises, a high-quality facility must be a priority.

Athlos Academies *(EMO)* has been selected to support facilities development because it specializes in providing responsible financing and facilities acquisition to top-tier charter schools. ~~We (the Board of Directors)~~ *The board* will negotiate any construction or leasing contracts with Athlos Academies *(EMO)* at arm's length and will seek professional advice in the process. The intended lease structure will provide affordable lease payments and a purchase option that will be favorable to Athlos Academy of Reno. This structure is intended to allow our school to exercise its purchase option and refinance the facilities through either traditional financing or bond issuance. Athlos Academies *(EMO)* is currently locating a suitable property in Reno. They will purchase the property and construct and own a "Class E" purpose-built school facility.

Upon construction completion, Athlos Academy of Reno will take possession of the building and will lease the facilities with the aforementioned purchase option. No pre-operational funding will be required for site selection, construction, fixturing, or financing. Financing is generally provided by Athlos Academies *(EMO)* and/or leveraged through its relationships with financial partners. This will provide our school with access to affordable, responsible financing. The Athlos Academies *(EMO)* facility model has been previously vetted by independent financial advisors, legal counsel, and bond counsel for other charter schools, and ~~we, the Board, are~~ *the board is* informed that the model is an effective, viable, and affordable option to provide a start-up charter school and students with Class E school facilities pending the ability to secure either traditional financing or issue bonds.

(2) If a facility is not yet identified, please describe the organization's approach to finding a suitable facility. Please include the organization's plans to finance the facility, including:

Athlos Academies *(EMO)* has an in-house site selection specialist that has access to sophisticated demographic software that assists the ~~Board~~ *board* in locating the school in the optimal location. From here, the site selection specialist is scouring the area for potential sites, using many tools including real estate databases, site visits, and other electronic means. Cost, zoning, traffic, and site remediation concerns are also factored into the analysis. Once a site is identified as fitting the overall requirements of the school, high-level negotiations with the seller commence. For obvious reasons, no property is purchased prior to receiving charter authorization.

(a) Total project cost

~~This number is currently not available. The pursuit of land has been underway for several months, but until a decision is made with the local governing board there will not be a finite project cost projection. There is, however, a conservative estimate in the budget attached with the Finance Plan.~~

After working with Okland Construction, ESI, and Ryan Companies, the projection of cost for a build in this location have been determined. It is estimated that the ground cost per square foot will be between $5 and $7. Further, it is estimated that the cost per square foot for the build will be near $180.

The CTF is doing research to consider ways to save money over the length of the project. This floor plan will be a two-story build on a six-acre lot that includes outdoor field space and transportation infrastructure. The budget and service fee estimate have been adjusted to reflect the projected costs based on this research and best practice for the over 30 facilities completed by Athlos Academies (EMO) nationally. Based on the projections described in this paragraph, the lease rate in the budget for the application is $1,642,500. This accounts for a lease rate not to exceed 20 percent and a service fee of 9 percent to ensure financial soundness for the school.

(b) Financing and financing assumptions

The ~~Board of Directors~~ *board* plans to enter into a triple net ~~Build-to-Suit Lease~~ *build-to-suit lease* with an entity capable providing a facility well-suited to deliver the specialized curriculum identified.

(c) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc.

Based on the Charter School Workbook, the total facilities cost is $1,808,100 per year, with the total cost to lease being ~~$1,785,600~~ *$1,622,500 (increasing by 2 percent annually)*. Maintenance supplies and needs will be $40,000 per year (this is included in general office supplies). Utilities will be $103,500 per year. Custodial services will be budgeted at $39,600 per year.

(3) If you currently hold a facility or have an MOU or other proof of intent to provide a facility, please provide the proof of commitment as Attachment 16. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 16, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions.

We do not currently hold a facility or MOU. For details of our proposed facility, see Attachment 16: Facility Commitment.

(4) Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

~~Athlos Academies has successfully financed and built 23 school facilities in five states since 2007. Athlos Academies has finance, development and construction staff with experience and expertise to manage construction of a new school facility, including site selection, financing, construction, and installing technology and furniture, fixtures and equipment.~~

Athlos Academies (EMO) has successfully financed and built more than 30 school facilities in five states since 2007. Athlos Academies (EMO) has finance, development, and construction staff with experience and expertise to manage construction of a new school facility. The project management drives the development work for each facility project and provides a direct point of contact for the CTF and school leader to support any issues that may occur during construction or for the life of the school.

Included in the Supporting Documents on page 443 is a chart that lists the facility partnerships with the EMO. After meeting with SPCSA staff, there was a lack of knowledge about the background of Athlos Academies (EMO). This chart seems to provide further clarity as to the history of the EMO with facilities and partnerships for the three pillar program. As the chart shows, there is a separate column

for each level of partnership with Athlos Academies (EMO). The organization began as a facility solution for charter schools and later expanded to providing management services along with the three pillar educational model. This chart clearly shows the EMO's continued work with facilities as well as the education and management work that has been a more recent addition.

(5) Explain the organization's plan to maintain the independent facility.

Once the facility is complete, the ~~School Leader~~ *school leader* will oversee facilities management and building maintenance, along with other responsibilities. The assistant administrator and maintenance manager will assist in managing all contract and operation logistics. ~~A portion~~ *Part* of this person's job will include facility management, needs, maintenance, and coordination with EMO for any changes or updates for life of school. As need and requested, Athlos Academies *(EMO)* can assist the ~~School Leader~~ *school leader* on maintenance issues.

(6) Will the EMO's operations be run out of a school site or out of another facility?

Athlos Academies' *(EMO)* operations will be run out of its headquarters, though its staff will provide frequent in-person and virtual assistance to Athlos Academy of Reno officials.

ONGOING OPERATIONS

(1) SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan?

The ~~Board of Trustees~~ *board* will create and approve the Emergency Management Plan. In developing the plan, Athlos Academy of Reno will, as required by NRS 392.620, consult with social service agencies including Washoe County's Social Services and Emergency Management office as well as local law enforcement. The Emergency Management Plan will include all the required procedures in NRS 392.620.

The ~~School Leader~~ *school leader* will be responsible for creating and maintaining the Emergency Management plan, including training staff and students to follow emergency procedures. Athlos Academy of Reno is not budgeting for any on-site security personnel. However, the school facility will be designed and operated in ways that enhance safety and security, including door controls, limited access points, and ~~using~~ check-in systems.

The school safety plan in the Supporting Documents demonstrates how important safety is at Athlos Academy of Reno. The school safety plan defines various emergencies and hazards and outlines what the school would do in a crisis situation. The plan also includes the roles each person in the school community has if any emergency were to happen. After charter approval, Athlos Academy of Reno will form a safety committee to make a final school safety plan. The committee will update the safety plan should pending legislation be approved. As the plan is drafted, local emergency management agencies will be contacted for feedback on the plan.

The included safety plan is a draft that would be updated to become compliant to law if applicable legislation is passed in 2017. For example, in 2017 there is legislation in the Nevada Legislature that could affect policies at Athlos Academy of Reno. Assembly Bill 221, introduced by Assemblywoman Shannon Bilbray-Axelrod, would allow students and employees of charter schools to evacuate to a

nearby school in the district in the case of an emergency or crisis. AB 221 is in Nevada's Assembly's Committee on Education, as of March 29, 2017. If AB 221 passes, Athlos Academy of Reno would work with Washoe County School District and the Nevada Department of Education to develop a plan on evacuation to a local school(s) in cases of emergencies. Those procedures would be added to the school safety plan.

Athlos Academies (EMO) currently monitors legislation in Nevada that could influence education and charter schools, including school safety legislation. As legislation is passed by the Nevada Legislature and becomes law, the EMO would work with the board and school leadership to make necessary changes to school policies, including the safety plan, to implement the law in the school. Athlos Academy of Reno is committed to keeping all students safe.

(2) Provide, as Attachment 17, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation.

Athlos Academy of Reno will meet all mandatory minimums for insurance associated with charter schools. Policies will include workers' compensation, directors and officers, general liability insurance, facility liability, employment and volunteer liability insurance, and motor vehicle coverage, as well as overages specific to school districts and charter organization such as coverage associated with molestation and sexual abuse. Policies will meet or exceed state recommendations or guidelines. Additionally, see Attachment 17: Insurance Coverage.

FINANCIAL PLAN

(1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors.

Athlos Academies *(EMO)* will manage financial services for Athlos Academy of Reno. ~~Athlos Academies will use ADP for its payroll and will use a yet-to-be determined accounting software system for purchasing, accounting and audits.~~

Athlos Academies (EMO) will use ADP for its payroll processing and tax reporting in addition to human resources management. While an accounting software provider has yet to be determined, there have been extensive conversations with Tyler Companies about its Infinite Visions service and the possibility of using that system for accounting and financial reporting.

The cost to Athlos Academy of Reno for these services is included in its overall master services agreement, which is found in Attachment 13: EMO Agreement Documentation. master services agreement.

(2) As Attachment 18, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for budget narrative in Attachment 18. Include the following:

- **(a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.**
- **(b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.**
- **(c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.**
- **(d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.**
- **(e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.**
- **(f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.**

See Attachment 18: Budget Narrative.

(3) Submit the completed Financial Plan Workbook for the proposed school as Attachment 19.

See Attachment 19: Financial Workbook.

(4) Submit, as Attachment 20, a detailed budget for the operator at the regional network level (the format of this is left to the applicant's discretion).

Athlos Academies *(EMO)* does not operate at the regional network level, so ~~there is no~~ Attachment 20 *is not included*

(5) Describe the annual audit of the financial and administrative operations of the school. Discuss the planned financial controls and their implementation plans. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Nevada.

The *Committee to Form (CTF)* ~~Board of Directors~~ will adopt a comprehensive set of finance policies. These all-encompassing policies will cover items such as use of funds, internal controls, purchasing, bank accounts, and signatory authority.

The school will comply with Generally Accepted Accounting Principles (GAAP), undergo an audit each year consistent with its responsibilities as a *Nevada* charter school, and comply with all state laws regarding purchasing and accounting of all public funds~~, including those raised locally~~. The *board* ~~Board of Directors~~ will ensure:

- Segregation of duties so that multiple people are involved each time money changes hands to reduce the likelihood of fraud.
- Oversight by regular internal methods–a *board* ~~Board~~ finance and audit committee–and external methods–an independent auditor consistent with Athlos' status.
- Monthly internal review with a *board* ~~Board~~ finance and audit committee, which samples transactions for compliance with school finance policies.
- Transparency in budgeting and spending, with all transactions and budgets posted online, as required by law.
- Competitive bidding for large projects to ensure fair treatment of all and best value for the school and taxpayers.
- Proper authorization, ensuring that all expenses are known and approved prior to being incurred.
- Protection of the school's assets with accurate inventory records, asset holdings spread across multiple banks, and insurance to indemnify employees, the *board* ~~Board~~, and the school from claims.

Athlos Academies *(EMO)* will ensure that the school's assets (*including* cash, buildings, and equipment) are adequately documented and protected, school finance policy and state law are followed in all transactions, and student enrollment records are accurate and reported to the state daily. Athlos Academies *(EMO)* will be responsible for submitting an annual financial report to the *CTF* ~~Board~~ and the Nevada Department of Education, as required by law. In all aspects, Athlos Academies *(EMO)* will adhere to GAAP, state law, and the *CTF* ~~Board~~-adopted finance policies. Additionally, Athlos Academies *(EMO)* will work with the *board* ~~Board~~ to ensure that grants and all restricted streams of funding are properly administered according to each source's guidelines, and that the school meets all other key financial obligations that are part of any state law or rule now in

place or ~~that are~~ put in place in the future. Athlos Academies *(EMO)* will, as needed, attend financial training to stay updated on changes in state law regarding school finance.

Athlos Academies *(EMO)* will be supported in ~~these~~ oversight and managerial tasks by the school administrative staff, including the office manager, who will have specific responsibility to manage student records. Designating a single person to serve as registrar will ensure that the school has the capacity to develop adequate policies and processes for tracking enrollment and attendance eligibility, eligibility for free and reduced lunch, students with disabilities and ELL enrollment. The office manager will submit data to the state and *school leader* ~~School Leader~~ regularly to ensure that records are accurate.

(6) Provide independent audits for each schools for each of the past three years for any under management at any point during that period as attachment 22.

See Attachment 22: EMO School Audits.

(7) Complete the audit data worksheet in Attachment 23. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in Attachment 22.

In developing your budget, please ensure that the school does not operate at a loss during any year—this is prohibited by Nevada law.
See Attachment 22: EMO School Audits and Attachment 23: EMO Data Request template. For the budget, see Attachment 18: Budget Narrative.

Attachment 1: Letters of Community Support/Partnership

Reno 5000

59 Damonte Ranch Pkwy, Ste B259

Reno, NV 89521

To whom it may concern:

On behalf of Reno 5000 I am writing to recommend support for Athlos Academy of Reno and their application to start a new charter school in the South Reno area.

The need for educational options that provide innovative models that prepare students for life, not just test scores, is important to us. We believe that Athlos Academy of Reno will bring this type of innovation to our students and families in Reno. Our mission is to promote healthy living as a lifestyle through exercise and community engagement. We believe in involving our local community in the effort to achieve this mission through a variety of sponsorships, events, and outreach. We see Athlos Academy as an excellent fit for our mission and support of healthy lifestyles because of their focus on movement and healthy living in their school culture.

Athlos Academy of Reno's focus on health and wellness will inspire a next generation of healthier, wiser, and more inspired individuals to contribute to our community and the world. We look forward to finding numerous ways to engage with their staff, students, and families to support the success of their programming and the health of our community overall.

I strongly encourage the approval of Athlos Academy of Reno and look forward to a strong partnership with the school.

Sincerely,

Shanna Contreras,

Owner

DYER ENGINEERING CONSULTANTS. INC.
www.dyerengineering.com
9160 Double Diamond Pkwy Ste A.
Reno, Nevada 89511
Phone: (775) 852-1440
Fax: (775) 852-1441

July 14, 2016

Mr. Chris O'Neil
Athlos Academy of Reno
2665 Brentina Ct
Reno, Nevada 89521

RE: Support for Athlos Academy

Dear Mr. O'Neil,

On behalf of Dyer Engineering Consultants, Inc. (DEC) I am writing to recommend support for Athlos Academy of Reno and their application to start a new charter school in the South Reno area.

As engineers we are always looking to the next generation for the perpetuation of the infrastructure we have designed and support. This starts with a good foundation in education. DEC is committed to supporting the next generation of students for a better community. We have learned of the three pillar approach that is used by Athos, and we feel that the combination of the three pillars will create successful students for the tasks that lay ahead in our community. DEC would like to get involved with the prepared mind pillar as a part of the well rounded education.

We strongly encourage the approval of Athlos Academy of Reno and look forward to a strong partnership with the school.

Sincerely,
DYER ENGINEERING CONSULTANTS, INC.

Dan L. Dyer, P.E.
President

TRICOR CONSTRUCTION
Tricor Construction, LLC. | 9160 Double Diamond Pkwy Ste. B | Reno Nevada, 89521
P (775) 335-2029 | F (775) 852-1441 | www.tricorusa.com

July 14, 2016

Mr. Chris O'Neil
Athlos Academy of Reno
2665 Brentina Ct
Reno, Nevada 89521

RE: Support for Athlos Academy

Dear Mr. O'Neil,

Tricor Construction is writing to recommend support for Athlos Academy of Reno and their proposal for a new charter school in South Reno.

The need for educational options that provide innovative models that prepare students for life, not just test scores, is important to us. We believe that Athlos Academy of Reno will bring this type of innovation to our students and families in Reno.

The overcrowding in our schools is unacceptable. The Athlos model as presented to us will be a strong alternative the existing system. It will help to relieve the overcrowding and provide high quality options for our area.

We strongly encourage the approval of Athlos Academy of Reno and look forward to a strong partnership with the school.

Sincerely,

T. Heath Hildebrandt, P.E.
Partner
Tricor Construction

Key Medical

5401 Longley Lane Ste. 10, Reno, Nevada, 89511
Phone: 775-236-0011
Fax: 775-236-0012
Toll Free: 888-852-0416

July 14, 2016

Mr. Chris Oniel
Athlos Academy of Reno
2665 Brentina Ct
Reno, Nevada 89521

RE: Support for Athlos Academy

Dear Mr. Oniel,

On behalf of Key Medical, Inc. (KEY) I am writing to recommend support for Athlos Academy of Reno and their application to start a new charter school in the South Reno area.

The "Healthy Body Pillar" coupled with the mind and performance characteristics is an innovative and exciting approach to education. Not only is this entirely necessary for the area with regard to overcrowding but it is a great alternative to the existing system.

KEY believes that education in healthy life and establishing good habits at a young age is very important to a long and healthy life

We strongly encourage the approval of Athlos Academy of Reno and look forward to a strong partnership with the school.

Sincerely,
KEY MEDICAL, INC.

Robert Freeman
Vice President

D4 ADVANCED MEDIA

140 Huffaker Lane Ste 506 – Reno, NV 89511 – www.d4webdesign.com – Ph: 775.636.9986 – Fax: 775.636.9986

July 15, 2016

Mr. Christopher O'Neil
Athlos Academy of Reno
2665 Brentina Ct
Reno, Nevada 89521

RE: Support for New Charter School

Dear Mr. O'Neil,

D4 Advanced Media is excited at the opportunity to see the Athlos Academy of Reno come to our South Reno community in the near future. We welcome the opportunity to partner with Athlos Academy in events and activities that support their curriculum, particularly their Prepared Mind and Performance Character Piers. We also see the opening of a new school in our community as a great help to the "overcrowded schools" issue we are currently facing in our area.

We've made it a priority at D4 to have an outgoing and supportive presence with K-12 education in our community and greatly enjoy helping schools educate their students about digital media and careers in the marketing/advertising industry. We believe your Prepared Mind and Performance Character Piers would teach and foster qualities in youth that would prepare them for success in higher education and entering the workforce.

We would be thrilled to help Athlos in this endeavor anyway we can. We hope your efforts in the charter application are successful and look forward to collaborating with you soon.

Sincerely,
D4 Advanced Media

John Dunlap
President

140 W. Huffaker Lane
Suite 506
Reno, NV 89511

(775) 636-9986
www.d4webdesign.com

Attachment 2: Leadership Team Job Description

I. RESPONSIBILITIES OF AN EDUCATIONAL SCHOOL LEADER

A. Staff Management, Training and Motivation:

1. Recruits, hires, and retains high quality teachers and staff, terminates when necessary;
2. Oversees professional development of all teachers and staff;
3. Observes all classes regularly; oversee and assess the performance of all school employees;
4. Holds employee evaluation conferences based on records of performance observations;
5. Ensures collaboration, partnerships and team building among staff;
6. Manages conflicts and relations between school employees justly and efficiently;
7. Oversees employee screening measures to ensure that each employee has undergone an appropriate background check.

B. Program Implementation:

1. Evaluate instructional program effectiveness; develop and enforce policies and procedures;
2. Ensures implementation of instructional strategies, classroom management, and communication;
3. Ensures effective, research-based professional development is provided and implemented;
4. Monitors Special Projects accountability timelines and coordinates timely completion;
5. Prepares annual performance audit;
6. Collaborates with staff for united school improvement plan;
7. Monitors and analyzes student performance assessment data preparing reports as needed for various special projects (i.e., after school program, summer school);
8. Oversees special education program implementation and compliance;
9. Analyze student achievement data, draw logical conclusions and prepare comprehensive reports;
10. Hold and attend parent/teacher/student conferences in regards to student and school issues;
11. Ensure school facilities are managed effectively; oversee facilities to ensure maintenance provides a clean and safe school.

C. Fiscal and Legal Compliance:

1. Abides by all state and federal laws that apply to charter schools and charter policy;

2. Ensures that there is proper documentation on operations of charter programs to develop accurate budget;
3. Maintains fiscal control; report accurate fiscal information;
4. Ensures smooth operation of school facilities, school finance and risk management, including appropriate procurement of insurance policies;
5. Ensures school-wide compliance with all policies and procedures;
6. Attends all required Board of Directors and state meetings; attend other meetings and training that provide legal guidance;
7. Participates in the school's annual fiscal audit and oversee the preparation of the school's Annual Budget, Annual Financial and Annual Program Reports;
8. Ensures school safety by performing fire drills and other drills;
9. Preparation of financial and statistical documents and reports.

D. Public Relations and Communications:

1. Establish rapport with parents, students, school staff, and Athlos Academy Board of Directors;
2. Coordinate with the school's parent organization to increase parental involvement within the school;
3. Build positive relations with state education departments, other charter schools, and school districts;
4. Works pro-actively to maintain positive PR that showcases the school's success.

E. Professionalism:

1. Uphold and enforce board policy, administrative procedures, and school rules and regulations, and be supportive of such in your communications with students, parents, and the public at large;
2. Communicates the positive aspects of Charter to the public in word and deed;
3. Works cooperatively with parents and teaching mentors to strengthen the educational program;
4. Oversees with overall school operations;
5. Promotes and maintains a positive and effective school climate by ensuring that all interactions with staff, students, parents, and the public at large are prompt, efficient, helpful and friendly.

II. QUALIFICATIONS FOR A LEAD SCHOOL ADMINISTRATOR

A. License:

1. Administrative Licensure.
2. Advanced degree required with course-work in Business Administration, Organizational Management, or Educational Leadership.

B. Experience:

1. Three years broad, varied, and increasingly responsible experience with budgeting, management, and organizational procedures;
2. Charter school experience desirable.

C. Knowledge and Abilities:

1. Knowledge of principles, methods and procedures, related to purchasing, operation, safety, computer networking programs, food service, budgeting and accounting, electronic data processing techniques and methods, purchasing and inventory control systems;
2. Knowledge of techniques and strategies of organization, management and supervision;
3. Knowledge of law, policies and regulations pertaining to youth and employee records;
4. Establish and maintain cooperative relationships with all partners; deal effectively and graciously with situations requiring tact and judgment;
5. Exercise patience, common sense, and good humor to thrive within the pressures, competing priorities and demands of a school office environment;
6. Possess an entrepreneurial spirit that embraces creativity and dedication;
7. Possess the ability to learn new things quickly and adapt to changing situations.

III. EVALUATION OF A LEAD SCHOOL ADMINISTRATOR

A. Performance of this job will be evaluated by Athlos Academy's Governing Board through an annual evaluation process.

1. Extensive professional development opportunities will be supported.

Position: Instructional Coach

Reports to: Educational School Leader and Athlos Academies Chief Learning Officer

Salary Range:

Minimum Qualifications Required:

Education: Bachelors in Education + 5 years' educational experience OR Masters in Education.
Experience Required: 5 years of educational experience preferred (required if only Bachelors), experience in research-based instructional practices.
Certification Required: Hold a valid Nevada Teaching License.

Job Duties:

1. Implements a collaborative coaching and learning approach.
2. Assists new teachers in a collaborative model of observation, conversation, and lesson demonstration.
3. Models effective and differentiated instruction.
4. Provides individualized, classroom-based coaching, and supports implementation of good instructional practices.
5. Facilitates professional collaborative groups to review effective practice and analyzes student data.
6. Facilitates grade-level teams to discuss implementation of effective content, skills, and problem-solving instruction.
7. Provides comprehensive and balanced training in and across given subject areas and curricular areas.
8. Participates in Professional Development for coaches, including peer observations, professional research, and inquiry sessions.
9. Assists teachers in aligning their teaching with appropriate standards, curriculum, and assessments.
10. Works collaboratively with other Instructional Coaches, curriculum specialists, and district specialists.

Position: Kitchen Manager

Reports to: Operational School Leader and Athlos Academy Director of Nutrition

Salary Range:

Minimum Qualifications Required:

Education: High school diploma or GED equivalent
Experience Required: One year of public school food service experience or three years of food service operation management.
Certification Required: Completion of an accredited sanitation course and maintenance of certification. Completion of manager training program.

Job Duties:

1. Conducts operational management 55% and production management 45% of the work week.
2. Prepares and maintains records reflecting an accurate report of planned meals, food produced, and food discarded.
3. Maintains accurate on-site reports of daily and monthly financial, production, and activity records.
4. Assists the Director of Nutrition in ensuring that sanitation and safety practices comply with federal, state, and local law.
5. Inputs work orders for equipment maintenance needs and ensure they are completed in a timely manner.
6. Prepares and reviews daily work schedules to ensure proper and efficient scheduling of employees.
7. Manages employees on the school site and promotes employee growth, efficiency, morale, and teamwork.
8. Provides leadership to ensure school meals are served in a pleasant environment by courteous staff.
9. Maintains daily deposits and cash receipt documentation; management and reconciliation of cash register.
10. Responsible for presenting quality food in an attractive manner.

Position: Special Education Director

Reports to: Educational School Leader

Salary Range:

Minimum Qualifications Required:

Education: Master's in Education, Special Education K-12, or related field.
Experience Required: 3-5 years in a supervisory role. 3-5 years managing a caseload.
Certification Required: Nevada Teachers License with a special education endorsement.

Job Duties:

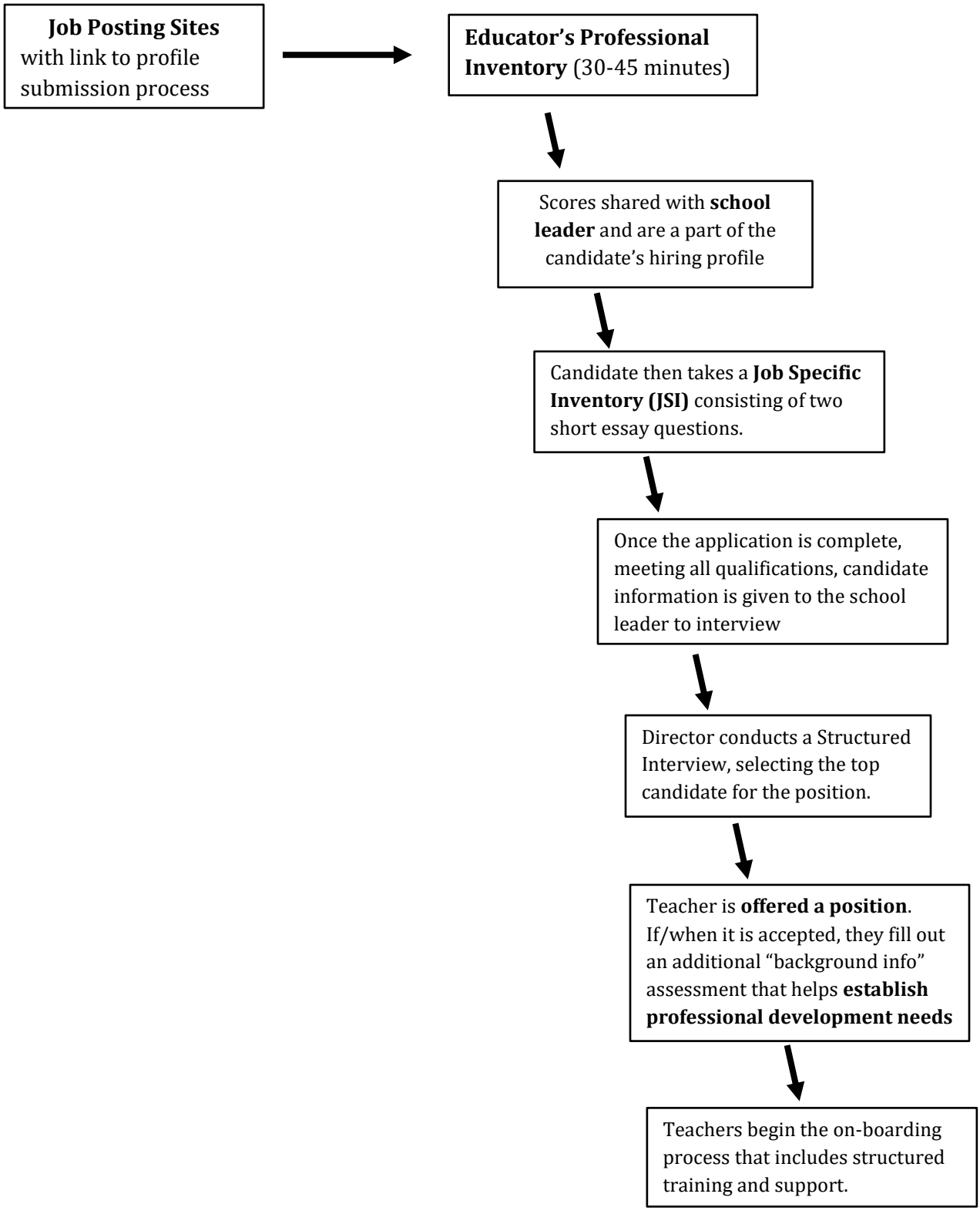
1. Supervises Special Education Teachers and Special Education Teacher's Aides.
2. Ensures all students receive accommodations and modifications as specified in their IEPs.
3. Oversees the IEP process, including Child Find, Annual IEP reviews, and 3-year assessment cycles.
4. Provides training to regular education teachers, as needed.
5. Assists the Lead School Administrator with data analysis to ensure all students are successful, as needed.
6. Resolves conflicts with teachers, exceptional child behavior, and addresses parent/guardian concerns as they arise.
7. Consults with school administration in cases of disciplinary action involving students with IEPs.
8. Oversees required reporting and student file management and maintains confidentiality of exceptional child records.

Attachment 3

Not included

Attachment 4: Competencies Used for School Leader and Evaluation

Application/Hiring Process



ATHLOS ACADEMIES

INITIAL REVIEW – SCHOOL LEADER

RESUME #	
CRITERIA	**SCORE** (circle one)
School Leadership Experience	0 1 2
Certification	0 1 2
Educational Experience	0 1 2
Budget Supervision	0 1 2
Experience with expected student population	0 1 2
TOTAL SCORE	

Additional Notes:

Athlos School Leader Structured Interview

Interviewer:_____ **Interviewee:**_____ **Date:**_____

Grit –Focus / Self-Control – Growth Mindset 1.Task Dedication

What is the most challenging thing you have done? How did you prepare? What would you have done differently? How did you modify your approach midstream?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Social Intelligence (Creativity) 2.Interpersonal Effectiveness

Tell me about a meeting in which you had to tell others things they did not want to hear. How did you communicate those ideas to them? What was the result of that communication? If you could do it again, is there anything you would change in what you communicated, or the way in which you communicated it? Why would you make those changes?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Leadership (Integrity) 3.Organizational Stewardship

Tell me specifically what you have done to create an atmosphere of trust and empowerment within your sphere of influence. What tangible results have you seen from your efforts?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Leadership (Humility) 4.Technical Skills

Compare what you know about the job you are interviewing for and your own knowledge and skill. What areas of development do you feel you will need to meet the job expectations?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

5. Our first impression and quickness in making connections

Response notes:

Response notes:

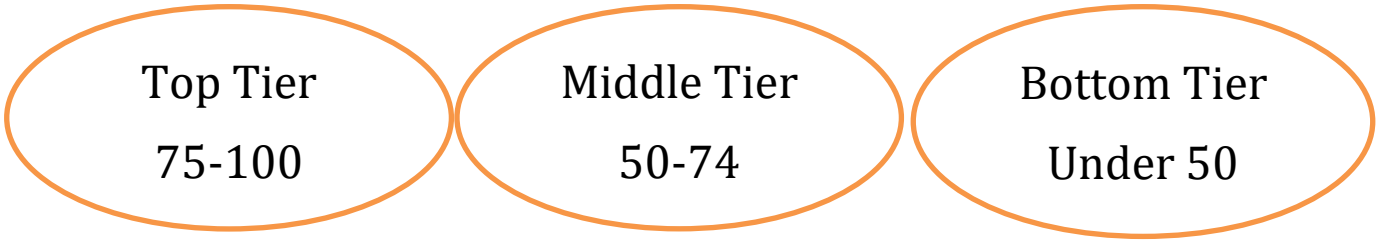
*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Additional Notes

Summary Score: _____



Athlos School Leader Panel Interview

Interviewer:_____ Interviewee:_____ Date:_____

Grit (Focus / Self-Control) 1.Task Dedication

Recognizing the challenge of building a healthy, excellence oriented staff culture, what steps do you see as most essential for making that happen? Share how you have built staff culture and the challenges of making that happen. What could you envision being some of your early steps in building staff culture at this Athlos school?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Social Intelligence (Creativity) 2.Interpersonal Effectiveness

What do you look for when recruiting and interviewing quality teachers? How would you go about finding a staff that aligns both with your and Athlos' educational philosophy?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Leadership (Integrity) 3.Organizational Stewardship

How have you effectively used data in the past? When can data be debilitating? When is it most useful? What data do you find the most valuable?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Leadership (Courage) 4.Systems & Structures

Describe a positive behavior management system in a school. What have you seen been most effective? What philosophy/structure do you most align with?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

5. Our first impression and quickness in making connections

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Additional Notes

Summary Score: _____

Top Tier	Middle Tier	Bottom Tier
75-100	50-74	Under 50

Athlos Academies

School Leader Professional Growth Plan

Name _____ Date _____

The Professional Growth Plan is a way for an administrator to set and pursue professional growth goals and plan connected learning activities as part of the annual review cycle. The Professional Growth Plan is intended to:

- Guide individual learning activities throughout the year;
- Empower an administrator to plan his/her own individual professional learning; and
- Ensure that each administrator is making adequate yearly progress towards license renewal, if applicable.

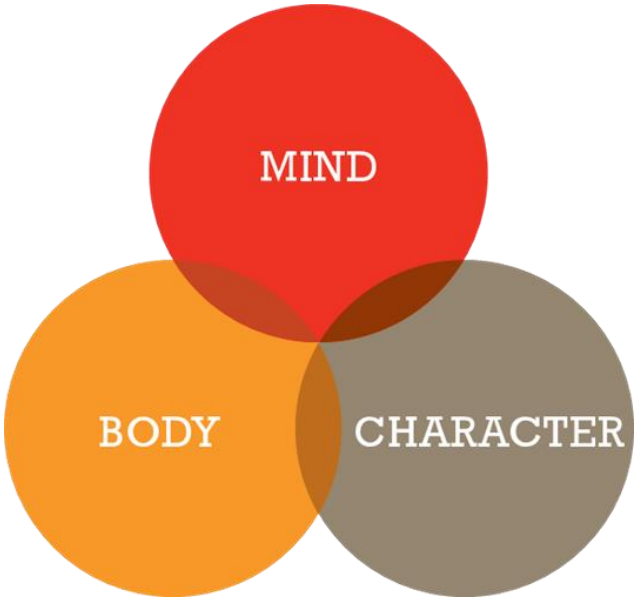
Reflection on my administrative practice (Visionary Leadership, Teaching & Learning, Management for Learning, Community Collaboration, Ethical Leadership, and Systems Leadership) for areas for growth:
Type text here
Professional goals related to identified areas for growth:
Type text here
Resources, professional development, and action steps needed to meet my goals:
Type text here
Evidence that can be used to evaluate progress toward goals:
Type text here
Activities needed to make adequate yearly progress towards license renewal:
Type text here

Attachment 5

Not provided.

Attachment 6: Teacher evaluation tool

Athlos Academy of Reno



Teacher Evaluation & Improvement Plan

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I. Context

Athlos Academy of Reno (AAR) has adopted a modified version of the Nevada Educator Performance Framework (NEPF) model of educator evaluation and improvement. The evaluation tool uses peer and supervisor observations and evaluations of professional performance, student growth measures, and stakeholder input to evaluate teachers' performance on the ten standards of Instructional Practice and Professional Responsibilities:

Instructional Practice

1. New learning is connected to prior learning and experience
2. Learning tasks have high cognitive demand for diverse learners
3. Students engage in meaning-making through discourse and other strategies
4. Students engage in metacognitive activity to increase understanding of and responsibility for their own learning
5. Assessment is integrated into instruction

Professional Responsibilities

1. Commitment to the school community
2. Reflection on professional growth and practice
3. Professional obligations
4. Family engagement
5. Student perception

II. The AAR Teacher Evaluation and Support Model

There are three components of the Model: 1) Professional Performance, 2) Student Growth and Learning, and 3) Stakeholder Input. These three components are weighted at 70%, 20%, and 10% of the performance rating.

In the Model, a teacher engages in a continuous annual review process, as outlined below:

Summer:

- Orientation to the Model
- Teacher engages in self-assessment using the Educator Effectiveness Rubric
- Teacher sets Student Learning Objectives (SLOs)
- Teacher develops Professional Growth Plan (PGP)

Within the First Quarter:

- Initial conference is held to review self-assessment, SLOs, and PGP
- For Probationary teachers and Post-Probationary teachers participating in the Teacher Improvement Process (TIP), an observation must be conducted by the school administrator

By January 31:

- Mid-Year conference held to assess progress towards SLOs and the PGP
- One observation must be conducted by each the summative evaluator and a peer evaluator
    - This observation is in addition to the initial one for Probationary and TIP teachers
- Teacher should be gathering preliminary supplemental evidence for Component I

By April 1:

- Stakeholder survey results collected and distributed to teachers

By Year-End:

- A second observation must be conducted by each the summative evaluator and a peer evaluator
- Year-End conference held to evaluate progress towards SLOs
- Stakeholder input and teacher responses evaluated by summative evaluator

A. Performance Level Ratings and Expectations

A teacher receives a summative evaluation at the end of each year. The summative evaluation includes feedback for further growth and development and a final performance rating determined by the process found on page 20. The following performance ratings are used for the final performance rating:

3 - Highly Effective

2 - Effective

1 - Marginally Effective

1 - Emerging Effective (used only for Probationary teachers)

0 – Not Effective

A teacher with a final summative performance rating of "Marginally Effective" should be supported to improve through targeted professional development opportunities and through the setting of appropriate Professional Growth Plan goals. A teacher with final summative performance rating of "Not Effective" must be supported through the teacher improvement process (TIP) on page 21 or dismissed.

The final performance rating is based on evidence from all three model components as described on page 20.

B. Development and Evaluation Activities in the Process

Observations

Observations are planned or impromptu opportunities for a summative evaluator or a peer reviewer to gather evidence for evaluation and to provide feedback to a teacher for growth and development. Summative observations are those conducted by a summative evaluator. These may be announced or unannounced and must occur at least once per semester. Summative evaluations should use the Educator Effectiveness tool as a guide. These summative observations should be supplemented by formative or impromptu observations by the summative evaluator as well as peer observations. Formative evaluations may occur inside or outside of the classroom. Examples of observations to be considered include: PLC work, interactions with students in the halls or at extracurricular events, interaction with peers during professional development and staff meetings, input at a review of student data, etc.

All observations that are to be used as a part of a teacher's summative evaluation must be documented within two weeks of the observation. Summative and peer evaluations are to be debriefed with the

observed teacher within three weeks of the observation. At this conference, any documentation of the observation must be shared with the observed teacher.

Peer Observations

Twice per year, a teacher will be observed by an experienced peer, preferably in a similar content area. The peer reviewer does not need to be the same individual for both reviews. Peer reviewers should be Post-Probationary teachers rated effective or highly effective in the prior year. Prior to a peer review, the two teachers involved should meet to discuss areas of focus. The peer reviewer should provide feedback tailored to the issues discussed at this pre-observation conference, in addition to any other meaningful observations. These observations should be documented and debriefed as described above.

Self-Assessment

Each summer, teachers complete the Educator Effectiveness rubric as a self-assessment. Self-assessment should be based on a teacher's thoughtful reflection of their performance in prior years, rather than as a goal for the current year. The results of the self-assessment should represent current performance levels and should be informed by the prior years' summative evaluation, if available.

Professional Growth Plan

The Professional Growth Plan is a way for a teacher to set and pursue professional growth goals and plan connected learning activities as part of the annual review cycle. The Professional Growth Plan is intended to:

- Guide individual learning activities throughout the year;
- Empower a teacher to plan his/her own individual professional learning; and
- Ensure that each teacher is making adequate yearly progress towards license renewal.

The Professional Growth Plan is developed at the beginning of each year, following the teacher self-assessment, and is reviewed at the initial yearly conference with the summative evaluator. A teacher is encouraged to develop a plan that reflects goals and activities shared by members of his/her professional learning community so that members can collaborate to implement their plans.

As part of plan development, a teacher identifies:

- Areas for growth;
- At least one professional goal based on the Performance Standards for Teacher Practice for areas for growth; and
- Activities for professional development, resources needed to meet goals, and evidence that will be used to evaluate goal achievement.

In addition, a teacher identifies activities needed to ensure that s/he is on track for license renewal.

Prior to the summative evaluation, a teacher submits a summary of Professional Growth activities for the year to the summative evaluator.

Additional Teacher Documentation

A teacher has the right to provide to the summative evaluator any supplemental documentation in order to address areas of weakness on the Educator Evaluation tool or to provide evidence for areas of

professional performance that were not otherwise evidenced throughout the year. The summative evaluator shall set the deadline for submission of additional documentation no earlier than three weeks following the debrief of the final summative observation.

Conferences

At least three conferences must occur between the teacher and the summative evaluator each year. The first must occur within the first quarter of the school year and should serve primarily as a goal-setting conference, where the self-assessment, SLOs, and the PGP are reviewed. At the mid-year conference, progress towards the SLOs and the PGP are reviewed, as well as areas in which evidence have and have not been gathered for Professional Performance evaluation on the Educator Effectiveness tool. The final conference shall follow the Summative Evaluation and serve as a review of the year's growth and performance.

Student Learning Objectives

Teachers at AAR engage in annual goal-setting for student performance. This process involves identifying targets to assess, selecting appropriate local or state-level assessments, identifying baseline levels from which to measure growth, and monitoring progress over the course of the year. The objectives can be set to incorporate both growth and overall performance goals.

Stakeholder Input

AAR conducts an annual stakeholder survey. Teachers are expected to receive positive feedback from parents and students. In addition, teachers are expected to use data from the stakeholder input survey to improve practice and to provide evidence of regular communication with parents and students.

Summative Evaluation

At the end of each year, the summative evaluator conducts a summative evaluation that takes into account Professional Performance, Student Growth and Learning, and Stakeholder Input. The Professional Performance dimension is determined using evidence from summative observations, formative and impromptu observations, peer observation reports, progress in the Professional Growth Plan, and additional teacher documentation.

C. Roles in the Process

Teacher

"Teachers" include classroom teachers and any other professional employee required to hold a teaching license. However, "teachers" are not school principals or superintendents for the purposes of this Model. A teacher must demonstrate competencies of professional practice as well as positive impacts on student learning and positive stakeholder relations as part of an evaluation. For this Model, a teacher must:

- Demonstrate professional teaching standards evaluated through the Educator Effectiveness tool.
- Create and use a Professional Growth Plan annually to support professional growth and development.
- Documents Professional Growth activities annually, using the Professional Growth Plan as a guide.
- Collaborate with a peer reviewer(s) to receive targeted feedback on his/her teaching practice.

- Create student learning goals and monitor student progress towards those goals.
- Review and respond to survey results of stakeholder input annually.
- Complete a self-assessment annually and share that assessment with the summative evaluator.

Also, teachers may compile a portfolio of practice and professional growth as evidence for the summative evaluation.

Peer Reviewer(s)

A peer reviewer is a peer who collaborates with a teacher to evaluate practice and impact on students by providing feedback derived from observations on areas of interest to the evaluated teacher. The peer reviewer must be a trained observer of teacher practice and be approved by the assigned summative evaluator. When possible, a peer reviewer(s) should also be in the teacher's professional learning community, and new teachers may use their mentors.

A peer reviewer(s) should be a Post-Probationary teacher who has completed adequate training to be considered a reliable observer. For this model, a peer reviewer(s):

- Meets with a teacher prior to observations to discuss strengths and weaknesses to focus on;
- Conducts an observation of the teacher;
- Documents the observation with particular attention paid to the areas requested by the evaluated teacher;
- Provides verbal feedback and a copy of the observation documentation to a teacher at a post-observation conference;
- As a member of the teacher's evaluation team, attends meetings between the teacher and assigned summative evaluator as requested by the teacher and provides input and feedback as requested by the assigned summative evaluator.

Summative Evaluator

The assigned summative evaluator facilitates the summative evaluation. A summative evaluator must hold a valid teaching license to be qualified and must undergo sufficient training necessary to adequately complete evaluation tasks. For the Model, a summative evaluator:

- Annually reviews the self-assessment;
- Annually reviews and approves the Professional Growth Plan;
- Approves both annual Peer Observations;
- Annually reviews and approves the Student Learning Outcomes Form and associated assessments, and evaluates student learning goal progress and outcomes;
- Documents summative, formative, and impromptu observations that will be used to evaluate a teacher;
- Meets with a teacher to debrief each of the two summative evaluations;
- Holds at least three annual conferences with a teacher to discuss teacher performance;
- Annually completes the summative evaluation and assigns a final performance rating.

School Administrator

For the Model, the school administrator:

- Identifies administrators, supervisors, and/or teachers as summative evaluators and supports them in successfully completing evaluator training;
- Encourages teachers to serve as peer reviewers and complete relevant training;
- Supports evaluators and peer reviewers by creating a structure for managing evaluation activities and documents;
- Pre-approves assessments and determines mastery scores to be used for student learning goals;
- Coordinates staff development activities with evaluation processes and evaluation outcomes.
- Often serves as a summative evaluator

School Board

For the Model, the school board

- Collaborates with the exclusive representative of teachers in the district for professional development and evaluation system design, implementation, and revision.

III. Component One: Professional Performance

A. Component Overview

The professional performance component includes teacher activities that are aligned to the Nevada Teacher Instructional Practice Standards and Indicators and the Nevada Teacher Professional Responsibilities Standards 1-3.

Teacher Instructional Practice Standards and Indicators

Standard 1: New Learning is Connected to Prior Learning and Experience

Indicator 1.1: The teacher activates all students' initial understandings of new concepts and skills

Indicator 1.2: The teacher makes connections explicit between previous learning and new concepts and skills for all students

Indicator 1.3: The teacher makes clear the purpose and relevance of new learning for all students

Indicator 1.4: The teacher provides all students opportunities to build on or challenge initial understandings

Standard 2: Learning Tasks have High Cognitive Demand for Diverse Learners

Indicator 2.1: The teacher assigns tasks that purposefully employ all students' cognitive abilities and skills

Indicator 2.2: The teacher assigns tasks that place appropriate demands on each student.

Indicator 2.3: The teacher assigns tasks that progressively develop all students' cognitive abilities and skills.

Indicator 2.4: The teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.

Standard 3: Students Engage in Meaning-Making through Discourse and Other Strategies

Indicator 3.1: The teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students.

Indicator 3.2: The teacher provides opportunities for all students to create and interpret

multiple representations.

Indicator 3.3: The teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships.

Indicator 3.4: The teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.

Standard 4: Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning

Indicator 4.1: The teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it.

Indicator 4.2: The teacher structures opportunities for self-monitored learning for all students.

Indicator 4.3: The teacher supports all students to take actions based on the students' own self-monitoring processes.

Standard 5: Assessment is Integrated into Instruction

Indicator 5.1: The teacher plans ongoing learning opportunities based on evidence of all students' current learning status.

Indicator 5.2: The teacher aligns assessment opportunities with learning goals and performance criteria.

Indicator 5.3: The teacher structures opportunities to generate evidence of learning during the lesson of all students.

Indicator 5.4: The teacher adapts actions based on evidence generated in the lesson for all students.

Teacher Professional Responsibilities Standards and Indicators

Standard 1: Commitment to the School Community

Indicator 1.1: The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.

Indicator 1.2: The teacher takes an active role in building a professional culture that supports school and district initiatives.

Indicator 1.3: The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students

Standard 2: Reflection on Professional Growth and Practice

Indicator 2.1: The teacher seeks out feedback from instructional leaders and colleagues and uses a variety of data to self-reflect on his or her practice.

Indicator 2.2: The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.

Indicator 2.3: The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities.

Standard 3: Professional Obligations

Indicator 3.1: The teacher models and advocates for fair, equitable, and appropriate treatment of all students and families.

Indicator 3.2: The teacher models integrity in all interactions with colleagues, students, families, and the community.

Indicator 3.3: The teacher follows policies, regulations, and procedures specific to role and responsibilities.

B. Educator Effectiveness Tool

The Educator Effectiveness Tool is a rubric used by a teacher and summative evaluator to measure teacher practices against common professional standards. The rubric provides performance levels of practice for each indicator related to Professional Performance described above. The self-assessment and summative assessment use the rubric explicitly when evaluating teacher Professional Performance. Additional activities as a part of the Teacher Evaluation and Improvement process should also use this tool as a guide as a teacher's Professional Performance will ultimately be rated based on the extent to which each of the indicators above can be evidenced.

The Model uses the Nevada Department of Education Teacher Self-Assessment rubric as a rubric for the entirety of the Professional Performance component, drawing from evidence from all data sources described below.

C. Evidence of Teacher Practice

Evidence gathered by a summative evaluator largely comes from documented observations, whether summative, formative, or informal, that are conducted by the summative evaluator.

Other evidence in this component area is from the documentation of a teacher's peer reviews as well as any supplemental materials submitted by the teacher as a part of the summative evaluation process.

D. Determining the Component Rating for Teacher Practice

To determine a component rating for the teacher practice component, the summative evaluator shall collect all evidence from the year including:

- The documentation from Observations conducted by the summative evaluator;
- The teacher's self-assessment;
- The teacher's Professional Growth activities;
- The peer reviewer's observation documentation;
- Supplemental materials submitted by the teacher.

The assigned summative evaluator reviews the body of evidence for the professional performance component of the Model. The evaluator looks for patterns in performance and trends over time and compares evidence to the Educator Effectiveness Tool. The evaluator interprets the evidence within the context of these benchmarks to draw conclusions about performance in each of the areas of the Nevada Teacher Professional Responsibilities Standards 1-3. An overall score for Professional Performance is given on a 0-3 scale, using the rubric and the performance levels below.

3 – Highly Effective

2 – Effective

1 – Marginally/Emerging Effective

0 – Not Effective

An assigned summative evaluator will use a holistic approach to determine a component rating for the teacher practice component. A holistic approach acknowledges that a summative evaluator uses professional judgment when combining evidence from multiple measures into a single rating.

IV. Component Two: Student Growth

A. Component Overview

Student learning is a main driver of an effective teacher's practices. A great teacher continually assesses student achievement against standards and uses results to modify his practice, to intervene when students struggle, and to differentiate instruction.

The Model uses the Nevada model for student learning objectives from the National Council on Teacher Quality (based on the National Center for the Improvement of Educational Assessment's SLO Toolkit) to measure student growth and learning for students in all classes.

B. Student Learning Objectives (SLOs)

Student Learning Objectives consist of three key parts:

The Learning Goal: a description of what students will be able to do at the end of the course, subject, or grade level;

The Assessment(s): measurement of students' understanding of the learning goal;

The Targets: the expected student outcome by the end of the instructional period.

Determining Learning Goals

Learning goals are the most important aspect of the SLO. Determining what students need to know and/or be able to do at the end of the learning interval is paramount to the success of the student. The learning goal is a description of what students need to be able to do; it is the overarching or "big ideas" that are embedded within the Nevada Academic Content Standards for the particular course or subject at that grade level.

A Learning goal is written such that the educator has thoroughly reflected on the purpose for the course, the skills embedded within the standards to be able to move on to the next level or subject within the content area, and what it is that a student should be able to do to indicate proficiency of the learning goal. In other words, the SMART goal setting process is used to create a learning goal that is 1) Specific to the Core Standards, 2) Measureable and can be assessed for mastery or proficiency, 3) Attainable, yet rigorous and ambitious for the students to master, 4) Relevant to real life and needed in future learning, and 5) Time bound because it can be taught during the period of instruction outlined.

Developing or Determining Assessments

Educators may create their own assessments, use assessments that are already developed and vetted for quality, or purchase assessments that have been aligned to Nevada Academic Content Standards. Teacher-created assessments are by far the most utilized assessments. These teacher-developed assessments may be created by individual classroom teachers, teams of teachers (i.e., PLCs, departments,) or district level

content area specialists. Some commercially developed assessments may also be used as long as they are vetted for quality and align with the course core standards.

The use of assessments is directly related to the learning goal. Assessments should be used to formatively determine the progress students are making toward proficiency of the learning goal. Educators need to know what proficiency looks like for this course or subject's learning goal(s). Understanding that one summative assessment is not enough will help the educator be more successful improving students' progress toward meeting the learning goal.

Finally, no matter what assessments are used or how they are determined, they should be assessed for high quality; the Student Learning Goal Rubric should be used to ensure comparability and fairness across schools, districts, and the state. The rubric can be found in the Nevada Educator Performance Framework document. In addition, educators should participate in assessment literacy professional learning as they begin to implement the SLO process.

Setting Targets

In order to determine the expected student growth outcomes based on the identified assessments, it is first necessary to consider the actual performance of students from baseline data. In other words, consider what information will help to identify students' prior knowledge and their potential achievement levels and growth. For example, if a course does not have a pre-requisite, consider whether the assessment that will be used to measure the learning goal expects students to use math, reading, and/or writing skills. Data from state standardized assessments, previous core content classes, and/or student work samples can be examined to determine growth targets. For example, a student enrolled in an entry-level music class may have taken private music lessons or a student enrolled in an entry-level automotive class may have been learning about cars with a family member for years. In these cases, a student survey about their knowledge and experiences would be beneficial for establishing starting levels and developing expected Targets.

The baseline data that educators use will help to establish three or four expected levels of student performance that will be used to indicate overall educator contribution to student growth and learning. Targets provide the educator the opportunity to contextualize the growth expectations based on the students' starting places.

In addition to using baseline data for determining the contextualized growth targets, educators need to know the benchmarks they desire their expected levels of student performance to reach. Benchmarks for growth can be set by individual teachers, teams of teachers, or AAR. These determinations should be ambitious, yet realistic expectations for student growth.

Types of Data to Use to Determine Targets:

Data can be used to determine many things that a teacher wants to know. For example, students' present levels of knowledge, necessary interventions, progress or lack of progress and patterns of learning are some of the reasons data collection is one of a teacher's most important skills. The use of baseline data to help determine SLO Targets is a key aspect of writing a valid SLO. The reason this is so important is because the Targets are the part of the SLO that make it a useful instrument for measuring student growth. The actual growth of the students, as predicted or expected levels of performance, is used to determine the effectiveness of the educator.

Developing SLOs

Teachers should use the SLG guidance from the Nevada Educator Performance Framework in the development of their own SLOs.

The vetting and review of SLOs is an important component of comparability and equity. The use of a state template that helps guide the SLO development process by asking the appropriate questions to encourage cognitive reflection on what it is we want our students to learn, how we will know if they learned it, and what the appropriate growth targets are is very important. The use of state guidance, along with appropriate professional learning on the SLO process is paramount to the fairness, equity, fidelity, and comparability of SLOs.

Additionally, SLOs will be reviewed and approved by a teacher's summative evaluator at the initial conference.

Reviewing SLOs

SLOs will be evaluated by a summative evaluator using the rubric found in the SLO Guidance and Toolkit document published by USOE no later than 2 weeks following the initial conference. Progress on the SLOs will be discussed at the mid-year conference.

The mid-instructional conference is an opportunity for the teacher to submit evidence of current student growth and learning to the evaluator. This evidence will typically focus on the formative data the teacher has collected to monitor students' progress toward the learning goals. Prior to the conference, the supervisor/evaluator should review the approved SLO Template and any notes made from the approval process and any submitted student baseline data that was used at the beginning of the year conference.

The purpose of the mid-instructional period conference is to add context to the teacher's observed performance and to enhance discussion of instructional strengths and areas for improvement as they pertain to student growth and learning. The mid-instructional period conference also allows the supervisor/evaluator to get to know the teacher's methods of monitoring and assessing student progress and will help to support the teacher in efforts to promote student achievement.

Finally, the mid-instructional period conference allows the teacher to show evidence that growth targets need to be adjusted or revised. The administrator/supervisor, as the evaluator, will make every effort to support the teacher in these conversations. The evidence and data brought forward should be discussed until mutual understanding is reached. The figure below suggests discussion questions that the supervisor uses to bring focus to the conference and help the decisions about whether to adjust targets.

Mid-Instructional Period Conference Discussion Questions

- How are your students progressing toward their Learning Goal? How do you know? (Provide evidence and data)
- Which students are struggling/exceeding expectations? What are you doing to support them? (Provide evidence and data)
- What additional resources do you need to support you as you work to achieve the Learning Goal?
- Are you on-track to meet the SLO Targets?
- What can I do to support you? (Discuss evidence and progress monitoring)

Finally, SLOs will be evaluated by the summative evaluator as described below.

Evaluating SLOs

Prior to the summative evaluation, a teacher will gather final data on outcomes for SLO targets. Using this data, a summative evaluator will use the following table to determine a final score for the student growth and learning component of the Model.

Does Not Meet (0)	Partially Meets (1)	Meets (2)	Exceeds (3)
Based on the students' starting points, students performed worse than expected.	Based on the students' starting points, students partially performed as expected.	Based on the students' starting points, students performed as expected.	Based on the students' starting points, students performed better than expected.

V. Component Three: Stakeholder Input

A. Component Overview

A key component of effective teaching is developing positive relationships with students and their families. Within the classroom, a teacher can influence student engagement through relationships with students and the relevance and rigor of instruction. If teachers build positive relationships with students, make content relevant to students, and plan and facilitate rigorous instruction, then students will be engaged at high levels. Additionally, timely and effective communication with parents/guardians is necessary for the success of students and the school as a whole.

In order to assess a teacher's performance on Nevada Teaching Professional Responsibilities Standards 4 and 5, stakeholder input will be gathered. This Component will be evaluated through student and parent surveys, through teacher response to survey data, and through evidence of teacher communication efforts.

B. Stakeholder Surveys

Surveys will be distributed to both students and parents. Student surveys will consist of questions regarding engagement and student-teacher relationships, as well as student perception of elements of teacher disposition, such as caring. Surveys will be written in a developmentally appropriate manner and will be of an appropriate length. Parent surveys will include questions regarding the parent-teacher relationship and communication efforts. Sample Likert-scale questions are below.

- Student Survey:
    - "My teacher cares about me"
    - "I usually know what I am supposed to be learning in this class"
    - "My teacher helps me when I am confused"
    - "The teacher wants everyone to work hard"

- Parent Survey:

- "My student's teacher regularly communicates both positive and negative updates on my student's progress"
- "I feel as though my student is supported by his/her teacher"
- "My student's teacher believes s/he can succeed"

C. Teacher Response to Surveys

A teacher is expected to analyze responses to parent and student surveys and develop and implement a plan to address any concerns and improve students and parent experience.

D. Evidence of Communication

A teacher will submit evidence of effective and timely feedback to parents and students and efforts to maintain effective two-way communication between students and parents/guardians.

E. Determining the Component Rating for Student Engagement

The following rubric will be used by the summative evaluator to determine a holistic score on the Stakeholder Input portion of the summative evaluation.

Not Effective (0)	Minimally/Emerging Effective (1)	Effective (2)	Highly Effective (3)
Results from stakeholder input indicates common patterns of concern and consistently negative feedback	Results from stakeholder input indicates some areas of concern and limited positive feedback	Feedback from stakeholder survey are mostly positive	Feedback from stakeholder survey show consistent and above-average positive responses
Teacher does not provide evidence of response to concerns outlined in the stakeholder survey	Teacher provides superficial response to concerns outlined in the stakeholder survey, but little evidence of change in behavior	Teacher effectively analyzes feedback and develops and follows through on a reasonable plan of improvement	Teacher effectively analyzes feedback, develops and follows through on an appropriate plan of improvement, and seeks additional feedback on the plan's effectiveness
Teacher rarely communicates with parents/guardians beyond school-wide opportunities. Teacher rarely, if ever, communicates with	Teacher engages in occasional one-way updates to students and parents/guardians	Teacher provides timely feedback to parents/guardians and students. Teacher provides multiple avenues for ensuring	Teacher regularly communicates with teachers and parents/guardians and uses feedback from this communication to adapt approaches.

students outside of instructional activities		two-way communication	

VI. Annual Timeline of Activities

In the Model, each teacher engages in an annual cycle of professional development and improvement. Each year, teachers, peer reviewers, and summative evaluators follow an ongoing series of annual activities as follows.

Prior to Annual Cycle (Target – Prior to the School Year)

Role	Activity
School Administrator	• Analyze school data • Set school goals • Identify available professional development resources

Start of Annual Cycle (Target—August-September)

Role	Activity
Teachers	• Engage in Self-Assessment • Develop Professional Growth Plan • Develop Student Learning Objectives, with professional learning community, if appropriate. • Review content standards. • Collect and analyze relevant baseline student learning data. • Select or create associated final assessments to measure student learning goals. • Draft student learning goals
Summative Evaluators	• Review and approve teachers' Professional Growth Plans • Review and approve teachers' SLOs • Review teachers' Self-Assessments
School Administrator	• Share school goals and professional development resources to inform Professional Growth Plans and Student Learning Objectives. • Ensure summative evaluators and peer reviewers have engaged in appropriate training to conduct observations

In the First Quarter

Role	Activity
School Administrator	• For each probationary teacher and teacher engaged in the Teacher Improvement Plan, conduct one summative observation. Meet with teachers and document evidence and feedback.

First Semester (Target—September-January)

Role	Activity
Teachers	•Implement Professional Growth Plans and gather evidence of implementation and outcomes. • Collect and review interim student learning data for student learning goals. Confer with summative evaluators and professional learning communities as appropriate. • Collect additional evidence of teacher practice and student impact.
Summative Evaluators	• Conduct, document and debrief one summative evaluation • Conduct and document formative and informal observations
Peer Reviewers	• Conduct, document, and debrief one peer observation
School Administrator	• Monitor and evaluate school improvement goals

Mid-Year (Target – January)

Role	Activity
Teachers	• Collect Mid-year data on Student Learning Objectives
Summative Evaluator	• Conduct Mid-year conference to review progress on SLOs, PGP, and evidence of Professional Performance. Give formative rating on Component I.

Second Semester (Target—February-May)

Role	Activity
Teachers	•Implement Professional Growth Plans and gather evidence of implementation and outcomes. • Collect and review interim student learning data for student learning goals. Confer with summative evaluators and professional learning communities as appropriate. • Collect additional evidence of teacher practice and student impact.
Summative Evaluators	• Conduct, document and debrief one summative evaluation • Conduct and document formative and informal observations
Peer Reviewers	• Conduct, document, and debrief one peer observation
School Administrator	• Monitor and evaluate school improvement goals • Distribute and collect data from Stakeholder Input Survey

End of Annual Cycle (Target—April-May)

Role	Activity
Teachers	• Review student learning data with professional learning communities as appropriate and determine outcome of student learning goals • Review and respond to stakeholder input survey data • Gather evidence of progress in Professional Growth Plan • Gather and submit additional materials for Component I, if necessary
Summative Evaluators	• Review end-of-year results of teachers' student learning goals • Review stakeholder input survey data • Review teachers' Fall self-assessments • Gather and review evidence, determine component ratings, and calculate summative scores and summative performance rating. Meet with teachers and complete documentation.
Peer Reviewers	• Submit documentation of reviews to each teacher's summative evaluator
School Administrator	• Review student learning data and determine outcome of school improvement goals. • Collect data from interim and final assessments. • Determine the extent to which school improvement goals were met. • Communicate results of school improvement goals to staff.

VII. Determining the Final Performance Rating for the Summative Evaluation

For the summative evaluation, the assigned summative evaluator first determines a component rating for each of the three components of the Model—Professional Practice, Student Growth and Learning, and Stakeholder Input. These three component ratings are then used to numerically calculate a summative score and final summative performance rating for a teacher. The three ratings are quantified, weighted, and added in order to generate a summative score. Ranges of summative scores then determine the summative performance rating for a teacher. Evaluators use the following process:

1. Assign a numerical value to the component ratings for each of the three model components as noted above.
2. Multiply the numerical value for each component rating by the weight assigned to that component.
    a. Professional Performance – 70%
    b. Student Growth and Learning – 20%
    c. Stakeholder Input – 10%
3. Add the three resulting products together to determine the summative score.
4. Determine the final performance rating by applying the ranges for summative scores below.

2.50-3.00 Highly Effective

1.50-2.49	Effective
0.50-1.49	Emerging (Prob.)/Minimally Effective
0.00-0.49	Not Effective

VIII. Professional Growth Plan

Teachers with final performance ratings of Highly Effective, Effective, and Emerging Effective should use the feedback from the summative evaluation to inform the next year's Professional Growth Plan. Teacher with a final performance rating of Minimally Effective shall work with the summative evaluator to determine specific, measurable, actionable deficiencies; available resources provided for improvement; and recommended course of action that will improve performance. Minimally Effective teachers may engage in the Teacher Improvement Process the following year. Teachers rated Not Effective must be given specific, measurable, actionable deficiencies; available resources provided for improvement; and recommended course of action that will improve performance. They also must engage in the Teacher Improvement Process the following year, if they are not dismissed.

IX. The Teacher Improvement Process

A teacher who receives a "Not Effective" rating on a summative evaluation, and is retained, must enter the teacher improvement process. A teacher who receives a "Minimally Effective" rating may enter the teacher improvement process if mutually agreed to by the summative evaluator and teacher.

A teacher who enters into the Teacher Improvement Process must, as a part of their summative evaluation, receive the following:

- specific, measurable, actionable deficiencies;
- available resources provided for improvement; and
- a recommended course of action that will improve performance.

As a part of the Teacher Improvement Process, the school leader will do the following in order to assist the struggling teacher:

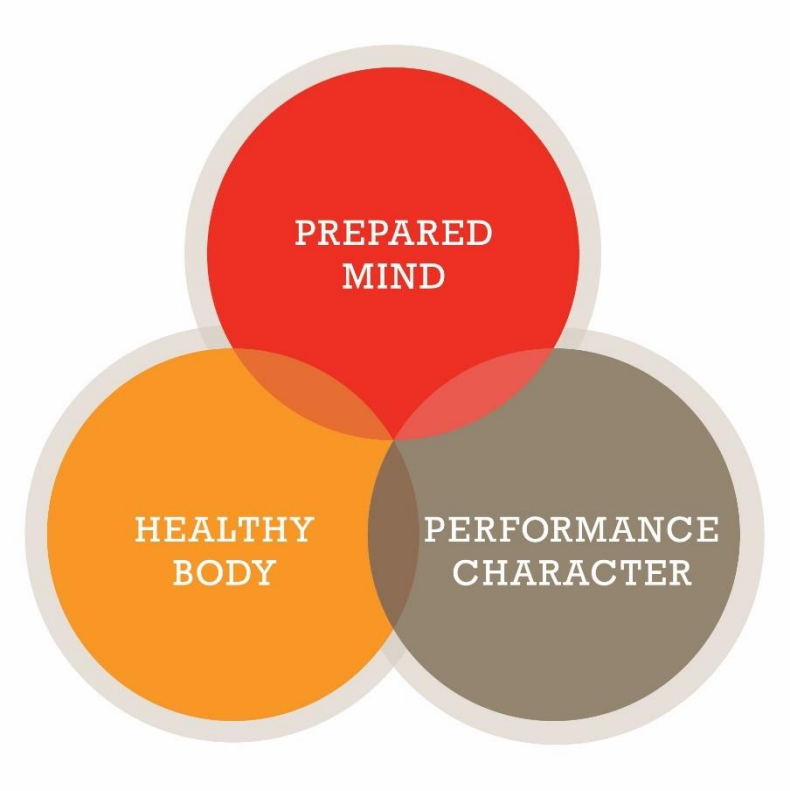
- Cooperatively develop the Professional Growth Plan, including providing mandatory professional development opportunities for the teacher, examples of which include:
    - Professional workshops or conferences
    - Book study
    - Additional evaluator or peer reviews
    - Curriculum resources
    - Videos of classroom teaching
    - Observations of other teachers
    - Data conferencing
- Cooperatively develop teacher SLOs
- Perform summative observations as if the teacher were a Probationary teacher

- At his/her discretion, assign a mentoring teacher to the teacher in the Teacher Improvement Process
- Provide specific, measurable, formative goals
- Provide for a type, form, and frequency of formative feedback to the struggling teacher (ex. Monthly conferences, weekly written reports, etc.)
- Implement any additional oversight procedures as s/he sees fit.

All actions taken as a part of the Teacher Improvement Process shall be documented by the school leader and available for review**.**

Attachment 7: School leader evaluation tool

Athlos Academy



Administrator Evaluation & Improvement Plan

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X. Context

Athlos Academy of Reno intends to use a modified version of the NEPF framework. The evaluation tool uses observations and evaluations of professional performance, school performance measures, and stakeholder input to evaluate administrators' performance on the Administrator Instructional Leadership and Professional Responsibilities standards:

Instructional Leadership

1. Creating and Sustaining a Focus on Learning
2. Creating and Sustaining a Culture of Continuous Improvement
3. Creating and Sustaining Productive Relationships
4. Creating and Sustaining Structures

Professional Responsibilities

1. Manages Human Capital
2. Self-Reflection and Professional Growth
3. Professional Obligations
4. Family and Community Engagement

XI. The AA Administrator Evaluation and Support Model

There are three components of the Model: 1) Professional Performance, 2) School Performance, and 3) Stakeholder Input. These three components are weighted at 50 percent, 30 percent, and 20 percent of the performance rating, respectively.

In the Model, the administrator engages in a continuous annual review process, as outlined below:

Summer:

- Orientation to the Model
- Administrator engages in self-assessment using the Educator Effectiveness Rubric
- Administrator sets School Performance Goals
- Administrator develops Professional Growth Plan (PGP)

Within the First Quarter:

- Initial conference is held to review self-assessment, Performance Goals, and PGP

By January 31:

- Mid-Year conference held to assess progress towards School Performance Goals and the PGP and to give a formative rating
- At least two documented observations should be completed, one summative and one informal
- Administrator should be gathering preliminary supplemental evidence for Component I

By April 1:

- Stakeholder survey results collected

By Year-End:

- At least two additional documented observations completed, one summative and one informal
- Stakeholder input evaluated by summative evaluator
- Administrator completes second self-assessment
- Administrator submits optional supplementary evidence for Component I
- Summative evaluation conference reviews self-assessment, progress towards School Performance Goals and PGP, stakeholder input, and supplemental materials to give a final rating
-

A. Performance Level Ratings and Expectations

An administrator receives a summative evaluation at the end of each year. The summative evaluation includes feedback for further growth and development and a final performance rating determined by the process found on page 15. The following performance ratings are used for the final performance rating:

3 - Highly Effective

2 - Effective

1 - Marginally Effective

0 – Not Effective

An administrator with a final summative performance rating of "Marginally Effective" should be supported to improve through targeted professional development opportunities and through the setting of appropriate Professional Growth Plan goals. An administrator with final summative performance rating of "Not Effective" must be supported through an improvement process or dismissed.

The final performance rating is based on evidence from all three model components as described on page 15.

B. Development and Evaluation Activities in the Process

Observations

Observations are planned or informal opportunities for a summative evaluator to gather evidence for evaluation and to provide feedback to an administrator for growth and development. Summative observations are those conducted by a summative evaluator. These may be announced or unannounced and must occur at least once per semester. Summative evaluations should use the Rubric as a guide. These summative observations should be supplemented by formative or informal observations by the summative. Examples of observations to be considered include: co-observation of teachers, teacher evaluation meetings; walkthroughs of the school; staff meetings; special events; parent meetings; goal setting/data meetings; transition periods; arrival, dismissal, and lunch times; etc.

All observations that are to be used as a part of an administrator's summative evaluation must be documented within two weeks of the observation. Summative evaluations are to be debriefed with the

observed administrator within three weeks of the observation. At this conference, any documentation of the observation must be shared with the observed administrator.

Self-Assessment

Each fall, prior to the initial conference, and each spring, prior to the year-end conference, an administrator completes the Self-Assessment. Self-assessment should be based on an administrator's thoughtful reflection of their performance in prior years, rather than as a goal for the future. The administrator should identify evidence available to support statements made on the spring self-assessment.

Professional Growth Plan

The Professional Growth Plan is a way for an administrator to set and pursue professional growth goals and plan connected learning activities as part of the annual review cycle. The Professional Growth Plan is intended to:

- Guide individual learning activities throughout the year;
- Empower an administrator to plan his/her own individual professional learning; and
- Ensure that each administrator is making adequate yearly progress towards license renewal, if applicable.

The Professional Growth Plan is developed at the beginning of each year, following the administrator self-assessment, and is reviewed at the initial yearly conference with the summative evaluator.

As part of plan development, an administrator identifies:

- Areas for growth;
- At least one professional goal based on the Performance Standards for Administrator Practice for areas for growth; and
- Activities for professional development, resources needed to meet goals, and evidence that will be used to evaluate goal achievement.

In addition, an administrator identifies activities needed to ensure that s/he is on track for license renewal, if applicable.

Prior to the summative evaluation, an administrator submits a summary of Professional Growth activities for the year to the summative evaluator.

Additional Administrator Documentation

An administrator has the right to provide to the summative evaluator any supplemental documentation in order to address areas of weakness on the rubric or to provide evidence for areas of professional performance that were not otherwise evidenced throughout the year. Preliminary materials may be submitted prior to the Mid-Year conference, in addition to those that may be submitted prior to the Year-End conference.

Conferences

At least three conferences must occur between the administrator and the summative evaluator each year. The first must occur within the first quarter of the school year and should serve primarily as a goal-setting

conference, where the self-assessment, School Performance Goals, and the PGP are reviewed. At the mid-year conference, progress towards the School Performance Goals and the PGP are reviewed, as well as areas in which evidence have and have not been gathered for Professional Performance evaluation on the Rubric. The final conference shall follow the Summative Evaluation and serve as a review of the year's growth and performance.

School Performance Goals

Administrators at AAR engage in annual goal-setting for school performance. This process involves identifying targets to assess, selecting appropriate local or state-level assessments, identifying baseline levels from which to measure growth, and monitoring progress over the course of the year. The objectives can be set to incorporate both growth and overall performance goals. In addition, the administrator will set goals on important school climate factors such as discipline and attendance rates.

Stakeholder Input

AAR conducts an annual stakeholder survey. Administrators are expected to receive positive feedback from parents, students, and teachers. In addition, administrators are expected to use data from the stakeholder input survey to improve practice.

Summative Evaluation

At the end of each year, the summative evaluator conducts a summative evaluation that takes into account Professional Performance, School Performance, and Stakeholder Input. The Professional Performance dimension is determined using evidence from summative observations, formative and informal observations, progress in the Professional Growth Plan, and additional administrator documentation.

C. **Roles in the Process**

Administrator

An administrator must demonstrate competencies of professional practice as well as positive impacts on student learning and positive stakeholder relations as part of an evaluation. For this Model, an administrator must

- Demonstrate professional teaching standards evaluated through the Rubric.
- Create and use a Professional Growth Plan annually to support professional growth and development.
- Document Professional Growth activities annually, using the Professional Growth Plan as a guide.
- Create School Performance Goals and monitor student progress towards those goals.
- Review and respond to survey results of stakeholder input annually.
- Complete a self-assessment twice annually and share that assessment with the summative evaluator.

Also, administrators may compile a portfolio of practice and professional growth as evidence for the summative evaluation.

Summative Evaluator

The summative evaluator is a person designated by the Board of Directors to evaluate the administrator. For the Model, a summative evaluator

- Semi-Annually reviews the self-assessment;
- Annually reviews and approves the Professional Growth Plan;
- Annually reviews and approves the School Performance Goals form and associated assessments, and evaluates school performance goal progress and outcomes;
- Documents summative, formative, and informal observations that will be used to evaluate an administrator;
- Meets with an administrator to debrief each of the two summative evaluations;
- Holds at least three annual conferences with an administrator to discuss administrator performance;
- Annually completes the summative evaluation and assigns a final performance rating.

School Board

For the Model, the school board

- Collaborates with the EMO for professional development and evaluation system design, implementation, and revision.

XII. Component One: Professional Performance

A. Component Overview

The professional performance component includes administrator activities that are aligned to the Nevada Administrator Standards and Indicators for Instructional Leadership and Professional Responsibilities.

Instructional Leadership

Standard 1: Creating and Sustaining a Focus on Learning

Indicator 1.1: Administrator engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.

Indicator 1.2: Administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.

Indicator 1.3: Administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.

Indicator 1.4: Administrator systematically supports teachers' short-term and long-term planning for student learning through a variety of means.

Standard 2: Creating and Sustaining a Culture of Continuous Improvement

Indicator 2.1: Administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.

Indicator 2.2: Administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.

Indicator 2.3: Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.

Indicator 2.4: Administrator operates with a deep belief that all children can achieve regardless of race, perceived ability and socioeconomic status.

Standard 3: Creating and Sustaining Productive Relationships

Indicator 3.1: Administrator demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to create a positive affective experience for all members of the school community

Indicator 3.2: Administrator provides opportunities for extended, productive discourse between the administrator and teachers and among teachers to support decision-making processes.

Indicator 3.3: Administrator structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.

Indicator 3.4: Administrator has structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.

Standard 4: Creating and Sustaining Structures

Indicator 4.1: Administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.

Indicator 4.2: Administrator develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.

Indicator 4.3: Administrator allocates resources effectively, including organizing time, to support learning goals**.**

Professional Responsibilities

Standard 1: Manages Human Capital

Indicator 1.1: The administrator collects high quality observation data and evidence of teacher practice in a fair and equitable manner, and utilizes the results of evaluations to provide supports to improve performance.

Indicator 1.2: The administrator uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers.

Indicator 1.3: The administrator supports the development of teacher leaders and provides leadership opportunities.

Indicator 1.4: The administrator complies with the requirements and expectations of the Nevada Teacher Evaluation Framework.

Standard 2: Self-Reflection and Professional Growth

Indicator 2.1: The administrator seeks out feedback from colleagues and staff, and uses a variety of data to self-reflect on his or her practice.

Indicator 2.2: The administrator seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.

Indicator 2.3: The administrator pursues aligned professional learning opportunities to improve his/her instructional leadership across the school community

Standard 3: Professional Obligations

Indicator 3.1: The administrator models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families.

Indicator 3.2: The administrator models integrity in all interactions with colleagues, staff, students, families, and the community.

Indicator 3.3: The administrator respects the rights of others with regard to confidentiality and dignity, and engages in honest interactions.

Indicator 3.4: The administrator follows policies, regulations, and procedures specific to role and responsibilities.

Standard 4: Family and Community Engagement

Indicator 4.1: The administrator involves families and the community in appropriate policy implementation, program planning, and assessment.

Indicator 4.2: The administrator involves families and community members in the realization of vision and in related school improvement efforts.

Indicator 4.3: The administrator connects students and families to community health, human, and social services as appropriate.

B. Rubric

The Rubric is a rubric used by an administrator and summative evaluator to measure administrator practices against common professional standards. The rubric provides performance levels of practice for each indicator related to Professional Performance described above. The self-assessment and summative assessment use the rubric explicitly when evaluating administrator Professional Performance. Additional activities as a part of the Administrator Evaluation and Improvement process should also use this tool as a guide as an administrator's Professional Performance will ultimately be rated based on the extent to which each of the indicators above can be evidenced.

The Model uses the NEPF rubrics for the entirety of the Professional Performance component, drawing from evidence from all data sources described below.

C. Evidence of Administrator Practice

Evidence gathered by a summative evaluator largely comes from documented observations, whether summative, formative, or informal, that are conducted by the summative evaluator, as well as any supplemental materials submitted by the administrator as a part of the summative evaluation process.

D. Determining the Component Rating for Administrator Practice

To determine a component rating for the administrator practice component, the summative evaluator shall collect all evidence from the year including:

- The documentation from Observations conducted by the summative evaluator;
- The administrator's self-assessments;
- The administrator's Professional Growth activities;

- Supplemental materials submitted by the administrator.

The assigned summative evaluator reviews the body of evidence for the professional performance component of the Model. The evaluator looks for patterns in performance and trends over time and compares evidence to the Rubric. The evaluator interprets the evidence within the context of these benchmarks to draw conclusions about performance in each of the areas of the Administrator Instructional Leadership and Professional Responsibilities standards and indicators. An overall score for Professional Performance is given on a 0-3 scale, using the rubric and the performance levels below.

3 – Highly Effective

2 – Effective

1 – Marginally/Emerging Effective

0 – Not Effective

A holistic approach is used by an assigned summative evaluator to determine a component rating for the administrator practice component. A holistic approach acknowledges that a summative evaluator uses professional judgment when combining evidence from multiple measures into a single rating.

XIII. Component Two: School Performance

A. Component Overview

Positive School Performance data is an important indicator of an effective administrator. A great administrator continually assesses student and teacher achievement and school climate metrics against standards and uses results to modify his/her practice and to intervene when students and teachers struggle.

The Model uses School Performance Goals to measure success in this component.

B. School Performance Goals

School Performance Goals consist of three key parts:

The Goal: a description of the change the administrator wishes to see by the end of the school year;

The Assessment(s): measurement used to determine achievement of the goal;

The Targets: the expected outcome on the assessment(s) by the end of the school year.

Determining Goals

School Performance Goals should be SMART goals that are aligned to the school's workplan goals and/or agreements in the charter. These should include at least one academic achievement goal and at least one school climate goal. Examples of academic achievement goals include: performance on state assessments, performance on local assessments, and proportion of teachers meeting their SLO goals.

Examples of school climate goals include: attendance rate, suspension rate, and scores on specific items of the stakeholder input survey.

Determining Assessments

Administrators should choose valid and reliable assessments that are designed for assessing progress towards the School Performance Goals. Examples of assessments include state-mandated assessments, locally developed assessments, attendance data, discipline data, the stakeholder input survey, and SLO documents created by teachers and approved by the administrator.

Setting Targets

In order to determine the expected outcomes based on the identified assessments, it is first necessary to consider the current state of each outcome from baseline data. Data from prior iterations of any of the assessments described above would serve as an appropriate source of baseline data. Baseline data needs to be available for any subpopulation that is the target of a particular goal.

C. Reviewing School Performance Goals

School Performance Goals will be reviewed by a summative evaluator prior to the Initial Conference and collaborative revised, if necessary, between the summative evaluator and the administrator. Progress on the School Performance Goals will be discussed at the Mid-Year Conference.

The Mid-Year Conference is an opportunity for the administrator to submit evidence of current School Performance to the evaluator. This evidence will typically focus on the formative data the administrator has collected to monitor progress towards the goals. Prior to the conference, the evaluator should review the approved Goals and any notes made from the approval process and any submitted student baseline data that was used at the beginning of the year conference.

The purpose of the Mid-Year Conference is to add context to the administrator's observed performance and to enhance discussion of strengths and areas for improvement as they pertain to School Performance. The Mid-Year Conference also allows the supervisor/evaluator to get to know the administrator's methods of monitoring and assessing student progress and will help to support the administrator in efforts to promote school achievement.

Finally, the Mid-Year Conference allows the administrator to show evidence that growth targets need to be adjusted or revised. The will make every effort to support the administrator in these conversations. The evidence and data brought forward should be discussed until mutual understanding is reached.

D. Evaluating SLOs

Prior to the summative evaluation, an administrator will gather final data on outcomes for School Performance Goal targets. Using this data, a summative evaluator will use the following table to determine a final score for the School Performance component of the Model.

Does Not Meet (0)	Partially Meets (1)	Meets (2)	Exceeds (3)
Based on benchmark data, school performance on the goal was worse than expected.	Based on benchmark data, school performance on the goal was partially as expected.	Based on benchmark data, school performance on the goal was as expected.	Based on benchmark data, school performance on the goal was better than expected.

XIV. Component Three: Stakeholder Input

A. Component Overview

A key feature of an effective administrator is their positive relationships with teachers, staff, students, and families. Stakeholder input will be evaluated through student, parent, and teacher/staff surveys and through administrator response to survey data.

B. Stakeholder Surveys

Surveys will be distributed to students, parents, and teachers/staff. Student surveys will consist of questions regarding student-administrator relationships, school culture, and student perception of elements of administrator disposition, such as caring. Surveys will be written in a developmentally appropriate manner and will be of an appropriate length. Parent surveys will include questions regarding the parent-administrator relationship and communication efforts. Sample Likert-scale questions are below.

- Student Survey:
  - "My principal cares about me"
  - "I feel like I know my principal well"
  - "When I am at school, I feel safe"

- Parent Survey:
  - "My student feels safe and welcome in the school"
  - "I feel as though the administrator is approachable"
  - "The administrator effectively engages with the community"

- Teacher/Staff Survey:
  - "I feel well-supported in my job"
  - "The administrator creates a pleasant work environment"
  - "I feel as though the administrator is approachable"

C. Administrator Response to Surveys

An administrator is expected to analyze responses to stakeholder input surveys and develop and implement a plan to address any concerns and improve student, parent, and teacher/staff experience.

D. Determining the Component Rating for Student Engagement

The following rubric will be used by the summative evaluator to determine a holistic score on the Stakeholder Input portion of the summative evaluation.

Not Effective (0)	Minimally/Emerging Effective (1)	Effective (2)	Highly Effective (3)
Results from stakeholder input indicates common patterns of concern and consistently negative feedback	Results from stakeholder input indicates some areas of concern and limited positive feedback	Feedback from stakeholder survey are mostly positive	Feedback from stakeholder survey show consistent and above-average positive responses
Administrator does not provide evidence of response to concerns outlined in the stakeholder survey	Administrator provides superficial response to concerns outlined in the stakeholder survey, but little evidence of change in behavior	Administrator effectively analyzes feedback and develops and follows through on a reasonable plan of improvement	Administrator effectively analyzes feedback, develops and follows through on an appropriate plan of improvement, and seeks additional feedback on the plan's effectiveness

XV. Annual Timeline of Activities

In the Model, each administrator engages in an annual cycle of professional development and improvement. Each year, administrators and summative evaluators follow an ongoing series of annual activities as follows.

Start of Annual Cycle (Target—August-September)

Role	Activity
Administrators	• Engage in Self-Assessment • Develop Professional Growth Plan • Develop School Performance Goals
Summative Evaluators	• Review and approve administrators' Professional Growth Plans • Review and approve administrators' School Performance Goals • Review administrators' Self-Assessments

First Semester (Target—September-January)

Role	Activity

Administrators	•Implement Professional Growth Plans and gather evidence of implementation and outcomes. • Collect and review interim data for School Performance Goals. • Collect additional evidence of administrator practice and student impact.
Summative Evaluators	• Conduct, document and debrief one summative evaluation • Conduct and document formative and informal observations

Mid-Year (Target – January)

Role	Activity
Administrators	• Collect Mid-year data on School Performance Goals
Summative Evaluator	• Conduct Mid-year conference to review progress on School Performance Goals, PGP, and evidence of Professional Performance. Give formative rating on Component I.

Second Semester (Target—February-May)

Role	Activity
Administrators	•Implement Professional Growth Plans and gather evidence of implementation and outcomes. • Collect and review interim data for School Performance Goals. • Collect additional evidence of administrator practice and student impact.
Summative Evaluators	• Conduct, document and debrief one summative evaluation • Conduct and document formative and informal observations

End of Annual Cycle (Target—April-May)

Role	Activity
Administrators	• Collect and review final data for School Performance Goals. • Review and react to stakeholder input survey data • Gather evidence of progress in Professional Growth Plan • Conduct a self-assessment • Gather and submit additional materials for Component I, if necessary

Summative Evaluators	• Review end-of-year results of administrators' School Performance Goals • Review stakeholder input survey data • Review administrators' self-assessments • Gather and review evidence, determine component ratings, and calculate summative scores and summative performance rating. Meet with administrators and complete documentation.

XVI. Determining the Final Performance Rating for the Summative Evaluation

For the summative evaluation, the assigned summative evaluator first determines a component rating for each of the three components of the Model—Professional Practice, School Performance, and Stakeholder Input. These three component ratings are then used to numerically calculate a summative score and final summative performance rating for an administrator. The three ratings are quantified, weighted, and added in order to generate a summative score. Ranges of summative scores then determine the summative performance rating for an administrator. Evaluators use the following process:

1. Assign a numerical value to the component ratings for each of the three model components as noted above.
2. Multiply the numerical value for each component rating by the weight assigned to that component.
    a. Professional Performance – 70 percent
    b. School Performance – 20 percent
    c. Stakeholder Input – 10 percent
3. Add the three resulting products together to determine the summative score.
4. Determine the final performance rating by applying the ranges for summative scores below.

2.50-3.00	Highly Effective
1.50-2.49	Effective
0.50-1.49	Minimally Effective
0.00-0.49	Not Effective

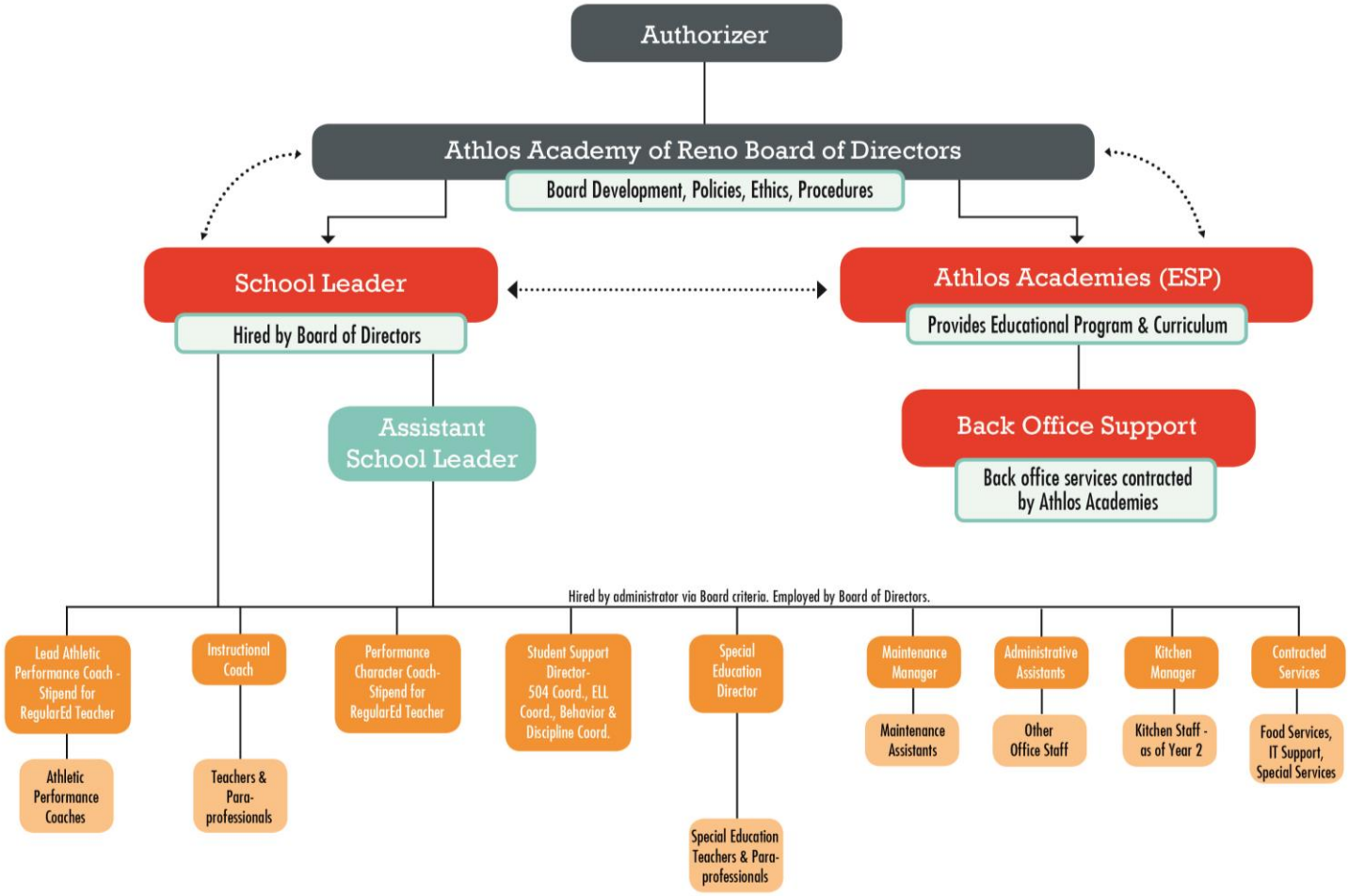
XVII. Professional Growth Plan

Administrators with final performance ratings of Highly Effective, Effective, and Emerging Effective should use the feedback from the summative evaluation to inform the next year's Professional Growth Plan. Administrator with a final performance rating of Minimally Effective shall work with the summative evaluator to determine specific, measurable, actionable deficiencies; available resources provided for improvement; and recommended course of action that will improve performance. Minimally Effective administrators may engage in the Administrator Improvement Process the following year. Administrators rated Not Effective must be given specific, measurable, actionable deficiencies; available resources provided for improvement; and recommended course of action that will improve performance. They also must engage in the Administrator Improvement Process the following year, if they are not dismissed.

Attachment 8: EMO/Network/School Organizational Charts

Athlos Academy of Reno Organizational chart

The following organizational chart will apply to Athlos Academy of Reno in its first year and all subsequent years.

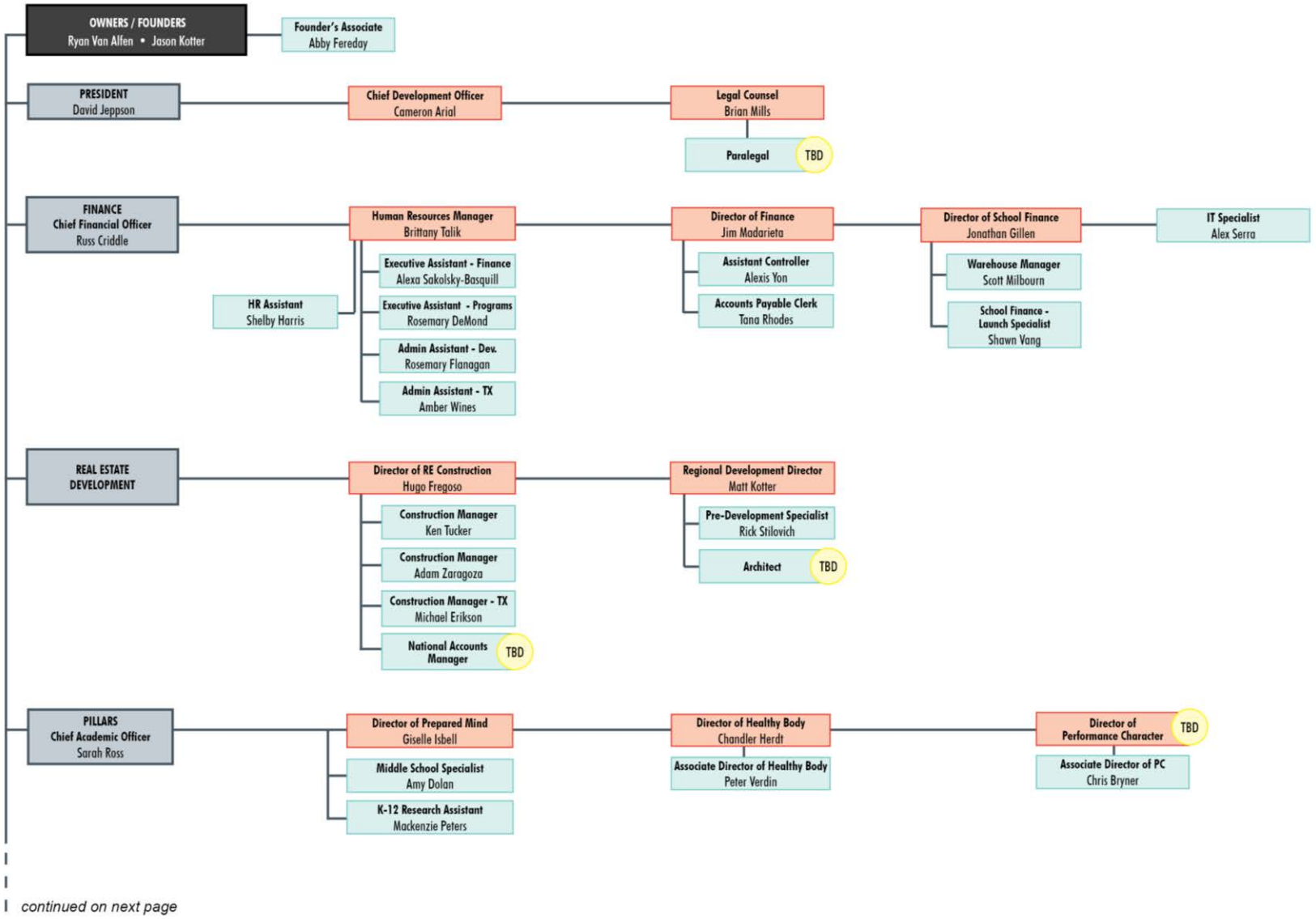


Because there is no regional network for Athlos Academies currently, there is no organizational chart.

EMO Organizational Chart (see next page)

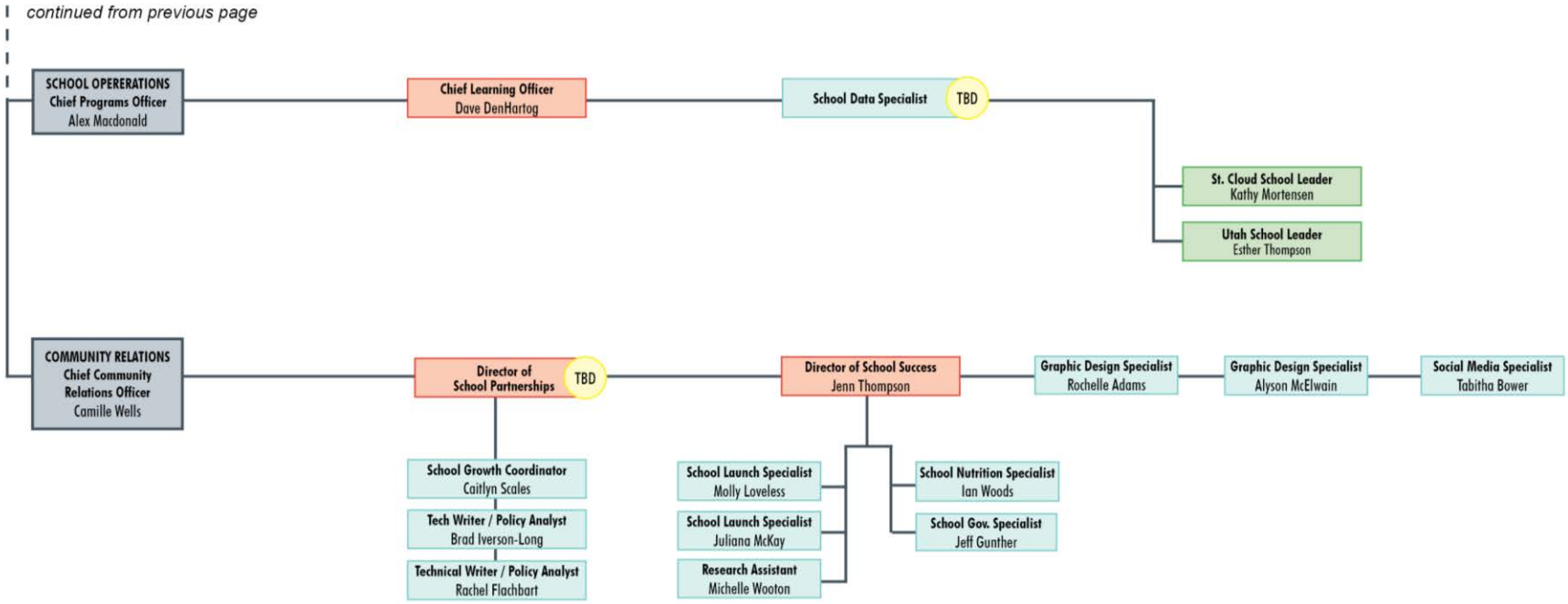
Athlos Academies EMO Anticipated Organizational Chart

2017-2018



Athlos Academies EMO Anticipated Organizational Chart

2017-2018



Attachment 9: Board Member Template

START-UP SCHOOL PROPOSED BOARD MEMBER ROSTER

			AREA OF EXPERTISE										COMMITTEE ASSIGNMENT					
PROPOSED BOARD MEMBERS Name & Title on Board (if applicable)	**OCCUPATION**	**LARGEST BUDGET MANAGED/ OVERSEEN ($ or N/A)**	Accounting/Finance	Fundraising/Development	Construction/Real Estate	Legal	Technology	PR/HR/Communications	Education	Medical	Community/Volunteer	Board Experience	Development	Real Estate	Board Development	Finance	Governance	Capital Campaign
Chris O'Neil	**VP Operations/ Acquisitions @ Bailey & Dutton Development; Managing Director @ AssetLogic**	**N/A**	**X**		**X**		**X**				**X**	**X**		**X**		**X**	**X**	**X**
Shane Dyer	**Civil Engineer @ Dyer Engineering Consultants**	**N/A**	**X**	**X**			**X**				**X**	**X**	**X**			**X**	**X**	**X**
Marcus Culpepper	**Middle School Science Teacher and Mentor Teacher @ Sparks Middle School**	**N/A**	**X**				**X**	**X**	**X**		**X**	**X**			**X**	**X**	**X**	
Jenny Keyes Freeman	**Former Washoe County School District Teacher and Mother**	**N/A**		**X**				**X**	**X**		**X**		**X**					**X**
Adriana Publico	**Staffing Coordinator @ Washoe County School District**	**N/A**	**X**	**X**			**X**	**X**			**X**	**X**	**X**		**X**			
Doug Rands	**Partner @ Rands, South, & Gardner (founder)**	**N/A**	**X**			**X**					**X**	**X**				**X**	**X**	
James Pickett	**Developer @ Ladera, LLC**	**N/A**	**X**	**X**	**X**						**X**	**X**	**X**	**X**		**X**		**X**

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants). All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve **Athlos Academy of Reno**

2. Full name **Marcus Culpepper**
   Home Address **1435 Cayuse Way, Reno, NV 89521**
   Business Name and Address
   Phone Number **209-684-2595**
   E-mail address **marcus.culpepper@gmail.com**

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

4. ☒ Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   ☒ Does not apply to me. ☐ Yes

6. Why do you wish to serve on the board of the proposed charter school?

As a resident that resides within the Washoe County School District I have children that will be entering the public school system. The area of the county that I reside in is facing a major overcrowding problem. There are simply not enough classrooms to accommodate the number of students in south Reno. With three children that will be entering the school district in the next two years I am interested in serving on this board to provide a solution

to a growing problem that is facing our district. I am also an educator in the WCSD and I am passionate about high quality instruction for our students.

7. What is your understanding of the appropriate role of a public charter school board member?
My understating of the role of charter school board members is to govern the school as a whole to ensure that it is meeting the needs of students, families, and staff while complying with all aspects of NRS that pertain to public education.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I do not have any experience serving on a charter school board. However, I was employed at a charter school for over 5 years. I started in an after school program and eventually student taught and became a teacher at the school. While an employee I attended numerous board meetings as a liaison for teachers and was able to interact with the board and see how meetings were ran and how the board governed the school.

9. Describe the specific knowledge and experience that you would bring to the board.
In the state of Nevada, I am a licensed teacher with an ESL endorsement. I have taught second and fifth through eighth grades in the Washoe County School District. I am highly qualified to teach all subjects in elementary school, and science and social studies in middle school. I am also a licensed school administrator and will begin a Dean of Students position at a local middle school this year. I would bring a wealth of knowledge about the Nevada Academic Content Standards, and the teacher evaluation standards. I also served as a Teacher Leader in the WCSD for the 2015-2016 school year.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The school's mission and guiding beliefs are grounded in a three pillar Program that Athlos has developed over time. Athlos Academy of Reno's mission is to provide high quality educational opportunities for the whole child based on three foundational pillars of Prepared Mind, Healthy Body, and Performance Character.

2. What is your understanding of the school's proposed educational program?
The school proposed educational program is based on their three foundational pillars: Prepared Mind, Healthy Body, and Performance Character. While using curriculum that aligns with the three pillars, Athlos will also utilize curriculum that is research and standards based.

3. What do you believe to be the characteristics of a successful school?
Characteristics of a successful school can be found in the school (staff and students), and in the community. High rates of growth in student achievement can be an indicator of a successful school. High teacher and staff retention is another. If teachers feel supported and are happy with their workplace it will reflect in the students. A successful school also has great relationships with the community. The school should be looked at as an asset and a partner in bettering the community.

4. How will you know that the school is succeeding (or not) in its mission?

I will know if the school is succeeding (or not) by looking at information like test score, surveys, and attending board meeting to see what is going on in the day to day business of the school. Another way to monitor the success is to be a visible member of the school community. This may look like taking walk-throughs throughout classrooms, meeting with teachers and students, and engaging in dialog with all members of the school community about what is going on.

Governance

1. Describe the role that the board will play in the school's operation.

The board of will play an integral role in the school's operation. The board will govern the school and its employees to ensure that the vision and mission of the school. The board will also be responsible for making sure that the school is complying with all NRS laws that relate to education and employee rights.

2. How will you know if the school is successful at the end of the first year of operation?

At the end of the first year it will be important to review the year and see how our operation aligned with our mission and vision. It is also important to review the financials and make sure that the school is not operating at a deficit. While the school will me a non-profit business, it is important that the board is governing the school in a way that funds are not being mismanaged.

3. How will you know at the end of three years of the school is successful?

At the end of three years the school should have a couple years of data to review. I think that one way to know whether or not the school is successful is by the board reviewing student achievement data for the first several years of the school. It would be ideal if the school were at least meeting or exceeding scores compared with the district and state. It would also be great to see growth among our student that we have been able to track over the last three years.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board would need to make sure that they are well versed in the laws that govern charter schools. The board will also need to have a deep understanding of the different programs that are in place at the school. It will be the responsibility of the board to monitor and verify that the school is implementing the programs and strategies that have been approved. If the school is following the guidelines and recommendations of the board I hope that success would fall into place.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I think that it is very important for board members to be transparent with each other. As a board we have to have faith that all of our members are here for the purpose of running the school with best interests in mind. I am a firm believe that confronting problems head on are the best way at solving them. I think that it is important as well for all members of the board to be in the know about anything that may be considered unethical. This may mean having to share knowledge about other board members that may come up and appear to be unethical or not in the best interest of the school.

Disclosures

Start-Up Charter School Board Member Information

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☒ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
   ☒ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   ☒ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☐ N/A. ☒ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   ☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
    ☒ None. ☐ Yes

Certification

I, Marcus Culpepper, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Athlos Academy of Reno Charter School is true and correct in every respect.



Signature

7-13-16

Date

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Athlos Academy of Reno
(name of charter school)
shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

Signature of Certifying Charter School Official

Marcus Culpepper

Name Printed

Board Member

Title

July 13, 2016

Date

Subscribed and sworn to before me

This 13 day of July 2016 by Marcus Culpepper.

date month year

(Notary Public Seal)

DAVID KIRCHEN
NOTARY PUBLIC
STATE OF NEVADA
My Commission Expires: 01-12-19
Certificate No: 11-4023-2

BOARD MEMBER

Marcus Culpepper
c: 209.684.2595

OBJECTIVE

Seeking a dean position within the Washoe County School District.

EXPERIENCE

Seventh and Eighth Grade Science Teacher
Mentor Teacher
Sparks Middle School, Sparks, NV — August 2014 - present

- Responsible for planning, instruction, and assessment in 7th and 8th grade classrooms
- Manage classroom to ensure a positive learning environment
- Collaborate with parents, teachers, and administrators to ensure student success
- 2015-2016 academic team leader for 7th grade team; responsible for creating meeting agendas and reporting back to administration
- Site mentor for new teachers at school site
- Mentor Teacher; facilitate Novice Teacher Seminar
- MAP Test Proctor - Plan and implement school wide testing schedules

Seventh and Eighth Grade Science Teacher
Cold Springs Middle School, Reno, NV — September 2011 - July 2014

- Responsible for planning, instruction, and assessment in a 7th and 8th grade classrooms
- Manage classroom to ensure a positive learning environment
- Collaborate with parents, teachers, and administrators to ensure student success
- Site mentor for new teachers at school site
- RTI Lead for 7th grade; collected and monitored data on each 7th grade student
- 2013-2014 academic team leader for 7th grade team
- Member of Site Leadership Team; helped create SPP, distributed allocations, etc.

Sixth Grade Teacher
Fifth Grade Teacher
Second Grade Teacher
Bailey Charter Elementary School, Reno, NV — July 2008 - September 2011

- Responsible for planning, instruction, and assessment in a 2nd, 5th, and 6th grade classrooms
- Manage classroom to ensure a positive learning environment
- Collaborate with parents, teachers, and administrator to ensure student success

Guest Services Supervisor
John Ascuaga's Nugget, Sparks, NV — July 2007 - February 2008

- Responsible for the supervision of valet and bell desk
- Exhibited exceptional customer service skills to ensure guest satisfaction
- Collaborated with other hotel/casino departments to create uniformity among implementation of workplace policies

Recreation Leader
Project Solution, Reno, NV — September 2004 - August 2006

- Supervised students during homework and structured play time after school
- Planned and implemented learning activities appropriate for the after school setting
- Responsible for establishing a safe and secure program environment

a: 1435 Cayuse Way, Reno, NV 89521 e: maculpepper@washoeschools.net

EDUCATION

University of Nevada, Reno - BS Business Administration (Marketing) 2007
Sierra Nevada College, Incline Village, NV - MAT Elementary Education 2010
Nevada K-8 Teaching License
Sierra Nevada College, Incline Village, NV 2012
Administrative Endorsement on NV License
Sierra Nevada College, Incline Village, NV
TESL Endorsement on NV License 2014

COMMUNITY INVOLVEMENT

Parent University Facilitator 2014 - present
- Attended FLITE training session to become a facilitator
- Facilitated numerous classes during the 2014-2015 school year

Board Member
Orfeo Men's Chorus 2010 - 2011
- Founding board member of the Reno Men's performance group
- Organize and advertise local performances

Sunday School Teacher
St. Luke's Lutheran Church 2010 - 2011
- Responsible for implementation of 3rd/4th grade Sunday School Curriculum

PROFESSIONAL DEVELOPMENT

Back to the Basics - IEP Writing Clinic June 2016
SEL Training – Cohort 7 March 2016
Shifting Your Instruction to the Core October 2015
NSTA Regional Conference October 2015
Site Facilitator Seminar (Novice Teacher Seminar September 2015
MAP Training for Proctors August 2015
Inclusive Practices June 2015
Middle School Science Curriculum Revision Team 2014-2015
Foundations in Mentoring March 2015
PBL 101: Project Based Learning November 2014
Skillful Teacher 2013-2014
NNMC Mini-Math Conference: Drilling to the Core March, 2014
MAP: Climbing the Data Ladder September, 2013
Surfing the Tsunami of Change May, 2013
Nevada Educators Really Doing Science (NERDS) Summers 2010-2011
National Science Teachers Association (NSTA) Conference March 2011
Guided Language Acquisition Design (GLAD) Certified January 2011
Nevada Earth, Space Science Initiative (NESSI) Summer 2010
Sheltered Instruction Observation Protocol (SIOP) Certified July 2010

a: 1435 Cayuse Way, Reno, NV 89521 e: maculpepper@washoeschools.net

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants). All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve **Athlos Academy of Reno**

2. Full name **Christopher C O'Neil**

   Home Address **2665 Brentina Ct, Reno, NV 89521**

   Business Name and Address **Bailey and Dutton, 140 W. Huffaker Ln #506, Reno, NV 89511**

   Phone Number **775-287-7285**

   E-mail address **Chris.oneil.0@gmail.com**

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

   Educational history consists of completing my undergraduate degree in Business Management at the University of Nevada Reno in 2007 and going on to complete a Master of Business Administration at the UCLA Anderson School of Management in 2010.

   My experience in business initiation and management in fields including Aviation, Real Estate Development, Software, and Business advisory and Investing, has given me a broad exposure to many of the issues we will deal with in starting a new school. Many Charter Schools fail, not because of poor academic performance, but because of poor financial or operational management. These are areas where I feel I can lend a hand.

4. ☑ Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☑ Does not apply to me. ☐ Yes

6. Why do you wish to serve on the board of the proposed charter school?

   Education has always been important to our family. As my own children have begun to attend Washoe County Schools, I have become aware of the many challenges we face in our community, including overcrowding and the need for more options. I see this opportunity as a way to serve my community in helping to provide an additional, and different option for our student population. I particularly identify with the comprehensive approach to education we found with the Athlos Academies programs.

7. What is your understanding of the appropriate role of a public charter school board member?

   Serving on a public Charter School Board is one of public trust. It takes the collaboration of volunteer board members and the entire community, through our tax contributions, to provide the educational opportunities that will make our children successful contributors to our future community. In taking part in this collaboration it is our role to ensure that resources are used in the most effective, ethical, equitable manner, to pursue educational excellence. This is a volunteer effort with no pursuit of personal benefit other than to provide the best possible opportunities for my children and their peers.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

   I have no direct experience serving on a Charter School board, but have had extensive relevant experience serving in advisory capacities in business and community organizations. These include service in the Damonte Ranch Village Committees, Boy Scouts of America, and on the Advisory Council of my Church congregation. As well as volunteer work in our local schools with the Junior Achievement organization and volunteer service in local Hospitals.

9. Describe the specific knowledge and experience that you would bring to the board.

   Knowledge of business operations, finance, and leadership is what I can offer in service to the board. I also bring a lifetime of personal experience in deliberately pursing the 12 performance traits identified in the Athlos Performance Character Pier.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Our guiding belief is that a child's development is best supported when approached comprehensively, and that mindsets, and character traits that are learned in early development years lead to greater success, happiness and fulfillment throughout life. Our mission is to provide an educational option that supports these guiding beliefs in Reno NV.

2. What is your understanding of the school's proposed educational program?

   We approached Athlos Academies to help us in this endeavor because their three pillar approach to education provides this comprehensive outlook, and specifically addresses Academic performance within the context of that comprehensive view. The curriculum is comprised of the latest, commonly accepted academic programs, integrated with proprietary Athlos curricula.

3. What do you believe to be the characteristics of a successful school?

   In a successful school, the children and staff are happy and excited to be at school. They are aware of their learning, opportunities for improvement, and successes. That success is reflected in assesments, and attendance levels and community/parental involvement is paramount. The school becomes a center for community excellence.

4. How will you know that the school is succeeding (or not) in its mission?

   School success will be indicated through the assessments taken, attendance records, and feedback from stakeholders.

Governance

1. Describe the role that the board will play in the school's operation.

   Our Board will be contracting with Athlos Academies as our EMO. We will govern major decisions as outlined in our agreements and strive to ensure that all terms of our contract are being met.

2. How will you know if the school is successful at the end of the first year of operation?

   Success after the first year of operation will be indicated through academic assessment, budgetary and operational performance, and feedback from stakeholders.

3. How will you know at the end of three years of the school is successful?

   After three years, success will be indicated through improvement in the assessments indicated above, continued enrollment numbers and increased community and Parental involvement. With my own kids in attendance, I hope have an intimate knowledge of the success of the school, it's students, and it's influence in the community.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The specific steps that will lead us to success are outlined in our Charter application. We will work in partnership with Athlos Academies to execute this plan.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

   This process began as we formed the board. We have assembled volunteer members who are united in our mission and vision and share motivations that are in alignment with our mission, and free from conflict of interest. Should a question of ethics arise, we will make every effort to collect all the facts, and proceed with open, transparent discussion to identify and take appropriate action for resolution.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☐ I / we do not know any such trustees. ☒ Yes

   I am acquainted with all of the Board members to various degrees. Some I have know for years, some only through this Board. I have no business of family / affinity ties with any other board members.

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
   ☒ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

   ☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

   ☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
   ☒ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☐ N/A. ☒ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   ☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
    ☒ None. ☐ Yes

Certification

I, Christopher C O'Neil, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Athlos Academy of Reno Charter School is true and correct in every respect.

Signature

7/14/16
Date

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Athlos Academy or Reno, shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

Chris O'Neil

Signature of Certifying Charter School Official | Name Printed

Board Member | 7/14/16

Title | Date

Subscribed and sworn to before me Whitney D

This 14 day of July 2016

date | month | year

(Notary Public Seal)

WHITNEY DIX
Notary Public - State of Nevada
Appointment Recorded in Washoe County
No: 15-1392-2 - Expires April 2, 2019

BOARD CHAIR

Christopher C. O'Neil

2665 Brentina Ct, Reno, NV 89521 Chris.oneil.0@gmail.com (775) 287-7285

Experience

AssetLogic 2015-Present

Managing Director – Americas – Company in post revenue start-up phase. Responsible for all operations in the western wemisphere, strategy, business development, finance advisory.

Business Initiation Advisor 2011 - Present

Consulting and investing in various early stage businesses since 2011

Bailey & Dutton Development 2003-Present Reno, NV

V.P. Operations/Acquisitions-Responsible for operations, project evaluation, and acquisitions for one of the largest privately held developer-builders in Nevada.

Hired in 2003 as Assistant Operations Manager, promoted several times to current position.

OAK Limited LLC April 2006-Dec 2007 Reno, NV

Founder and CEO- Fractional share jet aircraft charter company offering efficient ownership and operation of aircraft to companies and individuals.

CalSoar, Inc. Intermittently from 1998- 2003

Commercial Pilot/Business consultant

Arterial Vascular Engineering, Inc. 1998- 1999 Santa Rosa, CA

R&D Facilities / Materials Manager, Start-up company acquired by Medtronic Inc.

United Express Airlines 1995-98 Santa Rosa, CA

Station Manager, Responsible for all operations of the Santa Rosa, CA station. Various positions, ending as Station Manager.

Education

University of California Los Angeles - Anderson School of Business Class of 2010

Masters of Business Administration.

University of Nevada Reno Class of 2007

Bachelor of Science in Business Administration.

Professional Development

- Licensed Real Estate Broker, State of Nevada.
- Commercial Pilot's License

Personal

- Aircraft owner / operator
- Volunteer in WCSD with Junior Achievement Program, teaching work readiness and financial literacy
- Enjoy family, Flying, Backpacking, long distance running, playing Piano and learning to play Cello.

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants). All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve

   Athlos Academy of Reno

2. Full name

   Adriana Publico

   Home Address **1835 Carlin Street, Reno, NV 89503**

   Business Name and Address **Washoe County School District, 425 E. 9th Street, Reno, NV**

   Phone Number **(714) 310-5180**

   E-mail address **missadriana@gmail.com**

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

As the proud product of public education (Kindergarten through MBA) and a professional with twelve years of experience in the education field, I believe that all children deserve a world-class educational experience. Over the course of my career, I have worked within the non-profit sector (managing a scholarship program), the private sector (managing an SAT/ACT preparation program for high-needs schools), and the public sector (Peace Corps, Washoe County School District). It is only through the partnership of all relevant stakeholders that schools and students flourish. While I work in a Nevada public school district, I am agnostic as to whether students find their best fit in a traditional public school, in a charter school, or in a private or parochial setting, as long as they find a place to thrive. My work experience is diverse, but my primary qualification for serving on this

Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   ☒ Does not apply to me. ☐ Yes

6. Why do you wish to serve on the board of the proposed charter school?

I wish to serve on the board of this charter school because the overcrowding situation in South Reno has reached a critical point and is only getting worse, with much new and proposed residential construction in the area. Unless funding is secured, the school district's hands are tied with regard to the construction of new campuses to meet the demand for schools in the area. Even when funding is secured, it will take years for the school district to construct a campus. Realistically, we are facing at least three years of even worse overcrowding in the area, which is unacceptable. I would rather be part of a solution to this problem than sit around and lament the situation. In some ways, charter schools are more agile and able to move more quickly to meet a community's needs. Families in South Reno deserve more options than they have now and I am eager to help provide a new option for this neighborhood.

7. What is your understanding of the appropriate role of a public charter school board member?

As a board member, my goal is to create conditions that empower students and staff to achieve at their highest level, through transparent and coherent decision-making and allocation of resources. As a working professional, I do not have the time to manage the operations of a school, so that is not how I envision my role as a board member. During the start-up phase, I'm sure there will be more work to do and problems to solve, but once we have the right people on board, I anticipate meeting once or twice a month to discuss and decide on how to best create those conditions for success. I expect to attend school-wide events in the evenings, and to represent this school in the community at-large.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I do not have previous board experience, but in my observations, effective boards have clear and agreed-to norms that each member respects and follows through on. In my personal and professional dealings, I am reliable and able to meet the commitments I make and am careful to not take too much on at one time. Effective boards are also knowledgeable about the statutes and regulations that govern board activities. As a board member, I will make sure to learn about open meeting laws and anything else that is relevant to my role, so that I can be sure to operate within the legal and ethical parameters described by all relevant governing bodies.

9. Describe the specific knowledge and experience that you would bring to the board.

As a recruiter for Washoe County School District for the past five years, I am acutely aware of many of the challenges our schools face. I have close relationships with leaders at all levels of the organization and have a vast network of talented, caring educators to seek counsel from. I am well-versed in many of the aspects of a school's Human Resource functions and the laws and regulations that govern them. In my time in WCSD, I have interviewed approximately 1,500 people, which has given me a wealth of experience regarding interpersonal communication and the importance of

appropriate messaging. My MBA skillset will also be useful in supporting the board with regard to fiduciary responsibility and conscientious stewardship of public dollars.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is based on three pillars – Prepared Mind, Healthy Body, and Performance Character. Essentially, the mission is the pursuit of excellence in all aspects of our students' lives and in our school community. We believe in a growth mindset, that performance is malleable, and that hard work pays off.

2. What is your understanding of the school's proposed educational program?

The academic curriculum is aligned with Nevada Academic Content Standards and draws from established best practices nationwide. Our board and school leader will have discretion in determining exactly which programs and curricula the school uses, and Athlos will provide guidance and resources based on what is working well in its current schools.

3. What do you believe to be the characteristics of a successful school?

First and foremost, successful schools have cultures of high expectations and appropriate, individualized supports for every adult and child in the building. Successful schools are places that people want to go to every day, where the expectations are clear and high and there is a spirit of collective achievement. Successful schools know where they stand with regards to achievement, are proud of what they have accomplished, and have clear plans for improvement. School leaders are the nexus of success at the school level, so successful schools have strong leaders. Teachers set the tone and the bar in each classroom, so successful schools have strong teachers who collaborate to help each other improve and to support students as a team.

When I walk through successful schools, the classrooms are abuzz with activity and peer-to-peer interaction. The teachers are rarely up in front of the class lecturing. More often, teachers are working with a small group of students while other small groups of students work on projects or assignments together or individually. Successful schools create many opportunities for students to express themselves orally and in writing in every class every day. Through this culture of self-expression, students feel valued and important, and that school is a safe place for them to learn and grow. All members of a successful school are valued and challenge themselves and each other to improve every day.

4. How will you know that the school is succeeding (or not) in its mission?

As a school, we will set clear targets for success and will monitor our progress against those benchmarks. Anecdotal evidence will always be mixed, but it is still important to talk to students and families about their experience with our school in order to seek out avenues for improvement. In addition to quantifiable achievement targets (standardized testing, budgets, enrollments, etc.), success will be evidenced by many intangibles, including student and staff morale, the reputation of our school in the community, etc.

Governance

1. Describe the role that the board will play in the school's operation.

As a governing body, the board will meet regularly to discuss and decide on the school's best use of available resources. As the school launch unfolds and as operations commence, the board will monitor the school's progress with regard to previously set targets and objectives. The board will follow SPCSA guidance, as well as federal and state regulations, and will contract with Athlos ESP for day-to-day operations.

2. How will you know if the school is successful at the end of the first year of operation?

We will know that the school is successful at the end of year one if we have met our targets for the year, with regard to enrollment, budget, academic achievement, school culture, staff morale, and retention of students and staff alike.

3. How will you know at the end of three years of the school is successful?

In addition to the continued monitoring of the first-year targets, we will know that the school is successful by monitoring growth targets, the growth of applicants per available seat, and how well the school performs in comparison to similar schools around the country.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

In order to ensure success, the board needs to select a strong school leader who will champion the school culture in alignment with Athlos' three pillars. Once the school leader is selected, the board will work with that person and Athlos to launch the school (find a site, construct a campus, recruit students, etc.), and pitch in as necessary during the start-up phase. Over the course of the first few years, the board will gradually step back from providing any operational support and focus on creating conditions that empower our students and staff to excel by governing wisely and maximizing the use of available resources.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If we had reason to suspect that one or more board members were acting unethically, I would begin by reaching out to Athlos for guidance on how to proceed, so that we don't commit any policy violations in our investigation of the issue or incident. If the board member(s) are in fact behaving unethically or in not in the best interests of the school, we would need to decide whether it makes sense for them to continue on the board. If the violation is role-specific, perhaps swapping roles is one way to minimize the risk of continued unethical behavior. It is my understanding that Athlos will be providing training with regard to these types of issues, so that we have a better idea of best practices moving forward.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☒ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school

☒ ☐

employee. If so, indicate the precise nature of your relationship.
I / we do not know any such employees. Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☒ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. ☒ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
☒ None. ☐ Yes

Certification

I, Adriana Publico, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Athlos Academy of Reno Charter School is true and correct in every respect.

A. Publico — Signature

7/13/16 — Date

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Athlos Academy of Reno,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

A. Publicco — Adriana Publicco

Signature of Certifying Charter School Official — Name Printed

Founding Board Member — 7/13/16

Title — Date

Subscribed and sworn to before me

This 13th day of July, 2013

date month year

Jennifer Batchelder

(Notary Public Seal)

JENNIFER BATCHELDER
Notary Public-State Of Nevada
Appointment Recorded in
Washoe County
Appointment Expires 01-26-20
16-2151-2

BOARD MEMBER

ADRIANA PUBLICO 1835 Carlin Street | Reno, NV 89503 | 714-310-5180 | missadriana@gmail.com

EDUCATION

UCLA ANDERSON SCHOOL OF MANAGEMENT, Los Angeles, CA — **March 2011**
M.B.A. International Management, Riordan Programs Mentor

UNIVERSITY OF CALIFORNIA AT BERKELEY, Berkeley, CA — **December 2002**
B.A. Concurrent Major: Political Economy of Industrialized Societies & French

EMPLOYMENT

WASHOE COUNTY SCHOOL DISTRICT, Reno, NV — **August 2011-Present**
Staffing Coordinator

- Collaborate with ~150 school leaders to recruit and select effective teachers for WCSD's 64,000+ PK-12 students in 96 schools
- Facilitate interviews for ~500 teachers annually, resulting in high-caliber, well-prepared teacher hires
- Developed and lead year-long interviewing skills class for aspiring school leaders, including best practices and mock interviews with current school leaders
- Coordinate Visiting Teachers program, currently hosting 19 teachers from Spain in some of our highest-needs hiring areas: Bilingual Education, Special Education, English as a Second Language, Math, etc.
- Provide excellent customer service to all stakeholders, as evidenced by customer service survey data
- Generate and improve online application forms, user guides, and selection tools in SearchSoft ATS
- Collaborated with IT to institute paperless interview process, saving time, supplies and printing expenses

REVOLUTION PREP, Santa Monica, CA — **August 2009-October 2010**
Community Outreach Manager

- Partnered with districts, schools and non-profit organizations to finance subsidized SAT/ACT prep for 1,849 low-income students, resulting in 218-point average SAT score improvements
- Managed a team of 30 teachers across the nation to deliver SAT/ACT prep classes to 29 inner-city schools, including high-quality charter schools like Urban Prep (Chicago), KIPP University Prep (San Antonio), and Gertz-Ressler High School (Los Angeles) to students who would otherwise not have access to test prep
- Created online scholarship application system to eliminate inefficiencies and manage ever-increasing application volume, resulting in 90% faster application turnaround

FULFILLMENT FUND, Los Angeles, CA — **December 2006 - June 2009**
Scholarship Operations Manager

- Managed operations of $1.2M scholarship program; hired, trained and developed staff of three
- Streamlined scholarship request process through effective utilization of electronic communications, reducing postal expenditures by 75%
- Introduced direct deposit transactions that reduced processing time and cost by 20%
- Counseled approximately 500 high school and college students on college applications and financial aid
- Achieved unprecedented 100% reconciliation with Finance through accurate financial analysis and optimization of Blackbaud Education Edge CRM solution, resulting in 29% redncticn in charge-offs
- Reallocated budget surpluses to fund student bonuses for academic achievement and campus leadership

US PEACE CORPS, Kiffa, Mauritania, West Africa — **June 2004 - July 2006**
Girls' Empowerment and Education Volunteer

- Revived defunct after-school program for 75 female secondary school students by collaborating with local counterparts, rallying school staff and marketing the program to girls' families, all in French and Arabic
- Taught all levels of high-school English to classes of 70 students, for whom English is a third language
- Negotiated free after-school tutoring from teachers 5 afternoons/week in exchange for computer lessons
- Collaborated with regional government officials, the US Embassy and UN agencies to develop curriculum
- Trained 30 Mauritanian English teachers on new curriculum in intensive workshops

ADDITIONAL SKILLS: Spanish & French fluency, Excel mastery, Continuous Process Improvement, Operations, Lean Six Sigma

Professional Biography - Adriana Publico

As the child of two first-generation college graduates, Adriana Publico knows first-hand the impact that education can have on families and communities. In her work, she strives to maximize educational opportunities for all students. As an undergraduate at UC Berkeley, Adriana studied French and Political Economy. Afterwards, Adriana served in the U.S. Peace Corps, teaching English and promoting girls' education in Mauritania, West Africa, for two years.

Upon her return to the United States, Adriana managed a scholarship program, which supported hundreds of first-generation college-seekers in their pursuit of higher education. During that time, Adriana went back to school evenings and weekends in order to obtain her Master's in Business Administration from the UCLA Anderson School of Management and to round out her skillset with the versatile tools that an MBA provides. While pursuing that degree, Adriana moved from scholarship management to SAT/ACT prep program management, bringing low- and no-cost, high-quality test prep services to students in high needs schools nation-wide, including Santee Education Complex in Los Angeles and Urban Prep Academies in Chicago.

At that point in her career, Adriana decided that she would be more impactful working within a large school system and launched a national job-search that brought her to Washoe County School District in Reno, Nevada. For the past five years, Adriana has partnered with local school leaders to attract, recruit, and retain talented, caring educators for Washoe County's 64,000+ K-12 students. Adriana spends time in schools on a near-daily basis and believes that every child deserves a world-class educational experience every day.

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants). All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve **Athlos Academy of Reno**

2. Full name **Douglas R. Rands**

   Home Address **14360 Minnetonka Cir., Reno, NV 89521**

   Business Name and Address **Rands, South & Gardner, 9498 Double R Blvd, Suite A, Reno, NV 89521**

   Phone Number **775-827-6464**

   E-mail address **Doug_rands@sbcglobal.net**

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

   ☑ Resume and professional bio are attached.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

   ☑ Does not apply to me. ☐ Yes

5. Why do you wish to serve on the board of the proposed charter school?

   Education is important to the community. I do not, currently, have any children of school age in my home. However, as a resident of Washoe County for over 28 years, I know how important a good education is to the community and the country. I am concerned about the budget and program cuts in the public education system and wish to be involved in an alternative academy.

6. What is your understanding of the appropriate role of a public charter school board member?

   Serving on a public Charter school board is serving as a steward of public funds. The difficulties in the public school system can be alleviated by a robust charter school. The board is tasked with making certain that the public funds are appropriately used to benefit the school and the community.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

   While I have not served on a charter school board, I have extensive board experience. I served on the board of my local HOA for the last 6 years. I am also the president elect of the South Reno Rotary Club. I currently serve as the chairman of the State Bar of Nevada Northern Nevada Attorney Discipline Board. I have also been in multiple leadership opportunities in my local Church. Each of these opportunities have prepared me for this service.

8. Describe the specific knowledge and experience that you would bring to the board.

   I have been an attorney for 26 years. I ran an unsuccessful campaign for District Court Judge in 2014. While I did not win, I made several political connections that will be useful to the board. I know the law, and how to negotiate contracts and research legal issues. This will be very helpful to the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

   Comprehensive education and development. Our youth have a greater opportunity for success, if they can develop mentally, emotionally and physically. This school and curriculum will allow for such an educational option.

2. What is your understanding of the school's proposed educational program?

   Althlos Academy has a three pillar approach to education. This approach allows learning both inside and outside of a traditional classroom setting. It is a comprehensive educational opportunity.

3. What do you believe to be the characteristics of a successful school?

   Student engagement. In a successful school, children love to learn. Learning breeds success. If they love to learn, at a young age, it will serve them throughout their lives.

4. How will you know that the school is succeeding (or not) in its mission?

   Attendance records and test scores are a good indication. But more important are the feedback from the students and their families.

Start-Up Charter School Board Member Information

Governance

1. Describe the role that the board will play in the school's operation.

   The board will contract Athlos as the EMO. However, the board will make all major decisions locally.

2. How will you know if the school is successful at the end of the first year of operation

   Attendance records and test scores are a good indication. But more important are the feedback from the students and their families?

3. How will you know at the end of three years of the school is successful?

   After 3 years, the improved scores and assessments will be evident.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

   The specific steps are outlined in the charter application.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

   We would act as a board to investigate the situation, openly, and deal with it appropriately. My experience in the State Bar would be very valuable in this situation.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

   ☐ I / we do not know any such trustees. ☑ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.

   ☑ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

   ☑ I / we do not know any such persons. ☐ Yes

Start-Up Charter School Board Member Information

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

   ☑ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

   ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   ☑ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☐ N/A. ☑ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☐ N/A. ☑ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   ☑ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
   ☑ None. ☐ Yes

Certification

I, Douglas R. Romero, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Athlos Charter School is true and correct in every respect.

Douglas R. Romero — 7/14/16

Signature — Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Athlos Academy of Reno,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.
-

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

Signature of Certifying Charter School Official

Douglas R. Rewerts

Name Printed

Board Member

Title

7/14/16

Date

Subscribed and sworn to before me

Pauline M. Batts

This 14 day of July, 2016

date month year

(Notary Public Seal)

PAULINE M. BATTS
Notary Public
State of Nevada
Appt. No. 98-49370-2
My Appt. Expires Dec. 3, 2018

BOARD MEMBER

DOUGLAS R RANDS

9498 Double R Blvd. Suite A • Reno, Nevada 89521 • 775-827-6464

EMPLOYMENT

PARTNER — YEARS EMPLOYED 1996-PRESENT
Rands, South, & Gardner — *Reno, Nevada*

Founding Partner of Insurance Defense Law Firm.

ASSOCIATE ATTORNEY — YEARS EMPLOYED 1988-1996
Perry & Spann — *Reno, Nevada*

Associate Attorney in litigation firm.

LAW CLERK — YEARS EMPLOYED 1987-1988
Judge Jerry Carr Whitehead — *Reno, Nevada*

Law Clerk to State of Nevada District Court Judge

LAW CLERK — YEARS EMPLOYED 1986-1987
General Counsel's Office — *Provo, Utah*
Brigham Young University

Part time Law Clerk for Eugene Bramhall, Esq.

EDUCATION

JURIS DOCTOR — YEARS ATTENDED 1984-1987
J. Reuben Clark Law School — *Provo, Utah*

BACHELOR OF SCIENCE — YEARS ATTENDED 1980-1984
Brigham Young University — *Provo, Utah*

BS in Zoology

INTERESTS

- Skiing, Running, Sports
- Father of three daughters
- Volunteer through Church in various service assignments.
- Appointed to the Northern Nevada Panel for Attorney Discipline (2 terms)

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants). All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: **Athlos Academy of Reno**

2. Full name: **Shane K. Dyer**
   Home Address: **11305 Verazae Dr., Reno, Nevada, 89521**
   Business Name and Address: **Dyer Engineering 9160 Double Diamond Pkwy Ste A, Reno Nevada 89521**
   Phone Number: **775-772-2150**
   E-mail address: **shanedyer@gmail.com**

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

4. ☒ Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   ☒ Does not apply to me. ☐ Yes

6. Why do you wish to serve on the board of the proposed charter school?

   The community has a great need for additional education options. The overcrowding is hindering the learning process for our children. I have three boys (ages 7,5,2) and a 4th boy on the way. The Athlos model is exceptional and will serve my four boys and our community well.

7. What is your understanding of the appropriate role of a public charter school board member?

   To lead and guide the charter school in winning ways to enable excellent education, with excellent teachers in our excellent community.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

   I have never served on a charter school board. However I have served on 3 corporate boards including OTC:GNMT a publicly traded company governed by the SEC rules. I am a successful business leader in the community. I understand what it takes to run a successful company, and how to train successful employees. As an engineer, good education is critical and I believe that I can make a difference with the level of education that our community and my sons receive through helping on this Board.

9. Describe the specific knowledge and experience that you would bring to the board.

General Operations and Business sense, Finance, Engineering, Construction, Technology, Leadership, Community Outreach.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Athlos mission is to provide high quality educational opportunities for the whole child based on three foundational pillars of Prepared Mind, Healthy Body, and Performance Character. The Athlos model is rooted in the belief that each pillar is innately dependent on the strength of the other pillars and that children have the best opportunity for success in college, career and life when they are supported by high quality programs in the three interconnected pillar areas.

2. What is your understanding of the school's proposed educational program?

The educational program is well rounded and encompasses all three pillars, however the Prepared Mind focuses on the academic achievement:

The Prepared Mind pillar contains research-based academic curricula that have strong track records of student achievement. The Athlos instructional model follows the belief that students should be engaged participants in their learning and encouraged every day to participate in a school culture where they investigate and take ownership of their education. The academic curriculum's critical inquiry

approach is student-centered and promotes critical thinking and deep understanding. By deploying a variety of instructional strategies such as project-based, active, and cooperative learning, differentiated instruction, and backward unit design, Athlos teachers will fully support students while simultaneously inspiring them to develop the autonomy and integrity necessary to be successful as independent, self-motivated learners. The complementary relationship of these instructional methods will ensure students receive high-level instruction that can then be applied to real-world situations. Athlos Academy of Reno will maintain a curriculum that promotes literacy in core subjects and helps foster healthy bodies and strong performance character.

3. What do you believe to be the characteristics of a successful school?
   - ***Proper management***
   - ***Excellent Staff***
   - ***Winning curriculum***
   - ***Community/Parental support***

4. How will you know that the school is succeeding (or not) in its mission?

I will have four boys attending the school and I will see first hand the fruits of the schools labor. In addition to required performance metrics.

Governance

1. Describe the role that the board will play in the school's operation.

   The Board of Directors of Athlos Academy of Reno will be the governing body of the school and is primarily responsible for the adoption and implementation of policy and management, operation and accountability of Athlos Academy of Reno as required by state law. The Board will oversee the use of all public funds and property, held in trust for the benefit of its students, and will be fiduciaries to the students and State. The Board of Directors will have the final authority to: (a) hear or decide employee grievances, citizen complaints, or parental concerns; (b) adopt or amend the budget of the school; (c) authorize the expenditure or obligation of state funds or the use of public property; (d) direct the disposition or safekeeping of public records; (e) adopt policies governing school operations; (f) approve audit reports; and (g) select, employ, direct, evaluate, renew, non-renew, terminate, or set compensation for any school leaders.

2. How will you know if the school is successful at the end of the first year of operation?

   My sons will be a part of the first class in the school and it will be very obvious to me with a comparison between their existing elementary schools vs. the new school. However There will be metrics provided on the performance of the school through testing.

3. How will you know at the end of three years of the school is successful?

Again my sons will be a part of the first 3 years of class in the school and I expect it to be quite obvious. However there will be metrics provided on the performance of the school through testing. The same as required for all public schools.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   - ***Hire the right administrator***
   - ***Hire the right teachers***
   - ***Engage the Parents***

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

It would be brought before the board, and if no action is taken and the belief is still held. I would go to the state public charter school authority for guidance and help.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☒ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
   ☒ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☐ I / we do not know any such persons. ☒ Yes

I may help with the Engineering Design and/or quality assurance for the School as the Planning, design and construction is performed. There is no current contract stating this will be the case, But I believe that I could improve the overall quality of the school and product if I was able to assist.

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the

precise nature of the business that is being or will be conducted.

☐ I / we do not anticipate conducting any such business. ☒ Yes

I may help with the Engineering Design and/or quality assurance for the School as the Planning, design and construction is performed. There is no current contract stating this will be the case, But I believe that I could improve the overall quality of the school and product if I was able to assist.

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   ☒ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☐ N/A. ☒ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   ☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
    ☒ None. ☐ Yes

Start-Up Charter School Board Member Information

Certification

I, _Shane K. Dyer_, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for _Athlos Academy of Reno_ Charter School is true and correct in every respect.

Signature

7-14-16
Date

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Athlos Academy of Reno, (name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel

Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

Signature of Certifying Charter School Official

Shane K. Dyer

Name Printed

Director

Title

7-14-16

Date

Subscribed and sworn to before me Whitney Dix

This 14th day of July 2016

date month year

(Notary Public Seal)

WHITNEY DIX
Notary Public - State of Nevada
Appointment Recorded in Washoe County
No: 15-1392-2 - Expires April 2, 2019

SHANE K. DYER, P.E., W.R.S.
Business Manager

EDUCATION
M.S., Civil Engineering, Brigham Young University, Provo, Utah, December 2006
M.S., Minor Business Management, Brigham Young University, Provo, Utah, December 2006
B.S., Civil Engineering Utah State University, Logan, Utah, 2004

REGISTRATION/CERTIFICATION
Registered Professional Engineer, PE No. 5677 Utah
Registered Professional Engineer, PE No. 02100 Nevada
Registered Professional Engineer, PE No. 15936 Idaho
Professional Water Right Surveyor, WRS No. 1251 Nevada
NRCS – USDA, CA, NV, UT. Technical Service Provider, No. TSP-10-6749

PROFESSIONAL HISTORY
Dyer Engineering Consultants, Inc., Reno, NV, Principal, 2010 to present
Tricor Construction USA, Inc., Reno, Nevada, Owner / Construction Manager, 2013 to present
Key Medical, Inc. Reno, Nevada, Director, 2011 to present
General Metals, Inc. Reno, Nevada, Director, Construction & Engineering, 2010-2016
Franson Civil Engineers. American Fork, UT, Engineer, May 2007 to 2010
Dyer Engineering Consultants, Inc., Reno NV, Engineer & Construction Manager, May 2001 to May 2007

PROFESSIONAL EXPERIENCE
2001- 2007, 2010-present - Dyer Engineering Consultants, Reno, NV
Vice President & Principal – Mr. Dyer directs the company, and is directly responsible for the success of the firm. Dyer Engineering has achieved sustained growth for six years at 15% or greater growth in gross revenues year over year. In addition to directing the affairs of the company Mr. Dyer is a senior engineer at the company manages major infrastructures projects throughout the region including, dams, roads, developments, water infrastructure, planning, mining, and aviation engineering. In March of 2015 Mr. Dyer was awarded 2014 Young Engineer of the year by the American Society of Engineering (ASCE, Truckee Meadows).

2013-present - Tricor Construction USA, Reno, Nevada.
Principal & Owner - Mr. Dyer is the Owner and Operator of Tricor Construction USA. Tricor has successfully inserted itself into the design-build construction industry with its flagship $12.5 million, 37,000 square foot Movie Theatre. Mr. Dyer's responsibilities at Tricor Construction have included project design, estimating, value engineering, construction management, subcontractor management, business management, and business development.

2010-present - Key Medical, Inc. Reno, Nevada.
Owner & Director Mr. Dyer was one of three founders of the Key Medical group. The Key Medical family of companies includes a broad range of services that fill important needs in the local community for companies such as Renown Hospitals and St. Marys Hospitals. The suite of services include:

- Key Medical Equipment

- Key Home Heath
- Key Home Care
- Key Transportation
- Key Home Modification

2010-2016 – General Metals Corporation
Director - Mr. Dyer was invited to participate as a director of the General Metals Corporations for his technical expertise in engineering, mining, and construction. He served for six years as an independent director of the publically traded company. This experience allowed him to become familiar with the SEC laws & filings and publicly traded company procedures.

2007- 2010 -Franson Civil Engineers, American Fork, UT
Staff Engineer and Construction Manager - Responsibilities included; business development, proposals, contract execution, design, specifications, cost estimating, bid and award, and construction management. Mr. Dyer spent 2 years on the South Weber Pipeline project and performed both the design and construction management on the project.

SOFTWARE EXPERIENCE
Office Suite, Microsoft Projects, Blue beam, AutoCAD Civil 3D, WMS (Watershed Modeling System), WaterCAD, ArcGIS, Stable 6, HY8, HEC-RAS, GeoRAS, HEC-HMS, HEC-1, TR-55, SMPDBK, Winflume, Word, Excel.

ACHIEVEMENTS
- Father of 4 Boys
- 2014 ASCE Young Engineer of the Year (Truckee Meadows)
- Eagle Scout Award, 1996
- Served LDS mission to Fijian Islands/New Zealand, 1999-2001
- Fluent in Fijian language
- Played Collegiate Soccer for Utah State University

AFFILIATIONS
Associated General Contractors
American Society of Civil Engineers
American Water Works Association

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants). All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve **Athlos Academy of Reno**

2. Full name **James R Pickett**
   Home Address **20520 Parc Forêt Dr. Reno, NV 89511**
   Business Name and Address **Ladera Ventures: 16475 Bordeaux Dr. Reno, NV 89511**
   Phone Number **775-849-9444**
   E-mail address **jpickett@laderaventures.com**

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
   Has worked at schools throughout the summer seasons growing up and immediate family is involved in schools in California. Background in real estate and finance will be a benefit to this school.

4. ☒ Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   ☒ Does not apply to me. ☐ Yes

6. Why do you wish to serve on the board of the proposed charter school?
   Being a father to four children, the lack of school options and overcrowding in the regional schools has been an issue that I've experienced firsthand. The proposed charter school is

based off of a well-rounded curriculum that will be well-received in our area and much needed for the overcrowding in public schools.

7. What is your understanding of the appropriate role of a public charter school board member?
   To bring local expertise and skill-sets to assist the school in its success in all areas.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
   Currently the Vice President (and prior President) of a large resort community and understand the ins and outs of Boards and their operations.

9. Describe the specific knowledge and experience that you would bring to the board.
   I have experience in business operations and facility management through my career. I have specific education experience through a family-run school in California.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   By combining a three-part focus of Prepared Mind, Healthy Body and Performance Character, the education will focus more than just on academics. They will teach all students to master difficult subjects, culture bodily wellness and how to perform for success.

2. What is your understanding of the school's proposed educational program?
   They will continually assess students in order to track progress and increase focus in weak areas, as well as cultivating strengths.

3. What do you believe to be the characteristics of a successful school?
   A nurturing environment for children with a rigorous curriculum to prepare them to be contributors to society.

4. How will you know that the school is succeeding (or not) in its mission?
   If the children and families are happy and progressing in all three aspects of the mission statement. I am a believer that a school must have business operations run correctly with the right education and environment.

Governance

1. Describe the role that the board will play in the school's operation.
   We will work with the school and the school leader in general oversight of the curriculum and the operations.

2. How will you know if the school is successful at the end of the first year of operation?
   If the school is on budget and the students progress well above the minimum state standards.

3. How will you know at the end of three years if the school is successful?
   If the school is on budget and in a position to own the campus with a growing student body.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   Contribute time, talents and resources to the school's mission statement and gather a great team for day-to-day operations. Hire an outstanding principle along with intelligent and passionate teachers who are focused on the success of the students and the school.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
   Follow procedure guidelines as outlined by the state and the local school district.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☐ I / we do not know any such trustees. ☒ Yes
   Through the community and being neighbors throughout South Reno.

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
   ☒ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☐ Not applicable because the school does not intend to contact with an education service

provider or school management organization.
☒ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. ☒ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
☒ None. ☐ Yes

Certification

I, James R Pickett, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Athlos Academy of Reno Charter School is true and correct in every respect.

Signature _____ Date 7/14/16

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Athlos Academy of Reno ,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

Signature of Certifying Charter School Official

James Pickett
Name Printed

Board Member
Title

7/14/16
Date

State of Nevada
County of Washoe
Subscribed and sworn to before me

This 14th day of July, 2016
date month year

~~***~~ by James R. Pickett ~~***~~

(Notary Public Seal)

JACLYN LATRAGNA
Notary Public-State of Nevada
APPT. NO. 14-15165-2
My App. Expires November 01, 2018

BOARD MEMBER

James R. Pickett

16475 Bordeaux Drive, Reno, Nevada 89511/ (775) 398-2266/jpickett@laderaventures.com

Experience

Ladera Ventures, LLC, Reno, NV & Scottsdale, AZ — May 07 – Present

Founder and Managing Member

- Acted as Principal and Sponsor on multiple land deals and loans across multiple states in the west.
- Have an active fulltime staff of 4 employees in managing Ladera portfolio
- Developer of 97 lot resort/golf community and have built 28 homes from 2013 through 2016 (www.parcforet.com)
- Placed roughly 50mm in debt with borrowers from 2015 through 2016
- Acted as Principal and Sponsor in acquiring roughly 30mm in land from 2010 through 2016

Hogan & Associates, Inc. & City to City Commercial, Scottsdale, AZ — Sept 02 – May 07

Associate / Land Specialist

- Researched ownership on large land tracts all over western United States with a focus in Arizona
- Brokered numerous land tracts 20 acres up to 10,000 acres totaling almost half a billion in sales prices
- Principled a number of properties in Arizona, California and Utah
- Worked closely with Attorneys, Engineers and Title Companies in proper Due Diligence and entitlements

Robert Wheatley Properties, Palo Alto, CA — Dec 01 – Aug 02

Accounts specialist and Property Management

- Collected and deposited rent from tenants. Responsible for checks $500,000+, Created spreadsheets to tract rent
- Documented and prepared invoices to be paid on time
- Prepared and showed properties to prospective tenants
- Interacted with tenants on projects, resolved concerns, learned importance of customer service

Education

Arizona State University, Tempe, AZ

- Bachelor of Science, Bussiness/Real Estate, May 2004

Brigham Young University

- Emphasis in Accounting
- Idaho campus Jun 98-Apr 99; Hawaii campus Sep 01-Dec 01; Utah campus Jun 01-Aug 01

Activities

Boy Scouts of America

- Attained rank of Eagle Scout

Church

- Works with Youth and Boy Scout Troop

Montreux Homeowners Association

- Vice President and past President (community of 500 residences)

Skills

Languages: Fluent in French and English
Computer Skills: Adobe Photoshop, Mapping Software, MS word, Power Point, Excel

References available upon request

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants). All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve **Athlos Academy of Reno**

2. Full name **Jennifer Ryan Freeman**
   Home Address **286 W Coyote Dr, Washoe Valley, NV 89704**
   Business Name and Address
   Phone Number **775-853-0667**
   E-mail address **Jennyrkeyes@hotmail.com**

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

   1997-2000 Coursework in Biology and Zoology, University of Idaho
   2000-2001 Bachelor of Science, University of Nevada at Reno
   2002-2003 Elementary Teaching License, Sierra Nevada College

   2010-2011 Washoe County School District, Third Grade Teacher
   2007-2009 Washoe County School District, Kindergarten Teacher
   2006-2007 A+ Grades Up Tutor, Tutor
   2005-2006 Washoe County School District, Kindergarten Teacher
   2003-2006 Sleep Medicine Associates, Front Office Lead
   2003-2003 Tutoring Club, Tutor

4. ☐ Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district,

☐ ☐

another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
Does not apply to me.

6. Why do you wish to serve on the board of the proposed charter school?

I am passionate about education. I want my own children and the children of our community to have an opportunity to get the best education they can. South Reno's schools are overcrowded and the district is unable to keep up with growth. The children in this area deserve another option when it comes to schools. Athlos Academy of Reno will have a unique approach to education which our current district cannot provide.

7. What is your understanding of the appropriate role of a public charter school board member?

Our role as a board is to help bring the charter school to our community and bring it to life. We provide community awareness of what the school has to offer. We continue to govern the school to assure that it is providing the education and the opportunities for which it was started.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I served on the Compliance Committee for my neighborhood HOA and attended the board meetings. I will be an effective board member because I work well with people and am a good listener. I have an education background and experience in the school setting. I understand that we are not here be involved in running the school. We are here to guide those in charge to achieve what is best for the school.

9. Describe the specific knowledge and experience that you would bring to the board.

I have knowledge and experience of the school setting both as a teacher and a parent. I have an understanding of what helps children gain the most from their education.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Our mission is to graduate students who will be prepared for life's challenges. They'll have an academic understanding of concepts, know how to solve problems, and be good citizens of their community.

2. What is your understanding of the school's proposed educational program?

Athlos Academy has 3 pillars that are used to give a full circle education: Prepared Mind, Healthy Body, and Performance Character. This provides students with a solid foundation for their life.

3. What do you believe to be the characteristics of a successful school?

Community support, family involvement, students that demonstrate growth, energetic and happy staff, school unity

4. How will you know that the school is succeeding (or not) in its mission?

Assessments will provide data to see if students are learning individually and as a whole school. High community interest in the school will be a measure for success. Students moving on into life that are prepared for their next phase will be an indicator that the school is succeeding.

Governance

1. Describe the role that the board will play in the school's operation.

We will govern the school by providing leadership, making decisions, maintaining accountability, and providing communication between everyone involved.

2. How will you know if the school is successful at the end of the first year of operation?

There will not be previous academic data from the school to compare to, but we can compare test results with other schools. Most importantly, we can assess how the students, parents, and teachers feel about the success and progress of the first year.

3. How will you know at the end of three years if the school is successful?

We can compare data such as test scores and student enrollment and look for growth in our own school. We can still compare test results with other schools. Success and positive changes in students and families that have been with us for 3 years would also indicate success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Having frequent communication, making decisions in a timely manner, supporting the leaders of the school, and working closely with Athlos will ensure that our school is successful.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The school board would meet together to discuss the matter and come to a solution. If the board could not handle it internally we would need to get assistance.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

   ☐ ☐ Yes

   Chris O'Neil - friend

   Shane Dyer – friend, business partner with my husband

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
   ☐ I / we do not know any such employees. ☐

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

   ☐ I / we do not know any such persons. ☐

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

   ☐ I / we do not anticipate conducting any such business. ☐

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☐
   ☐ I / we do not know any such persons. ☐

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☐ ☐ I / we have no such interest. ☐

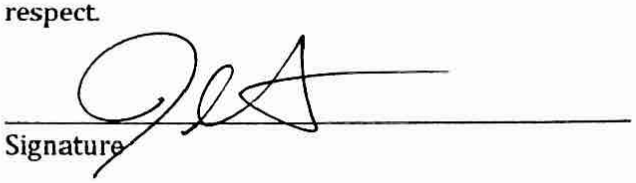
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☐ ☐ I / we or my family do not anticipate conducting any such business. ☐

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have

Start-Up Charter School Board Member Information

Certification

I, ____Jennifer R Freeman_____, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for __Athlos Academy of Reno_____ Charter School is true and correct in every respect.



Signature

7·14·16

Date

Statement of Assurances

Revised June, 2015

1. The charter school herein named, _____,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

Signature of Certifying Charter School Official

Jennifer Freeman
Name Printed

Board member
Title

7.14.16
Date

Subscribed and sworn to before me

This 14 day of July 2016
date month year

(Notary Public Seal)

WHITNEY DIX
Notary Public - State of Nevada
Appointment Recorded in Washoe County
No: 15-1392-2 - Expires April 2, 2019

BOARD MEMBER

Jennifer R. Freeman

286 W. Coyote Dr.
Washoe Valley, NV 89704
(775) 853-0667
jennyrkeyes@hotmail.com

PROFESSIONAL EXPERIENCE

Aug. 2010 – June 2011	Third grade teacher Taught third grade for WCSD
Oct. 2007 – June 2009	Kindergarten teacher Taught half day kindergarten for WCSD
Oct. 2006 – June 2007	Tutor for A+ Grades Up Tutored elementary students in small groups
Oct. 2005 – April 2006	Kindergarten teacher Taught full day kindergarten for WCSD
Jan. 2004 – June 2004	Private tutor Tutored 7th grade students one on one
Jan. 2003 – April 2003	Student teacher Taught in a second grade classroom for WCSD
Feb. 2003 – June 2003	Tutor for Tutoring Club Tutored all ages in small groups

EDUCATION

2002 – 2003	Elementary Teaching License, Sierra Nevada College
2000 – 2001	Bachelor of Science, University of Nevada at Reno
1997 – 2000	Course work in Biology and Zoology, University of Idaho

EMPLOYMENT HISTORY

Jan. 2012 – Oct. 2014	Key Medical, Medical Billing
Aug. 2010 – June 2011	Washoe County School District, Third grade teacher
Oct. 2007 – June 2009	Washoe County School District, Kindergarten teacher
Oct. 2006 – June 2007	A+ Grades Up, Tutor
Oct. 2005 – Aug. 2006	Washoe County School District, Kindergarten teacher
May 2003 – Feb. 2006	Sleep Medicine Associates, Front Office Lead
Feb. 2003 – June 2003	Tutoring Club, Tutor

REFERENCES

Debbie Duty-Deery	Leslie Connell	Jenni Ricci
Principal	Director of Education	Vice Principal
Desert Heights Elem.	A+ Grades Up	Brown Elementary
13948 Mt. Bismark St.	(209) 640-7356	13815 Spelling Ct.
Reno, NV 89506	(775) 338-6982	Reno, NV 89521
775-677-5444	Leslie.Connell@grades-up.com	775-851-5600

Attachment 11: Board Bylaws, Code of Ethics and Conflict of Interest Policies

The Board of Directors of Athlos Academy of Reno has not yet ratified its bylaws, code of ethics and conflict of interest policies. The policies it adopts will likely be similar to these policies drafted by Athlos Academies.

ATHLOS ACADEMIES

DRAFT Bylaws of Athlos Academy of Reno

A Nevada Nonprofit Corporation

Board Policy [Insert Policy #]

Approved: [Insert Date]

Revised: _____

I. ORGANIZATION

A. Anchor Location: The physical location from which an electronic meeting originates or the participants are connected.

B. Principal Office: The principal office of Athlos Academy of Reno, a Nevada Nonprofit Corporation ("Corporation"), is [insert future address]. The Corporation may have other offices as the Board of Directors may designate or as the business of the Corporation may require.

C. Powers: The Corporation shall have such powers as are now or may hereafter be granted by the Nevada Nonprofit Corporation Law, or any successor legislation; except that such powers may be exercised only in furtherance of the purposes of the Corporation as stated in its Articles of Incorporation and consistent with its status as a corporation described in Section 501(c)(3) of the Internal Revenue Code.

D. Registered Office: The registered office of the Corporation required by the law, to be maintained in the State of Nevada, is [insert future address here], and may be changed from time to time by the Board of Directors, or as otherwise provided by the law.

E. Seal: The organization shall not have a seal, but may design a logo.

F. Name Change: The organization may, by a two-thirds (2/3) vote of the Board of Directors, change its name.

G. Purpose: The purposes of the Corporation are set forth in the Articles of Incorporation.

II. BOARD OF DIRECTORS

A. General Powers and Standard of Care: The Board of Directors has authority to exercise all corporate powers and manage the business and affairs of the Corporation, except as otherwise provided in Nevada Statute or the Articles.

A Director shall perform his or her duties as a Director, including as a member of any committee of the Board upon which the Director may serve, in good faith, in a manner the Director reasonably believes to be in the best interests of the Corporation, and with such care as an ordinarily prudent person in a like position would use under similar circumstances. In performing his or her duties, a Director is entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

1. Officers or employees of the Corporation the Director reasonably believes to be reliable and competent in the matters presented;
2. Legal counsel, public accountants or other persons as to matters that the Director reasonably believes to be within such person's professional or expert competence; or
3. A committee of the Board upon which the Director does not serve as to matters within the committee's designated authority, which committee the Director reasonably believes to merit confidence;

but a Director shall not be considered to be acting in good faith if the Director has knowledge concerning the matter in question that would cause his or her reliance to be unwarranted. A person who performs these duties of a Director shall have no liability to the Corporation by reason of being or having been a Director of the Corporation.

B. Presumption of Assent: A Director of the Corporation who is present at a meeting of the Board of Directors at which any action on any corporate matter is taken is presumed to have assented to the action unless the Director's dissent is entered in the minutes of the meeting or unless the Director files his or her written dissent to the action with the Secretary of the meeting before adjournment of the meeting or forwards the dissent by certified or registered mail to the Secretary of the Corporation within three (3) days after the adjournment of the meeting. The right to dissent shall not apply to a Director who voted in favor of the action.

C. Number, Election, and Qualification of Directors: The Board of Directors shall consist of no fewer than seven (7) members, with the exact number fixed pursuant to resolutions adopted by the Board of Directors. Each Director shall serve a term of three years. The names and addresses of the members of the first Board of Directors have been stated in the Articles. The initial Directors shall hold office until the third annual meeting of the Board of Directors and until their successors are elected and qualified. At the third annual meeting of the Board of Directors, the existing Directors shall elect Directors to hold office for a three-year term ending on the third annual meeting of the Board of Directors after

each new Director is elected, and the Board of Directors shall be elected in a like manner every third year thereafter. Each Director will hold office for the term for which he or she is elected and until his or her successor is elected and qualified. Directors need not be residents of the State of Nevada.

D. Vacancies: Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining Directors, though less than a quorum of the Directors. A Director elected to fill a vacancy is elected for the unexpired term of the Director's predecessor in office. Any directorship to be filled by reason of an increase in the number of Directors may be filled by the Board of Directors for a term of office continuing only until the next regular election of Directors.

E. Removal of Directors: At a meeting of the Board of Directors called expressly for that purpose, any director may be removed with cause by a vote of a majority of the Directors then in office. Any Director may be removed at such a meeting without cause by a vote of two-thirds of the Directors then in office.

F. Committees of the Board of Directors:

1. Membership: The Board of Directors, by resolution adopted by the Directors then in office, may designate and appoint one or more Director committees, each of which shall consist of two or more Directors.
2. Authority: Director committees, to the extent provided in the resolution establishing the committee, will have and exercise the authority of the Board of Directors in the management of the Corporation; provided, however, that no Director committee may have the authority of the Board of Directors in reference to (i) authorize distributions, (ii) approve dissolution, merger or the sale, pledge or transfer of all or substantially all of the Corporation's assets, (iii) elect, appoint or remove directors or fill vacancies on the Board of Directors or on any of its committees, or (iv) adopt, amend or repeal the Articles or these Bylaws. The designation and appointment of any committee and the delegation of authority to a committee does not operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed on the Board of Directors, or any individual Director.
3. Tenure: Each member of a committee will continue as such until the next annual meeting of the Board of Directors of the Corporation and until a successor is appointed unless (i) the committee is sooner terminated, (ii) the member is removed from the committee, or (iii) the member ceases to qualify as a member of the committee.
4. Chairperson: The Board of Directors will appoint one member of each committee as chairperson.
5. Vacancies: Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

6. Resignation: Any committee member may resign at any time by giving written notice to the Board of Directors, the President, or the Secretary of the Corporation. Unless otherwise specified in the notice of resignation, the resignation takes effect upon receipt. Acceptance of the resignation is not necessary to make the resignation effective.
7. Removal: The Board of Directors may remove a member with or without cause.

G. Compensation: No Director or committee member may receive a salary or compensation for services in that capacity. Directors or committee members may be reimbursed for actual expenses incurred in the performance of services as a Director or committee member. This provision does not preclude any Director from serving the Corporation in any other capacity and receiving compensation for services rendered in that capacity.

H. Director Conflicts of Interest: The Board of Directors shall adopt a Conflicts of Interest Policy. In addition to that policy, any Director who has an interest in a contract or other transaction presented to the Board or a committee for authorization, approval, or ratification must promptly and fully disclose his or her interest to the Board or committee prior to its acting on the contract or transaction. The disclosure shall include any relevant and material facts known to the Director about the contract or transaction that might reasonably be construed to be adverse to the Corporation's interest.

No Director may cast a vote on any matter that has a direct bearing on services to be provided by that Director, or any organization that he or she represents or that he or she has an ownership interest in or is otherwise interested in or affiliated with, which will directly or indirectly financially benefit the Director.

I. Loans to Directors: The Corporation shall not lend money to or use its credit to assist its Directors or Officers.

J. Liability of Directors for Wrongful Distribution of Assets: In addition to any other liabilities imposed by law upon the Directors of the Corporation, the Directors who vote for or assent to any distribution of assets, other than in payment of its debts, when the Corporation is insolvent or when the distribution will render the Corporation insolvent, or during the liquidation of the Corporation without the payment and discharge of or making adequate provisions for all known debts, obligations and liabilities of the Corporation, shall be jointly and severally liable to the Corporation for the value of the assets that are distributed, to the extent that debts, obligations and liabilities of the Corporation are not paid and discharged.

A Director is not liable under this section if, in the exercise of ordinary care, the Director relied and acted in good faith upon written financial statements of the Corporation represented to Director to be correct by an officer of the Corporation having charge of its books of account, or certified by an independent licensed or certified public accountant or firm of accountants to reflect fairly the financial condition of the Corporation, nor shall the Director be liable if, in the exercise of ordinary care and good faith, in determining the amount available for a distribution, the Director considered the assets to be equal to their book value.

A Director is not liable under this section, if, in the exercise of ordinary care, the Director acted in good faith and in reliance upon the written opinion of an attorney for the Corporation.

A Director against whom a claim is asserted under this section and who is held liable is entitled to contribution from the persons who accepted or received the distribution knowing the distribution was made in violation of this section, in proportion to the amounts received by them respectively.

III. BOARD MEETINGS

A. Directors' and Committee Meetings: Meetings of the Board of Directors, regular, emergency or closed, or meetings of any committee, may be held in or out of the State of Nevada in accordance with [insert statute]. Unless otherwise specified in this section or in the notice for the meeting, all meetings will be held at the anchor location.

B. Notice of Regular Meetings: Public bodies must be given written notice of the dates, times, and locations of all regularly scheduled meetings at the beginning of each calendar year [insert statute]. Except as otherwise provided in this section, regular meetings of the Board of Directors or any committee may be called by or at the request of the President, any Director or the chair of a committee, as the case may be, upon notice given to all other Directors or committee members, as the case may be, at least three business days before the meeting. Public notice must be posted not less than 24 hours before the meeting, noting the agenda, location, date, and time on the [insert location for posting as per Board's decision], at the anchor location, and after providing notice to a newspaper or local media correspondent [insert statute]. The Board of Directors may provide, by resolution, the time and place for the holding of additional regular meetings without other notice than the resolution.

The attendance at or participation of a Director or committee member in any meeting constitutes a waiver of notice of the meeting, except where a Director or committee member attends or participates for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

Neither the business to be transacted at, nor the purpose of, any regular meeting of the Board of Directors or any committee need be specified in the notice for the meeting.

C. Notice of Emergency Meetings: Emergency meetings of the Board of Directors or any committee may be called by or at the request of the President, any Director or the chair of a committee, as the case may be, upon notice given to all other Directors, committee members, as the case may be, and the public not less than 24 hours before the meeting, noting the agenda, date, time, and location.

D. Quorum and Voting Requirements: A simple majority of the number of Directors constitutes a quorum for the transaction of business at Board of Directors meetings. The act of the majority of the Directors present at a meeting at which a quorum exists is the act of the Board of Directors. A majority of the number of committee members fixed and appointed by the Board of Directors or the President, as the case may be, constitutes a quorum for the transaction of business at a meeting of the committee. The act of the majority of the committee members present at a meeting at which a quorum exists is the act of the committee.

E. Action Without Meeting: Any action required by the State of Nevada to be taken at a meeting of the Board of Directors, or any action that may be taken at a meeting of the Directors or of a committee, may be taken without a meeting if a consent in writing, setting forth the actions so taken, is signed by all of the Directors, or all of the members of the committee, as the case may be. The consent has the same effect as a unanimous vote. Action may only be taken on items listed in the published agenda.

F. Telephone and Electronic Meetings: Directors may participate in a meeting through use of conference telephone, electronic video communication, or other electronic transmission so long as all of the following apply:

1. Public notice of the electronic meeting has been given stating the location of the anchor location.
2. Public participation shall be maintained by one Director present at the anchor location.
3. Each director participating in the meeting can communicate with all of the other directors concurrently, and
4. Each director is provided with the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.

G. Advisory Council: The Board of Directors, from time to time and in its discretion, may invite or appoint interested persons to a volunteer advisory council of the Board of Directors. Volunteer members of the advisory council will serve at the pleasure of the Board and will not vote, or have a vote, on any Board action. Advisory council members will be chosen or invited based on their interest in the Corporation's

purposes and their expertise or ability to advise the Board of Directors on matters related to the Corporation's purpose.

IV. OFFICERS

A. Number: The officers of the Corporation will consist of a President, Vice President, Secretary, and Treasurer. The Board of Directors will elect the officers. The Board of Directors may elect or appoint other officers or assistant officers in the Board's discretion. Any two (2) or more offices may be held by the same person except the offices of President and Secretary.

B. Election and Term of Office: The Board of Directors will elect the officers of the Corporation annually at the annual meeting of the Board of Directors. If the election of officers is not held at the annual meeting, the Board of Directors shall hold the election shall as soon as practicable after the annual meeting. Each officer will hold office until a successor is duly elected and qualified, until the officer's death, or until the officer resigns or is removed.

C. Removal: The Board of Directors may remove any officer or agent whenever, in its judgment, the best interests of the Corporation will be served by removal. Any such removal shall not prejudice the contract rights, if any, of the officer or agent removed. Election or appointment of an officer or agent does not of itself create contract rights.

D. Vacancies: The Board of Directors may fill a vacancy in any office because of death, resignation, removal, disqualification or otherwise for the unexpired portion of the term.

E. President: The President is the principal executive officer of the Corporation and, subject to the control of the Board of Directors, will in general supervise and control all of the business and affairs of the Corporation. The President presides at all meetings of the members of the Board of Directors. The President may sign, with the Secretary or any other officer authorized by the Board of Directors, any promissory notes, deeds, mortgages, leases, contracts, or other instruments that the Board of Directors has authorized for execution, except in the cases where the signing and execution is expressly delegated by the Board of Directors or by these Bylaws to some other officer or agent of the Corporation, or is required by law to be otherwise signed or executed. The President will co-sign all checks or other deposit account withdrawals in excess of five thousand dollars ($5,000.00) and, in general, will perform all duties incident to the office of President and any other duties as the Board of Directors may prescribe from time to time.

F. Vice President: In the absence of the President or in the event of the President's death, inability or refusal to act, the Vice President will perform the duties of the President. When so acting, the Vice President has all the powers of and is subject to all the restrictions on the President. The Vice President will perform other duties as the President or the Board of Directors may assign.

G. Secretary: The Secretary will attend all meetings of the Board of Directors and will prepare and maintain minutes of those meetings. The Secretary has custody of and shall protect all executed deeds, leases, agreements and other legal documents and records to which the Corporation is a party or by which it is legally affected. The Secretary will, in general, perform all duties incident to the office of Secretary and any other duties assigned to the Secretary by the President or the Board of Directors.

H. Treasurer: The Treasurer is the principal financial officer of the Corporation and has charge and custody of and is responsible for all funds of the Corporation. The Treasurer will sign all checks and promissory notes of the Corporation and will receive and give receipts for moneys due and payable to the Corporation from any source and deposit all moneys in the name of the Corporation in banks, trust companies or other depositories as selected by the Board of Directors. The Treasurer will keep or cause to be kept, adequate and correct accounts of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The Treasurer will submit to the Board of Directors and the President, when required, statements of the financial affairs of the Corporation. The Treasurer will, in general, perform all financial duties incident to the office of Treasurer and any other duties assigned to the Treasurer by the President or the Board of Directors.

I. Officer Conflict of Interest: Any officer who has an interest in a contract or other transaction presented to the Board or a committee for authorization, approval, or ratification shall make a prompt and full disclosure of his or her interest to the Board or committee prior to its acting on the contract or transaction. The disclosure must include any relevant and material facts known to the officer about the contract or transaction that might reasonably be construed to be adverse to the Corporation's interest.

V. STAFF

A. Employment: The Board of Directors has authority to employ an Executive Director and any other staff as the Corporation may reasonably require from time to time.

B. Terms of Employment: The Board of Directors must approve all compensation paid to a staff person. Compensation for staff personnel must be reasonable and will be based on the following factors:

1. The amount and type of compensation received by others in similar positions;

2. The compensation levels paid in our particular geographic community;
3. The amount of time the individual spends carrying out the duties of his or her position;
4. The expertise and other pertinent background of the individual;
5. The size and complexity of the organization; and
6. The need of the organization for the services of the particular individual.

The terms and conditions of employment of the staff may be set forth in a written contract approved by the Board of Directors and signed by the Corporation and the staff person.

C. Staff Conflict of Interest: Any staff person who has an interest in a contract or other transaction presented to the Board or a committee for authorization, approval, or ratification shall make a prompt and full disclosure of his or her interest to the Board or committee prior to its acting on the contract or transaction. This disclosure must include any relevant and material facts known to the person about the contract or transaction that might reasonably be construed to be adverse to the Corporation's interest.

VI. MISCELLANEOUS

A. Indemnification of Officers, Directors, Employees, and Agents: The Corporation may indemnify Directors, officers, employees, and agents of the Corporation to the extent permitted by, and in accordance with the law. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation against any liability asserted against the person or incurred by the person in any such capacity or arising out of the person's status as a Director, officer, employee or agent.

B. Books and Records: The Corporation shall keep and maintain, at its registered office or principal place of business:

1. Correct and complete books and records of account;
2. Minutes of the proceedings of its Board of Directors and committees; and
3. A record of the names and addresses of all members of the Board of Directors.

Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

C. Loans: No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

D. Contracts: The Board of Directors may authorize any officer or officer's agent or agents of the Corporation, in addition to the officers authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation. Such authority may be general or confined to specific instances.

E. Checks, Drafts, etc.: All checks, drafts, or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by the officer or officer's agent or agents of the Corporation as provided for in these Bylaws or in the manner determined by the Board of Director.

F. Deposits: All funds of the Corporation not otherwise employed shall be deposited to the credit of the Corporation in the banks, trust companies, or other depositories selected by the Board of Directors.

G. Gifts: The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes of or for any special purpose of the Corporation.

H. Annual Financial Statements: The officers of the Corporation shall cause a balance sheet as of the closing date of the last fiscal year, together with a statement of income and expenditures for the year ending on that date, to be prepared and presented to the Directors at each annual meeting of the Board of Directors of the Corporation.

I. Fiscal Year: The fiscal year of the Corporation begins on the first day of July and ends on the last day of June each year, except that the first fiscal year will begin on the date of incorporation.

J. Regulation of Internal Affairs: The internal affairs of the Corporation are regulated as set forth in these Bylaws to the extent that these Bylaws are lawful.

K. Electronic Transmissions: Subject to any guidelines and procedures that the Board of Directors may adopt from time to time, the terms "written" and "in writing" as used in these Bylaws include any form of recorded message capable of comprehension by ordinary visual means, that is suitable for the receipt, retention, retrieval, and reproduction of information by the recipient, whether by facsimile, texting, email, or other electronic transmissions.

L. Amendments: These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by the Board of Directors of the Corporation at any regular or special meeting. In all cases, these Bylaws shall be compliant with Nevada and federal statutes and rules governing charter schools. In cases of any current or future conflict, the statute or rule shall govern.

The undersigned, being the Acting Secretary of the Corporation, does hereby certify that the foregoing Bylaws were duly adopted as the official Bylaws of the Corporation by unanimous consent of the Directors of the Corporation on _____.

_____

Name

ATHLOS ACADEMIES

DRAFT

Code of Ethics

PURPOSE

The purpose of this policy is to assist Athlos Academy's school board ("Governing Board) members in understanding the role of individual board members and the contribution that each member must make to develop an effective, ethical, and responsible Governing Board.

POLICY

A. AS A MEMBER OF THE GOVERNING BOARD I WILL:

1. Attend Governing Board meetings prepared for discussion of the agenda items.
2. Listen to the opinions of others.
3. Appreciate the merit of their work.
4. Vote my conscience after informed discussion, unless I abstain because a conflict of interest exists.
5. Be motivated only by a desire to serve the students of Athlos Academy of Reno.
6. Attempt to inform myself on the proper duties and functions of a Governing Board member.

B. IN PERFORMING THE PROPER FUNCITONS OF A GOVERNING BOARD MEMBER I WILL:

1. Spend adequate time in Governing Board meetings on educational policies.
2. Remember the legal responsibility that is mine is to establish policy—not to implement policy.
3. Consider myself a trustee of public education and do my best to protect, conserve, and advance its progress.
4. Work through the administration employees of the Governing Board—not over or around them.
5. Recognize that it is my responsibility, together with other Governing Board members, to see that the school is properly run, not to run it myself.

C. TO MAINTAIN RELATIONS WITH OTHER MEMBERS OF THE GOVERNING BOARD I WILL:

1. Respect the right of others to have and express opinions.
2. Recognize that authority rests with the Governing Board in legal session—not with the individual members of the Governing Board except as authorized by law.
3. Make no disparaging remarks, in or out of Governing Board meetings, about other members of the Governing Board or their opinions.

4. Recognize that to promise in advance of a meeting how I will vote on any proposition is to close my mind and agree not to think through other points of view which may be presented to the meeting.
5. Make decisions in Governing Board meetings only after all sides of debatable questions have been presented.
6. Insist that special committees be appointed to serve only in an advisory capacity to the Governing Board.

D. IN MEETING MY RESPONSIBILITIES TO MY COMMUNITY I WILL:

1. Attempt to appraise both the present and future educational needs of the school.
2. Attempt to obtain adequate financial support for the school program.
3. Interpret the needs and attitudes of the community and do my best to translate them into the educational program of the school.
4. Insist that business transactions of the school be on an ethical, open, and above board basis.
5. Avoid conflicts of interest and refrain from using my Governing Board position for personal gain.

E. IN WORKING WITH THE SCHOOL LEADER AND SCHOOL STAFF I WILL:

1. Hold the School Leader responsible for the administration of the school.
2. Give the School Leader authority commensurate with the responsibility.
3. Assure that the school will be administered by the best professional personnel available.
4. Participate in Governing Board action after considering the recommendation of the School Leader and only after the School Leader has furnished adequate information supporting the recommendation.
5. Insist the School Leader keep the Governing Board adequately informed.
6. Delegate details of Governing Board action to the School Leader .
7. Give the School Leader counsel and advice.
8. Recognize the status of the School Leader as an ex officio member of the Governing Board.
9. Refer all complaints to the proper administrative officer or insist that they be presented in writing to the whole Governing Board for proper referral.
10. Present any personal criticisms of employees to the School Leader .
11. Provide support for the School Leader and employees of the school so they may perform their proper functions on a professional level.

F. IN FULFILLING MY LEGAL OBLIGATIONS AS A GOVERNING BOARD MEMBER I WILL:

1. Comply with all federal, state and local laws relating to my role as a Governing Board member.
2. Comply with all school policies as adopted by the Governing Board.
3. Abide by all rules and regulations as promulgated by the State of Nevada and the Nevada State Charter School Authority and other federal and state agencies with jurisdiction over schools.
4. Take no private action that will compromise the Governing Board or school administration.
5. Recognize that school business may be legally transacted only in an open meeting of the Governing Board.

CODE OF ETHICS POLICY AGREEMENT

I,_____, understand that as a member of the Athlos Academy Governing Board, I have a legal and moral responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the school, and I will act responsibly and prudently as its steward. I will avoid being placed in a position of conflict of interest and will refrain from using my board position for personal gain. I pledge to take no private action that will compromise the Governing Board or school and I will respect the confidentiality of information that is privileged under applicable laws. I have read, understand, and am willing to comply with the roles and responsibilities of Governing Board members.

_____ _____

Signed *Dated*

Conflict of Interest Policy

For Officers and Board Members of a Committee with Board Authority

Article I – Purpose

1. The purpose of this Board conflict of interest policy is to protect the interests of the Nevada Nonprofit when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or member, or might result in a possible excess benefit transaction.
2. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

Article II – Definitions

1. Interested person – any 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 Nevada Nonprofit has a transaction or arrangement,
    b. A compensation arrangement with any entity or individual with which the Nevada nonprofit has a transaction or arrangement, or
    c. A potential ownership or investment interest in, or compensation arrangement with, any entity of individual with which the Nevada Nonprofit 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. A person who has a financial interest may have a conflict of interest only if the Board or Executive Committee decides that a conflict of interest exists, in accordance with this policy.

Article III – 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 Board or Executive Committee.
2. Recusal of Self – Any member may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.
3. 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 Board or Executive Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Executive Committee members shall decide if a conflict of interest exists.

4. Procedures for Addressing the Conflict of Interest
    a. An interested person may make a presentation at the Board or Executive 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 Board or Executive 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 Board or Executive Committee shall determine whether the nonprofit 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 Board or Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the nonprofit'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.
5. Violations of the Conflicts of Interest Policy
    a. If the Board or Executive 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 Board or Executive Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV – Records of Proceedings

The minutes of the 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 Board's or Executive 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.

Article V – Compensation

a. A voting member of the Board who receives compensation, directly or indirectly, from the nonprofit 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 nonprofit for services is precluded from voting on matters pertaining to that member's compensation.
c. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the nonprofit, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI – Periodic Reviews

To ensure the nonprofit operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
b. Whether partnership, joint, ventures, and arrangements with management organizations, if any, conform to the nonprofit's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

Article VII – Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the nonprofit may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

Attachment 12: Incubation Year Planning Table

2017-2018 Planning Year Milestones (SMART Goals)			
Work Stream	**Activity**	**Key Personnel**	**Milestone Date(s)**
INSTRUCTION	Review Curriculum, School Structures, Beliefs and Strategies and Extracurriculars	Academic Success Committee	February
	Assessment Plan Development	Academic Success Committee	March
	Review Teacher Professional Development Calendar	Academic Success Committee	March
	Review Report Card Structures	Academic Success Committee	April
TALENT	Approve School Leader Management policy, School Leader Job Description, School Leader Evaluation Process, Student handbook, Uniform Policy	Board	November
	Approve Employee Handbook	Board	January
	Interview School Leader	Board	January
	Endorse School Leader – Appoint to all committees	Board/School Leader	February
	Teacher Hire Approval	Board/School Leader	April-June
OPERATIONS	Determine Facilities Committee and Chair	Board	August
	Review Floor Plan	Facilities Committee	August
	Meet Athlos Academy Construction Manager	Facilities Committee, Athlos Academies	September
	Final Furniture and Color Palette Choices	Facilities Committee	October
	Update with Athlos Construction Manager, Final Signage Choices	Facilities Committee	November
	Review Security Features	Facilities Committee	March
	Meet with Nutrition Specialist to Discuss Food Service Operations	Academic Success Committee	March
	Keying Schedule	Facilities Committee	May

TECHNOLOGY	Develop High-Level Technology Infrastructure Plan	Facilities Committee	September
	Review Technology selections and school's 5-year technology plan	Facilities Committee	January
	Review Volunteer Tracking System	Facilities Committee	March
FINANCE	Review Directors and Officers Insurance Quote	Board	Prior to SPCSA approval
	Determine Finance committee members and chairs	Board	Prior to SPCSA approval
	Create school bank account	Board	September
	Meet Athlos Academies Director of Finance	Board/Finance Committee	September
	Review grant opportunities	Board/Finance Committee	September
	Review staffing plan and employee benefits package	Board/Finance Committee	November
	Review short-term lease of space	Board	January
	Review staff and teacher offer letter	Board	January
	Review and approve workers' compensation quote	Finance Committee	January
	Choose internet access provider	Board & Athlos Academies	January
	Purchasing, Hiring, and Existing Budget Review	Board	February
	School Leader On-Boarded (Including Technology Ordered)	Board	February
	Annual budget revision	Finance committee	March
	Prepare to hire registrar	Finance committee/Board	March
	Final Review of Annual Budget – Prepare to Recommend to Full Board	Finance committee	April

PARENT & COMMUNITY ENGAGEMENT	Determine Recruitment and Academic Success Committee members	Board	Prior to approval
	Deliver Recruitment Kit	Athlos Academies	August
	Meet Athlos Director of Community Relations	Board/Athlos Academies	September
	Develop a Community Relations Plan	Recruitment Committee	September
	Host a Parent Meeting	Recruitment Committee	September, October, November, January & February
	Begin "Chalk Talks," office hours and parent update meetings	Recruitment Committee	March
	Review Next Wave of Marketing Plans	Recruitment Committee	April
	Begin Introductions of the School "Team"	Recruitment Committee	April
	Begin Promoting Decisions as Board Makes Them (ex. Schedules, Curriculum, etc.)	Recruitment Committee	April
	Host Parent/Marketing events	Recruitment Committee	April, May and June
	Host a Registration Event	Recruitment Committee	June
SCHOOL SYSTEMS & CULTURE	Approve School Bylaws, Articles of Incorporation, MSA, Enrollment Policy, 1023 submission Conflict of Interest Policy Reaffirm Officers, Committees, and Terms	Board	August
	Review School website	Board	August
	Approve Line of Credit, Identify Signatories, Approve Grant Submissions, Enrollment/Lottery Plan and Startup Budget	Board	September
	Approve Succession Plan	Board	October

	Approve Grant Writing/Fundraising Policy, Facilities Use Policy, Internet Access, Review Staff and Teacher Offer Letter	Board	February
	Approve School Year Calendar and Daily Schedule	Board	March
	Approve Extracurricular Sports Plan, After Care Plan	Board	April
	Approve Annual Budget, PTO Policy, Transportation Plans/ Contracts (if needed), Breakfast and Lunch Program	Board	May
	Approve Crisis Management Plan, Student Recognition Plan, Approve Workplan	Board	June
OTHER	1023 Form Review with Independent Counsel	Board	August
	Board Succession Training	Board, Athlos Academies	September, October
	New Board Member Orientation	Board, Athlos Academies	October
	Conduct Mid-Year Board Self-Assessment Survey	Board	November
	Board Strategic Planning Overview	Board	February
	Board Governance vs. Management Training	Board, Athlos Academies	May
	Grand Opening	ALL	August

Attachment 13: EMO Agreement Documentation

Draft Terms Sheet

Duties of the Provider

a) **PRE-CHARTER APPROVAL**
   i) Charter School Application. Assistance with the preparation, review and submission of a charter application to authorizer and process approval;
   ii) Program Materials. Provide marketing materials, including brochures, presentation materials, and information packages regarding the Athlos Program;
   iii) Board of Director Training. Provide Board of Director training including
      (1) Board governance matters
      (2) Board preparation for the charter application interviews;
      (3) Development of Board policies and procedures;
   iv) Entity Formation. Assist with entity formation and licensing;
   v) Facility Solution. Site Selection and Pre-development work.

b) **POST-CHARTER APPROVAL**.
   i) Facility Construction. Manage the site pre-development and Construction work.
   ii) Initial Enrollment. Community outreach and marketing support for various marketing campaigns for the purpose of student enrollment at each School; these services, which will be provided and/ or funded by Provider, may include the following:
      (1) Temporary marketing signs at the construction site;
      (2) Marketing through neighborhood meetings, newspaper and digital advertising, billboards, radio spots, and community outreach for the purpose of student enrollment;
      (3) Assistance with enrollment processing;
      (4) Financial Services and Reporting. Provide back-office and accounting services, including payroll, accounts receivable, accounts payable, and other necessary accounting functions; provided, however, Provider shall provide full disclosure and access to such records as Organization may reasonably require.
   iii) Branding.
      (1) Provide brand guide and logos;
      (2) Provide internal school signs and gym logos;
   iv) Traffic Management. Provide training related to traffic management software, and managing student drop-off and pick-up;
   v) School Policies. Provide initial drafts of written policies relating to curriculum and other educational matters, compliance, employment, operations, and relations between the School and students/parents;
   vi) Personnel and Training:
      (1) School Personnel Recruitment. Assistance with the recruitment of candidates for the school through various activities. However, the Board shall retain ultimate authority with respect to any personnel decisions, including, without limitation, the authority to determine criteria for hiring, compensation, discipline and dismissal.

(2) Instructional Leaders. Assistance with the recruitment of candidates for instructional leaders/coaches through various activities. However, the Board shall retain ultimate authority with respect to any personnel decisions, including, without limitation, the authority to determine criteria for hiring, compensation, discipline and dismissal.

(3) Employment of School Leaders. Provider shall be responsible for recruiting and employing the school Education Leader and the school Operation Leader ("School Leaders"). Provider shall be reimbursed for the costs of these employees.

(4) Healthy Body Program. Assistance with the recruitment of candidates for the Sports Performance Program; however, the Board shall retain final authority with respect to any personnel decisions, including, without limitation, the authority to determine criteria for hiring, compensation, discipline and dismissal.

vii) Technology.

(1) Website. Provide Organization with the School's website platform.

(2) Email. Assist Organization with acquiring a domain for its email addresses.

(3) Social Media. Assist Organization in developing the School's social media accounts.

(4) Student Information System: Set up the School and provide access to the Student Information System that Provider uses. Provider shall be reimbursed for the costs of the Student Information System.

(5) Learning Management System: Set up the School and provide access to the Learning Management System that Provider uses. Provider shall be reimbursed for the costs of the Learning Management System.

viii) School Opening. Assistance with the following:

(1) Groundbreaking Ceremony. Assist with planning a community groundbreaking event on school site.

(2) Open House. Assist with initial open house and ribbon cutting;

(3) Parent's Night. Assist with training and assistance with Parent's Night

c) **ON-GOING EDUCATION SERVICES**.

i) Facility Expansion. Assistance with preparation for any future school expansion to accommodate school growth, pursuant to terms and conditions acceptable to Organization and Provider;

ii) Ongoing Enrollment. Consultation and assistance with the creation and review of marketing materials, as well the recruitment plan and support, for the purpose of ongoing student enrollment and retention;

iii) Athlos Program. Provide a Health Body, Prepared Mind, and Performance Character curriculum (collectively, "**Athlos Program**");

(1) Provide on-site Athlos Program training and consulting;

(2) Ensure alignment with State standards;

(3) Athletic Curriculum.

(a) Athletic Performance Coach Training;

(b) Ongoing Athletic Performance Coach training;

iv) Athlos Employees. Provider will employ the following School Leaders to provide continual education and administrative support. Provider shall be reimbursed for the costs of these employees.

(1) Education School Leader
(2) Operations School Leader

v) Athlos Tools. Access to Athlos Tools, which provides a platform for student assessment, data collection, and curricular resources.

vi) Website. Annual website renewal and assistance with website content.

vii) Social Media. Social Media content training.

i. Student Information System: Provide access and ongoing training to the Student Information System that Provider uses. Provider shall be reimbursed for the costs of the Student Information System.

viii) Learning Management System: Provide access and ongoing training to the Learning Management System that Provider uses. Provider shall be reimbursed for the costs of the Learning Management System.

ix) Traffic Management. Ongoing assistance with traffic management.

x) Training. Ongoing support including and related to:
(1) Coordinate professional development training of the School, including initial and ongoing training for the Athlos Curriculum for use by school personnel;
(2) Provide professional development tools and materials for the Athlos Curriculum;
(3) Assist with professional learning community implementation;
(4) Assist with teacher and school leader support and development;
(5) Host leadership workshops for school leaders and board members to attend (Athlos Institutes);
(6) Assist with community/parent events and engagement.

xi) Board of Director Reporting. Create and provide on a monthly basis reports on implementation progress, key deliverable dates, timelines, and assess performance of both Parties.

xii) Educational Material. Assist with the textbooks, educational material and curriculum selection;

xiii) After-School Programs. Assist Organization with the set up and launch of the initial after-school programs (if adopted by the School) and providing guidance as requested by Organization;

xiv) Performance Assessment Plan. Assist Organization with developing and implementing a student performance assessment plan;

xv) School Support Forms. Assist in the development and refinement of school support forms relating to school operations (such as enrollment forms, parent surveys, staff evaluation forms, and other office forms);

xvi) School Uniforms.
(1) Provide approved Athlos school uniforms for the sale/distribution to students;
(2) Provide approved Athlos gym wear for the sale/distribution to students;

xvii) Preferred Purchasing. Provide business contacts that may permit the Organization preferred access to sports products, apparel and equipment with industry leading brands;

xviii) Financial Services and Reporting. Provide back-office and accounting services, including payroll, accounts receivable, accounts payable, and other necessary accounting functions; provided, however, Provider shall provide full disclosure and access to such records as Organization may reasonably require.

Duties of the Organization

Organization shall be responsible for the following:

a) Conduct and attend monthly Board of Director's meeting;
b) Adopt and review school policies
c) Allow Provider access to school assessment and data records that enable Provider to assess performance of the school and program performance, in accordance with Applicable Law.

Draft Master Service–Agreement between Athlos Academies and Athlos Academy of Reno

MASTER SCHOOL SERVICES AGREEMENT

THIS MASTER SCHOOL SERVICES AGREEMENT (this "**Agreement**") is made as of this _____day of _____ , 2016, by and between School Model Support LLC, an Idaho limited liability organization, dba Athlos Academies, ("**Provider**"), and _____, a Nevada non-profit corporation, dba Athlos Academy of _____("**Organization**").

WITNESSETH:

WHEREAS, upon the approval of Organization's charter school application, this Agreement shall be effective between Organization and Provider to operate an open-enrollment charter school at each of the school locations (each a "**School**") authorized by the Nevada State Public Charter School Authority (each, a "**Charter**");

WHEREAS, Provider developed and owns an educational concept and program called "Athlos Academy" and provides, among other things, the Prepared Mind, Performance Character, and Healthy Body (the "**Program"**), and school opening and ongoing management services to charter schools across the United States. As part of this educational concept, Provider has entered into agreements with various outside parties to provide content, services and value to the Organization (the "**Outside Vendors**") to provide, among other things, educational services, physical education programs, sport-related products and management services;

WHEREAS, Organization desires to obtain Provider's services to develop educational excellence based on Athlos' school and Program design, and management principles pursuant to the terms hereof, and Provider is able and willing to provide the services as hereinafter set forth;

WHEREAS, Organization and The Charter School Fund LLC (an affiliate of Organization) intend to enter into an exclusive development agreement to provide permanent facilities for Organization's schools and such schools shall utilize the Athlos Academy educational concept;

WHEREAS, concurrently herewith Provider and Organization shall enter into a "Trademark License Agreement" which provides the schools the right to use Provider's name and logo. Provider and Organization shall enter into a Restriction Agreement regarding the Athlos Program;

WHEREAS, the Organization and Provider acknowledge and agree that, in accordance with Applicable Law (as defined below), the Governing Board of the Organization (the "**Governing Board**") has the primary responsibility and ultimate authority for the operations of the School, 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 Nevada State Public Charter School Authority; Nevada Department of Education; the Nevada Constitution; the Individuals with Disabilities in Education Act; the Family Educational Rights

and Privacy Act; and other applicable federal, state or local statutes, ordinances, and regulations; implementing regulationsof such laws; executive orders; common law; and other guidelines, policy statements, and rulings applicable to Nevada public charter schools (collectively, "**Applicable Law**"); and

WHEREAS, it is Provider's duty to implement the direction of the Governing Board, ensuring the discretion and autonomy of the Governing Board, and it is the Governing Board's duty to make all decisions and direct Provider to act accordingly on the Governing Board's behalf.

WHEREAS, Organization's Governing Board desires to engage Provider to perform services related to Provider's educational program, operations and support services, described herein as permitted by the Charter and Applicable Law.

NOW, THEREFORE, in consideration of the covenants and agreements contained herein, 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 as follows:

1) **ENGAGEMENT**. Organization hereby engages Provider on the terms and conditions hereinafter set forth to provide the Services (as defined below) and Provider hereby agrees to provide the Services to Organization pursuant to the terms hereof.

2) **SCHOOL SITE IDENTIFICATION**. Organization's identification of a new school site (the "**School**") location will be as follows: The School will be located at: _____, _____, NV _____ ("**Athlos Academy of _____**").

3) **TERM**. Organization agrees to engage Provider for an initial five-year term (in addition to the pre-operational year), commencing on the date the Organization's charter application is approved by the _____ (the "Term Commencement Date") and shall terminate on the second (2nd) anniversary of the Term Commencement Date. The Trademark License shall also terminate on the second (2nd) anniversary of the Term Commencement Date. The Provider and Organization may mutually agree in writing to extend the term of this Agreement and the Trademark License Agreement to any date; provided that the term of such agreements may not, at any time, exceed five (5) years, in accordance with the safe harbor limitations set forth in Revenue Procedure 97-13, as supplemented and modified by Notice 2014-67.

4) **DUTIES OF PROVIDER**. At Organization's request, and to the extent permitted by Nevada Revised Statute 386.562, Provider shall provide the following services (collectively, the "**Services**"):

a) **PRE-CHARTER APPROVAL**

i) Charter School Application. Assistance with the preparation, review and submission of a charter application to authorizer and process approval;

ii) Program Materials. Provide marketing materials, including brochures, presentation materials, and information packages regarding the Athlos Program;

iii) Governing Board of Director Training. Provide Governing Board of Director training including

(1) Governing Board governance matters
(2) Governing Board preparation for the charter application interviews;
(3) Development of Governing Board policies and procedures;

iv) Entity Formation. Assist with entity formation and licensing;
v) Facility Solution. Site Selection and Pre-development work.

b) **POST-CHARTER APPROVAL**.

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iii) Branding.
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(5) Host leadership workshops for school leaders and board members to attend (Athlos Institutes);

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xvi) School Uniforms.

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(2) Provide approved Athlos gym wear for the sale/distribution to students;

xvii) Preferred Purchasing. Provide business contacts that may permit the Organization preferred access to sports products, apparel and equipment with industry leading brands;

xviii) Financial Services and Reporting. Provide back-office and accounting services, including payroll, accounts receivable, accounts payable, and other necessary accounting functions; provided, however, Provider shall provide full disclosure and access to such records as Organization may reasonably require.

5) DUTIES OF THE ORGANIZATION. Organization shall be responsible for the following:

a) Conduct and attend monthly Governing Board of Director's meeting;
b) Adopt and review school policies;
c) Carry out the provisions of Nevada Revised Statute 386.490 to 386.610;
d) Allow Provider access to school assessment and data records that enable Provider to assess performance of the school and program performance, in accordance with Applicable Law.

6) **DUTIES OF THE GOVERNING BOARD**. The Governing Board shall be responsible for the following:
a) Familiarize and follow the law and regulations governing the school;
b) Avoid conflicts of interest;
c) Assign students' interests and academic achievement as the top priority of the school;
d) Maintain accountability and transparency in all operations;

7) **MAINTENANCE OF FINANCIAL, EMPLOYMENT AND STUDENT RECORDS.** The school records shall be maintained as follows:
a) Financial Records. Provider will maintain accurate financial records pertaining to the operation of the school and retain these records as required by the applicable laws and regulations. All the financial records retained by Provider pertaining to Organization will be available to Organization, and to all other appropriate regulatory authorities for inspection and copying at the Organization's facilities upon request, it being understood that in most cases such copies will be made as reasonably as possible, not to exceed thirty (30) business days. Provider shall notify Organization about any requests from regulatory authorities. Provider, and its respective officers, directors, employees and designated agents are hereby authorized to serve as agents of the Organization, and agree to maintain the proper confidentiality of such records as required by law and the Charter.
b) Student Records. Organization and Provider will maintain accurate student records pertaining to students enrolled in the School as is required and in the manner provided by the Charter, applicable laws and regulations. Organization and Provider will have access to the student's physical and electronic records, in accordance with Applicable Law. During the term of this Agreement, Organization may disclose confidential information and data to Provider, its employees, officers and designated agents to the extent provided by law and the Charter. Organization and Provider will maintain the proper confidentiality of such records and information as required by law or the Charter Agreement, including provisions of the Family Educational Rights and Privacy Act ("FERPA"). Provider, and its respective officers, directors, employees and designated agents are hereby authorized to serve as agents of the Organization, having a legitimate educational interest in the program's success and its students for purposes of the FERPA such that they are jointly and severally entitled to access the educational records of the program for all purposes related to FERPA.
c) Employment Records. Organization and Provider will maintain accurate employment records pertaining to the School as is required and in the manner provided by the Charter Agreement, and applicable laws and regulations. Organization and Provider will maintain proper confidentiality of such records as required by the Charter Agreement and applicable law. The employee records will be available at the Organization's physical facility. Provider, and its respective officers, directors, employees, and designated agents are hereby

authorized to serve as agents of the Organization, and agree to maintain the proper confidentiality of such records as required by applicable laws and the Charter.

d) Access to Records. The Governing Board shall be entitled at any time with reasonable notice to inspect the financial, employee, student records and other business records pertaining to Organization.

8) TERMINATION.

a) Termination by Organization. Organization may terminate this Agreement with cause in the event that Provider fails to remedy a material breach within sixty (60) days after notice from Organization, or such longer period as may be necessary to cure the breach or default. A material breach includes, but is not limited to, a breach or default by Provider to provide the Services in a manner sufficient for Organization to operate the School in compliance with the terms and conditions of this Agreement, failure to account for its expenditures or pay operating costs, or a violation of Applicable Law.

b) Termination by Provider. Provider may terminate this Agreement with cause in the event that Organization fails to remedy a material breach within sixty (60) days after notice from Provider, or such longer period as may be necessary to cure the breach or default. A material breach includes, but is not limited to, failure by Organization to pay amounts due under this Agreement, unreasonable failure to meet performance standards, or Organization has not otherwise complied with its obligations under this Agreement.

i) In order to effectively implement the Athlos Program, Provider will supply training to School Leaders, as well as all other School administrators and employees, and make periodic visits to assist the School with the implementation of the program. As a part of such training, Provider will make periodic written summaries relating to suggestions of improvement. Provider understands and acknowledges that the Governing Board has final authority over the delivery of any curriculum utilized in a School. However, if Provider's assessments reveal (in Provider's discretion) that the Athlos Curriculum is being delivered in a way that is causing detriment to, and/or the dilution of, Provider's brand and reputation, Provider may terminate this Agreement with a ninety (90) day notice to Organization. The notice shall trigger provisions of Section f) below for that particular School.

c) Termination upon Loss of Charter. If the State (i) revokes, does not renew, or materially changes a Charter, or (ii) Organization has been informed in writing that a Charter will be revoked or will not be renewed; or (iii) Organization is no longer funded by the State of Nevada or the funding from the State of Nevada has been reduced to an amount whereby Organization is unable to meet its obligations under this Agreement, then either Party may, upon thirty (30) days written notice terminate this Agreement as to the affected terminated School(s) without penalty, further obligation or liability of any kind to either Party. The event shall trigger provisions of Section (f) below for that particular School.

d) Termination by Mutual Consent. This Agreement may be terminated by the mutual written consent of both Parties without penalty. Such termination shall be effective at such time, and upon such other terms as set forth in the written consent. Except as otherwise agreed by the Parties in writing, termination does not relieve Organization of any obligations for payments outstanding to Provider as of the date of termination. Other obligations of either Party may specifically continue and survive termination as provided in this Agreement.

e) Termination of Trademark and Intellectual Property. Any termination for Services at a School shall result in a termination of the Trademark License Agreement and related intellectual property for such School.

f) Removal of Program. Upon a termination as provided herein, or where the term expires and is not subsequently extended by Organization, Organization shall:

i) Remove Provider's trademark and usage of the name Athlos Academy (or approved variation) from the School, its trade dress and materials; remove any reference to the Outside Vendors; and eliminate all Outside Vendor program(s) (if implemented);

ii) Cease using the Athlos Curriculum and related professional development tools/materials, or any similar form thereof, and return all marketing-related materials to Provider;

iii) Terminate the use of Athlos school uniforms and gym uniforms;

iv) Forfeit use of Athlos-related website and social media accounts; the use of Athlos-related domain name; forfeit use of all Athlos-related electronic/internet functions and/or services; and forfeit access to business partnership discounts;

v) Forfeit the use of proprietary policies, processes, guides and handbooks.

vi) Organization shall comply with the terms of this Section (f) no later than ninety (90) days after Provider's receipt of such notice of termination, and shall submit compliance verification audit ninety (90) days following termination.

9) **SERVICES FEE.** In consideration for the Services, Provider shall receive a "Services Fee" equal to _____ (_____%), of local, state and federal gross revenues of Organization (excluding revenues from reimbursement programs such as free and reduced meals) for such month, payable in monthly installments. Payment shall be determined in accordance with United States generally accepted accounting principles which are consistently applied.

a) Services Fee Commencement. The Services Fee shall commence on the date Organization begins receiving payment from the State of Nevada, which will be July, 2017, with the first payment due on August 31, 2017, or 30 days after Organization receives the first payment from the State. ("Commencement Date").

b) Monthly Installments. The Services Fee shall be paid in 12 monthly installments. The Monthly Installments shall be payable monthly in arrears on the last day of the following calendar month. For example, payment for the month of July shall be due no later than August 31st.

i) Late Payment Fee. Organization agrees that any payments received after the due date shall include a one percent (1%) monthly late fee assessment.

c) Reasonableness. The Parties hereto acknowledge and agree that as of the date of this Agreement, the Services Fee payable to Provider is reasonable, necessary and fair market value compensation for services rendered; and upon payment of the fee to Provider, those revenues become the sole property of Provider and are no longer the State of Nevada public funds.

d) Other. The Services Fee is the only compensation or other payments, independent of any Line of Credit as previously discussed, 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, travel expenses, and other benefits payable to any Provider employees.

10) **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:

a) If to Provider: School Model Support LLC
418 S. 9th Street, Suite 201
Boise, Idaho 83702-7153
ATTN: Legal Department
Phone: (208) 908-5622
Fax: (208) 376-8523

b) If to Organization:

_____

_____

ATTN:
Phone:
Fax:

c) 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

d) 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.

11) **NON-DISCLOSURE/NON-COMPETITION.** Organization agrees to treat this Agreement confidentially and shall not disclose the terms contained herein except as required law. In the event of a breach, Organization understands that such breach may result in immediate, great, irreparable and continuing harm and damage to Provider for which there is no adequate remedy at law. Organization further agrees that for a period of five years following the termination of a School from this Agreement, Organization shall not open a new program in that School, or open a new school facility within a radius of ten (10) miles of the School, which incorporates or attempts to incorporate any program which is similar or deceptively similar to Athlos Academies, and its educational programs centered around performance character, fitness and wellness, including programs provided by Outside Vendors. In the event Organization breaches this Agreement, Provider shall be entitled to obtain, from any court of competent jurisdiction, a temporary restraining order and preliminary and permanent injunctive relief, without the

necessity of posting bond, to enforce the terms of this paragraph, in addition to any and all monetary damages allowed by law.

12) INSURANCE.

a) General Liability Insurance. Each Party shall, in conformance with NAC 386.215, at its own expense, maintain general liability insurance, including, without limitation, bodily injury and property damage insuring itself with a minimum of $1,000,000.00 per occurrence and $2,000,000.00 aggregate limit of liability coverage. Each Party shall provide the other Party with a certificate evidencing such insurance and showing the other Party as an additional insured.

b) Worker's Compensation Insurance. Each Party shall, at its own expense, maintain workers' compensation insurance as required by law to cover their respective employees (if any) and at the other Party's request, shall provide the other Party with a certificate or certificates of insurance.

c) Automobile Insurance. If a Party owns or operates any automobile within the State, such Party shall, at its own expense, maintain comprehensive automobile insurance, insuring itself with a minimum of $1,000,000.00 combined single limit. Each such Party shall provide the other Party, at the other Party's request, with a certificate evidencing such insurance.

13) MISCELLANEOUS.

a) Governing Law. This Agreement shall be governed by, and construed in accordance with, the laws of the State of Idaho.

b) Mediation. The Parties agree to negotiate in good faith in an effort to resolve any dispute related to this Agreement that may arise within forty-five (45) days of the other party's receipt of such notice of dispute. If the dispute cannot be resolved by negotiation, then the Parties will submit the dispute to mediation before resorting to binding arbitration or litigation and will equally share the costs of a mutually acceptable third party mediator. This paragraph survives termination of this Agreement. This paragraph does not preclude a party from seeking equitable relief from a court of competent jurisdiction. In the event a dispute is submitted to litigation, that litigation shall be determined by a judge, and each party waives its right to a jury trial.

c) Indemnification. Each Party shall indemnify, defend, and hold harmless the other Party, as well as Governing Board members, directors, officers, employees, agents and other representatives, from any and all manner of loss, cost, expense (including attorneys' fees and other costs and expenses of litigation, defense and appeal), damage, injury, liability, claims, actions and causes of action whatsoever arising from or in any way related to the Party's: (i) own negligent or willful acts or omissions; (ii) breach of this Agreement; or (iii) operation of its own responsibilities under this Agreement.

d) Counsel Sought. Each Party acknowledges that (i) the Party was advised or represented by counsel in connection with the negotiation, preparation, revision and execution of this Agreement; (ii) before executing this Agreement, the Party discussed the Agreement with the Party's counsel and became fully informed of the terms, contents, conditions and effect of this Agreement; (iii) the Party is legally competent, as well as fully qualified and authorized to execute this Agreement; (iv) in executing this Agreement, the Party is not relying on any warranty, statement, promise or representation of any kind that has been

made to the Party by any other Party, or by legal counsel for any other Party or anyone acting for another Party in any capacity, except as expressly stated in this Agreement; (v) each Party expressly disclaims reliance upon any facts, promises, warranties, undertakings, or representations, whether express or implied, by any other Party, or its agents or legal counsel as consideration for this Agreement, except for the explicit provisions of this Agreement; (vi) the Party has relied solely on the Party's own judgment and/or the advice of the Party's counsel in executing this Agreement; (vii) the Party understands the terms, contents, conditions, and effect of this Agreement, and voluntarily accepts the Agreement in its entirety; and (viii) each Party has executed this Agreement of its own free will as a free and voluntary act, without any duress, coercion or undue influence exerted by or on behalf of any person or entity.

e) 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.

f) Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

g) Authority. To the extent that this Agreement is executed by a Party or Parties on behalf of an individual, corporation, governmental entity, trust, estate or other legal entity, such Party or Parties executing this Agreement represent that they have authority to act on behalf of the entities or individuals for which they purport to act and to bind those entities or individuals to the terms and conditions of this Agreement. Furthermore, as each Party is a legal entity, each Party acknowledges, represents, warrants and confirms that it has full and complete authorization and power to execute this Agreement in the capacity herein stated, and this Agreement is a valid, binding and enforceable obligation and does not violate any law, rule, regulation, contract or agreement enforceable against it.

h) Entire Agreement. This Agreement contains the entire agreement between the Parties, but only as concerns the specific matters addressed herein. Furthermore, this Agreement supersedes any and all prior or contemporaneous agreements and any and all prior or contemporaneous negotiations, warranties, discussions or representations, whether oral or written, and this Agreement is subject to modification, waiver, or addition only by means of a writing signed by the Party to be charged.

i) Successors and Assigns. This Agreement is binding upon and inures to the benefit of the Parties and their respective successors, beneficiaries, administrators, and permitted assigns.

j) Counterparts. This Agreement may be executed in any number of counterparts, each of which will be deemed an original, and all of which together will constitute one and the same instrument. This Agreement may be transmitted to the Parties by facsimile or other electronic means, the Parties may sign and return their respective signatures by facsimile or other electronic means, and such signatures transmitted by facsimile or electronically will be presumed valid, binding, and of the same force and effect as an original signature to this Agreement.

k) Time is of the Essence. Time is of the essence for any and all conditions, obligations and other requirements of this Agreement.

l) Contractors. Pursuant to NAC 386.400, any contractor performing work for the Organization must inform each person whom the contractor employs or hires or has anyone perform a direct service for the Organization that:

i) The person is not employed by the governing body of the charter school; and

ii) The provision of NRS 386.595 do not apply to an employee of the contractor or any person hired by the contractor to perform a service to the charter school, including, whiout limitation, the provisions governing the status of employees of a charter school and their collective barganing rights and benefits.

(Signatures on 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:**
School Model Support LLC, an Idaho limited liability organization By:	Athlos Academy of _____, a Nevada non-profit corporation
Name: Title:	Name: Title:

MASTER SCHOOL SERVICES AGREEMENT

*THIS MASTER SCHOOL SERVICES AGREEMENT (this "**Agreement**") is made as of this day of , 2017, by and between School Model Support LLC, an Idaho limited liability organization, dba Athlos Academies, ("**Provider**"), and Athlos Academy of Reno, a Nevada Public Charter School, dba Athlos Academy of Reno ("**Organization**").*

WITNESSETH:

***WHEREAS**, upon the approval of Organization's charter school application, this Agreement shall be effective between Organization and Provider to operate an open-enrollment charter school at each of the school locations (each a "**School**") authorized by the Nevada Public Charter School Authority ("**Authority**");*

***WHEREAS**, Provider has developed and owns an educational concept and program called "Athlos Academy" and provides, among other things, the Prepared Mind, Performance Character, and Healthy Body (the "**Program**"), and school opening and ongoing management services to charter schools across the United States. As part of this educational concept, Provider has entered into agreements with various outside parties to provide content, services and value to the Organization (the "**Outside Vendors**") to provide, among other things, educational services, performance character programs, physical education programs, sport-related products and management services;*

***WHEREAS**, Organization desires to obtain Provider's services to develop Educational Excellence based on Athlos' school and Program design, and management principles pursuant to the terms hereof, and Provider is able and willing to provide the services as hereinafter set forth;*

***WHEREAS**, Organization and Provider or an affiliate of Provider, intend to enter into an exclusive development agreement to provide permanent facilities for Organization's schools and such schools shall utilize the Athlos Academy educational concept;*

***WHEREAS**, concurrently herewith Provider and Organization shall enter into a "License Agreement" which grants Organization the right to use certain of Provider's trademarks, copyrighted materials, trade secret information, and other intellectual property as necessary for the implementation of the Athlos Program;*

***WHEREAS**, the Organization and Provider acknowledge and agree that, in accordance with Applicable Law (as defined below), the Governing Board of the Organization (the "**Governing Board**") has the primary responsibility and ultimate authority for the operations of the School, 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 Nevada Board of Elementary and Secondary Education; Nevada Department of Education; the Nevada Constitution; the Individuals with Disabilities in Education Act; the Family Educational Rights and Privacy Act; and other applicable federal, state or local statutes, ordinances, and regulations; implementing regulations*

*of such laws; executive orders; common law; and other guidelines, policy statements, and rulings applicable to Nevada public charter schools (collectively, "**Applicable Law**"); and*

***WHEREAS,** it is Provider's duty to implement the direction of the Governing Board, ensuring the discretion and autonomy of the Governing Board, and it is the Governing Board's duty to make all decisions and direct Provider to act accordingly on the Governing Board's behalf.*

***WHEREAS**, Organization's Governing Board desires to engage Provider to perform services related to Provider's educational program, operations and support services, described herein as permitted by the Charter and Applicable Law.*

***NOW, THEREFORE**, in consideration of the covenants and agreements contained herein, 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 as follows:*

1) ***ENGAGEMENT**. Organization hereby engages Provider on the terms and conditions hereinafter set forth to provide the Services (as defined below) and Provider hereby agrees to provide the Services to Organization pursuant to the terms hereof.*

2) ***SCHOOL SITE IDENTIFICATION**. Organization's identification of a new school site (the "**School**") location will be as follows: The School will be located at: _____, _____, NV _____ ("**Athlos Academy of Reno**").*

3) ***TERM**. Organization agrees to engage Provider for an initial two-year term (in addition to the pre-operational year), commencing on the date the Organization's charter application is approved by the Nevada Public Charter School Authority (the "Term Commencement Date") and shall terminate on the second (2nd) anniversary of the Term Commencement Date. The License shall also terminate on the second (2nd) anniversary of the Term Commencement Date. The Provider and Organization may mutually agree in writing to extend the term of this Agreement and the License Agreement to any date.*

4) ***DUTIES OF PROVIDER**. At Organization's request, and to the extent permitted by Nevada Revised Statute 386.562, Provider shall provide the following services (collectively, the "**Services**"):*

   a) ***PRE-CHARTER APPROVAL***
      i) *Charter School Application. Assistance with the preparation, review and submission of a charter application to authorizer and process approval;*

      ii) *Program Materials. Provide marketing materials, including brochures, presentation materials, and information packages regarding the Athlos Program;*

      iii) *Governing Board of Director Training. Provide Governing Board of Director training including*

(1) *Governing Board governance matters*
(2) *Governing Board preparation for the charter application interviews;*
(3) *Development of Governing Board policies and procedures;*

iv) *Entity Formation. Assist with entity formation and licensing;*

v) *Facility Solution. Site Selection and Pre-development work.*

b) ***POST-CHARTER APPROVAL.***
i) *Facility Construction. Manage the site pre-development and Construction work.*

ii) *Initial Enrollment. Community outreach and marketing support for various marketing campaigns for the purpose of student enrollment at each School; these services, which will be provided and/ or funded by Provider, may include the following:*
(1) *Temporary marketing signs at the construction site;*
(2) *Marketing through neighborhood meetings, newspaper and digital advertising, billboards, radio spots, and community outreach for the purpose of student enrollment;*
(3) *Assistance with enrollment processing;*
(4) *Financial Services and Reporting. Provide back-office and accounting services, including payroll, accounts receivable, accounts payable, and other necessary accounting functions; provided, however, Provider shall provide full disclosure and access to such records as Organization may reasonably require.*

iii) *Branding.*
(1) *Provide brand guide and logos;*
(2) *Provide internal school signs and gym logos;*

iv) *Traffic Management. Provide training related to traffic management software, and managing student drop-off and pick-up;*

v) *School Policies. Provide initial drafts of written policies relating to curriculum and other educational matters, compliance, employment, operations, and relations between the School and students/parents;*

vi) *Personnel and Training:*
(1) *School Personnel Recruitment. Assistance with the recruitment of candidates for the school through various activities. However, the Governing Board shall retain ultimate authority with respect to any personnel decisions, including, without limitation, the authority to determine criteria for hiring, compensation, discipline and dismissal.*

(2) *Instructional Leaders. Assistance with the recruitment of candidates for instructional leaders/coaches through various activities. However, the Governing Board shall retain ultimate authority with respect to any personnel decisions, including, without limitation, the authority to determine criteria for hiring, compensation, discipline and dismissal.*

(3) *Employment of School Leaders. Provider shall be responsible for recruiting and employing the school Education Leader and the school Operation Leader ("School Leaders"). Provider shall be reimbursed for the costs of these employees.*

(4) *Healthy Body Program. Assistance with the recruitment of candidates for the Sports Performance Program; however, the Governing Board shall retain final authority with respect to any personnel decisions, including, without limitation, the authority to determine criteria for hiring, compensation, discipline and dismissal.*

vii) *Technology.*

(1) *Website. Provide Organization with the School's website platform.*

(2) *Email. Assist Organization with acquiring a domain for its email addresses.*

(3) *Social Media. Assist Organization in developing the School's social media accounts.*

(4) *Learning Management System. Set up the School and provide access to the Learning Management System that Provider uses. Provider shall be reimbursed for the costs of the Learning Management System.*

viii) *School Opening. Assistance with the following:*

(1) *Groundbreaking Ceremony. Assist with planning a community groundbreaking event on school site.*

(2) *Open House. Assist with initial open house and ribbon cutting;*

(3) *Parent's Night. Assist with training and assistance with Parent's Night*

c) ***ON-GOING EDUCATION SERVICES.***

i) *Facility Expansion. Assistance with preparation for any future school expansion to accommodate school growth, pursuant to terms and conditions acceptable to Organization and Provider;*

ii) *Ongoing Enrollment. Consultation and assistance with the creation and review of marketing materials, as well the recruitment plan and support, for the purpose of ongoing student enrollment and retention;*

iii) *Athlos Program. Provide a Health Body, Prepared Mind, and Performance Character curriculum (collectively, "**Athlos Program**");*

(1) *Provide onsite Athlos Program training and consulting;*

(2) *Ensure alignment with State standards;*

(3) *Athletic Curriculum.*

(a) *Athletic Performance Coach Training;*

(b) Ongoing Athletic Performance Coach training;

iv) Athlos Employees. Provider will employ the following School Leaders to provide continual education and administrative support. Provider shall be reimbursed for the costs of these employees.
(1) Education School Leader
(2) Operations School Leader

v) Athlos Tools. Access to Athlos Tools, which provides a platform for student assessment, data collection, and curricular resources.

vi) Website. Annual website renewal and assistance with website content.

vii) Social Media. Social Media content training.

(1) Student Information System: Provide access and ongoing training to the Student Information System that Provider uses. Provider shall be reimbursed for the costs of the Student Information System.

viii) Learning Management System: Provide access and ongoing training to the Learning Management System that Provider uses. Provider shall be reimbursed for the costs of the Learning Management System.

ix) Traffic Management. Ongoing assistance with traffic management.

x) Training. Ongoing support including and related to:
(1) Coordinate professional development training of the School, including initial and ongoing training for the Athlos Curriculum for use by school personnel;
(2) Provide professional development tools and materials for the Athlos Curriculum;
(3) Assist with professional learning community implementation;
(4) Assist with teacher and school leader support and development;
(5) Host leadership workshops for school leaders and board members to attend (Athlos Institutes);
(6) Assist with community/parent events and engagement.

xi) Governing Board Reporting. Create and provide on a monthly basis reports (Athlos Report, and Director's Report) to the Governing Board. The Athlos Report shall contain a summary of Provider's services performed in the preceding month. The Director's Report shall contain a summary of key measurables and progress of the school, and other information that the School Leader, in his/her professional judgment, deems necessary.

xii) *Educational Material. Assist with the textbooks, educational material and curriculum selection;*

xiii) *After-School Programs. Assist Organization with the set up and launch of the initial after-school programs (if adopted by the School) and providing guidance as requested by Organization;*

xiv) *Performance Assessment Plan. Assist Organization with developing and implementing a student performance assessment plan;*

xv) *School Support Forms. Assist in the development and refinement of school support forms relating to school operations (such as enrollment forms, parent surveys, staff evaluation forms, and other office forms);*

xvi) *School Uniforms.*
(1) *Provide approved Athlos school uniforms for the sale/distribution to students;*
(2) *Provide approved Athlos gym wear for the sale/distribution to students;*

xvii) *Preferred Purchasing. Provide business contacts that may permit the Organization preferred access to sports products, apparel and equipment with industry leading brands;*

xviii) *Financial Services and Reporting. Provide back-office and accounting services, including payroll, accounts receivable, accounts payable, and other necessary accounting functions; provided, however, Provider shall provide full disclosure and access to such records during normal business hours, or within two business days if the records are stored in a location that is not the Athlos's primary place of business.*

5) ***DUTIES OF THE ORGANIZATION.*** *Organization shall be responsible for the following:*

a) *Conduct and attend monthly Governing Board meeting. The Athlos Report and Director's Report as set forth in paragraph (xi) section 4 of this Agreement, shall be presented in each Governing Board meeting. Committee reports, discussion items, and other action items shall follow the presentation of the Athlos and Director's reports.*
b) *Adopt and review school policies;*
c) *Carry out the provisions of Nevada Revised Statute 386.490 to 386.610;*
d) *Allow Provider access to school assessment and data records that enable Provider to assess performance of the school and program performance, in accordance with Applicable Law.*

6) ***DUTIES OF THE GOVERNING BOARD****. The Governing Board shall be responsible for the following:*

a) *Familiarize and follow the law and regulations governing the school;*
b) *Avoid conflicts of interest;*
c) *Assign students' interests and academic achievement as the top priority of the school;*
d) *Maintain accountability and transparency in all operations;*

7) ***MAINTENANCE OF FINANCIAL, EMPLOYMENT AND STUDENT RECORDS.*** *The school records shall be maintained as follows:*

a) *Financial Records. Provider will maintain accurate financial records pertaining to the operation of the school and retain these records as required by the applicable laws and regulations. All the financial records retained by Provider pertaining to Organization will be available to Organization, and to all other appropriate regulatory authorities for inspection and copying at the Organization's facilities upon request, it being understood that in most cases such copies will be made as reasonably as possible, not to exceed thirty (30) business days. Provider shall notify Organization about any requests from regulatory authorities. Provider, and its respective officers, directors, employees and designated agents are hereby authorized to serve as agents of the Organization, and agree to maintain the proper confidentiality of such records as required by law and the Charter.*

b) *Student Records. Organization and Provider will maintain accurate student records pertaining to students enrolled in the School as is required and in the manner provided by the Charter, applicable laws and regulations. Organization and Provider will have access to the student's physical and electronic records, in accordance with Applicable Law. During the term of this Agreement, Organization may disclose confidential information and data to Provider, its employees, officers and designated agents to the extent provided by law and the Charter. Organization and Provider will maintain the proper confidentiality of such records and information as required by law or the Charter Agreement, including provisions of the Family Educational Rights and Privacy Act ("FERPA"). Provider, and its respective officers, directors, employees and designated agents are hereby authorized to serve as agents of the Organization, having a legitimate educational interest in the program's success and its students for purposes of the FERPA such that they are jointly and severally entitled to access the educational records of the program for all purposes related to FERPA.*

c) *Employment Records. Organization and Provider will maintain accurate employment records pertaining to the School as is required and in the manner provided by the Charter Agreement, and applicable laws and regulations. Organization and Provider will maintain proper confidentiality of such records as required by the Charter Agreement and applicable law. The employee records will be available at the Organization's physical facility. Provider, and its respective officers, directors, employees, and designated agents are hereby authorized to serve as agents of the Organization, and agree to maintain the proper confidentiality of such records as required by applicable laws and the Charter.*

d) *Access to Records. The Governing Board shall be entitled at any time with reasonable notice to inspect the financial, employee, student records and other business records pertaining to Organization.*

8) *TERMINATION.*

a) *Termination by Organization. Organization may terminate this Agreement for cause in the event that Provider fails to remedy a material breach within sixty (60) days after notice from Organization, or such longer period as may be necessary to cure the breach or default. A material breach includes, but is not limited to, a breach or default by Provider to provide the Services in a manner sufficient for Organization to operate the School in compliance with the terms and conditions of this Agreement, failure to account for its expenditures or pay operating costs, or a violation of Applicable Law. In the event Organization seeks an amendment to the Charter Agreement to continue operations, subsequent to a Termination of this Agreement by the Organization, Organization shall disclose the entire application for amendment, including, without limitation, all curriculum, branding, school policies, and learning management systems, to Provider. Organization shall disclose the application to Provider prior to any Charter Amendment being submitted to an authorizing agency. In the event of a material breach by Provider, justifying Termination by Organization during the pendency of a school semester, the parties shall make good faith efforts to come to an agreement to mitigate any disruption to the students attending the School.*

b) *Termination by Provider. Provider may terminate this Agreement for cause in the event that Organization fails to remedy a material breach within sixty (60) days after notice from Provider, or such longer period as may be necessary to cure the breach or default. A material breach includes, but is not limited to, failure by Organization to pay amounts due under this Agreement, unreasonable failure to meet performance standards as required by the charter authorizer, SPCSA, or Organization has not otherwise complied with its obligations under this Agreement. In the event of a material breach by Organization, justifying Termination by Provider during the pendency of a school semester, the parties shall make good faith efforts to come to an agreement to mitigate any disruption to the students attending the School.*

i) *In order to effectively implement the Athlos Program, Provider will supply training to School Leaders, as well as all other School administrators and employees, and make periodic visits to assist the School with the implementation of the program. As a part of such training, Provider will make periodic written summaries relating to suggestions of improvement. Provider understands and acknowledges that the Governing Board has final authority over the delivery of any curriculum utilized in a School. However, if Provider's assessments reveal (in Provider's discretion) that the Athlos Curriculum is being delivered in a way that is causing detriment to, and/or the dilution of, Provider's brand and reputation, Provider may terminate this Agreement with a ninety (90) day notice to Organization. The notice shall trigger provisions of Section f) below for that particular School.*

c) *Termination upon Loss of Charter. If the State of Nevada ("State") (i) revokes, does not renew, or materially changes a Charter, or (ii) Organization has been informed in writing that a Charter will be revoked or will not be renewed; or (iii) Organization is no longer funded by the State or the funding from the State has been reduced to an amount whereby Organization is unable to meet its obligations under this Agreement, then either Party may, upon thirty (30) days written notice terminate this Agreement as to the affected terminated School(s) without penalty, further obligation or liability of any kind to either Party. The event shall trigger provisions of Section (f) below for that particular School.*

d) *Termination by Mutual Consent. This Agreement may be terminated by the mutual written consent of both Parties without penalty. Such termination shall be effective at such time, and upon such other terms as set forth in the written consent. Except as otherwise agreed by the Parties in writing, termination does not relieve Organization of any obligations for payments outstanding to Provider as of the date of termination. Other obligations of either Party may specifically continue and survive termination as provided in this Agreement.*

e) *Termination of License Agreement Any termination for Services at a School shall result in a termination of the License Agreement and related intellectual property for such School*

f) *Removal of Program. Upon a termination as provided herein, or when the term expires and is not subsequently extended by Organization, Organization shall:*
   i) *Remove Provider's trademark and usage of the name Athlos Academy (or approved variation) from the School, its trade dress and materials; remove any reference to the Outside Vendors; and eliminate all Outside Vendor program(s) (if implemented);*
   ii) *Cease using the Athlos Curriculum and related professional development tools/materials, including all Licensed materials, or any similar form thereof, and return all marketing-related materials to Provider;*
   iii) *Terminate the use of Athlos school uniforms and gym uniforms;*
   iv) *Forfeit use of Athlos-related website and social media accounts; the use of Athlos-related domain name; forfeit use of all Athlos-related electronic/internet functions and/or services; and forfeit access to business partnership discounts;*
   v) *Forfeit the use of proprietary policies, processes, guides and handbooks.*
   vi) *Organization shall comply with the terms of this Section (f) no later than ninety (90) days after Provider's receipt of such notice of termination, and shall submit compliance verification audit ninety (90) days following termination.*

9) ***SERVICES FEE.*** *In consideration for the Services, Provider shall receive a "Services Fee" equal to (%), of the per pupil funds and local revenues received from the Nevada Department of Education via the distributive school account received by the Organization for such quarter, payable in quarterly installments to Provider. Payment shall*

be determined in accordance with United States generally accepted accounting principles which are consistently applied.

a) *Services Fee Commencement. The Services Fee shall commence on the date Organization begins receiving payment from the State of Nevada, which will be July, 2018, with the first payment due on August 31, 2018, or 30 days after Organization receives the first payment from the State. ("**Commencement Date**").*

b) *Monthly Installments. The Services Fee shall be paid in 12 monthly installments. The Monthly Installments shall be payable monthly in arrears on the last day of the following calendar month. For example, payment for the month of July shall be due no later than August 31st.*

   i) *Late Payment Fee. Organization agrees that any payments received after the due date shall include a one percent (1%) monthly late fee assessment.*

c) *Reasonableness. The Parties hereto acknowledge and agree that as of the date of this Agreement, the Services Fee payable to Provider is reasonable, necessary and fair market value compensation for services rendered; and upon payment of the fee to Provider, those revenues become the sole property of Provider and are no longer the State of Nevada public funds.*

d) *Other. The Services Fee is the only compensation or other payments, independent of any Line of Credit as previously discussed, 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, travel expenses, and other benefits payable to any Provider employees.*

10) ***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:*

a) *If to Provider: School Model Support LLC*
   PO Box 1598
   Boise, Idaho 83701
   ATTN: Legal Department
   Phone: (208) 519-4049
   Fax: (208) 376-8523

b) *If to Organization:*
   _____
   _____

ATTN:
Phone:
Fax:

e) *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*

f) *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.*

11) NON-DISCLOSURE/NON-COMPETITION. *Organization agrees to treat this Agreement confidentially and shall not disclose the terms contained herein except as required law, including NRS 239 and NRS 241. In the event of a breach by the Organization, Organization understands that such breach may result in immediate, great, irreparable and continuing harm and damage to Provider for which there is no adequate remedy at law. Organization further agrees that, for a period of five years following the termination of a School from this Agreement, Organization shall not open a new program in that School, or open a new school facility within a radius of ten (10) miles of the School, which incorporates or attempts to incorporate any program which is deceptively similar to Athlos Academies, and its educational programs centered around performance character, fitness and wellness, including programs provided by Outside Vendors. In the event Organization breaches this Agreement, Provider shall be entitled to obtain, from any court of competent jurisdiction, a temporary restraining order and preliminary and permanent injunctive relief, without the necessity of posting bond, to enforce the terms of this paragraph, in addition to any and all monetary damages allowed by law.*

12) INSURANCE.

a) *General Liability Insurance. Each Party shall, in conformance with NAC 386.215, at its own expense, maintain general liability insurance, including, without limitation, bodily injury and property damage insuring itself with a minimum of $1,000,000.00 per occurrence and $2,000,000.00 aggregate limit of liability coverage. Each Party shall provide the other Party with a certificate evidencing such insurance and showing the other Party as an additional insured.*

b) *Worker's Compensation Insurance. Each Party shall, at its own expense, maintain workers' compensation insurance as required by law to cover their respective employees (if any) and at the other Party's request, shall provide the other Party with a certificate or certificates of insurance.*

c) *Automobile Insurance. If a Party owns or operates any automobile within the State, such Party shall, at its own expense, maintain comprehensive automobile insurance, insuring itself with a minimum of $1,000,000.00 combined single limit. Each such Party shall provide the other Party, at the other Party's request, with a certificate evidencing such insurance.*

13) MISCELLANEOUS.

a) *Governing Law. This Agreement shall be governed by, and construed in accordance with, the laws of the State of Idaho.*

b) *Mediation. The Parties agree to negotiate in good faith in an effort to resolve any dispute related to this Agreement that may arise within forty-five (45) days of the other party's receipt of such notice of dispute. If the dispute cannot be resolved by negotiation, then the Parties will submit the dispute to mediation before resorting to binding arbitration or litigation and will equally share the costs of a mutually acceptable third party mediator. This paragraph survives termination of this Agreement. This paragraph does not preclude a party from seeking equitable relief from a court of competent jurisdiction. In the event a dispute is submitted to litigation, that litigation shall be determined by a judge, and each party waives its right to a jury trial.*

c) *Indemnification. Each Party shall indemnify, defend, and hold harmless the other Party, as well as Governing Board members, directors, officers, employees, agents and other representatives, from any and all manner of loss, cost, expense (including attorneys' fees and other costs and expenses of litigation, defense and appeal), damage, injury, liability, claims, actions and causes of action whatsoever arising from or in any way related to the Party's: (i) own negligent or willful acts or omissions; (ii) breach of this Agreement; or (iii) operation of its own responsibilities under this Agreement.*

d) *Counsel Sought. Each Party acknowledges that (i) the Party was advised or represented by counsel in connection with the negotiation, preparation, revision and execution of this Agreement; (ii) before executing this Agreement, the Party discussed the Agreement with the Party's counsel and became fully informed of the terms, contents, conditions and effect of this Agreement; (iii) the Party is legally competent, as well as fully qualified and authorized to execute this Agreement; (iv) in executing this Agreement, the Party is not relying on any warranty, statement, promise or representation of any kind that has been made to the Party by any other Party, or by legal counsel for any other Party or anyone acting for another Party in any capacity, except as expressly stated in this Agreement; (v) each Party expressly disclaims reliance upon any facts, promises, warranties, undertakings, or representations, whether express or implied, by any other Party, or its agents or legal counsel as consideration for this Agreement, except for the explicit provisions of this Agreement; (vi) the Party has relied solely on the Party's own judgment and/or the advice of the Party's counsel in executing this Agreement; (vii) the Party understands the terms, contents, conditions, and effect of this Agreement, and voluntarily accepts the Agreement in its entirety; and (viii) each Party has executed this Agreement of its own free will as a free and voluntary act, without any duress, coercion or undue influence exerted by or on behalf of any person or entity.*

e) *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.*

f) *Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.*

g) *Authority. To the extent that this Agreement is executed by a Party or Parties on behalf of an individual, corporation, governmental entity, trust, estate or other legal entity, such Party or Parties executing this Agreement represent that they have authority to act on behalf of the entities or individuals for which they purport to act and to bind those entities or individuals to the terms and conditions of this Agreement. Furthermore, as each Party is a legal entity, each Party acknowledges, represents, warrants and confirms that it has full and complete authorization and power to execute this Agreement in the capacity herein stated, and this Agreement is a valid, binding and enforceable obligation and does not violate any law, rule, regulation, contract or agreement enforceable against it.*

h) *Entire Agreement. This Agreement contains the entire agreement between the Parties, but only as concerns the specific matters addressed herein. Furthermore, this Agreement supersedes any and all prior or contemporaneous agreements and any and all prior or contemporaneous negotiations, warranties, discussions or representations, whether oral or written, and this Agreement is subject to modification, waiver, or addition only by means of a writing signed by the Party to be charged.*

i) *Successors and Assigns. This Agreement is binding upon and inures to the benefit of the Parties and their respective successors, beneficiaries, administrators, and permitted assigns.*

j) *Counterparts. This Agreement may be executed in any number of counterparts, each of which will be deemed an original, and all of which together will constitute one and the same instrument. This Agreement may be transmitted to the Parties by facsimile or other electronic means, the Parties may sign and return their respective signatures by facsimile or other electronic means, and such signatures transmitted by facsimile or electronically will be presumed valid, binding, and of the same force and effect as an original signature to this Agreement.*

k) *Time is of the Essence. Time is of the essence for any and all conditions, obligations and other requirements of this Agreement.*

l) *Contractors. Pursuant to NAC 386.400, any contractor performing work for the Organization must inform each person whom the contractor employs or hires or has anyone perform a direct service for the Organization that:*

i) *The person is not employed by the governing body of the charter school; and*

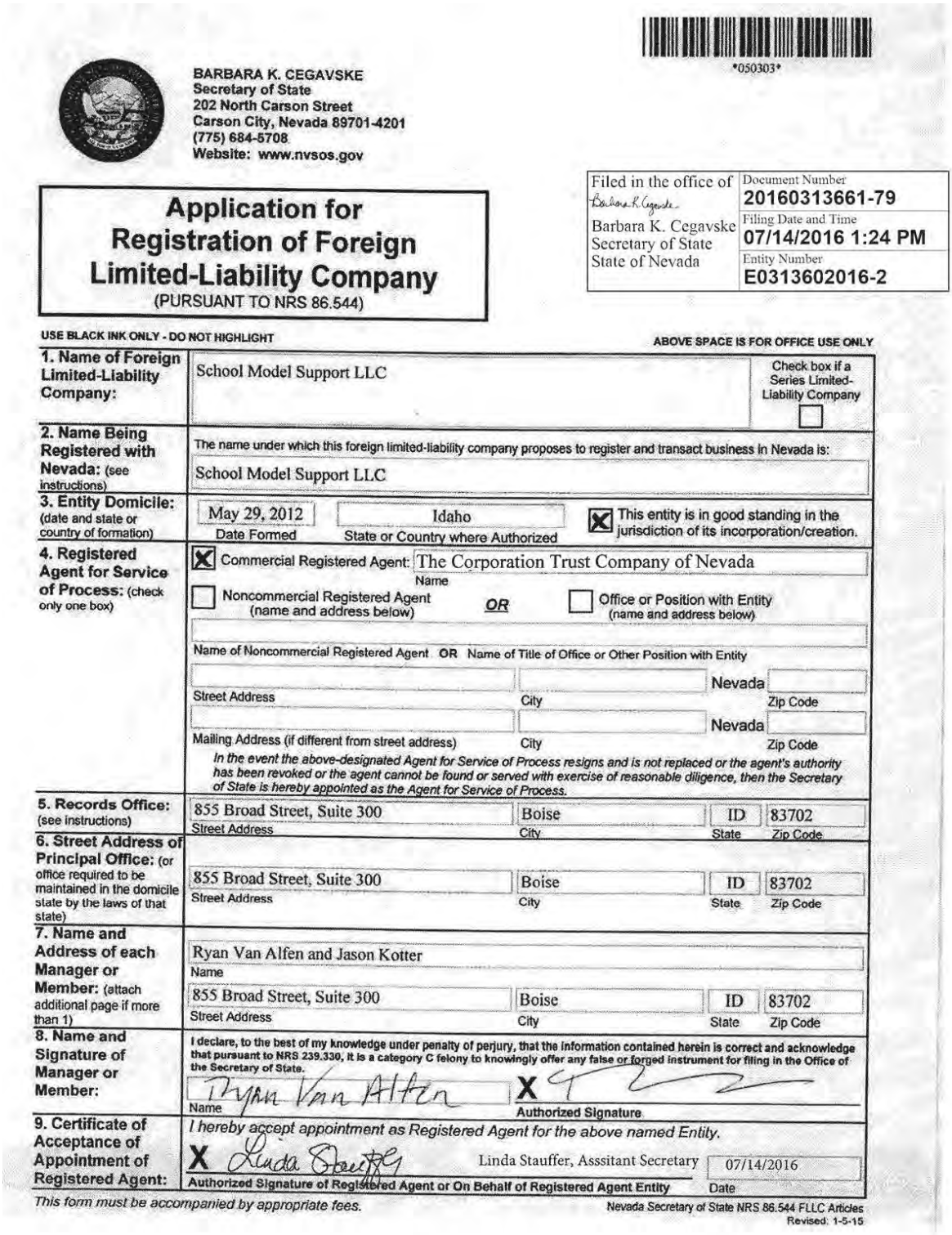
ii) *The provision of NRS 386.595 do not apply to an employee of the contractor or any person hired by the contractor to perform a service to the charter school, including, whiout limitation, the provisions governing the status of employees of a charter school and their collective barganing rights and benefits.*

m) *Survival. The parties' obligations under the Section 8, and any provisions relating to the payment of any fees owed to Athlos shall survive the termination or expiration of this Agreement.*

IN WITNESS WHEREOF, Organization and Provider have caused this Agreement to be executed as of the day and year first above written.

PROVIDER:	***ORGANIZATION:***
School Model Support LLC, an Idaho limited liability organization	*Athlos Academy of Reno, a Nevada non-profit corporation*
Name: *Title:*	*Name:* *Title:*

EMO's Nevada Business Status



BARBARA K. CEGAVSKE
Secretary of State
202 North Carson Street
Carson City, Nevada 89701-4201
(775) 684-5708
Website: www.nvsos.gov

050303

Application for Registration of Foreign Limited-Liability Company
(PURSUANT TO NRS 86.544)

Filed in the office of	Document Number
Barbara K. Cegavske	20160313661-79
Barbara K. Cegavske Secretary of State State of Nevada	Filing Date and Time 07/14/2016 1:24 PM
	Entity Number E0313602016-2

USE BLACK INK ONLY - DO NOT HIGHLIGHT — ABOVE SPACE IS FOR OFFICE USE ONLY

1. Name of Foreign Limited-Liability Company: School Model Support LLC — ☐ Check box if a Series Limited-Liability Company

2. Name Being Registered with Nevada: (see instructions) The name under which this foreign limited-liability company proposes to register and transact business in Nevada is: School Model Support LLC

3. Entity Domicile: (date and state or country of formation) May 29, 2012 (Date Formed) — Idaho (State or Country where Authorized) — ☒ This entity is in good standing in the jurisdiction of its incorporation/creation.

4. Registered Agent for Service of Process: (check only one box)
☒ Commercial Registered Agent: The Corporation Trust Company of Nevada (Name)
☐ Noncommercial Registered Agent (name and address below) OR ☐ Office or Position with Entity (name and address below)
Name of Noncommercial Registered Agent OR Name of Title of Office or Other Position with Entity
Street Address — City — Nevada — Zip Code
Mailing Address (if different from street address) — City — Nevada — Zip Code
In the event the above-designated Agent for Service of Process resigns and is not replaced or the agent's authority has been revoked or the agent cannot be found or served with exercise of reasonable diligence, then the Secretary of State is hereby appointed as the Agent for Service of Process.

5. Records Office: (see instructions) 855 Broad Street, Suite 300 — Boise — ID — 83702 (Street Address — City — State — Zip Code)

6. Street Address of Principal Office: (or office required to be maintained in the domicile state by the laws of that state) 855 Broad Street, Suite 300 — Boise — ID — 83702 (Street Address — City — State — Zip Code)

7. Name and Address of each Manager or Member: (attach additional page if more than 1) Ryan Van Alfen and Jason Kotter (Name)
855 Broad Street, Suite 300 — Boise — ID — 83702 (Street Address — City — State — Zip Code)

8. Name and Signature of Manager or Member: I declare, to the best of my knowledge under penalty of perjury, that the information contained herein is correct and acknowledge that pursuant to NRS 239.330, it is a category C felony to knowingly offer any false or forged instrument for filing in the Office of the Secretary of State.
Ryan Van Alfen (Name) — X _____ (Authorized Signature)

9. Certificate of Acceptance of Appointment of Registered Agent: *I hereby accept appointment as Registered Agent for the above named Entity.*
X _____ Linda Stauffer, Asssitant Secretary — 07/14/2016
Authorized Signature of Registered Agent or On Behalf of Registered Agent Entity — Date

This form must be accompanied by appropriate fees.

Nevada Secretary of State NRS 86.544 FLLC Articles
Revised: 1-5-15

SECRETARY OF STATE

STATE OF NEVADA

CERTIFICATE OF REGISTRATION
OF
FOREIGN LIMITED LIABILITY COMPANY

I, BARBARA K. CEGAVSKE, the duly elected and qualified Nevada Secretary of State, do hereby certify that I am the legal custodian of the records pertaining to Limited Liability Companies, and that I am the proper officer to execute this certificate.

I further certify upon said records that **SCHOOL MODEL SUPPORT LLC**, a Limited Liability Company organized under the laws of the State of Idaho did, on July 14, 2016 qualify pursuant to the provisions of the Nevada Revised Statutes and is currently registered to transact business in this State as a Limited Liability Company.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the Great Seal of State, at my office on July 14, 2016.

Barbara K. Cegavske

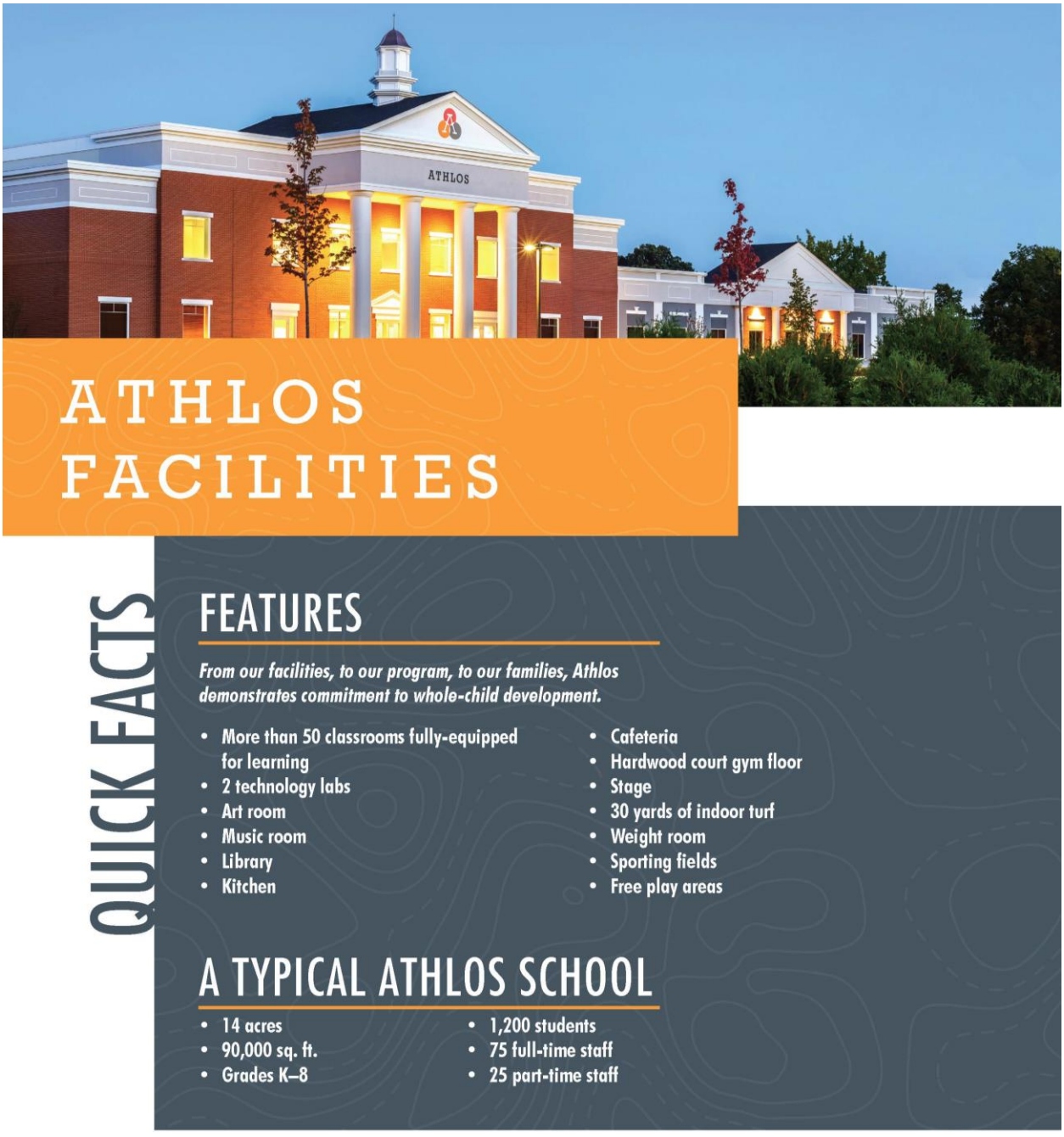
BARBARA K. CEGAVSKE
Secretary of State

Certified By: Stephen Loff
Certificate Number: C20160714-1602
You may verify this certificate online at **http://www.nvsos.gov/**

Attachment 14: Not Applicable

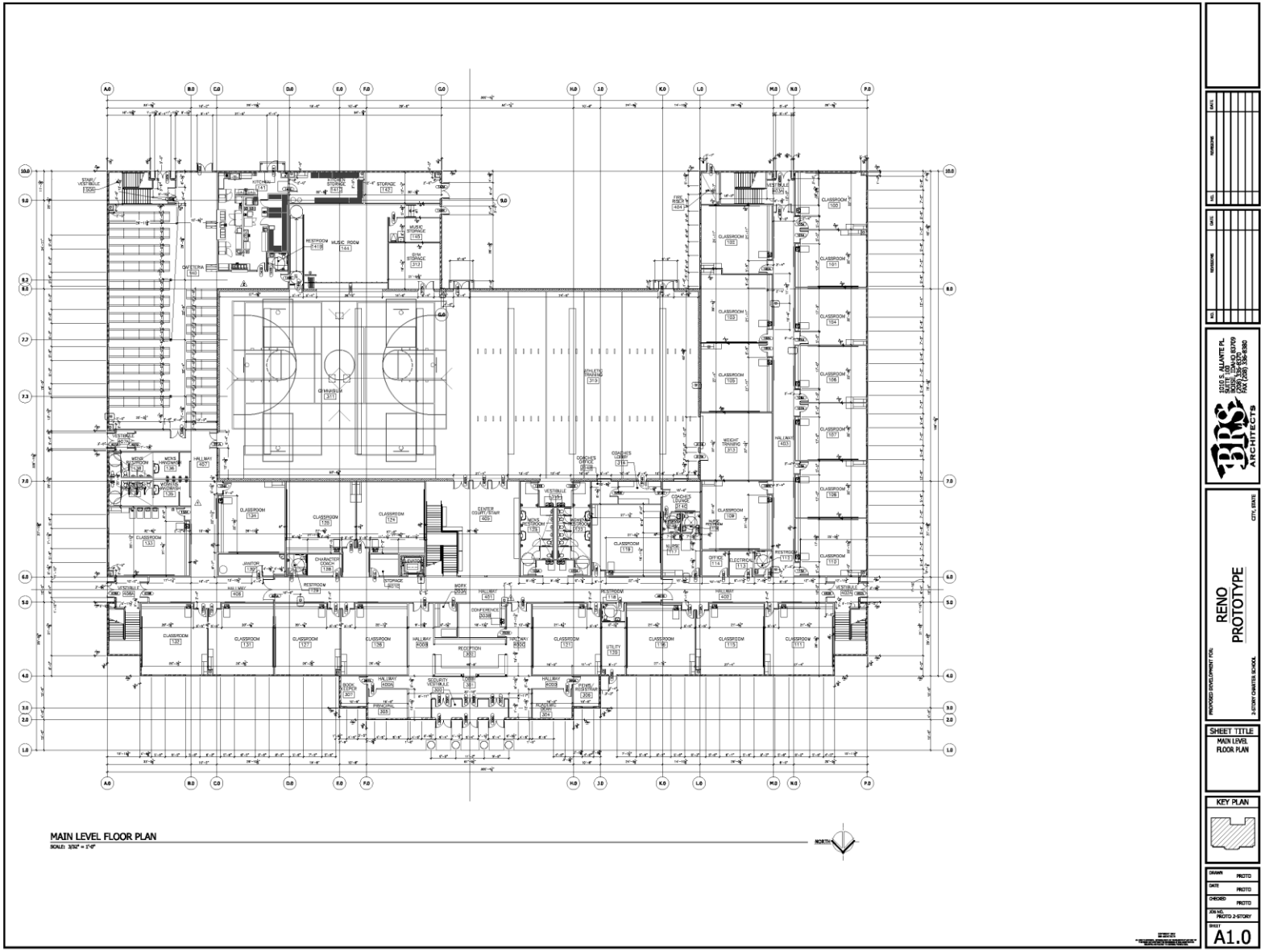
Attachment 16: Facility Commitment

Athlos Academy of Reno has not yet secured a facility or location, but the following is a description of a typical Athlos facility.



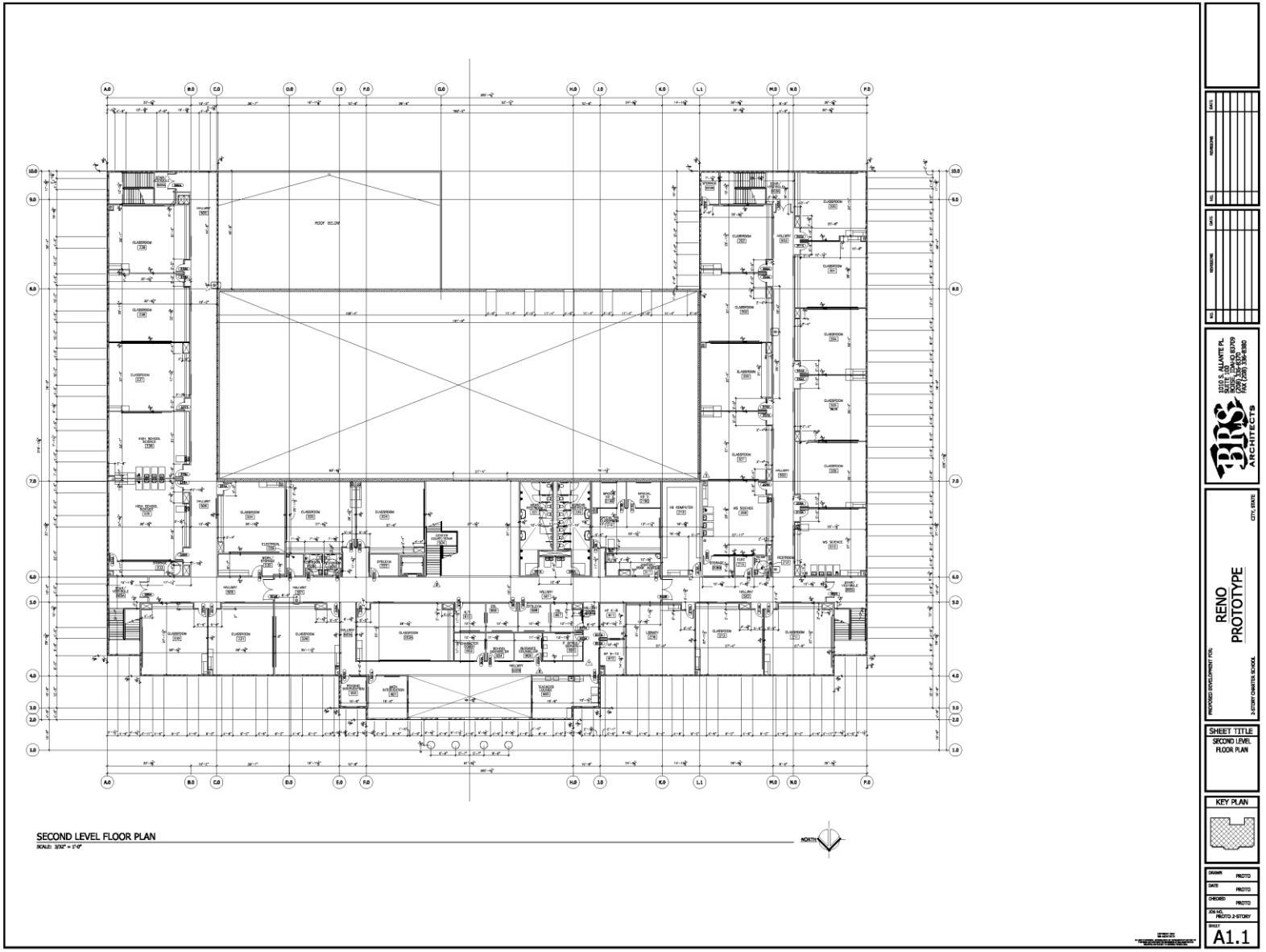
On the following two pages are prototype floorplans for a two-story facility at Athlos Academy of Reno. Athlos Academies has not yet built a two-story facility, but would adjust its design to fit the South Reno community.

First Floor



Attachments 16-284

Second Floor



Attachment 17: Insurance Coverage

Athlos Academy of Reno will secure insurance policies that meet or exceed Nevada state recommendations of:

- General liability insurance with a minimum coverage of $1,000,000 including coverage for molestation and sexual abuseUmbrella liability insurance with a minimum coverage of $3,000,000.
- Educators' legal liability insurance with a minimum coverage of $1,000,000.
- Employment practices liability insurance with a minimum coverage of $1,000,000.
- Employment benefits liability insurance with a minimum coverage of $1,000,000.
- Insurance covering errors and omissions of the sponsor and governing body of the charter school with a minimum coverage of $1,000,000.
- Motor vehicle liability insurance with a minimum coverage of $1,000,000.
- Liability insurance for sports and athletic participation with a minimum coverage of $1,000,000.

The following entities or groups will be covered under this insurance policy:

- The sponsor of the charter school;
- All employees of the charter school, including, without limitation, former, present and future employees;
- Volunteers at the charter school; and
- Directors of the charter school, including, without limitation, executive directors.

Attachment 18: Budget Narrative

In addition to the topics requested in the application, there are also "Comments on the Financial Plan Workbook" included in this attachment.

Budget Narrative

(a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

Per Pupil Revenue is a conservative $6,855. The revenue is composed of state and federal revenues as outlined and calculated via the charter workbook. The school anticipates fundraising revenues of approximately $30 per a student for each of the first six years noted in the charter. Using conservative estiamtes will ensure that Athlos Academy of Reno has an adequate amount of resources to provide an excellent education.

(b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.

Athlos Academy of Reno anticipates receiving a line of credit from Athos Academies (EMO) as part of its year zero operations. The line of credit will go toward supporting the year zero operations and ensuring the school can open and be successful beginning day one. Year zero operations include an allocation for general operating expenses, including staff development and marketing efforts associated with staff and student recruitment, special education services, general office supplies, and technology needs, as well as lease space and contracted services associated with annual audit and legal services.

(c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.

Athlos Academy of Reno's budget is both conservative and complete to ensure the school can operate effectively. The school has allocated an appropriate amount of staff to ensure that the school not only provides excellence in instruction but also provides student services that will ensure student success. Additionally, the school has allocated staff necessary to ensure the unique needs of the Athlos model are met.

Staff salaries are based on expectations of salaries offered within the Washoe County School District. The school will allocate no less than $600 per employee per month for medical benefits. In addition, the school will offer life insurance and unemployment insurance benefits. The school will participate in the Nevada state retirement system and has allocated budget associated with the costs of providing that benefit to our employees.

The school will be staffed with ~~an executive director~~ *school leader* and assistant *school leader* ~~administrator~~, along with two instructional ~~guides~~ *coaches* and one guidance counselor year one,

growing to two in year two. The school will have office staff, including an office manager, registrar, two front-line employees, and a kitchen manager. Additionally, Athlos Academy of Reno will have a staff member responsible for external relations, who will work with the local districts, volunteers, and stakeholders to integrate the school into the Reno community.

The school will be staffed with an adequate amount of faculty to ensure that the school meets student-to-teacher ratios as outlined and required in Nevada. Additionally, the school will have a special education director, along with two teachers in year one, with a third coming on in year three. The school feels their instructional staff will ensure the school and its students obtain educational excellence while providing services to meet the needs of all the students it serves.

The school will also staff to meet the specific needs of the Athlos model. To that end, Athlos Academy of Reno will also have sports performance coaches who will implement the Healthy Body pillar of the Athos model.

In addition to the school's staffing needs, Athlos Academy of Reno will spend approximately $3.8 million in general operating costs, facilities, and technology and equipment. Much of the general operating costs are calculated based on Athlos Academies' (EMO) past experience working with charter schools in other states. Curriculum and professional development costs, special education contracted services, office supplies, and food services are all based on past experience operating charter schools of similar size and enrollment throughout the country.

The lease rate associated with this school is based on educated estimates of a lease associated with the construction of an Athlos Academy school. The lease is designed as a triple net lease, so the school will be responsible for costs associated with utilities and building maintenance, all of which have been outlined conservatively within the school's charter application. Additionally, the school has budgeted to provide new end-user devices for students, staff, and faculty. The costs associated with this technology is based on estimates of costs incurred for other Athos Academies (EMO) schools of similar size and enrollment. In addition to end-user technology, the school has also budgeted for internet and phone service, other computer hardware needs, and as needed IT contractors for assistance with the management and maintenance of the school's end-user technology, infrastructure, and network.

(d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.

See below.

(e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.

The contingency budget at Athlos Academy of Reno protects key aspects of the mission and educational program, though at sometimes lower levels consistent with the financial realities presented by low enrollment numbers. The contingency plan makes the following changes under the assumption that enrollment comes in at less than anticipated:

- Local and state revenue fall in line with actual enrollment.

- Purchased professional and technical services fees associated with services provided by Athlos Academies (EMO) adjust with enrollment. This allows the school to continue to meet its compliance and administrative requirements.
- The number of teachers is reduced to align with adjusted enrollment. Sections per grade are capped so that employment costs track with the number of students. During the enrollment period, new sections will be added only when the move can be financially justified.
- The number of paraprofessionals will be reduced, as will hours for hired paraprofessionals.
- Janitorial hours will decrease or will be contracted out.
- The employer contribution to health insurance premiums will be reduced to reflect the reduction in state funding received. Additionally, the school may look to hire more part-time personnel rather than full-time, thus reducing the school's employer contribution costs.
- More professional development will be the responsibility of the EMO and/or shall be conducted remotely, saving on travel costs, while allowing for training in research-based methodology.
- Food services expenses will be reduced in line with enrollment.
- Occupancy expenses stay largely the same. Adjustments can be made for occupancy costs that adjust with enrollment, such as supplies, water and utilities. However, fixed costs, such as property taxes and lease payments, cannot change.
- Supplies budgets will be reduced commensurate with enrollment, which is felt particularly in the first operational year, since many dollars were already spent in the planning year. With fewer students, the school will need to purchase less to complement what it already purchased with projected grant funds and the line of credit the school will receive.

These plans still protect the school's innovative program and the ability to provide services that ensure the students receive an excellent education. Adjustments will be made commensurate with enrollment and the goal that student excellence is maintained as financing adjustments are made.

(f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

There are no major outside philanthropic revenue projections, so such a cash flow contingency has not been considered.

Comments on the Financial Plan Workbook

School Inputs Tab

- **Private Fundraising:** This assumes a $100,000 line of credit provided by Athlos Academies (EMO). This is as much driven by the school's need for a line of credit as much as the template's format. There is no space to put a line of credit , so it is listed under private fundraising. It will not be a donation, but instead need to be paid back. However, there is not an option in the workbook to pay back the line of credit , which makes it look more like a donation than usage of an LOC.
- **Insurance:** The workbook also includes legal costs and insurance costs in year zero, in order to have them in later years. The costs are the same in year zero as later years of

operation, which inflates year zero insurance needs; the school would only need directors and officers and some liability insurance in year zero.

- **Medical Insurance – Single Coverage, Family Coverage, Unemployment Insurance, and even Life Insurance:** These numbers are much higher than will actually be provided per an employee, because the workbook template has a limited number of places where you can put in positions. Since Athlos Academy of Reno will be a larger school, this template does not work for it. There is not enough space to add all of our employees (see faculty hiring comments below). These items specifically key off of FTE inputs, which are not accurately represented in the workbook because of its design. Athlos Academies' *(EMO)* director of finance spoke with an official with the Nevada State Public Charter School Authority, who said they did not want to add lines or allow us to make adjustments. Athlos Academy of Reno plans on spending approximately $550 per qualifying FTE for insurance, not what is presented. Due to the lower FTE in the template, the amount of insurance per FTE was increased to calculate gross expenses correctly.
- **Employee Hiring:** Calculating expenses correctly in the workbook required some adjustments that make some FTE calculations look inaccurate. Because of the number of staffing levels, many similar positions were combined into a single line. For example, under office staff, there is an amount of $286,500 for office staff. This will pays for approximately five office staff members. Unfortunately, there are not enough lines in the workbook for five office staff members. Special education staffing has the same issue. Athlos Academy of Reno is planning to have ~~two~~ *three* special education teachers in ~~2017~~ *2018*, then add a ~~third~~ *fourth* in ~~2019~~ *2020*. As with office staff, this would cause FTE issues and the calculation of the benefits discussed earlier. For the faculty positions, the number of faculty is listed by grade level for K-5. For grades 6-8, faculty positions are listed by subject matter, as is required. ~~Sports~~ *Athletic* performance coaches are listed as general under the title of grade level teacher, as there is no space in the workbook for our sports performance coaches.
- **General Operating Expenses:** Textbook costs were problematic to calculate in the workbook, which assumes that textbooks are purchased once, then depreciated over a certain number of years. Athlos Academies' (EMO) template assumes that there will be a fixed amount budgeted yearly for textbooks and curriculum after an initial large purchase, allowing the school to use that money to enhance programs after year one. However, the provided template does not allow for such spending on textbooks. When inputting textbooks into the budget, it is required to select the number of years those textbooks will be used for, with one year not being an option. The Nevada State Public Charter School Authority instructed Athlos Academies' *(EMO)* director of finance to allocate additional dollars annually to library books. This is an annual budget line item. Athlos Academy of Reno won't actually spend $60 per student, or $73,000 per year, on library books. That amount is money allocated for ongoing textbook needs on an annual basis.
  Supplies for students includes classroom curriculum and instructional supplies allocated for students. Unfortunately, due to the FTE issues (noted in the previous bullet point), it isn't possible to correctly allocate faculty curriculum by classroom. There are also several notes next to *Parent and Staff meetings and Saturday school* built into the template that cannot be removed but have no bearing on Athlos Academy of Reno

- **Contracted Services:** Athlos Academies *(EMO)* often has more contracted services. However, we allocated *legal and audit* here, as specified. The minus, as noted under the LOC issue, is that the workbook automatically allocates legal to year zero at the annual amount the school will need when open, which is likely higher than will be required. This issue necessitates the need for the LOC.
  There are also many dollar amounts associated with youth sports. These amounts are locked in the "no" option for whether Athlos Academy of Reno will offer them. Currently, there are no plans for such youth sports teams. Fortunately, these amounts don't roll into the budget.

Technology and Equipment Inputs

- **General Liability Insurance:** To have liability insurance in the budget across the six year period, a school must also choose to have it in year zero as well. Athlos Academy of Reno isn't expecting to spend $22,500 in the planning year for insurance, but the template does not allow for variation in allocating such insurance.
- **New Laptops – Faculty:** The amount for a faculty laptop is close to $800 or $900. However, because of our FTE issues we need to adjust this per-FTE amount higher to encapsulate all of the costs we will have year one. Additionally, much like textbooks, we have to assign a useful life to this product. To offset the useful lives and the cost allocation issues, we allocated another dollar amount to Computer Hardware, that will be an ongoing cost and will allow us to replace technology inventory on an as-needed basis.

Budget summary

- The surplus for the school varies somewhat year-to-year, making the school's finances look less consistent across the six-year time period. That is wholly because of the template: it allocates costs in a manner that causes financial statement fluctuations. Athlos Academy of Reno assumes more of a consistent $100,000 to $150,000 increase in the fund balance, beginning in year three.

Cash Flow

- The cash flow also contains some formula errors. For example, cell B48 should be added to B46 to equal the amount in B50. Unfortunately, the mathematical formula does not work, and the cell is locked and cannot be fixed. Also, numerous cells have "##" signs, rather than actual number. This is due to the cell not being wide enough to display the numbers. Unfortunately, these cell widths are also locked. However, the net change in cash does match the income statement.

Attachment 19: Financial Workbook

See Excel document

Attachment 20: Not Applicable

Attachment 21: EMO Historical Financial Documents

As discussed with SPCSA, this section will be discussed at a meeting with Athlos Academies (EMO) staff, at least one Athlos Academy of Reno board member, and SPCSA staff.

Attachment 22: EMO School Audits

See attached PDF.

Attachment 23: EMO Data Request template

See attached Excel document.

Attachment 19: Financial Workbook

See Excel document

Attachment 20: Not Applicable

Attachment 21: EMO Historical Financial Documents

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Attachment 22: EMO School Audits

See attached PDF.

Attachment 23: EMO Data Request template

See attached Excel document.

ATHLOS LEADERSHIP ACADEMY
BROOKLYN PARK, MINNESOTA

Financial Statements and
Supplemental Information

Year Ended
June 30, 2015

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ATHLOS LEADERSHIP ACADEMY

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INTRODUCTORY SECTION

ATHLOS LEADERSHIP ACADEMY

School Board and Administration
as of June 30, 2015

SCHOOL BOARD

	Position
Ann Marie DeGroot	Board Chair
Kit Murley-Henspeter	Treasurer
Virginia Anderson	Secretary
Jan Ficken	Director
Farhiyo Olow	Director

ADMINISTRATION

Jennifer Geraghty	Principal
Kara Schneeburg	Contracted Finance Manager

FINANCIAL SECTION

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MMKR
CERTIFIED PUBLIC ACCOUNTANTS

PRINCIPALS
Thomas M. Montague, CPA
Thomas A. Karnowski, CPA
Paul A. Radosevich, CPA
William J. Lauer, CPA
James H. Eichten, CPA
Aaron J. Nielsen, CPA
Victoria L. Holinka, CPA

INDEPENDENT AUDITOR'S REPORT

To the School Board and Management of
Athlos Leadership Academy
Brooklyn Park, Minnesota

REPORT ON THE FINANCIAL STATEMENTS

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Athlos Leadership Academy (the Academy) as of and for the year ended June 30, 2015, and the related notes to the financial statements, which collectively comprise the Academy's basic financial statements as listed in the table of contents.

MANAGEMENT'S RESPONSIBILITY FOR THE FINANCIAL STATEMENTS

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

AUDITOR'S RESPONSIBILITY

Our responsibility is to express opinions 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 from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Academy's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Academy's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

(continued)

Malloy, Montague, Karnowski, Radosevich, & Co., P.A.
2221 Wayzata Boulevard • Suite 410 • Minneapolis, MN 55416 • Telephone: 952-545-0424 • Telefax: 952-545-0569 • www.mmkr.com

OPINIONS

In our opinion, the financial statements referred to on the previous page present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Academy as of June 30, 2015, and the respective changes in financial position and the budgetary comparison for the General Fund and the Community Service Special Revenue Fund for the year then ended, in accordance with accounting principles generally accepted in the United States of America.

EMPHASIS OF MATTER

As described in Note 1 of the notes to basic financial statements, the Academy has implemented Governmental Accounting Standards Board (GASB) Statement No. 68, *Accounting and Financial Reporting for Pensions—an amendment of GASB Statement No. 27*, during the year ended June 30, 2015. Our opinion is not modified with respect to this matter.

OTHER MATTERS

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis and the required supplementary information, as listed in the table of contents, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the GASB, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Academy's basic financial statements. The introductory section and supplemental information, as listed in the table of contents, are presented for purposes of additional analysis and are not required parts of the basic financial statements. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by the U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is also not a required part of the basic financial statements of the Academy. The accompanying Uniform Financial Accounting and Reporting Standards (UFARS) Compliance Table is presented for purposes of additional analysis as required by the Minnesota Department of Education, and is also not a required part of the basic financial statements of the Academy.

(continued)

The supplemental information, the Schedule of Expenditures of Federal Awards, and the UFARS Compliance Table are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such 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 basic financial statements or to the basic 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 as a whole.

The introductory section has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Prior Year Comparative Information

We have previously audited the Academy's 2014 financial statements, and we expressed unmodified audit opinions on the respective financial statements of the governmental activities, each major fund, and the aggregate remaining fund information in our report dated December 16, 2014. In our opinion, the partial comparative information presented herein as of and for the year ended June 30, 2014 is consistent, in all material respects, with the audited financial statements from which it has been derived.

OTHER REPORTING REQUIRED BY *GOVERNMENT AUDITING STANDARDS*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 27, 2015 on our consideration of the Academy's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, 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* in considering the Academy's internal control over financial reporting and compliance.

Malloy, Montague, Karnowski, Radosevich & Co., P.A.

Minneapolis, Minnesota
October 27, 2015

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This section of Athlos Leadership Academy's (the Academy) annual financial statements presents management's discussion and analysis of the Academy's financial performance during the fiscal year ended June 30, 2015. Please read it in conjunction with the other components of the Academy's annual financial statements.

FINANCIAL HIGHLIGHTS

The Academy's liabilities and deferred inflows of resources exceeded its assets and deferred outflows of resources on the Statement of Net Position at June 30, 2015 by $1,367,644 (net position). The Academy's net position increased $524,369 during the year, excluding the change in accounting principle discussed below.

At June 30, 2015, the Academy's General Fund reported a fund balance of $454,210 on the governmental funds Balance Sheet, which is an increase of $271,212 from the prior year.

The Academy recorded a change in accounting principle in the current year for reporting the Academy's participation in the Public Employees Retirement Association (PERA) and Teachers Retirement Association (TRA) pension plans. This change reduced beginning net position in the government-wide financial statements by $2,181,500.

OVERVIEW OF THE FINANCIAL STATEMENTS

The financial section of the annual financial statements consists of the following parts:

- Independent Auditor's Report;
- Management's Discussion and Analysis;
- Basic financial statements, including the entity-wide financial statements, fund financial statements, and the notes to basic financial statements;
- Required supplementary information related to defined benefit pension plan liabilities and contributions; and
- Individual fund statements and schedules presented as supplemental information.

The following explains the two types of statements included in basic financial statements:

ENTITY-WIDE FINANCIAL STATEMENTS

The entity-wide financial statements (Statement of Net Position and Statement of Activities) report information about the Academy as a whole using accounting methods similar to those used by private sector companies. The Statement of Net Position includes *all* of the Academy's assets, deferred outflows of resources, liabilities, and deferred inflows of resources. All of the current year's revenues and expenses are accounted for in the Statement of Activities regardless of when cash is received or paid.

The two entity-wide financial statements report the Academy's *net position* and how they have changed. Net position—the difference between assets, deferred outflows of resources, liabilities, and deferred inflows of resources—is one way to measure the Academy's financial health or *position*. Over time, increases or decreases in the Academy's net position are indicators of whether its financial position is improving or deteriorating, respectively. To assess the overall health of the Academy requires consideration of additional nonfinancial factors, such as changes in the Academy's student population and the condition of school buildings and other facilities.

In the entity-wide financial statements, the Academy's activities are all shown in one category titled "governmental activities." These activities, including regular and special education, administration, and other support services, are primarily financed with state aids.

FUND FINANCIAL STATEMENTS

The fund financial statements provide more detailed information about the Academy's *funds*, focusing on its most significant or "major" funds, rather than the Academy as a whole. Funds (such as the Food Service Special Revenue Fund) that do not meet the threshold to be classified as major funds are called "nonmajor" funds. Detailed financial information for nonmajor funds can be found in the supplemental information.

Funds are accounting devices the Academy uses to keep track of specific sources of funding and spending on particular programs.

- Some funds are required by state law or by debt covenants.

- The Academy may establish other funds to control and manage money for particular purposes.

The Academy maintains the following funds:

Governmental Funds – The Academy's basic services are reported in governmental funds, which generally focus on: 1) *cash and other financial assets* that can readily be converted to cash flow in and out, and 2) the balances left at year-end that are available for spending. Consequently, the governmental fund statements provides a detailed *short-term* view that helps determine whether there are more or less financial resources that can be spent in the near future to finance the Academy's programs. Because this information does not encompass the additional long-term focus of the entity-wide financial statements, we provide additional information (reconciliation schedules) on the governmental fund statements that explain the relationship (or differences) between these two types of financial statement presentations.

FINANCIAL ANALYSIS OF THE ACADEMY AS A WHOLE

Table 1 is a summarized view of the Academy's Statement of Net Position:

Table 1
Summary Statement of Net Position
as of June 30, 2015 and 2014

	2015	2014
Assets		
Current and other assets	$ 1,892,540	$ 511,351
Capital assets, net of accumulated depreciation	396,188	97,258
Total assets	**$ 2,288,728**	**$ 608,609**
Deferred outflows of resources	**$ 417,316**	**$ –**
Liabilities		
Current and other liabilities	$ 1,726,965	$ 319,122
Net pension liability	1,534,317	–
Total liabilities	**$ 3,261,282**	**$ 319,122**
Deferred inflows of resources	**$ 812,406**	**$ –**
Net position (deficit)		
Net investment in capital assets	$ 107,553	$ 97,258
Restricted	–	9,231
Unrestricted	(1,475,197)	182,998
Total net position (deficit)	**$ (1,367,644)**	**$ 289,487**

The Academy's financial position is the product of many factors. For example, determination of the Academy's investment in capital assets involves assumptions and estimates, such as current and accumulated depreciation amounts. Actual results could differ from these assumptions and estimates. Total net position decreased by $1,657,131, which reflects an increase of $524,369 from current year operating results, while the change in accounting principle mentioned earlier reduced unrestricted net position by $2,181,500. This change in accounting principle also increased deferred outflows of resources, net pension liability, and deferred inflows of resources.

Table 2 is a summarized view of the Academy's Change in Net Position:

Table 2
Summary Statement of Activities
for the Years Ended June 30, 2015 and 2014

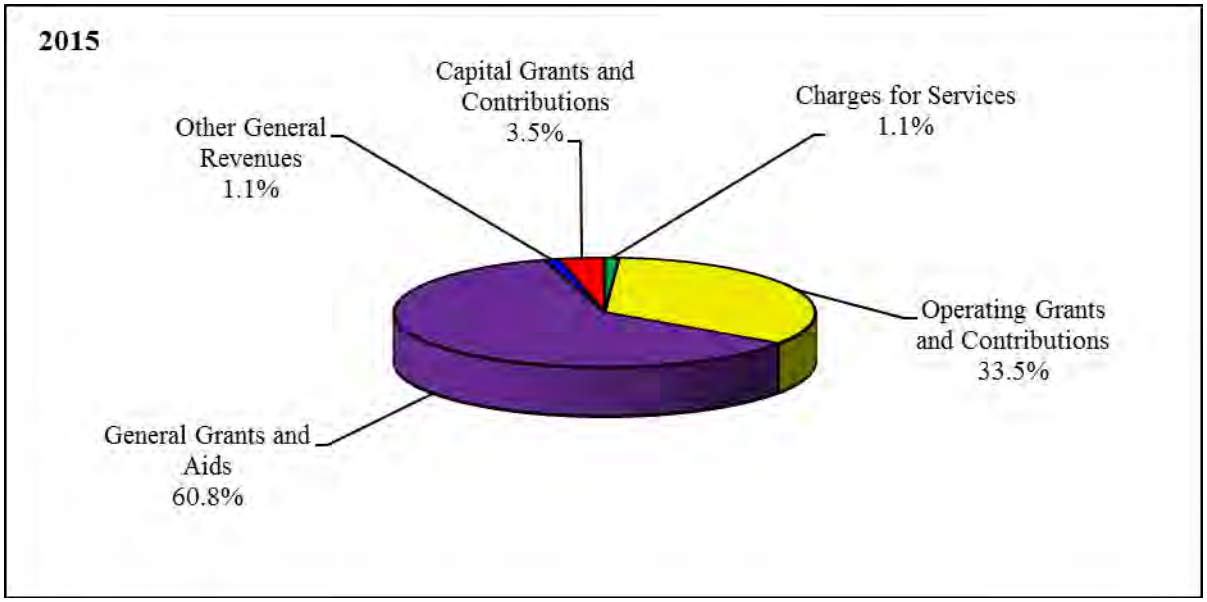
	2015	2014
Revenues		
Program revenues		
Charges for services	$ 121,078	$ 9,197
Operating grants and contributions	3,637,366	1,651,273
Capital grants and contributions	383,138	–
General revenues		
General grants and aids	6,618,537	1,746,887
Other general revenues	122,833	173,678
Total revenues	10,882,952	3,581,035
Expenses		
Administration	247,921	236,276
District support services	1,081,239	523,948
Elementary and secondary regular instruction	2,599,325	973,432
Special education instruction	1,806,029	837,866
Instructional support services	164,081	73,588
Pupil support services	1,022,871	245,542
Sites and buildings	2,454,691	361,853
Fiscal and other fixed cost programs	32,765	–
Food service	568,188	135,273
Community service	365,790	392,759
Interest and fiscal charges	15,683	–
Total expenses	10,358,583	3,780,537
Change in net position	524,369	(199,502)
Net position – beginning, as previously reported	289,487	488,989
Change in accounting principle	(2,181,500)	–
Net position – beginning, as restated	(1,892,013)	488,989
Net position – ending	$ (1,367,644)	$ 289,487

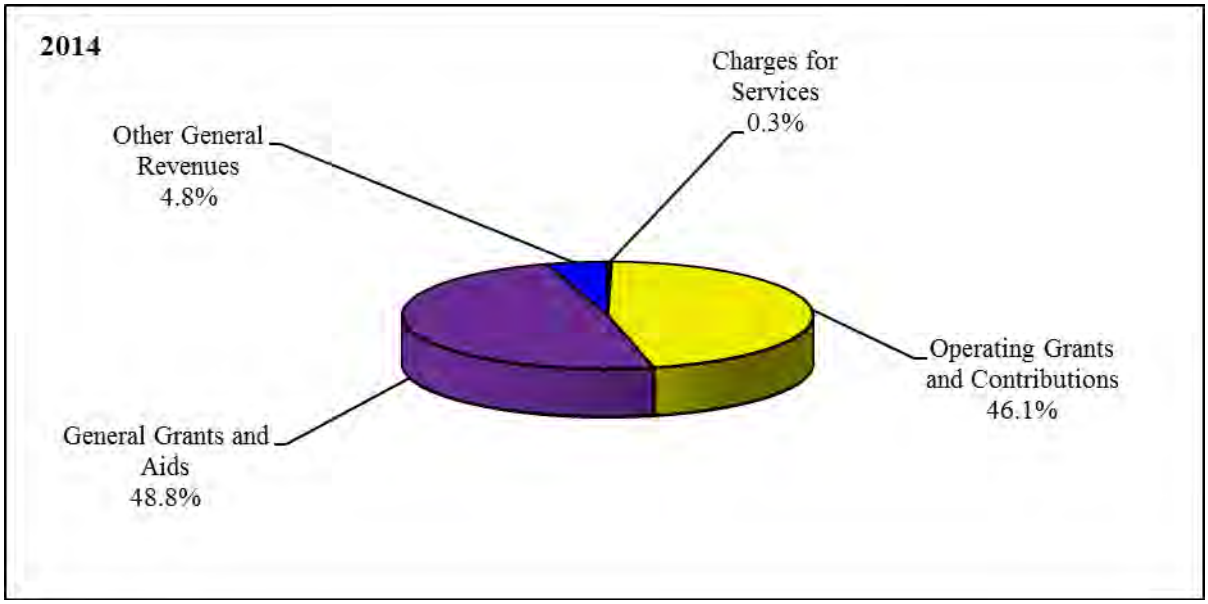
The overall increase in revenue and expenses relate to the Academy having an increase in the number of students in fiscal 2015.

This format is presented on an accrual basis of accounting and includes all of the Academy's governmental activities. This statement includes depreciation expense, but excludes capital asset purchase costs.

Figures A and B show further analysis of these revenue sources and expense functions:

Figure A – Sources of Revenue for Fiscal Years 2015 and 2014

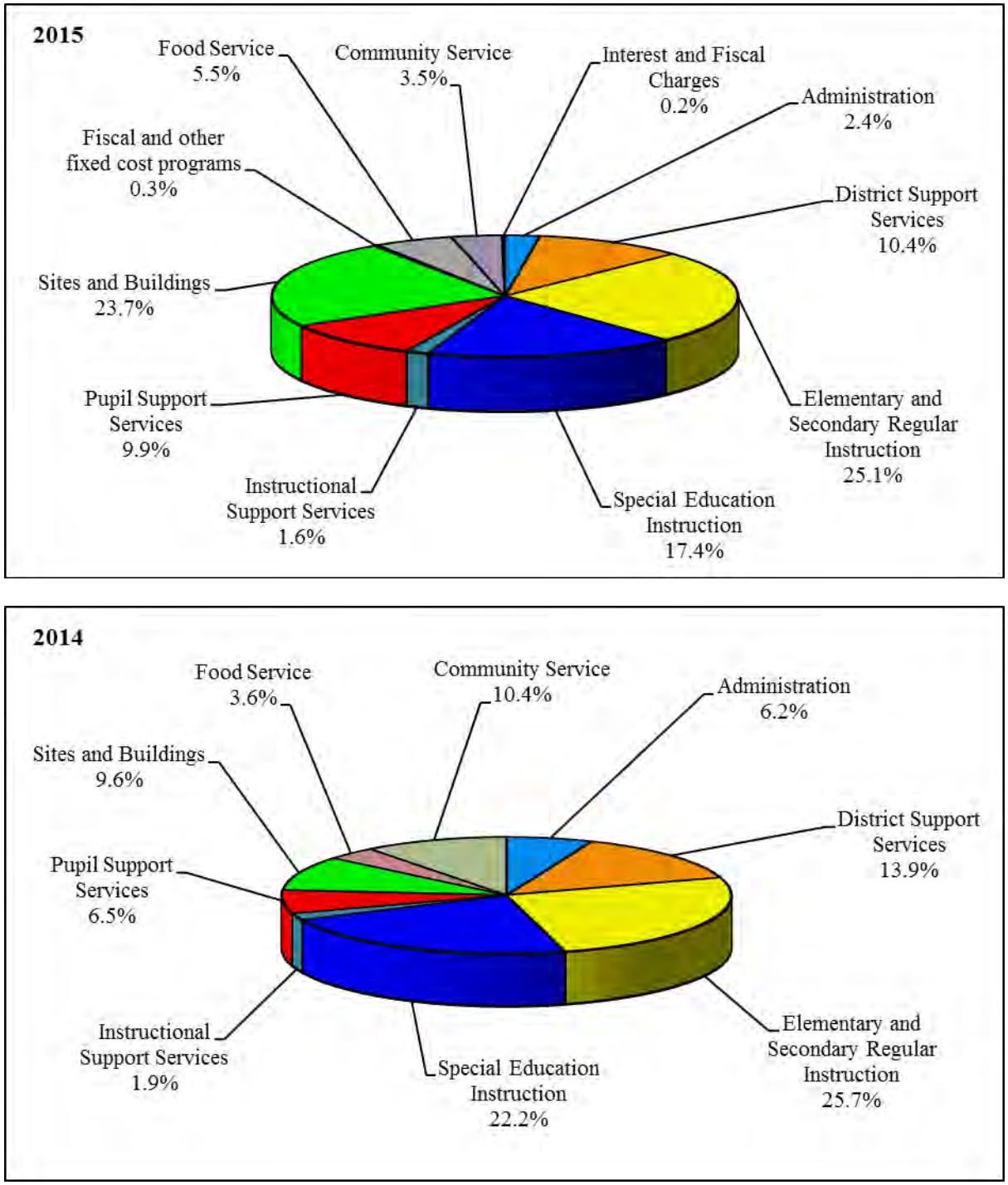




The largest share of the Academy's revenue is received from the state, including most of the operating and general grants. This significant reliance on the state for funding has placed tremendous pressures on local schools as a result of unpredictable and inconsistent funding from the state.

The Academy's total governmental revenues were $10,882,952 for the year ended June 30, 2015, which is an increase of $7,301,917 from the previous year, mainly due to the increase in state aid and federal grant support for the much higher average daily membership (ADM) in fiscal year 2015.

Figure B – Expenses for Fiscal Years 2015 and 2014



The Academy's cost of all governmental activities for 2014 was $10,358,583, which is an increase of $6,578,046 from the prior year. The Academy's expenses are predominately related to educating students. Approximately 44.1 percent of the Academy's expenses for 2015 were in categories directly related to providing instruction, which includes: elementary and secondary regular instruction, special education instruction, and instructional support services. An additional 23.7 percent of the Academy's costs are related to leasing and maintaining its school site.

FINANCIAL ANALYSIS OF THE ACADEMY'S FUNDS

The financial performance of the Academy as a whole is also reflected in its governmental funds. Table 3 shows the change in total fund balances of each of the Academy's governmental funds:

Table 3
Governmental Fund Balances
as of June 30, 2015 and 2014

	2015	2014	Increase (Decrease)
Governmental funds			
General	$ 454,210	$ 182,998	$ 271,212
Food Service Special Revenue	–	9,216	(9,216)
Community Service Special Revenue	–	15	(15)
Total governmental funds	$ 454,210	$ 192,229	$ 261,981

FINANCIAL ANALYSIS OF THE GOVERNMENTAL FUNDS

General Fund

Table 4 summarizes the amendments to the General Fund budget:

Table 4
General Fund
Budget

	Original Budget	Final Budget	Increase (Decrease)	Percent Change
Revenue	$ 10,348,783	$ 9,662,094	$ (686,689)	(6.6%)
Expenditures and transfers out	$ 10,016,608	$ 9,743,538	$ (273,070)	(2.7%)

The Academy is required to adopt an operating budget prior to the beginning of its fiscal year, referred to above as the original budget. It is the Academy's practice to amend the General Fund budget during the year for known significant changes in circumstances such as: updated enrollment estimates, legislation changes, new or additional funding, staffing changes, employee contract settlements, adjustments to health insurance premiums, special education tuition changes, or utility rate changes.

Table 5 summarizes the operating results of the General Fund:

Table 5
General Fund
Operating Results

	Actual 2015	Over (Under) Final Budget	Over (Under) Prior Year
Revenue	$ 9,777,007	$ 114,913	$ 6,715,787
Expenditures	9,523,353	$ (177,356)	$ 6,395,745
Other financing uses	17,558	$ 60,387	$ 17,558
Net change in fund balances	$ 271,212		

Revenue increased $6,715,787 in the current year, mainly from the Academy receiving more state aid and federal funding for the increased ADM in fiscal year 2015. Revenues exceeded budget mainly due to the Academy conservatively budgeting for state special education aid.

Expenditures increased $6,395,745 mainly in purchased services from increased monthly rent. The Academy also had an increase in staff from the increased number of ADM in the current fiscal year. Expenditures were mainly under budget in supplies and materials and capital expenditures.

Food Service Special Revenue Fund

Expenditures exceeded revenues and transfers in by $9,216 in the Food Service Special Revenue Fund. The Food Service Special Revenue Fund is used to account for the Academy's child nutrition program.

Community Service Special Revenue Fund

The Community Service Special Revenue Fund is used to account for the Academy's Preschool Program.

The operations of this fund were supported by a transfer from the General Fund.

CAPITAL ASSETS

Table 6 shows the Academy's capital assets, depreciation expense, and change from the prior year:

Table 6
Capital Assets
as of June 30, 2015 and 2014

	2015	2014	Net Change
Construction in progress	$ 20,777	$ –	$ 20,777
Leasehold improvements	127,525	–	127,525
Building and improvements	21,539	–	21,539
Furniture and equipment	384,792	1,001,964	(617,172)
Less accumulated depreciation	(158,445)	(904,706)	746,261
Total	$ 396,188	$ 97,258	$ 298,930
Depreciation expense	$ 42,321	$ 29,471	$ 12,850

The significant changes in capital assets relate to the Academy moving into a new facility for fiscal 2015.

DEBT ADMINISTRATION

The Academy entered into three capital leases totaling $395,327 in fiscal 2015. The leases have four-year terms, and have final maturities through September 2018.

Additional details of the Academy's capital assets and capital leases payable can be found in the notes to basic financial statements.

FACTORS BEARING ON THE ACADEMY'S FUTURE

The Academy is dependent on the state of Minnesota for much of its revenue. In recent years, legislated revenue increases have made it difficult to meet the instructional program needs and increased costs due to inflation for Minnesota charter schools.

The general education program is the method by which charter schools receive the majority of their financial support. This source of funding is primarily state aid and, as such, charter schools rely heavily on the state of Minnesota for educational resources. In the 2015 fiscal year, several funding and pupil weighting changes went into effect, which included an equivalent increase of $105, or 2.0 percent, for the basic general education formula funding. The Legislature has added $117, or 2.0 percent, per pupil to the formula for fiscal year 2016 and an additional $119, or 2.0 percent, per pupil to the formula for fiscal year 2017. The ongoing demands on limited resources continue to present challenges in funding education for Minnesota schools.

CONTACTING THE ACADEMY'S FINANCIAL MANAGEMENT

These financial statements are designed to provide the Academy's parents, funders, and creditors with a general overview of the Academy's finances and to demonstrate the Academy's accountability for the money it receives. If you have questions about these financial statements or need additional financial information, contact Athlos Leadership Academy, 10100 Noble Parkway North, Brooklyn Park, Minnesota 55443.

BASIC FINANCIAL STATEMENTS

ATHLOS LEADERSHIP ACADEMY

Statement of Net Position
as of June 30, 2015
(With Partial Comparative Information as of June 30, 2014)

	Governmental Activities	
	2015	2014
Assets		
Cash and temporary investments	$ 660,714	$ 155,449
Receivables		
Accounts	44,992	27,040
Due from other governmental units	620,564	286,237
Notes	542,661	–
Prepaid items	23,609	42,625
Capital assets, net of accumulated depreciation	396,188	97,258
Total assets	2,288,728	608,609
Deferred outflows of resources		
Defined benefit pension plans	417,316	–
Total assets and deferred outflows of resources	$ 2,706,044	$ 608,609
Liabilities		
Salaries and benefits payable	$ 485,144	$ 206,825
Accounts and interest payable	352,794	112,297
Note payable	600,000	–
Unearned revenue	392	–
Capital leases payable		
Due within one year	131,775	–
Due in more than one year	156,860	–
Net pension liability	1,534,317	–
Total liabilities	3,261,282	319,122
Deferred inflows of resources		
Defined benefit pension plans	812,406	–
Net position (deficit)		
Net investment in capital assets	107,553	97,258
Restricted for		
Food service	–	9,216
Community service	–	15
Unrestricted	(1,475,197)	182,998
Total net position (deficit)	(1,367,644)	289,487
Total liabilities, deferred inflows of resources, and net position	$ 2,706,044	$ 608,609

See notes to basic financial statements

ATHLOS LEADERSHIP ACADEMY

Statement of Activities
Year Ended June 30, 2015
(With Partial Comparative Information for the Year Ended June 30, 2014)

	2015					2014
		Program Revenues			Net (Expense) Revenue and Changes in Net Position	Net (Expense) Revenue and Changes in Net Position
Functions/Programs	Expenses	Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities	Governmental Activities
Governmental activities						
Administration	$ 247,921	$ –	$ –	$ –	$ (247,921)	$ (236,276)
District support services	1,081,239	–	–	–	(1,081,239)	(523,948)
Elementary and secondary regular instruction	2,599,325	–	363,106	–	(2,236,219)	(832,757)
Special education instruction	1,806,029	–	1,639,922	–	(166,107)	162,114
Instructional support services	164,081	–	–	–	(164,081)	(73,588)
Pupil support services	1,022,871	–	–	–	(1,022,871)	(245,542)
Sites and buildings	2,454,691	–	1,192,132	383,138	(879,421)	(361,853)
Fiscal and other fixed cost programs	32,765	–	–	–	(32,765)	–
Food service	568,188	121,078	423,993	–	(23,117)	(13,305)
Community service	365,790	–	18,213	–	(347,577)	5,088
Interest and fiscal charges	15,683	–	–	–	(15,683)	–
Total governmental activities	$ 10,358,583	$ 121,078	$ 3,637,366	$ 383,138	(6,217,001)	(2,120,067)
General revenues						
General grants and aids					6,618,537	1,746,887
Other general revenues					122,804	173,638
Investment earnings					29	40
Total general revenues					6,741,370	1,920,565
Change in net position					524,369	(199,502)
Net position – beginning, as previously reported					289,487	488,989
Change in accounting principle					(2,181,500)	–
Net position – beginning, as restated					(1,892,013)	488,989
Net position – ending					$ (1,367,644)	$ 289,487

See notes to basic financial statements

ATHLOS LEADERSHIP ACADEMY

Balance Sheet
Governmental Funds
as of June 30, 2015
(With Partial Comparative Information as of June 30, 2014)

	General Fund	Community Service Special Revenue Fund	Nonmajor Fund Food Service Special Revenue Fund	Total Governmental Funds 2015	Total Governmental Funds 2014
Assets					
Cash and temporary investments	$ 657,068	$ 3,646	$ –	$ 660,714	$ 155,449
Receivables					
Accounts	16,028	28,950	14	44,992	27,040
Due from other funds	2,192	–	–	2,192	–
Due from other governmental units	607,719	–	12,845	620,564	286,237
Notes	542,661	–	–	542,661	–
Prepaid items	23,609	–	–	23,609	42,625
Total assets	$ 1,849,277	$ 32,596	$ 12,859	$ 1,894,732	$ 511,351
Liabilities					
Salaries and benefits payable	$ 451,250	$ 32,596	$ 1,298	$ 485,144	$ 206,825
Accounts and interest payable	343,425	–	9,369	352,794	112,297
Due to other funds	–	–	2,192	2,192	–
Note payable	600,000	–	–	600,000	–
Unearned revenue	392	–	–	392	–
Total liabilities	1,395,067	32,596	12,859	1,440,522	319,122
Fund balances (deficit)					
Nonspendable for prepaid items	23,609	–	–	23,609	42,625
Nonspendable for notes receivable	542,661	–	–	542,661	–
Restricted for food service	–	–	–	–	9,216
Restricted for community service	–	–	–	–	15
Unassigned	(112,060)	–	–	(112,060)	140,373
Total fund balances	454,210	–	–	454,210	192,229
Total liabilities and fund balances	$ 1,849,277	$ 32,596	$ 12,859	$ 1,894,732	$ 511,351
Amounts reported for governmental activities in the Statement of Net Position differ because:					
Fund balances as reported above				$ 454,210	$ 192,229
Capital assets are included in net position, but are excluded from fund balances because they do not represent financial resources.					
Cost of capital assets				554,633	1,001,964
Accumulated depreciation				(158,445)	(904,706)
Long-term liabilities are included in net position, but are excluded from fund balances until due and payable.					
Capital leases payable				(288,635)	–
Net pension liability – PERA				(479,145)	–
Net pension liability – TRA				(1,055,172)	–
The recognition of certain revenues and expenses/expenditures differ between the full accrual governmental activities financial statements and the modified accrual governmental fund financial statements.					
Deferred outflows – PERA and TRA pension plans				417,316	–
Deferred inflows – PERA and TRA pension plans				(812,406)	–
Total net position (deficit) – governmental activities				$ (1,367,644)	$ 289,487

See notes to basic financial statements

ATHLOS LEADERSHIP ACADEMY

Statement of Revenue, Expenditures, and Changes in Fund Balances
Governmental Funds
Year Ended June 30, 2015
(With Partial Comparative Information for the Year Ended June 30, 2014)

	General Fund	Community Service Special Revenue Fund	Nonmajor Fund Food Service Special Revenue Fund	Total Governmental Funds 2015	Total Governmental Funds 2014
Revenue					
Federal sources	$ 203,583	$ 18,213	$ 381,946	$ 603,742	$ 774,860
State sources	9,450,591	–	42,047	9,492,638	2,623,300
Local sources					
Investment earnings	29	–	–	29	40
Other	122,804	–	121,078	243,882	182,835
Total revenue	9,777,007	18,213	545,071	10,340,291	3,581,035
Expenditures					
Current					
Administration	259,602	–	–	259,602	236,276
District support services	1,070,991	–	–	1,070,991	527,797
Elementary and secondary regular instruction	2,528,098	–	–	2,528,098	1,000,390
Special education instruction	1,864,671	–	–	1,864,671	838,325
Instructional support services	169,715	–	–	169,715	73,339
Pupil support services	1,022,671	–	–	1,022,671	244,366
Sites and buildings	2,452,465	–	–	2,452,465	207,115
Fiscal and other fixed cost programs	32,765	–	–	32,765	–
Food service	–	–	569,251	569,251	135,273
Community service	–	381,033	–	381,033	391,544
Debt service					
Principal	106,692	–	–	106,692	–
Interest and fiscal charges	15,683	–	–	15,683	–
Total expenditures	9,523,353	381,033	569,251	10,473,637	3,654,425
Excess (deficiency) of revenue over expenditures	253,654	(362,820)	(24,180)	(133,346)	(73,390)
Other financing sources (uses)					
Capital lease proceeds	395,327	–	–	395,327	–
Transfers in	–	362,805	14,964	377,769	–
Transfers (out)	(377,769)	–	–	(377,769)	–
Total other financing sources (uses)	17,558	362,805	14,964	395,327	–
Net change in fund balances	271,212	(15)	(9,216)	261,981	(73,390)
Fund balances					
Beginning of year	182,998	15	9,216	192,229	265,619
End of year	$ 454,210	$ –	$ –	$ 454,210	$ 192,229

See notes to basic financial statements

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ATHLOS LEADERSHIP ACADEMY

Reconciliation of the Statement of
Revenue, Expenditures, and Changes in Fund Balances
to the Statement of Activities
Governmental Funds
Year Ended June 30, 2015
(With Partial Comparative Information for the Year Ended June 30, 2014)

	2015	2014
Net change in fund balances – governmental funds	$ 261,981	$ (73,390)
Amounts reported for governmental activities in the Statement of Activities differ because:		
Capital outlays are recorded as net position and the cost is allocated over their estimated useful lives as depreciation expense. However, fund balances are reduced for the full cost of capital outlays at the time of purchase.		
Capital outlays	383,138	52,439
Depreciation expense	(42,321)	(29,471)
A gain or loss on the disposal of capital assets, including the difference between the carrying value and any related sale proceeds, is included in the change in net position. However, only the sale proceeds are included in the change in fund balances.	(41,887)	(149,080)
The amount of debt issued is reported in the governmental funds as a source of financing. Debt obligations are not revenues in the Statement of Activities, but rather constitute long-term liabilities.		
Capital leases	(395,327)	–
Repayment of long-term debt does not affect the change in net position. However, it reduces fund balances.		
Capital leases	106,692	–
Net pension liability – PERA	609,809	–
Net pension liability – TRA	37,374	–
The recognition of certain revenues and expenses/expenditures differ between the full accrual governmental activities financial statements and the modified accrual governmental fund financial statements.		
Deferred outflows – PERA and TRA pension plans	417,316	–
Deferred inflows – PERA and TRA pension plans	(812,406)	–
Change in net position of governmental activities	$ 524,369	$ (199,502)

See notes to basic financial statements

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ATHLOS LEADERSHIP ACADEMY

Statement of Revenue, Expenditures, and Changes in Fund Balances
Budget and Actual
General Fund
Year Ended June 30, 2015

	Budget			Over (Under)
	Original	Final	Actual	Final Budget
Revenue				
Federal sources	$ 252,000	$ 113,701	$ 203,583	$ 89,882
State sources	10,096,783	9,353,393	9,450,591	97,198
Local sources				
Investment earnings	–	103	29	(74)
Other	–	194,897	122,804	(72,093)
Total revenue	10,348,783	9,662,094	9,777,007	114,913
Expenditures				
Current				
Administration	129,100	282,027	259,602	(22,425)
District support services	1,980,802	947,748	1,070,991	123,243
Elementary and secondary administration	3,424,905	3,088,115	2,528,098	(560,017)
Special education instruction	1,194,447	1,669,796	1,864,671	194,875
Instructional support services	224,899	236,588	169,715	(66,873)
Pupil support services	314,000	1,028,660	1,022,671	(5,989)
Sites and buildings	2,648,455	2,391,875	2,452,465	60,590
Fiscal and other fixed cost programs	90,000	45,900	32,765	(13,135)
Debt service				
Principal	–	–	106,692	106,692
Interest and fiscal charges	10,000	10,000	15,683	5,683
Total expenditures	10,016,608	9,700,709	9,523,353	(177,356)
Excess (deficiency) of revenue over expenditures	332,175	(38,615)	253,654	292,269
Other financing sources (uses)				
Capital lease proceeds	–	–	395,327	395,327
Transfers out	–	(42,829)	(377,769)	(334,940)
Total other financing sources (uses)	–	(42,829)	17,558	60,387
Net change in fund balances	$ 332,175	$ (81,444)	271,212	$ 352,656
Fund balances				
Beginning of year			182,998	
End of year			$ 454,210	

See notes to basic financial statements

ATHLOS LEADERSHIP ACADEMY

Statement of Revenue, Expenditures, and Changes in Fund Balances
Budget and Actual
Community Service Special Revenue Fund
Year Ended June 30, 2015

	Budget			Over (Under)
	Original	Final	Actual	Final Budget
Revenue				
Federal sources	$ 75,000	$ 30,000	$ 18,213	$ (11,787)
Expenditures				
Current				
Salaries and wages	–	192,820	235,586	42,766
Employee benefits	–	40,418	49,384	8,966
Purchased services	–	100,455	89,246	(11,209)
Supplies and materials	–	30,000	6,817	(23,183)
Total expenditures	–	363,693	381,033	17,340
Excess (deficiency) of revenues over expenditures	75,000	(333,693)	(362,820)	(29,127)
Other financing sources				
Transfers in	–	–	362,805	362,805
Net change in fund balances	$ 75,000	$ (333,693)	(15)	$ 333,678
Fund balances				
Beginning of year			15	
End of year			$ –	

See notes to basic financial statements

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

Athlos Leadership Academy (the Academy) (formerly New Visions Academy) was established in September 1995 in accordance with Minnesota Statute § 124D.10. The primary objective of the Academy is to educate students using multi-disciplinary programs. The governing body of the Academy consists of a School Board comprised of members elected by voters of the general membership of the Academy.

The Academy is required to operate under a charter agreement with an entity that has been approved by the Minnesota Department of Education (MDE) to be a charter school "authorizer." The authorizer monitors and evaluates the Academy's performance, and periodically determines whether to renew the Academy's charter. The Academy's authorizer is Volunteers of America (VOA), a nonprofit organization. Aside from its responsibilities as authorizer, the VOA has no authority or control over the Academy, and is not financially accountable for it. Therefore, the Academy is not considered a component unit of the VOA.

The Academy's financial statements include all funds, departments, agencies, boards, commissions, and other organizations for which the Academy is considered to be financially accountable.

Component units are legally separate entities for which the Academy (primary government) is financially accountable, or for which the exclusion of the component unit would render the financial statements of the primary government misleading. The criteria used to determine if the primary government is financially accountable for a component unit includes whether or not the primary government appoints the voting majority of the potential component unit's governing body, is able to impose its will on the potential component unit, is in a relationship of financial benefit or burden with the potential component unit, or is fiscally depended upon by the potential component unit. Based on these criteria, there are no organizations considered to be component units of the Academy.

Extracurricular student activities, if any, are determined primarily by student participants under the guidance of an adult and are generally conducted outside of school hours. In accordance with Minnesota Statutes, academy school boards can elect to either control or not control extracurricular activities. The Academy's School Board has elected to control extracurricular activities; therefore, the extracurricular student activity accounts are included in the Academy's General Fund.

B. Basis of Presentation

As required by state law, the Academy operates as a nonprofit corporation under Minnesota Statute § 317A. However, state law also requires that the Academy comply with Uniform Financial Accounting and Reporting Standards for Minnesota Schools, which mandates the use of a governmental fund accounting structure.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

C. Entity-Wide Financial Statement Presentation

The entity-wide financial statements (Statement of Position and Statement of Activities) display information about the reporting government as a whole. These statements include all financial activities of the Academy. Generally, the effect of material interfund activity has been removed from the entity-wide financial statements. The Statement of Activities demonstrates the degree to which direct expenses of a given function or segment are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment, and grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Other internally directed revenues are reported instead as general revenues.

The entity-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized when all eligibility requirements imposed by the provider have been met.

The Academy applies restricted resources first when an expense is incurred for which both restricted and unrestricted resources are available. Depreciation expense is included as a direct expense in the functional areas that utilize the related capital assets. Interest on debt is considered an indirect expense and is reported separately on the Statement of Activities.

D. Fund Financial Statement Presentation

Separate fund financial statements are provided for governmental funds. Major individual governmental funds are reported as separate columns in the fund financial statements. Information for the remaining nonmajor governmental funds are reported in a single column in the fund financial statements.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this basis of accounting transactions are recorded in the following manner:

1. **Revenue Recognition** – Revenue is recognized when it becomes measurable and available. “Measurable” means the amount of the transaction can be determined and “available” means collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period. For this purpose, the Academy generally considers revenues to be available if they are collected within 60 days after year-end. Grants and similar revenues are recognized when all eligibility requirements imposed by the provider are met. State revenue is recognized in the year to which it applies according to funding formulas established by Minnesota Statutes.

2. **Recording of Expenditures** – Expenditures are generally recorded when a liability is incurred, except for principal and interest on long-term debt or compensated absences, if any, which are recognized as expenditures to the extent they have matured. Capital asset acquisitions are reported as capital outlay expenditures in the governmental funds. In the General Fund, capital outlay expenditures are included within the applicable functional areas.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Description of Funds

The existence of the various school funds has been established by the MDE. Each fund is accounted for as an independent entity. A description of the funds included in this report is as follows:

Major Governmental Funds

General Fund – The General Fund is used to account for all financial resources except those required to be accounted for in another fund.

Community Service Special Revenue Fund – The Community Service Special Revenue Fund is used to account for the Preschool Program.

Nonmajor Governmental Fund

Food Service Special Revenue Fund – The Food Service Special Revenue Fund is used to account for the Academy's child nutrition program.

E. Income Taxes

The Academy is exempt from federal and state income taxes under Internal Revenue Service Code § 501(c)(3). The Academy is subject to tax on income from any unrelated business.

The Academy is subject to the recognition requirements for uncertain income tax positions as required by the Financial Accounting Standards Board (FASB) Accounting Standards Codification 740-10 (formerly known as FASB Interpretation No. 48, *Accounting for Uncertainty in Income Taxes*). Income tax benefits are recognized for income tax positions taken or expected to be taken in a tax return, only when it is determined that the income tax position will more-likely-than-not be sustained upon examination by taxing authorities. The Academy has analyzed tax positions taken for filing with the Internal Revenue Service and state jurisdiction where it operates. The Academy believes that income tax filing positions will be sustained upon examination and does not anticipate any adjustments that would result in a material adverse effect on its respective financial condition, results of operations, or cash flows. Accordingly, the Academy has not recorded any reserves or related accruals for interest and penalties for uncertain income tax positions at June 30, 2015.

The Academy is subject to routine audits by taxing jurisdictions; however, there are currently no audits in progress for any open tax periods. Open audit periods are the years ended June 30, 2012, 2013, and 2014.

F. Budgetary Information

Each June, the Academy's School Board adopts an annual budget for the following fiscal year for all governmental funds. The budget for each fund is prepared on the modified accrual basis of accounting. Legal budgetary control is at the fund level. Budgeted expenditure appropriations lapse at year-end. Expenditures exceeded budgeted amounts in the Food Service Special Revenue Fund and Community Service Special Revenue Fund by $25,055 and $17,340, respectively.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

G. Cash and Investments

Cash and temporary investments include balances from all funds that are combined and invested to the extent available in various securities as authorized by state law. Earnings from the pooled balances are allocated to the respective funds on the basis of cash participation by each fund.

Short-term, highly liquid debt instruments (including commercial paper, bankers' acceptances, and U.S. treasury and agency obligations) purchased with a remaining maturity of one year or less are reported at amortized cost. Other investments are reported at fair value. The Academy held no investments during the year ended June 30, 2015.

H. Receivables

When necessary, the Academy utilizes an allowance for uncollectible accounts to value its receivables. However, all current receivables are considered collectible.

I. Note Receivable

At June 30, 2015, the Academy had a note receivable from the lessor of its building lease. The lessor agreed to reimburse the Academy for $542,661 of capital and curriculum-related costs they incurred. This note has an interest rate of zero percent. The lessor agreed to pay the note on December 31, 2020.

J. Prepaid Items

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items. Prepaid items are reported using the consumption method and recorded as expenses/expenditures at the time of consumption.

K. Capital Assets

Capital assets are capitalized at historical cost, or estimated historical cost if purchased or constructed. Donated capital assets are recorded at their estimated fair market value at the date of donation. The Academy defines capital assets as those with an initial, individual cost of $500 or more, which benefit more than one fiscal year. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives is not capitalized.

Capital assets are recorded in the entity-wide financial statements, but are not reported in the fund financial statements. Capital assets are depreciated using the straight-line method over their estimated useful lives. Since assets are generally sold for an immaterial amount or scrapped when declared as no longer fit or needed for school purposes by the Academy, no salvage value is taken into consideration for depreciation purposes. Useful lives vary from 20 to 50 years for buildings and improvements and leasehold improvements, and 5 to 15 years for furniture and equipment. Construction in progress is not depreciated.

L. Deferred Outflows/Inflows of Resources

In addition to assets, a statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The Academy only has one item that qualifies for reporting in this category. It is the deferred outflows of resources related to pensions reported in the entity-wide Statement of Net Position. This deferred outflow results from differences between expected and actual experience, changes of assumptions, the difference between projected and actual earnings on pension plan investments, and contributions to the plan subsequent to the measurement date and before the end of the reporting period. These amounts are deferred and amortized as required under pension standards.

In addition to liabilities, statements of financial position or balance sheets will sometimes report a separate section for deferred inflows of resources. This separate financial statement element represents an acquisition of net position that applies to future periods and so will not be recognized as an inflow of resources (revenue) until that time. The Academy has one item which qualifies for reporting in this category.

Deferred inflows of resources related to pensions is reported in the entity-wide Statement of Net Position. This deferred inflow results from differences between expected and actual experience, changes of assumptions, and the difference between projected and actual earnings on pension plan investments. These amounts are deferred and amortized as required under pension standards.

M. Compensated Absences

Substantially all full-time academy employees are entitled to vacation pay and sick leave at various rates. Employees are compensated for unused vacation pay and sick leave upon termination of employment. As a result, a liability for unused vacation pay and sick leave (if material) is recorded in salaries and benefits payable.

Compensated absences are accrued in the governmental fund financial statements only when they become due and payable. Compensated absences (if material) are recorded as a liability in the entity-wide financial statements as it is earned and it becomes probable that it will vest at some point in the future.

N. Interfund Transactions and Transfers

The General Fund has a receivable of $2,192 at year-end due from the Food Service Special Revenue Fund to cover the deficit cash in this fund.

During fiscal year 2015, the General Fund transferred $14,964 and $362,805 to the Food Service and Community Service Special Revenue Funds, respectively, to finance excess program costs. Interfund balances and transfers between governmental funds reported in the fund financial statements are eliminated in the entity-wide financial statements.

O. Pensions

For purposes of measuring the net pension liability, deferred outflows/inflows of resources, and pension expense, information about the fiduciary net position of the Public Employees Retirement Association (PERA) and Teachers Retirement Association (TRA) and additions to/deductions from the PERA's and the TRA's fiduciary net positions have been determined on the same basis as they are reported by the PERA and the TRA. For this purpose, plan contributions are recognized as of employer payroll paid dates and benefit payments and refunds are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

The TRA has a special funding situation created by direct aid contributions made by the state of Minnesota, City of Minneapolis, and Special School District No. 1, Minneapolis Public Schools. The direct aid is a result of the merger of the Minneapolis Teachers Retirement Fund Association into the TRA in 2006.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

P. Risk Management

The Academy is exposed to various risks of loss related to torts: theft of, damage to, and destruction of assets; errors and omissions; natural disasters; and injuries to employees. The Academy carries commercial insurance purchased from independent third parties to cover these risks. Settled claims did not exceed commercial insurance coverage for any of the last three fiscal years. There were no significant reductions in insurance coverage in fiscal 2015.

Q. Use of Estimates

The preparation of financial statements, in conformity with accounting principles generally accepted in the United States of America, requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenue and expenditures/expenses during the reporting period. Actual results could differ from those estimates.

R. Fund Balance Classifications

In the fund financial statements, governmental funds report fund balance in classifications that disclose constraints for which amounts in those funds can be spent. These classifications are as follows:

- **Nonspendable** – Consists of amounts that are not in spendable form, such as prepaid items, inventory, and other long-term assets.

- **Restricted** – Consists of amounts related to externally imposed constraints established by creditors, grantors, or contributors; or constraints imposed by state statutory provisions.

- **Committed** – Consists of internally imposed constraints that are established by resolution of the School Board. Those committed amounts cannot be used for any other purpose unless the School Board removes or changes the specified use by taking the same type of action it employed to previously commit those amounts.

- **Assigned** – Consists of internally imposed constraints. These constraints consist of amounts intended to be used by the Academy for specific purposes but do not meet the criteria to be classified as restricted or committed. The School Board, by majority vote, may assign fund balances to be used for specific purposes. The School Board also delegates the power to assign fund balances to the Principal. Assignments so made shall be reported to the School Board on a monthly basis, either separately or as part of ongoing reporting by the assigning party if other than the School Board.

- **Unassigned** – The residual classification for the General Fund which also reflects negative residual amounts in other funds.

When both restricted and unrestricted resources are available for use, the Academy first uses restricted resources, then uses unrestricted resources as they are needed.

When committed, assigned, or unassigned resources are available for use, the Academy uses resources in the following order: 1) committed, 2) assigned, and 3) unassigned.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

S. Net Position

In the entity-wide financial statements, net position represents the residual of all other financial statement elements presented in the Statement of Net Position. Net position is displayed in three components:

- **Net Investment in Capital Assets** – Consists of capital assets, net of accumulated depreciation, reduced by any outstanding debt attributable to acquire capital assets.

- **Restricted Net Position** – Consists of net position restricted when there are limitations imposed on its use through external restrictions imposed by creditors, grantors, or laws or regulations of other governments.

- **Unrestricted Net Position** – All other net position that does not meet the definition of "restricted" or "net investment in capital assets."

T. Fund Balance Policy

The Academy adopted the following policy to achieve and maintain fund balance:

1. The Academy will strive to maintain a minimum unassigned general fund balance of 5–30 percent of the annual budget.

2. The School Board will conduct an annual review of the sufficiency of the minimum unassigned General Fund balance level.

At June 30, 2015, the unassigned fund balance as a percentage of the 2016 budgeted expenditures is a deficit (1.0 percent).

U. Prior Period Comparative Financial Information/Reclassification

The basic financial statements include certain prior year partial comparative information in total but not at the level of detail required for a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Academy's financial statements for the year ended June 30, 2014, from which the summarized information was derived. Also, certain amounts presented in the prior year data have been reclassified in order to be consistent with the current year's presentation.

V. Change in Accounting Principles

During the year ended June 30, 2015, the Academy implemented GASB Statement No. 68, *Accounting and Financial Reporting for Pensions—an amendment of GASB Statement No. 27*. GASB Statement No. 68 included major changes in how employers account for pension benefit expenses and liabilities. In financial statements prepared using the economic resources measurement focus and accrual basis of accounting (government-wide and proprietary funds), an employer is required to recognize a liability for its share of the net pension liability provided through the pension plan. An employer is required to recognize pension expense and report deferred outflows of resources and deferred inflows of resources for its share related to pensions. This standard required retroactive implementation, which resulted in the restatement of net position as of June 30 2014. The net position of governmental activities in the entity-wide statements as of June 30, 2014 was decreased by $2,181,500. This change reflects the Academy's proportionate share of the net pension liabilities (a $2,293,493 decrease in net position) and related deferred outflows of resources (a $111,993 increase in net position) for the PERA and TRA pension plans, which are now reported by employers under current guidance. Certain amounts necessary to fully restate fiscal year 2014 financial information are not determinable; therefore, prior year comparative amounts have not be restated.

NOTE 2 – DEPOSITS

In accordance with applicable Minnesota Statutes, the Academy maintains deposits at depository banks authorized by the School Board.

The following is considered the most significant risk associated with deposits:

Custodial Credit Risk – In the case of deposits, this is the risk that in the event of a bank failure, the Academy's deposits may be lost.

Minnesota Statutes require that all deposits be protected by federal deposit insurance, corporate surety bond, or collateral. The market value of collateral pledged must equal 110 percent of the deposits not covered by federal deposit insurance or corporate surety bonds. Authorized collateral includes treasury bills, notes, and bonds; issues of U.S. government agencies; general obligations rated "A" or better; revenue obligations rated "AA" or better; irrevocable standard letters of credit issued by the Federal Home Loan Bank; and certificates of deposit. Minnesota Statutes require that securities pledged as collateral be held in safekeeping in a restricted account at the Federal Reserve Bank or in an account at a trust department of a commercial bank or other financial institution that is not owned or controlled by the financial institution furnishing the collateral. The Academy's deposit policies do not further limit depository choices.

At June 30, 2015, the Academy had deposits with a carrying value of $660,714 and a bank balance of $1,038,575. At June 30, 2015, $820,607 of the Academy's deposits were covered by federal depository insurance or collateralized by securities held by the Academy's agent in the Academy's name and $217,968 were not collateralized.

NOTE 3 – CAPITAL ASSETS

Capital assets activity for the year ended June 30, 2015 is as follows:

	Beginning Balance	Additions	Deletions	Ending Balance
Capital assets, not depreciated				
Construction in progress	$ –	$ 20,777	$ –	$ 20,777
Capital assets, depreciated				
Leasehold improvements	–	127,525	–	127,525
Building and improvements	–	21,539	–	21,539
Furniture and equipment	1,001,964	213,297	(830,469)	384,792
Total capital assets, depreciated	1,001,964	362,361	(830,469)	533,856
Less accumulated depreciation for				
Leasehold improvements	–	(12,513)	–	(12,513)
Building and improvements	–	(862)	–	(862)
Furniture and equipment	(904,706)	(28,946)	788,582	(145,070)
Total accumulated depreciation	(904,706)	(42,321)	788,582	(158,445)
Net capital assets, depreciated	97,258	320,040	(41,887)	375,411
Total capital assets, net	$ 97,258	$ 340,817	$ (41,887)	$ 396,188

NOTE 3 – CAPITAL ASSETS (CONTINUED)

Depreciation expense for the year ended June 30, 2015 was charged to the following governmental functions:

Administration	$ 1,017
District support services	11,610
Elementary and secondary regular instruction	18,419
Special education instruction	767
Sites and buildings	8,452
Pupil support services	914
Community service	1,142
Total depreciation expense	$ 42,321

NOTE 4 – SHORT-TERM BORROWING

On September 30, 2014, the Academy entered into an agreement with The Charter School Fund – BP LLC for a note payable of $281,293 to help finance payments on the Academy's building lease. The loan bears no interest and calls for the entire principal amount to be repaid by September 30, 2015.

During the year ended June 30, 2015, the Academy had available a $750,000 line of credit with the Nonprofit Assistance Fund. This line of credit was entered into to assist with cash flow. The line of credit is set to expire on October 31, 2015.

The note payable activity for the year ended June 30, 2015 is summarized as follows:

Debt Type	Effective Interest Rate	Beginning Balance	Additions	Deletions	Ending Balance
Note payable	–	$ –	$ 281,293	$ 281,293	$ –
Line of credit	7.0%	–	750,000	150,000	600,000
Total note payable		$ –	$ 1,031,293	$ 431,293	$ 600,000

Total interest and fiscal charges in fiscal 2015 related to the short-term borrowing was $15,683.

NOTE 5 – CAPITAL LEASES PAYABLE

The Academy entered into three capital leases in fiscal 2015. The leases have four-year terms, bear no interest rate, and have final maturities through September 2018.

The assets acquired through the leases outstanding at June 30, 2015 was $0. All assets under this lease were below the minimum capitalization threshold of the Academy.

NOTE 5 – CAPITAL LEASES PAYABLE (CONTINUED)

Minimum annual principal and interest payments required to retire capital leases are as follows:

Year Ending June 30,	Capital Leases Principal
2016	$ 131,775
2017	131,775
2018	25,085
	$ 288,635

Changes in the activity of capital leases payable and amounts due within one year are as follows:

	June 30, 2014	Additions	Retirements	June 30, 2015	Due Within One Year
Capital leases	$ –	$ 395,327	$ 106,692	$ 288,635	$ 131,775

NOTE 6 – DEFINED BENEFIT PENSION PLANS – STATE-WIDE

A. Plan Descriptions

The Academy participates in the following cost-sharing, multiple-employer defined benefit pension plans administered by the PERA and the TRA. The PERA's and the TRA's defined benefit pension plans are established and administered in accordance with Minnesota Statutes. The PERA's and the TRA's defined benefit pension plans are tax qualified plans under Section 401(a) of the Internal Revenue Code.

1. General Employees Retirement Fund (GERF)

The PERA's defined benefit pension plans are established and administered in accordance with Minnesota Statutes, Chapters 353 and 356.

All full-time and certain part-time employees of the Academy other than teachers are covered by the General Employees Retirement Fund (GERF). GERF members belong to either the Coordinated Plan or the Basic Plan. Coordinated Plan members are covered by Social Security and Basic Plan members are not. The Basic Plan was closed to new members in 1967. All new members must participate in the Coordinated Plan.

2. Teachers Retirement Association (TRA)

The TRA administers a Basic Plan (without Social Security coverage) and a Coordinated Plan (with Social Security coverage) in accordance with Minnesota Statutes, Chapters 354 and 356. The TRA is a separate statutory entity and administered by a Board of Trustees. The Board consists of four active members, one retired member, and three statutory officials.

Teachers employed in Minnesota's public elementary and secondary schools, charter schools, and certain educational institutions maintained by the state (except those teachers employed by the cities of Duluth and St. Paul, and by the University of Minnesota system) are required to be TRA members. State university, community college, and technical college teachers first employed by the Minnesota State Colleges and Universities (MnSCU) may elect TRA coverage within one year of eligible employment. Alternatively, these teachers may elect coverage through the Defined Contribution Retirement Plan (DCR) administered by MnSCU.

B. Benefits Provided

The PERA and the TRA provide retirement, disability, and death benefits. Benefit provisions are established by state statutes and can only be modified by the State Legislature.

- **PERA** – Benefit increases are provided to benefit recipients each January. Increases are related to the funding ratio of the plan. Members in plans that are at least 90 percent funded for two consecutive years are given 2.5 percent increases. Members in plans that have not exceeded 90 percent funded, or have fallen below 80 percent, are given 1 percent increases.

- **TRA** – Post-retirement benefit increases are provided to eligible benefit recipients each January. The TRA increase is 2.0 percent. After the TRA funded ratio exceeds 90 percent for two consecutive years, the annual post-retirement benefit will increase to 2.5 percent.

The benefit provisions stated in the following paragraphs of this section are current provisions and apply to active plan participants. Vested, terminated employees who are entitled to benefits but are not receiving them yet are bound by the provisions in effect at the time they last terminated their public service.

1. GERF Benefits

Benefits are based on a member's highest average salary for any five successive years of allowable service, age, and years of credit at termination of service. Two methods are used to compute benefits for the PERA's Coordinated and Basic Plan members. The retiring member receives the higher of a step-rate benefit accrual formula (Method 1) or a level accrual formula (Method 2). Under Method 1, the annuity accrual rate for a Basic Plan member is 2.2 percent of average salary for each of the first 10 years of service and 2.7 percent for each remaining year. The annuity accrual rate for a Coordinated Plan member is 1.2 percent of average salary for each of the first 10 years and 1.7 percent for each remaining year. Under Method 2, the annuity accrual rate is 2.7 percent of average salary for Basic Plan members and 1.7 percent for Coordinated Plan members for each year of service. For members hired prior to July 1, 1989, a full annuity is available when age plus years of service equal 90 and normal retirement age is 65. For members hired on or after July 1, 1989, normal retirement age is the age for unreduced Social Security benefits capped at 66. Disability benefits are available for vested members, and are based upon years of service and average high-five salary.

NOTE 6 – DEFINED BENEFIT PENSION PLANS – STATE-WIDE (CONTINUED)

2. TRA Benefits

The TRA provides retirement benefits as well as disability benefits to members, and benefits to survivors upon death of eligible members. Benefits are established by Minnesota Statutes and vest after three years of service credit. The defined retirement benefits are based on a member's highest average salary for any five consecutive years of allowable service, age, and a formula multiplier based on years of credit at termination of service:

Two methods are used to compute benefits for the TRA's Coordinated and Basic Plan members. Members first employed before July 1, 1989, receive the greater of the Tier I or Tier II benefits as described.

Tier I Benefits

Step Rate Formula	Percentage per Year
Basic Plan	
First 10 years	2.2 percent
All years after	2.7 percent
Coordinated Plan	
First 10 years if service years are prior to July 1, 2006	1.2 percent
First 10 years if service years are July 1, 2006 or after	1.4 percent
All other years of service if service years are prior to July 1, 2006	1.7 percent
All other years of service if service years are July 1, 2006 or after	1.9 percent

With these provisions:

- Normal retirement age is 65 with less than 30 years of allowable service and age 62 with 30 or more years of allowable service.
- Three percent per year early retirement reduction factor for all years under normal retirement age.
- Unreduced benefits for early retirement under a Rule-of-90 (age plus allowable service equals 90 or more).

Tier II Benefits

For years of service prior to July 1, 2006, a level formula of 1.7 percent per year for Coordinated Plan members and 2.7 percent per year for Basic Plan members. For years of service July 1, 2006 and after, a level formula of 1.9 percent per year for Coordinated Plan members and 2.7 percent for Basic Plan members applies. Beginning July 1, 2015, the early retirement reduction factors are based on rates established under Minnesota Statutes. Smaller reductions, more favorable to the member, will be applied to individuals who reach age 62 and have 30 years or more of service credit.

Members first employed after June 30, 1989, receive only the Tier II calculation with a normal retirement age that is their retirement age for full Social Security retirement benefits, but not to exceed age 66.

Six different types of annuities are available to members upon retirement. The No Refund Life Plan is a lifetime annuity that ceases upon the death of the retiree—no survivor annuity is payable. A retiring member may also choose to provide survivor benefits to a designated beneficiary(ies) by selecting one of the five plans that have survivorship features. Vested members may also leave their contributions in the TRA Fund upon termination of service in order to qualify for a deferred annuity at retirement age. Any member terminating service is eligible for a refund of their employee contributions plus interest.

C. Contributions

Minnesota Statutes set the rates for employer and employee contributions. Contribution rates can only be modified by the State Legislature.

1. GERF Contributions

Minnesota Statutes, Chapter 353 sets the rates for employer and employee contributions. Basic Plan members and Coordinated Plan members were required to contribute 9.1 percent and 6.5 percent, respectively, of their annual covered salary in calendar year 2014. Coordinated Plan members contributed 6.5 percent of pay in 2015. In calendar year 2014, the Academy was required to contribute 11.78 percent of pay for Basic Plan members and 7.25 percent for Coordinated Plan members. In 2015, employer rates increased to 7.5 percent in the Coordinated Plan, The Academy's contributions to the GERF for the plan's fiscal year ended June 30, 2015, were $76,956. The Academy's contributions were equal to the required contributions for each year as set by state statutes.

2. TRA Contributions

Per Minnesota Statutes, Chapter 354 sets the contribution rates for employees and employers. Rates for each fiscal year were:

	Year Ended June 30,			
	2014		2015	
	Employee	Employer	Employee	Employer
Basic Plan	10.5%	11.0%	11.0%	11.5%
Coordinated Plan	7.0%	7.0%	7.5%	7.5%

The Academy's contributions to the TRA for the plan's fiscal year ended June 30, 2015, were $193,588. The Academy's contributions were equal to the required contributions for each year as set by state statutes.

NOTE 6 – DEFINED BENEFIT PENSION PLANS – STATE-WIDE (CONTINUED)

D. Pension Costs

1. GERF Pension Costs

At June 30, 2015, the Academy reported a liability of $479,145 for its proportionate share of the GERF's net pension liability. The net pension liability was measured as of June 30, 2014, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The Academy's proportion of the net pension liability was based on the Academy's contributions received by the PERA during the measurement period for employer payroll paid dates from July 1, 2013, through June 30, 2014, relative to the total employer contributions received from all of the PERA's participating employers. At June 30, 2014, the Academy's proportion was 0.0102 percent.

For the year ended June 30, 2015, the Academy recognized pension expense of $35,357 for its proportionate share of the GERF's pension expense.

At June 30, 2015, the Academy reported its proportionate share of the GERF's deferred outflows of resources and deferred inflows of resources, and its contributions subsequent to the measurement date, from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual economic experience	$ 7,353	$ –
Changes in actuarial assumptions	49,381	–
Differences between projected and actual investment earnings	–	129,465
Academy's contributions to the GERF subsequent to the measurement date	76,956	–
Total	$ 133,690	$ 129,465

A total of $76,956 reported as deferred outflows of resources related to pensions resulting from Academy contributions to the GERF subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2016. Other amounts reported as deferred outflows and inflows of resources related to the GERF pensions will be recognized in pension expense as follows:

Year Ended June 30,	Pension Expense Amount
2016	$ (13,455)
2017	$ (13,455)
2018	$ (13,455)
2019	$ (32,366)

NOTE 6 – DEFINED BENEFIT PENSION PLANS – STATE-WIDE (CONTINUED)

2. TRA Pension Costs

At June 30, 2015, the Academy reported a liability of $1,055,172 for its proportionate share of the TRA's net pension liability. The net pension liability was measured as of June 30, 2014, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The Academy's proportion of the net pension liability was based on the Academy's contributions to the TRA in relation to total system contributions including direct aid from the state of Minnesota, City of Minneapolis, and Special School District No. 1, Minneapolis Public Schools. The Academy's proportionate share was 00229 percent at the end of the measurement period and 0.0303 percent for the beginning of the period.

The pension liability amount reflected a reduction due to direct aid provided to the TRA. The amount recognized by the Academy as its proportionate share of the net pension liability, the direct aid, and total portion of the net pension liability that was associated with the Academy were as follows:

Academy's proportionate share of net pension liability	$ 1,055,216
State's proportionate share of the net pension liability associated with the Academy	$ 74,200

A change in benefit provisions that affected the measurement of the total pension liability since the prior measurement date was an increase of the contribution rates for both the member and employer.

For the year ended June 30, 2015, the Academy recognized (negative) pension expense of ($16,906). It also recognized $3,237 as pension expense for the support provided by direct aid.

At June 30, 2015, the Academy reported its proportionate share of the TRA's deferred outflows of resources and deferred inflows of resources, and its contributions subsequent to the measurement date, related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual economic experience	$ 90,038	$ –
Difference between projected and actual investment earnings	–	331,749
Changes in proportion and differences between contributions made and the Academy's proportionate share of contributions	–	351,192
Academy's contributions to the TRA subsequent to the measurement date	193,588	–
Total	$ 283,626	$ 682,941

A total of $193,588 reported as deferred outflows of resources related to pensions resulting from Academy contributions to TRA subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2016. Other amounts reported as deferred outflows and inflows of resources related to TRA will be recognized in pension expense as follows:

Year Ended June 30,	Pension Expense Amount
2016	$ (137,458)
2017	$ (137,458)
2018	$ (137,458)
2019	$ (137,458)
2020	$ (43,071)

E. Actuarial Assumptions

The total pension liability in the June 30, 2014, actuarial valuation was determined using the entry age normal actuarial cost method and the following actuarial assumptions:

Assumptions	GERF	TRA
Inflation	2.75% per year	3.0%
Active member payroll growth	3.50% per year	3.75% based on years of service
Investment rate of return	7.90%	8.25%

Salary increases were based on a service-related table. Mortality rates for active members, retirees, survivors, and disabilitants were based on RP-2000 tables for males or females, as appropriate, with slight adjustments.

Actuarial assumptions used in the June 30, 2014, valuation were based on the results of actuarial experience studies. The actuarial assumptions used in the June 30, 2014, valuation were based on the results of an actuarial experience study for the period July 1, 2004, to June 30, 2008, and a limited scope experience study dated August 29, 2014. The limited scope experience study addressed only inflation and long-term rate of return for the GASB Statement No. 67 valuation.

The following changes in actuarial assumptions for the GERF occurred in 2014: as of July 1, 2013, the post-retirement benefit increase rate was assumed to increase from 1.0 percent to 2.5 percent on January 1, 2046. As of July 1, 2014, the post-retirement benefit increase rate was assumed to increase from 1.0 percent to 2.5 percent on January 1, 2031.

There was a change in actuarial assumptions that affected the measurement of the total liability for the TRA since the prior measurement date. Post-retirement benefit adjustments are now assumed to increase from 2.0 percent annually to 2.5 percent annually once the legally specified criteria are met. This is estimated to occur July 1, 2034.

The long-term expected rate of return on pension plan investments is 7.9 percent for the GERF and 8.25 percent for the TRA. The Minnesota State Board of Investment, which manages the investments of the PERA and the TRA, prepares an analysis of the reasonableness of the long-term expected rate of return on a regular basis using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce an expected long-term rate of return by weighting the expected future rates of return by the target asset allocation percentages.

NOTE 6 – DEFINED BENEFIT PENSION PLANS – STATE-WIDE (CONTINUED)

The target allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

Asset Class	Target Allocation	Long-Term Expected Rate of Return
Domestic stocks	45%	5.50%
International stocks	15%	6.00%
Bonds	18%	1.45%
Alternative assets	20%	6.40%
Cash	2%	0.50%
Total	100%	

F. Discount Rate

The discount rate used to measure the total pension liability was 7.9 percent for the GERF and 8.25 percent for the TRA. The projection of cash flows used to determine the discount rate assumed that employee and employer contributions will be made at the rates specified in the statute. Based on those assumptions, each of the pension plan's fiduciary net positions were projected to be available to make all projected future benefit payments of current active and inactive employees. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

G. Pension Liability Sensitivity

The following table presents the Academy's proportionate share of the net pension liability for all plans it participates in, calculated using the discount rate disclosed in the preceding paragraph, as well as what the Academy's proportionate share of the net pension liability would be if it were calculated using a discount rate 1 percentage point lower or 1 percentage point higher than the current discount rate:

	1% Decrease in Discount Rate	Discount Rate	1% Increase in Discount Rate
GERF discount rate	6.90%	7.90%	8.90%
Academy's proportionate share of the GERF net pension liability	$ 772,401	$ 479,145	$ 237,864
TRA discount rate	7.25%	8.25%	9.25%
Academy's proportionate share of the TRA net pension liability	$ 1,743,910	$ 1,055,172	$ 481,083

H. Pension Plan Fiduciary Net Position

Detailed information about the GERF's fiduciary net position is available in a separately-issued PERA financial report. That report may be obtained on the PERA website at www.mnpera.org; by writing to the PERA at 60 Empire Drive, Suite 200, St. Paul, Minnesota 55103-2088; or by calling (651) 296-7460 or (800) 652-9026.

Detailed information about TRA's fiduciary net position is available in a separately-issued TRA financial report. That report can be obtained at the TRA website at www.MinnesotaTRA.org; by writing to the TRA at 60 Empire Drive, Suite 400, St. Paul, Minnesota 55103-2088; or by calling (651) 296-2409 or (800) 657-3669.

NOTE 7 – COMMITMENTS AND CONTINGENCIES

A. Federal and State Revenues

Amounts receivable from federal and state agencies are subject to agency audit and adjustment. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of funds which may be disallowed by the agencies cannot be determined at this time, although the Academy expects such amounts, if any, to be immaterial.

B. Legal Claims

The Academy is subject to the usual and customary types of legal claims pending at year-end, mostly of a minor nature and typically covered by insurance. Any losses from these claims cannot be determined at this time, although the Academy expects such amounts, if any, to be immaterial.

C. Space Leases

1) On July 1, 2013, the Academy entered into an agreement with Edinbrook Church to lease space at 4300 Edinbrook Parkway North, Brooklyn Park, Minnesota. The Academy paid rent of $33,325 during the year ended June 30, 2015. The Academy has no future lease payments for the lease with Edinbrook Church.

2) In September 2013, the Academy entered into a contract with a company to build a school to suit the needs of the Academy. The Academy has committed to enter into additional contracts that would allow the Academy to use the building as its school beginning August 1, 2014. The term of the lease is for 25 years ending June 30, 2039. Total expenditures on this lease for the year ended June 30, 2015 totaled $1,547,109. Future minimum base rental payments on this lease are as follows:

June 30,	Amount
2016	$ 1,746,826
2017	1,807,965
2018	1,862,204
2019	1,918,070
2020	1,975,612
2021–2025	10,803,453
2026–2030	12,524,160
2031–2035	14,518,935
2036–2039	13,263,252
	$ 60,420,477

NOTE 8 – BUILDING COMPANY

During the year ended June 30, 2015, the Academy developed the Spartan Innovation Building Corporation (the Building Corporation). The Building Corporation is a separate legal entity. There was no financial activity for the Building Corporation in fiscal 2015. The purpose of this corporation is to support the educational activities of the Academy.

The activities of the Building Corporation shall include, but not be limited to, purchasing and owning a building on real estate for lease to the Academy, in order to facilitate the Academy's operation of a public (charter) schoolhouse for a Minnesota public (charter) school authorized by the MDE. All funds, whether income or principal, and whether acquired by gift or contribution or otherwise, shall be devoted to said purposes.

REQUIRED SUPPLEMENTAL INFORMATION

ATHLOS LEADERSHIP ACADEMY

Defined Benefit Pensions Plans
Schedule of Academy's and Non-Employer Proportionate Share of Net Pension Liability
GERF/TRA Retirement Funds
June 30, 2015

Public Employees Retirement Association

	2014
Academy's proportion of the net pension liability (asset)	0.0102%
Academy's proportionate share of the net pension liability (asset)	$ 479,145
Academy's covered-employee payroll	$ 570,044
Proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	84.05%
Plan fiduciary net position as a percentage of the total pension liability	78.70%

Teachers Retirement Association

Academy's proportion of the net pension liability (asset)	0.0229%
Academy's proportionate share of the net pension liability (asset) (a)	$ 1,055,172
Academy's proportionate share of the state of Minnesota's proportionate share of the net pension liability (b)	74,200
Proportionate share of the net pension liability and the Academy's share of the state of Minnesota's share of the net pension liability (a + b)	$ 1,129,372
Academy's covered-employee payroll	$ 1,045,936
Proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	100.88%
Plan fiduciary net position as a percentage of the total pension liability	81.50%

Note: The Academy implemented GASB Statement No. 68 in fiscal 2015 (using a June 30, 2014 measurement date). This information is not available for previous fiscal years.

ATHLOS LEADERSHIP ACADEMY

Defined Benefit Pensions Plans
Schedule of Academy Contributions
GERF/TRA Retirement Funds
June 30, 2015

Public Employees Retirement Association

	2015
Statutorily required contribution	$ 76,956
Contributions in relation to the statutorily required contributions	76,956
Contribution deficiency (excess)	$ –
Academy's covered-employee payroll	$ 1,148,479
Contributions as a percentage of covered-employee payroll	6.70%

Teachers Retirement Association

Statutorily required contribution	$ 193,588
Contributions in relation to the statutorily required contributions	193,588
Contribution deficiency (excess)	$ –
Academy's covered-employee payroll	$ 2,581,173
Contributions as a percentage of covered-employee payroll	7.50%

Note: The Academy implemented GASB Statement No. 68 in fiscal 2015. This information is not available for previous fiscal years.

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SUPPLEMENTAL INFORMATION

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ATHLOS LEADERSHIP ACADEMY

General Fund
Comparative Balance Sheet
as of June 30, 2015 and 2014

	2015	2014
Assets		
Cash and temporary investments	$ 657,068	$ 134,369
Receivables		
Accounts	16,028	26,100
Due from other funds	2,192	–
Due from other governmental units	607,719	231,341
Note	542,661	–
Prepaid items	23,609	42,625
Total assets	$ 1,849,277	$ 434,435
Liabilities		
Salaries and benefits payable	$ 451,250	$ 206,825
Accounts and interest payable	343,425	44,612
Note payable	600,000	–
Unearned revenue	392	–
Total liabilities	1,395,067	251,437
Fund balances (deficit)		
Nonspendable for prepaid items	23,609	42,625
Nonspendable for note receivable	542,661	–
Unassigned	(112,060)	140,373
Total fund balances	454,210	182,998
Total liabilities and fund balances	$ 1,849,277	$ 434,435

ATHLOS LEADERSHIP ACADEMY

General Fund
Schedule of Revenue, Expenditures, and Changes in Fund Balances
Budget and Actual
Year Ended June 30, 2015
(With Comparative Actual Amounts for the Year Ended June 30, 2014)

	2015			2014
	Budget	Actual	Over (Under) Budget	Actual
Revenue				
Federal sources	$ 113,701	$ 203,583	$ 89,882	$ 268,739
State sources	9,353,393	9,450,591	97,198	2,618,803
Local sources				
Investment earnings	103	29	(74)	40
Other	194,897	122,804	(72,093)	173,638
Total revenue	9,662,094	9,777,007	114,913	3,061,220
Expenditures				
Current				
Administration				
Salaries	194,823	190,854	(3,969)	157,467
Employee benefits	40,494	31,909	(8,585)	25,166
Purchased services	11,800	10,912	(888)	34,271
Supplies and materials	7,000	2,972	(4,028)	2,084
Capital expenditures	–	–	–	48
Other expenditures	27,910	22,955	(4,955)	17,240
Total administration	282,027	259,602	(22,425)	236,276
District support services				
Salaries	144,189	141,251	(2,938)	147,560
Employee benefits	88,314	69,586	(18,728)	15,506
Purchased services	738,800	813,880	75,080	269,624
Supplies and materials	41,450	45,191	3,741	13,471
Capital expenditures	4,250	–	(4,250)	69,913
Other expenditures	(69,255)	1,083	70,338	11,723
Total district support services	947,748	1,070,991	123,243	527,797
Elementary and secondary regular instruction				
Salaries	2,059,802	2,020,817	(38,985)	721,264
Employee benefits	469,007	371,842	(97,165)	146,290
Purchased services	101,585	75,997	(25,588)	3,042
Supplies and materials	433,996	58,167	(375,829)	69,759
Capital expenditures	22,225	–	(22,225)	50,761
Other expenditures	1,500	1,275	(225)	9,274
Total elementary and secondary regular instruction	3,088,115	2,528,098	(560,017)	1,000,390
Special education instruction				
Salaries	841,399	917,396	75,997	426,995
Employee benefits	222,096	166,009	(56,087)	90,494
Purchased services	582,201	761,080	178,879	291,349
Supplies and materials	20,600	11,910	(8,690)	15,324
Capital expenditures	1,000	1,657	657	14,163
Other expenditures	2,500	6,619	4,119	–
Total special education instruction	1,669,796	1,864,671	194,875	838,325

(continued)

ATHLOS LEADERSHIP ACADEMY

General Fund
Schedule of Revenue, Expenditures, and Changes in Fund Balances
Budget and Actual (continued)
Year Ended June 30, 2015
(With Comparative Actual Amounts for the Year Ended June 30, 2014)

	2015			2014
	Budget	Actual	Over (Under) Budget	Actual
Expenditures (continued)				
Current (continued)				
Instructional support services				
Salaries	75,590	63,774	(11,816)	51,584
Employee benefits	15,178	11,343	(3,835)	7,912
Purchased services	111,320	74,246	(37,074)	12,713
Supplies and materials	34,500	20,352	(14,148)	1,130
Total instructional support services	236,588	169,715	(66,873)	73,339
Pupil support services				
Salaries	33,579	32,894	(685)	26,349
Employee benefits	9,181	7,233	(1,948)	5,224
Purchased services	978,950	978,024	(926)	211,888
Supplies and materials	4,450	4,520	70	905
Capital expenditures	2,500	–	(2,500)	–
Total pupil support services	1,028,660	1,022,671	(5,989)	244,366
Sites and buildings				
Salaries	96,012	94,054	(1,958)	–
Employee benefits	22,011	17,345	(4,666)	–
Purchased services	2,108,327	2,301,719	193,392	205,800
Supplies and materials	35,000	39,091	4,091	491
Capital expenditures	130,025	–	(130,025)	749
Other expenditures	500	256	(244)	75
Total sites and buildings	2,391,875	2,452,465	60,590	207,115
Fiscal and other fixed cost programs				
Purchased services	45,900	32,765	(13,135)	–
Debt service				
Principal	–	106,692	106,692	–
Interest and fiscal charges	10,000	15,683	5,683	–
Total debt service	10,000	122,375	112,375	–
Total expenditures	9,700,709	9,523,353	(177,356)	3,127,608
Excess (deficiency) of revenue over expenditures	(38,615)	253,654	292,269	(66,388)
Other financing sources (uses)				
Capital lease proceeds	–	395,327	395,327	–
Transfers out	(42,829)	(377,769)	(334,940)	–
Total other financing sources (uses)	(42,829)	17,558	60,387	–
Net change in fund balances	$ (81,444)	271,212	$ 352,656	(66,388)
Fund balances				
Beginning of year		182,998		249,386
End of year		$ 454,210		$ 182,998

ATHLOS LEADERSHIP ACADEMY

Food Service Special Revenue Fund
Comparative Balance Sheet
as of June 30, 2015 and 2014

	2015	2014
Assets		
Cash and temporary investments	$ –	$ 15,678
Receivables		
Accounts	14	940
Due from other governmental units	12,845	6,155
Total assets	$ 12,859	$ 22,773
Liabilities		
Salaries and benefits payable	$ 1,298	$ –
Accounts and interest payable	9,369	13,557
Due to other funds	2,192	–
Total liabilities	12,859	13,557
Fund balances		
Restricted for food service	–	9,216
Total liabilities and fund balances	$ 12,859	$ 22,773

ATHLOS LEADERSHIP ACADEMY

Food Service Special Revenue Fund
Schedule of Revenue, Expenditures, and Changes in Fund Balances
Budget and Actual
Year Ended June 30, 2015
(With Comparative Actual Amounts for the Year Ended June 30, 2014)

	2015			2014
	Budget	Actual	Over (Under) Budget	Actual
Revenue				
Federal sources	$ 345,550	$ 381,946	$ 36,396	$ 108,274
State sources	36,500	42,047	5,547	4,497
Local sources				
Other – primarily meal sales	110,100	121,078	10,978	9,197
Total revenue	492,150	545,071	52,921	121,968
Expenditures				
Current				
Salaries and wages	29,000	33,026	4,026	21,486
Employee benefits	4,616	5,181	565	3,608
Purchased services	52,580	54,714	2,134	1,463
Supplies and materials	440,000	475,696	35,696	108,716
Other expenditures	18,000	634	(17,366)	–
Total expenditures	544,196	569,251	25,055	135,273
Excess (deficiency) of revenue over expenditures	(52,046)	(24,180)	27,866	(13,305)
Other financing sources				
Transfers in	42,829	14,964	(27,865)	–
Net change in fund balances	$ (9,217)	(9,216)	$ 1	(13,305)
Fund balances				
Beginning of year		9,216		22,521
End of year		$ –		$ 9,216

ATHLOS LEADERSHIP ACADEMY

Community Service Special Revenue Fund
Comparative Balance Sheet
as of June 30, 2015 and 2014

	2015	2014
Assets		
Cash and temporary investments	$ 3,646	$ 5,402
Receivables		
Accounts	28,950	–
Due from other governmental units	–	48,741
Total assets	$ 32,596	$ 54,143
Liabilities and Fund Balances		
Liabilities		
Salaries and benefits payable	$ 32,596	$ –
Accounts and interest payable	–	54,128
Total liabilities	32,596	54,128
Fund balances		
Restricted for community service	–	15
Total liabilities and fund balances	$ 32,596	$ 54,143

ATHLOS LEADERSHIP ACADEMY

Community Service Special Revenue Fund
Schedule of Revenue, Expenditures, and Changes in Fund Balances
Budget and Actual
Year Ended June 30, 2015
(With Comparative Actual Amounts for the Year Ended June 30, 2014)

	2015			2014
	Budget	Actual	Over (Under) Budget	Actual
Revenue				
Federal sources	$ 30,000	$ 18,213	$ (11,787)	$ 397,847
Expenditures				
Current				
Salaries and wages	192,820	235,586	42,766	53,852
Employee benefits	40,418	49,384	8,966	7,786
Purchased services	100,455	89,246	(11,209)	327,888
Supplies and materials	30,000	6,817	(23,183)	2,018
Total expenditures	363,693	381,033	17,340	391,544
Excess (deficiency) of revenue over expenditures	(333,693)	(362,820)	(29,127)	6,303
Other financing sources	–	362,805	362,805	–
Net change in fund balances	$ (333,693)	(15)	$ 333,678	6,303
Fund balances (deficit)				
Beginning of year		15		(6,288)
End of year		$ –		$ 15

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SINGLE AUDIT AND OTHER REQUIRED REPORTS

ATHLOS LEADERSHIP ACADEMY

Schedule of Expenditures of Federal Awards
Year Ended June 30, 2015

Federal Grantor/Pass-Through Grantor/Program Title	Federal CFDA No.	Federal Expenditures
U.S. Department of Education		
Passed through Minnesota Department of Education		
Special education cluster		
Special Education – Grants to States	84.027	$ 140,992
Title I – Grants to Local Educational Agencies	84.010	47,455
Improving Teacher Quality – State Grants	84.367	15,135
Twenty-First Century Community Learning Centers	84.287	25,500
U.S. Department of Agriculture		
Passed through Minnesota Department of Education		
Child nutrition cluster		
School Breakfast Program	10.553	101,203
National School Lunch Program	10.555	280,697
Total child nutrition cluster		381,900
Total federal awards		$ 610,982

Note 1: This Schedule of Expenditures of Federal Awards is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations.* Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the Academy's basic financial statements.

Note 2: Non-monetary assistance of $18,747 is reported in this schedule at the fair market value of commodities received and disbursed for the U.S. Department of Agriculture National School Lunch Program (CFDA No. 10.555).

Note 3: All pass-through entities listed above use the same CFDA numbers as the federal grantors to identify these grants, and have not assigned any additional identifying numbers.

Note 4: The Academy provided federal awards to subrecipients as follows:

Program Title	Federal CFDA No.	Amount Provided
Twenty-First Century Community Learning Centers	84.287	$ 24,152

MMKR
CERTIFIED PUBLIC ACCOUNTANTS

PRINCIPALS
Thomas M. Montague, CPA
Thomas A. Karnowski, CPA
Paul A. Radosevich, CPA
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James H. Eichten, CPA
Aaron J. Nielsen, CPA
Victoria L. Holinka, CPA

INDEPENDENT AUDITOR'S 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 School Board and Management of
Athlos Leadership Academy
Brooklyn Park, Minnesota

We have audited, 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, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Athlos Leadership Academy (the Academy) as of and for the year ended June 30, 2015, and the related notes to the financial statements, which collectively comprise the Academy's basic financial statements, and have issued our report thereon dated October 27, 2015.

INTERNAL CONTROL OVER FINANCIAL REPORTING

In planning and performing our audit of the financial statements, we considered the Academy's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Academy's internal control. Accordingly, we do not express an opinion on the effectiveness of the Academy's internal control.

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 combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Academy's financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

(continued)

Malloy, Montague, Karnowski, Radosevich, & Co., P.A.
7900 Xerxes Avenue South • Suite 410 • Minneapolis, MN 55431 • Telephone: 952-545-0424 • Telefax: 952-545-0569 • www.mmkr.com

COMPLIANCE AND OTHER MATTERS

As part of obtaining reasonable assurance about whether the Academy's financial statements are free from 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*.

PURPOSE OF THIS REPORT

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Academy's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Academy's internal control and compliance. Accordingly, this report is not suitable for any other purpose.

Malloy, Montague, Karnowski, Radosevich & Co., P.A.

Minneapolis, Minnesota
October 27, 2015

MMKR
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INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133

To the School Board and Management of
Athlos Leadership Academy
Brooklyn Park, Minnesota

REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM

We have audited Athlos Leadership Academy's (the Academy) compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 *Compliance Supplement* that could have a direct and material effect on each of the Academy's major federal programs for the year ended June 30, 2015. The Academy's major federal programs are identified in the summary of auditor's results section of the accompanying Schedule of Findings and Questioned Costs.

MANAGEMENT'S RESPONSIBILITY

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

AUDITOR'S RESPONSIBILITY

Our responsibility is to express an opinion on compliance for each of the Academy's major federal programs based on our audit of the types of compliance requirements referred to above. 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 the Academy'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 on compliance for each major federal program. However, our audit does not provide a legal determination of the Academy's compliance.

(continued)

Malloy, Montague, Karnowski, Radosevich, & Co., P.A.
7900 Xerxes Avenue South • Suite 410 • Minneapolis, MN 55416 • Telephone: 952-545-0424 • Telefax: 952-545-0569 • www.mmkr.com

BASIS FOR QUALIFIED OPINION ON CHILD NUTRITION CLUSTER

As described in the accompanying Schedule of Findings and Questioned Costs, the Academy did not comply with requirements regarding special tests and provisions as outlined in finding number 2015-001. Compliance with such requirements is necessary, in our opinion, for the Academy to comply with the requirements applicable to that program.

QUALIFIED OPINION ON CHILD NUTRITION CLUSTER

In our opinion, except for the noncompliance described in the Basis for Qualified Opinion paragraph, the Academy complied, in all material respects, with the types of compliance requirements referred to on the previous page that could have a direct and material effect on the child nutrition cluster for the year ended June 30, 2015.

OTHER MATTERS

The Academy's response to the noncompliance finding identified in our audit is described in the accompanying Schedule of Findings and Questioned Costs. The Academy's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on it.

REPORT ON INTERNAL CONTROL OVER COMPLIANCE

Management of the Academy is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to on the previous page. In planning and performing our audit of compliance, we considered the Academy's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program 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 the Academy'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. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

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 material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, we identified a deficiency in internal control over compliance, as described in the accompanying Schedule of Findings and Questioned Costs as item 2015-001 that we consider to be a significant deficiency.

(continued)

ACADEMY'S RESPONSE TO FINDING

The Academy's response to the internal control over compliance finding identified in our audit is described in the accompanying Schedule of Findings and Questioned Costs. The Academy's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

PURPOSE OF THIS REPORT

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Malloy, Montague, Karnowski, Radosevich & Co., P.A.

Minneapolis, Minnesota
October 27, 2015

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MMKR
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INDEPENDENT AUDITOR'S REPORT

ON MINNESOTA LEGAL COMPLIANCE

To the School Board and Management of
Athlos Leadership Academy
Brooklyn Park, Minnesota

We have audited, 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, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Athlos Leadership Academy (the Academy) as of and for the year ended June 30, 2015, and the related notes to the financial statements, which collectively comprise the Academy's basic financial statements, and have issued our report thereon dated October 27, 2015.

MINNESOTA LEGAL COMPLIANCE

The *Minnesota Legal Compliance Audit Guide for Political Subdivisions*, promulgated by the Office of the State Auditor pursuant to Minnesota Statute § 6.65, contains two categories of compliance to be tested in audits of charter schools: uniform financial accounting and reporting standards, and charter schools. Our audit included both of the listed categories.

In connection with our audit, nothing came to our attention that caused us to believe that the Academy failed to comply with the provisions of the *Minnesota Legal Compliance Audit Guide for Political Subdivisions*, except as described in the Schedule of Findings and Questioned Costs as item 2015-002. However, our audit was not directed primarily toward obtaining knowledge of such noncompliance. Accordingly, had we performed additional procedures, other matters may have come to our attention regarding the Academy's noncompliance with the above referenced provisions.

RESPONSE TO FINDINGS

The Academy's response to the legal compliance finding identified in our audit has been included in the Schedule of Findings and Questioned Costs. The Academy's response was not subject to the auditing procedures applied in our audit of the financial statements and, accordingly, we express no opinion on it.

PURPOSE OF THIS REPORT

The purpose of this report is solely to describe the scope of our testing of compliance and the results of that testing, and not to provide an opinion on compliance. Accordingly, this report is not suitable for any other purpose.

Malloy, Montague, Karnowski, Radosevich & Co., P.A.

Minneapolis, Minnesota
October 27, 2015

Malloy, Montague, Karnowski, Radosevich, & Co., P.A.
[illegible] Mayzata Boulevard • Suite 410 • Minneapolis, MN 55416 • Telephone: 952-545-0424 • Telefax: 952-545-0569 • www.mmkr.com

ATHLOS LEADERSHIP ACADEMY

Schedule of Findings and Questioned Costs
Year Ended June 30, 2015

A. SUMMARY OF AUDIT RESULTS

This summary is formatted to provide federal granting agencies and pass-through agencies answers to specific questions regarding the audit of federal awards.

Financial Statements

What type of auditor's report is issued?		**X** Unmodified
		____ Qualified
		____ Adverse
		____ Disclaimer
Internal control over financial reporting:		
Material weakness(es) identified?	____ Yes	**X** No
Significant deficiencies identified?	____ Yes	**X** None reported
Noncompliance material to the financial statements noted?	____ Yes	**X** No

Federal Awards

Internal controls over major federal award programs:		
Material weakness(es) identified?	____ Yes	**X** No
Significant deficiencies identified?	**X** Yes	____
Type of auditor's report issued on compliance for major programs?		
Child Nutrition Cluster	Qualified	
Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of OMB Circular A-133?	**X** Yes	____ No

Programs tested as major programs:

Program or Cluster	CFDA No.
The U.S. Department of Agriculture – child nutrition cluster	
School Breakfast Program	10.553
National School Lunch Program	10.555

Threshold for distinguishing type A and B programs.	$	300,000
Does the auditee qualify as a low-risk auditee?	____ Yes	**X** No

B. FINDINGS – FINANCIAL STATEMENT AUDIT

None.

C. FINDINGS AND QUESTIONED COSTS – MAJOR FEDERAL AWARD PROGRAMS AUDIT

NONCOMPLIANCE AND SIGNIFICANT DEFICIENCY IN INTERNAL CONTROL OVER COMPLIANCE – U.S. DEPARTMENT OF AGRICULTURE CHILD NUTRITION CLUSTER – CFDA NOS. 10.555 AND 10.553

2015-001 Special Tests and Provisions – Paid Lunch Equity

Criteria – 7 CFR § 210.14 – child nutrition cluster federal reimbursement equity calculation compliance requirements.

Condition – Athlos Leadership Academy (the Academy) was not performing the required equity calculation to ensure that sufficient funds are provided to its nonprofit school food service account from lunches served to students not eligible for free or reduced meals. A school food authority that charges less for a paid lunch than the difference between the federal reimbursement rate for such a lunch and that for a free or reduced lunch is required to comply. Upon the Academy being made aware of this requirement, the equity calculation was performed and the required amount of local funding was transferred to the program.

Context – This is a current year finding.

Questioned Costs – None.

Cause – This was an oversight by academy personnel.

Effect – If the equity calculation was not completed and the required amount of local funding transferred to the program, the Academy may have been considered to have utilized federal funds to subsidize the cost of meals served to students that were not eligible for free or reduced price meals.

Recommendation – We recommend that the Academy's Principal complete this calculation annually to ensure ongoing compliance with this requirement.

Corrective Action Plan

Actions Planned – The Academy has implemented changes to correct the condition described above and will continue to monitor to ensure ongoing compliance.

Official Responsible – The Academy's Principal.

Planned Completion Date – June 30, 2016.

Explanation – The Academy agrees with this finding.

C. FINDINGS AND QUESTIONED COSTS – MAJOR FEDERAL AWARD PROGRAMS AUDIT

NONCOMPLIANCE AND SIGNIFICANT DEFICIENCY IN INTERNAL CONTROL OVER COMPLIANCE – U.S. DEPARTMENT OF AGRICULTURE CHILD NUTRITION CLUSTER – CFDA NOS. 10.555 AND 10.553 (CONTINUED)

2015-001 Special Tests and Provisions – Paid Lunch Equity (continued)

Corrective Action Plan (continued)

Plan to Monitor – The Academy's Principal will oversee the periodic completion of the paid lunch equity calculation and ensure compliance with this requirement in the future.

D. FINDINGS – MINNESOTA LEGAL COMPLIANCE AUDIT

2015-002 Collateral

Criteria – Minnesota Statute § 118A.03.

Condition – Minnesota Statute § 118A.03 requires that if an academy's deposits exceed federal insurance coverage, excess deposits must be covered by corporate surety bonds or collateral that has a market value of at least 110 percent of such excess. This requirement was not met for all of the Academy's deposit accounts during the year ended June 30, 2015.

Questioned Costs – Not applicable.

Context – This is a current year finding. The Academy had $217,968 of excess deposits not covered at June 30, 2015.

Cause – This was an oversight by academy personnel.

Effect – Deposits exceeding $250,000 of federal insurance coverage may be lost in the event of a bank failure.

Recommendation – We recommend that the Academy obtain corporate surety bonds or collateral that has a market value of at least 110 percent of academy deposits that exceed federal insurance coverage.

Corrective Action Plan

Actions Planned – The Academy is working with the financial institution to ensure the account is covered by adequate collateral.

Official Responsible – The Academy's Principal.

Planned Completion Date – June 30, 2016.

D. FINDINGS – MINNESOTA LEGAL COMPLIANCE AUDIT (CONTINUED)

2015-002 Collateral (continued)

Corrective Action Plan (continued)

Disagreement With or Explanation of Finding – The Academy agrees with the finding.

Plan to Monitor – The Academy's Principal will review the corrective action plan for compliance prior to the above planned completion date.

E. SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS – MAJOR FEDERAL AWARD PROGRAMS AUDIT

None.

ATHLOS LEADERSHIP ACADEMY

Uniform Financial Accounting and Reporting Standards
Compliance Table
June 30, 2015

		Audit	UFARS	Audit – UFARS
General Fund				
Total revenue		$ 9,777,007	$ 9,777,006	$ 1
Total expenditures		$ 9,523,353	$ 9,523,353	$ –
Nonspendable				
460	Nonspendable fund balance	$ 566,270	$ 566,270	$ –
Restricted/reserve				
403	Staff development	$ –	$ –	$ –
405	Deferred maintenance	$ –	$ –	$ –
406	Health and safety	$ –	$ –	$ –
407	Capital projects levy	$ –	$ –	$ –
408	Cooperative revenue	$ –	$ –	$ –
411	Severance pay	$ –	$ –	$ –
413	Projects funded by COP	$ –	$ –	$ –
414	Operating debt		$ –	$ –
416	Levy reduction	$ –	$ –	$ –
417	Taconite building maintenance	$ –	$ –	$ –
423	Certain teacher programs	$ –	$ –	$ –
424	Operating capital	$ –	$ –	$ –
426	$25 taconite	$ –	$ –	$ –
427	Disabled accessibility	$ –	$ –	$ –
428	Learning and development	$ –	$ –	$ –
434	Area learning center	$ –	$ –	$ –
435	Contracted alternative programs	$ –	$ –	$ –
436	State approved alternative program	$ –	$ –	$ –
438	Gifted and talented	$ –	$ –	$ –
441	Basic skills programs	$ –	$ –	$ –
445	Career and technical programs	$ –	$ –	$ –
446	First grade preparedness	$ –	$ –	$ –
449	Safe schools levy	$ –	$ –	$ –
450	Pre-kindergarten	$ –	$ –	$ –
451	QZAB payments	$ –	$ –	$ –
452	OPEB liability not in trust	$ –	$ –	$ –
453	Unfunded severance and retirement levy	$ –	$ –	$ –
Restricted				
464	Restricted fund balance	$ –	$ –	$ –
Committed				
418	Committed for separation	$ –	$ –	$ –
461	Committed fund balance	$ –	$ –	$ –
Assigned				
462	Assigned fund balance	$ –	$ –	$ –
Unassigned				
422	Unassigned fund balance	$ (112,060)	$ (112,060)	$ –
Food Service				
Total revenue		$ 545,071	$ 545,071	$ –
Total expenditures		$ 569,251	$ 569,252	$ (1)
Nonspendable				
460	Nonspendable fund balance	$ –	$ –	$ –
Restricted				
452	OPEB liability not in trust	$ –	$ –	$ –
464	Restricted fund balance	$ –	$ –	$ –
Unassigned				
463	Unassigned fund balance	$ –	$ –	$ –
Community Service				
Total revenue		$ 18,213	$ 18,213	$ –
Total expenditures		$ 381,033	$ 381,033	$ –
Nonspendable				
460	Nonspendable fund balance	$ –	$ –	$ –
Restricted/reserve				
426	$25 taconite	$ –	$ –	$ –
431	Community education	$ –	$ –	$ –
432	ECFE	$ –	$ –	$ –
444	School readiness	$ –	$ –	$ –
447	Adult basic education	$ –	$ –	$ –
452	OPEB liability not in trust	$ –	$ –	$ –
Restricted				
464	Restricted fund balance	$ –	$ –	$ –
Unassigned				
463	Unassigned fund balance	$ –	$ –	$ –

ATHLOS LEADERSHIP ACADEMY

Uniform Financial Accounting and Reporting Standards
Compliance Table (continued)
June 30, 2015

		Audit	UFARS	Audit – UFARS
Building Construction				
Total revenue		$ –	$ –	$ –
Total expenditures		$ –	$ –	$ –
Nonspendable				
460	Nonspendable fund balance	$ –	$ –	$ –
Restricted/reserve				
407	Capital projects levy	$ –	$ –	$ –
409	Alternative facility program	$ –	$ –	$ –
413	Project funded by COP	$ –	$ –	$ –
Restricted				
464	Restricted fund balance	$ –	$ –	$ –
Unassigned				
463	Unassigned fund balance	$ –	$ –	$ –
Debt Service				
Total revenue		$ –	$ –	$ –
Total expenditures		$ –	$ –	$ –
Nonspendable				
460	Nonspendable fund balance	$ –	$ –	$ –
Restricted/reserve				
425	Bond refundings	$ –	$ –	$ –
451	QZAB payments	$ –	$ –	$ –
Restricted				
464	Restricted fund balance	$ –	$ –	$ –
Unassigned				
463	Unassigned fund balance	$ –	$ –	$ –
Trust				
Total revenue		$ –	$ –	$ –
Total expenditures		$ –	$ –	$ –
422	Net position	$ –	$ –	$ –
Internal Service				
Total revenue		$ –	$ –	$ –
Total expenditures		$ –	$ –	$ –
422	Net position	$ –	$ –	$ –
OPEB Revocable Trust Fund				
Total revenue		$ –	$ –	$ –
Total expenditures		$ –	$ –	$ –
422	Net position	$ –	$ –	$ –
OPEB Irrevocable Trust Fund				
Total revenue		$ –	$ –	$ –
Total expenditures		$ –	$ –	$ –
422	Net position	$ –	$ –	$ –
OPEB Debt Service Fund				
Total revenue		$ –	$ –	$ –
Total expenditures		$ –	$ –	$ –
Nonspendable				
460	Nonspendable fund balance	$ –	$ –	$ –
Restricted				
425	Bond refundings	$ –	$ –	$ –
464	Restricted fund balance	$ –	$ –	$ –
Unassigned				
463	Unassigned fund balance	$ –	$ –	$ –

Note: Statutory restricted deficits, if any, are reported in unassigned fund balances in the financial statements in accordance with accounting principles generally accepted in the United States of America.

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Management Report

for

Athlos Leadership Academy
Brooklyn Park, Minnesota
June 30, 2015

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MMKR
CERTIFIED PUBLIC ACCOUNTANTS

PRINCIPALS
Thomas M. Montague, CPA
Thomas A. Karnowski, CPA
Paul A. Radosevich, CPA
William J. Lauer, CPA
James H. Eichten, CPA
Aaron J. Nielsen, CPA
Victoria L. Holinka, CPA

To the School Board and Management of
Athlos Leadership Academy
Brooklyn Park, Minnesota

We have prepared this management report in conjunction with our audit of Athlos Leadership Academy's (the Academy) financial statements for the year ended June 30, 2015. The purpose of this report is to make certain required communications to those who have responsibility for oversight of the financial reporting process and to provide comments resulting from our audit process. We have organized this report into the following sections:

- Audit Summary
- Funding Public Education in Minnesota
- Financial Trends of Your Academy
- Legislative Summary
- Accounting and Auditing Updates

We would be pleased to further discuss any of the information contained in this report or any other concerns that you would like us to address. We would also like to express our thanks for the courtesy and assistance extended to us during the course of our audit.

The purpose of this report is solely to provide those charged with governance of the Academy, management, and those who have responsibility for oversight of the financial reporting process comments resulting from our audit process and information relevant to school district and charter school financing in Minnesota. Accordingly, this report is not suitable for any other purpose.

Malloy, Montague, Karnowski, Radosevich & Co., P.A.

Minneapolis, Minnesota
October 27, 2015

Malloy, Montague, Karnowski, Radosevich, & Co., P.A.
7900 Xerxes Avenue South • Suite 410 • Minneapolis, MN 55416 • Telephone: 952-545-0424 • Telefax: 952-545-0569 • www.mmkr.com

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AUDIT SUMMARY

The following is a summary of our audit work, key conclusions, and other information that we consider important or that is required to be communicated to the School Board, administration, or those charged with governance of the Academy.

OUR RESPONSIBILITY UNDER AUDITING STANDARDS GENERALLY ACCEPTED IN THE UNITED STATES OF AMERICA, *GOVERNMENT AUDITING STANDARDS*, AND THE U.S. OFFICE OF MANAGEMENT AND BUDGET (OMB) CIRCULAR A-133

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Academy as of and for the year ended June 30, 2015, and the related notes to the financial statements. Professional standards require that we provide you with information about our responsibilities under auditing standards generally accepted in the United States of America, *Government Auditing Standards*, and OMB Circular A-133, as well as certain information related to the planned scope and timing of our audit. We have communicated such information to you verbally and in our audit engagement letter. Professional standards also require that we communicate to you the following information related to our audit.

PLANNED SCOPE AND TIMING OF THE AUDIT

We performed the audit according to the planned scope and timing previously discussed and coordinated in order to obtain sufficient audit evidence and complete an effective audit.

AUDIT OPINION AND FINDINGS

Based on our audit of the Academy's financial statements for the year ended June 30, 2015:

- We have issued an unmodified opinion on the Academy's annual financial statements.
- We reported no deficiencies in the Academy's internal control over financial reporting that we considered to be material weaknesses.
- The results of our testing disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards.*
- We reported that the Schedule of Expenditures of Federal Awards is fairly stated, in all material respects, in relation to the basic financial statements.
- The results of our tests indicate that the Academy did not comply, in all material respects, with the types of compliance requirements that could have a direct and material effect on each of its major federal programs. We also reported one deficiency in the Academy's internal controls over compliance that we consider to be a significant deficiency, based on our testing of major federal programs:
    - The Academy did not comply and the Academy's controls over compliance with special tests and provisions requirements were not sufficient to ensure the required equity calculation was performed to determine that sufficient local funds were provided to its food service account from lunches served to students not eligible for free or reduced meals.
- We reported one finding based on our testing of the Academy's compliance with Minnesota laws and regulations.
    - Our testing procedures performed determined the Academy did not have adequate collateral coverage for the deposit balance as of June 30, 2015 as required by Minnesota Statute § 118A.03.

SIGNIFICANT ACCOUNTING POLICIES

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the Academy are described in Note 1 of the notes to basic financial statements.

The Academy implemented Governmental Accounting Standards Board (GASB) Statement No. 68, *Accounting and Financial Reporting for Pensions–an amendment of GASB Statement No. 27*. This statement provides new guidance on accounting and financial reporting for pensions accounted for in the financial statements of plan employers. This change required the Academy to report a change in accounting principle adjustment to beginning equity on the entity-wide statements as described in Note 1 of the notes to basic financial statements.

The application of remaining policies was not changed during the fiscal year ended June 30, 2015. We noted no transactions entered into by the Academy during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

CORRECTED AND UNCORRECTED MISSTATEMENTS

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. Where applicable, management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management, when applicable, were material, either individually or in the aggregate, to each opinion unit's financial statements taken as a whole.

ACCOUNTING ESTIMATES AND MANAGEMENT JUDGMENTS

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were:

General education revenue and certain other revenues are computed by applying an allowance per student to the number of students served by the Academy. Student attendance is accumulated in a state-wide database—MARSS. Because of the complexity of student accounting and because of certain enrollment options, student information is input by other schools and the MARSS data for the current fiscal year is not finalized until after the Academy has closed its financial records for the fiscal period. General education revenue and certain other revenues are computed using preliminary information on the number of students served in the resident school and also utilizing some estimates, particularly in the area of enrollment options.

Special education state aid includes an adjustment related to tuition billings to other schools for special education services which are computed using formulas derived by the Minnesota Department of Education. Because of the timing of the calculations, this adjustment for the current fiscal year is not finalized until after the Academy has closed its financial records for the fiscal period. The impact of this adjustment on the receivable and revenue recorded for state special education aid is calculated using preliminary information available to the Academy.

The Academy has recorded activity for pension benefits. This obligation is calculated using actuarial methodologies described in GASB Statement No. 68. This actuarial calculation includes significant assumptions, including projected changes, investment returns, retirement ages, proportionate share, and employee turnover.

The depreciation of capital assets involves estimates pertaining to useful lives.

We evaluated the key factors and assumptions used by management in the areas discussed above in determining that they are reasonable in relation to the financial statements taken as a whole.

The financial statement disclosures are neutral, consistent, and clear.

DIFFICULTIES ENCOUNTERED IN PERFORMING THE AUDIT

We encountered no significant difficulties in dealing with management in performing and completing our audit.

DISAGREEMENTS WITH MANAGEMENT

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

MANAGEMENT REPRESENTATIONS

We have requested certain representations from management that are included in the management representation letter dated October 27, 2015.

MANAGEMENT CONSULTATIONS WITH OTHER INDEPENDENT ACCOUNTANTS

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Academy's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

OTHER AUDIT FINDINGS OR ISSUES

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Academy's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention

OTHER MATTERS

We applied certain limited procedures to Management's Discussion and Analysis and pension-related required supplementary information (RSI), which is required supplementary information that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit the RSI and do not express an opinion or provide any assurance on the RSI.

We were engaged to report on the supplemental information, Schedule of Expenditures of Federal Awards, and Uniform Financial Accounting and Reporting Standards (UFARS) Compliance Table accompanying the financial statements, which are not RSI. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

We were not engaged to report on the introductory section which accompanies the financial statements but is not RSI. We did not audit or perform other procedures on this other information and we do not express an opinion or provide any assurance on it.

FUNDING PUBLIC EDUCATION IN MINNESOTA

Due to its complexity, it would be impossible to fully explain the funding of public education in Minnesota within this report. A summary of legislative changes affecting school districts and charter schools included later in this report gives an indication of how complicated the funding system is. This section provides some state-wide funding and financial trend information.

BASIC GENERAL EDUCATION REVENUE

The largest single funding source for Minnesota charter schools is basic general education aid. Each year, the Legislature sets a basic formula allowance. Total basic general education revenue is calculated by multiplying the formula allowance by the number of pupil units for which a school is entitled to aid. Pupil units are calculated using a legislatively determined weighting system applied to average daily membership (ADM). Over the years, various modifications have been made to this calculation, including changes in weighting and special consideration for declining enrollment schools.

The table below presents a summary of the formula allowance for the past decade and as approved for the 2016 and 2017 fiscal years. The amount of the formula allowance and the percentage change from year to year excludes non-comparable changes such as temporary funding increases, the "roll-in" of aids that were previously funded separately, and the one-time replacement of a portion of general education aid with federal fiscal stabilization funds in fiscal 2010.

Fiscal Year Ended June 30,	Formula Allowance Amount	Formula Allowance Percent Increase	
2006	$ 4,783	4.0 %	
2007	$ 4,974	4.0 %	
2008	$ 5,074	2.0 %	
2009	$ 5,124	1.0 %	
2010	$ 5,124	– %	
2011	$ 5,124	– %	
2012	$ 5,174	1.0 %	
2013	$ 5,224	1.0 %	
2014	$ 5,302	1.5 %	
2015	$ 5,831	2.0 %	*
2016	$ 5,948	2.0 %	
2017	$ 6,067	2.0 %	

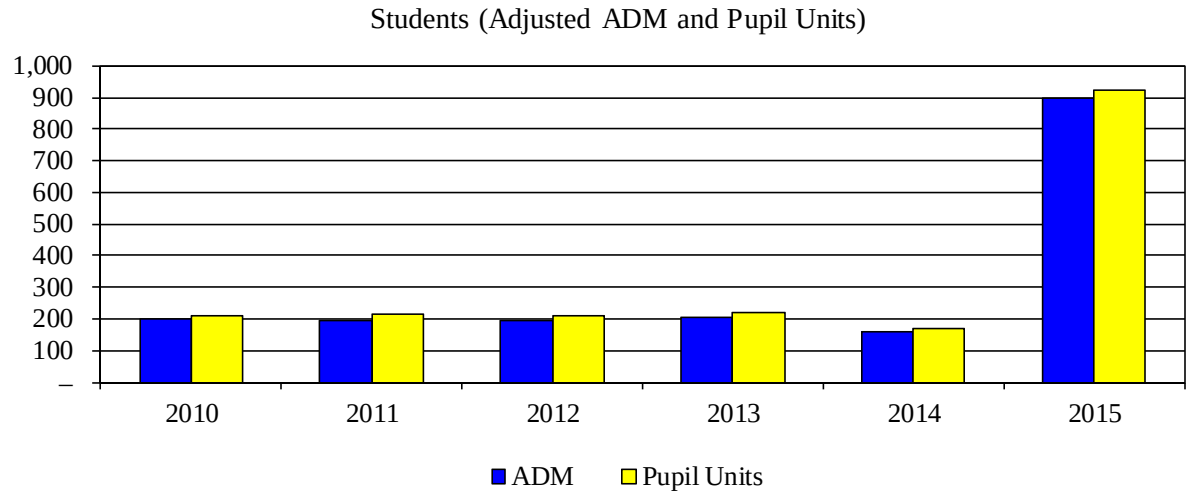
* The $529 increase in 2015 is offset by changes to pupil weightings and the general education aid formula that reduced the increase to the equivalent of $105, or 2.0 percent, state-wide.

In recent years, modest increases in the formula allowance have forced many schools to continually cut expenditure budgets or seek other revenue sources in order to maintain programs.

FINANCIAL TRENDS OF YOUR ACADEMY

AVERAGE DAILY MEMBERSHIP AND PUPIL UNITS

The following graph summarizes the ADM and pupil units served by the Academy for the last six fiscal years:

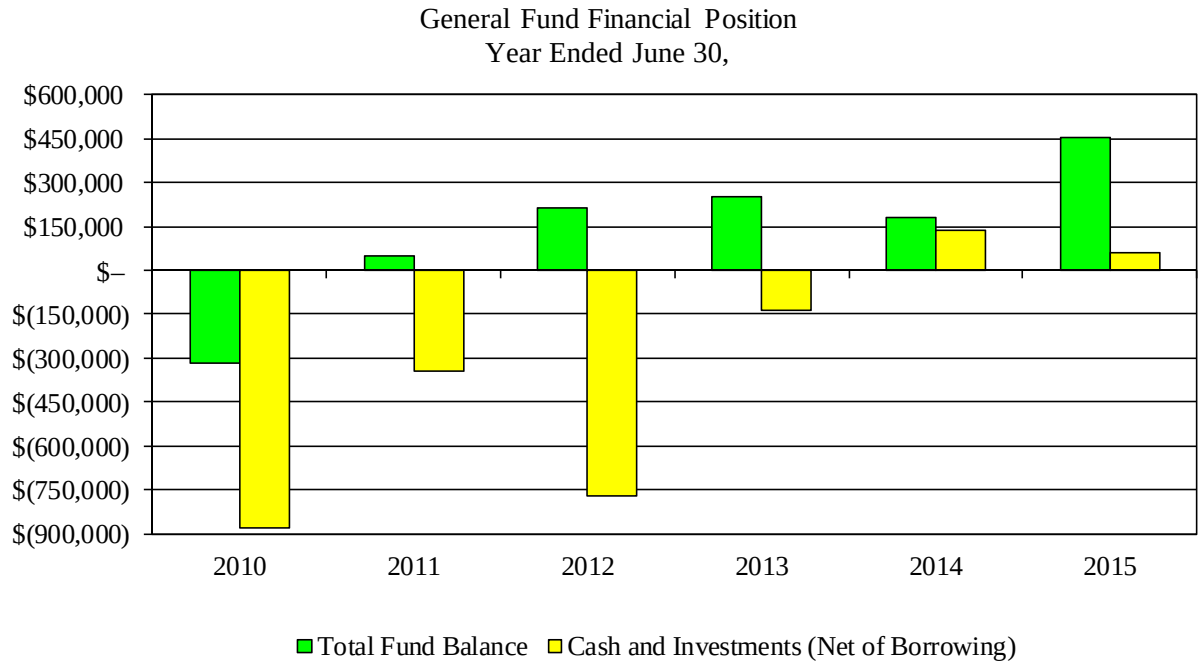


The Academy's ADM served for 2015 is estimated to be 899, which increased by 741 ADM from the previous year.

ADM is a measure of students attending class, which is converted to pupil units (the base for determining revenue) using a statutory formula. The number of pupil units served by the Academy for 2015 was estimated to be 923, an increase of about 758 pupil units from the prior year. Not only is the original budget based on ADM estimates, the final audited financial statements are based on updated, but still estimated ADM, since the counts are not finalized until around January of the following year. When viewing revenue budget variances, one needs to consider these ADM changes and the impact of prior year final adjustments which affect the current year's revenue.

GENERAL FUND OPERATIONS AND FINANCIAL POSITION

The following graph displays the Academy's General Fund financial position for the last six years:



The Academy's General Fund ended 2015 with a total fund balance of $454,210, an increase of $271,212 from the prior year as compared to a budgeted decrease of $81,444. The General Fund cash and investments balance (net of borrowing) at year-end was $59,260, a decrease of $75,109 from the prior year.

Unassigned fund balance as a percentage of expenditures is one key measure of a school's financial health. The resources represented by this fund balance are critical to a school's ability to maintain adequate cash flow throughout the year, to retain its programs, and to cushion against the impact of unexpected costs or funding shortfalls. For the Academy, unassigned fund balance in the General Fund was a deficit ($112,060) at the end of 2015, which represented a deficit (1.0 percent) of 2016 budgeted expenditures.

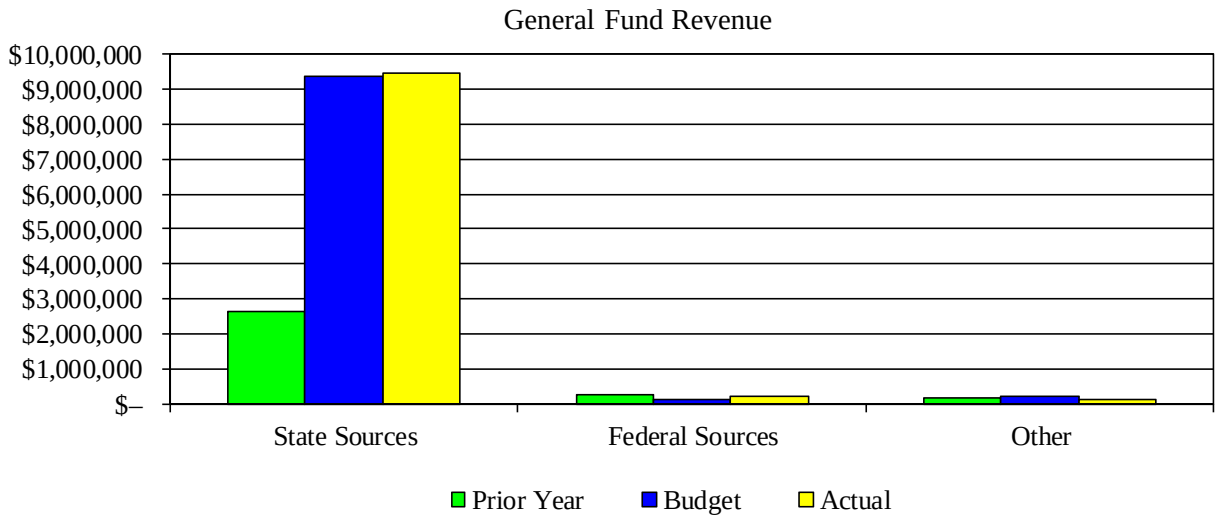
The Academy adopted the following policies to achieve and maintain fund balance:

1. The Academy will strive to maintain a minimum unassigned General Fund balance of 5–30 percent of the annual budget.

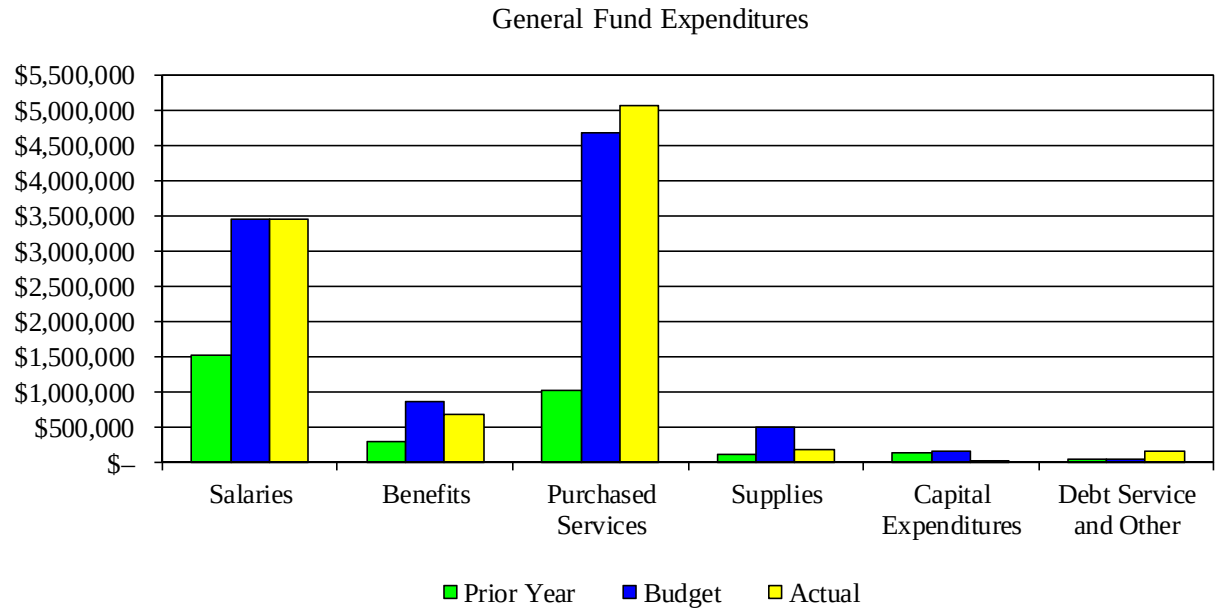
2. The School Board will conduct an annual review of the sufficiency of the minimum unassigned General Fund balance level.

GENERAL FUND REVENUE AND EXPENDITURES

The following graphs summarize the Academy's General Fund revenue and expenditures for 2015:



Total General Fund revenues for 2015 were $9,777,007, an increase of $6,715,787 from the prior year, and $114,913 over budget. The increase in revenues mainly occurred in state sources, which increased $6,831,788. The increase in state sources was due to an increase in the ADM for the current fiscal year.



Total General Fund expenditures for 2015 were $9,523,353, an increase of $6,395,745 from the prior year, and $177,356 under budget. The increase in expenditures was mainly due to increases in purchased services for rent payments being made by the Academy and an increase in staffing for the increase in ADM for 2015. Expenditures were under budget mainly in supplies and materials and capital expenditures.

FOOD SERVICE SPECIAL REVENUE FUND

The Academy's Food Service Special Revenue Fund expenditures exceeded revenues by $24,180 in fiscal 2015. This loss was funded by a transfer from the General Fund. As a result, this fund ended the year with a fund balance of $0 at June 30, 2015. It is important that the Food Service Special Revenue Fund be self-sustaining, so as not to place an additional burden on the General Fund.

COMMUNITY SERVICE SPECIAL REVENUE FUND

The Academy's Community Service Special Revenue Fund expenditures exceeded revenues in fiscal 2015 by $362,820. Minnesota Statutes required the Academy to transfer funds from the General Fund to finance this deficit.

LEGISLATIVE SUMMARY

After two years with Democratic control of the governor's office and both legislative chambers, the Republicans picked up 11 seats in the House of Representatives (the House) in the 2014 elections, gaining control of that chamber for 2015. Despite the 2015 legislative session beginning with a projected budget excess of $1.87 billion for the 2016–2017 biennium, the most favorable budget forecast in over a decade, little was accomplished during the session due to partisan disagreement. One of the many areas of contention was the education finance bill, which was passed by the House and Senate late in the regular session without a universal preschool provision demanded by the governor. As promised, the governor vetoed the education finance bill along with several others, forcing a special session. Ultimately, the K–12 education finance bill was passed in a special session adding $525 million in state funding for K–12 education over the 2016–2017 biennium.

The following is a brief summary of recent legislative changes and issues affecting the future funding of Minnesota school districts and charter schools:

Basic General Education Revenue – The per pupil basic general education formula allowance increased $529 to $5,831 for fiscal year (FY) 2015, with simultaneous changes to pupil weights and the general education formula structure reducing the increase to the equivalent of $105 per pupil state-wide. The 2015 Legislature approved 2 percent increases for each of the two subsequent fiscal years, raising the per pupil allowance to $5,948 for FY 2016 and $6,067 for FY 2017.

A number of other changes were made to the general education formula, including:

- The extended time allowance increased from $5,017 to $5,117 beginning in FY 2016.
- Charter schools with extended time programs will receive 25 percent of the state average per adjusted pupil unit (about $19 per adjusted pupil unit [APU]) beginning in FY 2016.
- Funding eligibility for English learner revenue is extended from 6 to 7 years in FY 2017.
- School districts not in a compensatory pilot project are allowed to allocate up to 50 percent of compensatory revenue among building sites based on a local plan beginning in FY 2016.

The following changes were made to elements of the general education tax levy:

- The student achievement levy, reestablished to allow districts to levy up $20 million state-wide for FY 2016 (taxes payable 2015), is being phased out. There will be no change to the $20 million limit for FY 2017 (taxes payable 2016). The levy is reduced to $10 million state-wide for FY 2018 (taxes payable 2017), and eliminated for FY 2019.
- The equalization factor for operating capital was increased from $14,500 for FY 2016 to $14,740 for FY 2017, $17,473 for FY 2018, and $20,510 for FY 2019 and later years.

Language was also added requiring districts to use the 2 percent general education staff development set-aside for: teacher development and evaluation, principal development and evaluation, professional development, in-service education, and staff development plans. Staff development plans are required to be aligned and integrated with teacher development and evaluation agreements.

Quality Compensation Program (Q Comp) – The 2015 Legislature made the following changes to the Q Comp alternative compensation for teachers program:

- The cap on basic Q Comp aid increases 16.5 percent to $75,636,000 beginning in FY 2017.
- Cooperatives other than intermediate districts are eligible to participate in Q Comp beginning in FY 2017. The year prior to participating, 70 percent of the teachers employed by the cooperative must agree to adopt a Q Comp system.
- Beginning in FY 2017, the Q Comp aid formula for intermediates and other cooperatives changes to $3,000 per licensed teacher employed on October 1 of the previous year.

- Alternative teacher pay systems are now allowed to include incentives for teachers to pursue training, advanced certifications, or master's degrees; and for teachers identified as effective or highly effective to work in hard-to-fill positions or hard-to-staff schools.

Compensatory Pilot Grants – Funding for compensatory pilot grants has been extended, with state-wide funding for FY 2016 and later set at the FY 2015 level of $7,342,500. Recipient schools are required to post plans and accountability measures on their website.

Special Education Funding – State funding for special education is being transitioned to new funding formulas beginning in FY 2016.

For FY 2016, state regular special education aid will be the lesser of: 62 percent of old formula special education expenditures for the prior year; 50 percent of nonfederal special education expenditures for the prior year; or 56 percent of the amount calculated using a new pupil-driven formula based on prior year data.

Beginning in FY 2016, special education aid will be paid directly to cooperatives and intermediate districts, rather than flowing through the resident districts. Tuition bills will be reduced by the aid paid directly to these entities.

The formula for special education excess cost aid for FY 2016 will be the greater of: 56 percent of the difference between the district's unreimbursed nonfederal special education costs and 7 percent of the school's general education revenue; or 62 percent of the difference between the school's unreimbursed old formula special education costs and 2.5 percent of the school's general education revenue.

Special Education

Cash flow improved for charter schools with at least 90 percent of students receiving special education by:

- Increasing general education aid to cover the unreimbursed costs of serving students without disabilities.
- Increasing special education aid to cover the unreimbursed costs of serving students with disabilities.
- Paying the full 90 percent of estimated special education aid in the current year (rather than 90 percent of 97.4 percent of the estimated aid entitlement).
- Aid reduction to the resident district for special education tuition is calculated as if the school did not receive the added general and special education aid, and is retained by the state, since the school has its full cost covered by direct aid.

Special Education Funding Formula Clarifications – Beginning in FY 2016, special education aid for a first year charter school is calculated using current year data.

Long-Term Facilities Maintenance Revenue – Beginning in FY 2017, the current deferred maintenance, health and safety, and alternative facilities programs will be rolled into a new long-term facilities maintenance revenue program. Beginning in FY 2017, charter schools will also be eligible for long-term facilities maintenance revenue that will be phased in over a three-year period.

The amount of aid for charter schools will be as follows:

- FY 2017 – $34 x the APUs
- FY 2018 – $85 x the APUs
- FY 2019 – $132 x the APUs

Charter schools may use this revenue for any purpose related to the school.

American Indian Education Aid – The Success for the Future Grant Program is being replaced with a new American Indian Education Aid, effective FY 2016. Districts, charters, and Bureau of Indian Education schools with at least 20 American Indian students are eligible for aid. The aid entitlement will equal the lessor of approved costs or $20,000, plus $358 per American Indian student enrolled on October 1 of the previous year in excess of 20. There will be a hold harmless for districts currently receiving Success for the Future grants.

Early Learning Programs – While the Governor's proposed universal preschool provision did not become law, finding increases of $92.5 million for several early learning programs were approved for the 2016–2017 biennium, including: $48.25 million for the Early Learning Scholarship Program; $30.75 million for School Readiness; $10 million for Head Start; and $3.5 million for the "Parent Aware" early childhood rating system. Funding for Early Childhood Family Education linked to the general education formula also increased.

Pre-Kindergarten (Pre-K) – Allows a charter school to provide a fee-based pre-K program. Also allows a charter school that provides a free pre-K program to give enrollment preference to students in its free pre-K program for enrollment in kindergarten the following year. Also allows a charter school with at least 90 percent deaf and hard of hearing students to enroll pre-K students with a disability, if there is no cost impact of doing so.

Financial Reporting Dates – The deadline for districts or charters to make prior year financial data corrections for final payments was moved from December 30 to December 15 following the fiscal year-end.

Mergers – Provides a process for charter school mergers. Fund balances and debts of the schools involved in the merger are transferred to the new combined school at the beginning of the first fiscal year the merger takes effect. For the first year of operation, aid for programs requiring applications equals the sum of the aid of the merging schools. For aids based on prior year data, combined prior year data of the merged schools is used to calculate aid.

ACCOUNTING AND AUDITING UPDATES

GASB STATEMENT NO. 72, *FAIR VALUE MEASUREMENT AND APPLICATION*

The primary objective of this statement is to address accounting and financial reporting issues related to fair value measurements. Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. This statement provides guidance for determining a fair value measurement for financial reporting purposes. It also provides guidance for applying fair value to certain investments and disclosures related to all fair value measurements.

This statement generally requires investments to be measured at fair value. An investment is defined as a security or other asset that (a) a government holds primarily for the purpose of income or profit and (b) has a present service capacity based solely on its ability to generate cash or to be sold to generate cash. This statement is effective for financial statements for fiscal years beginning after June 15, 2015. Earlier application is encouraged.

GASB STATEMENT NO. 73, *ACCOUNTING AND FINANCIAL REPORTING FOR PENSIONS AND RELATED ASSETS THAT ARE NOT WITHIN THE SCOPE OF GASB STATEMENT NO. 68, AND AMENDMENTS TO CERTAIN PROVISIONS OF GASB STATEMENT NOS. 67 AND 68*

The objective of this statement is to improve the usefulness of information about pensions included in financial statements of state and local governments for making decisions and assessing accountability. This statement also clarifies the application of certain provisions of GASB Statement Nos. 67 and 68 regarding 10-year schedules of required supplementary information and other recognition issues pertaining to employers and nonemployer contributing entities. These changes will improve financial reporting by establishing a single framework for the presentation of information about pensions, enhancing comparability for similar information reported by employers and nonemployer contributing entities.

The requirements of this statement that address accounting and financial reporting by employers and governmental nonemployer contributing entities for pensions not within the scope of GASB Statement No. 68 are effective for financial statements for fiscal years beginning after June 15, 2016, and the requirements of this statement that address financial reporting for assets accumulated for purposes of providing those pensions are effective for fiscal years beginning after June 15, 2015. The requirements of this statement for pension plans that are within the scope of GASB Statement No. 67 or for pensions that are within the scope of GASB Statement No. 68 are effective for fiscal years beginning after June 15, 2015. Earlier application is encouraged.

GASB STATEMENT NO. 74, *FINANCIAL REPORTING FOR POSTEMPLOYMENT BENEFIT PLANS OTHER THAN PENSION PLANS*

The objective of this statement is to improve the usefulness of information about post-employment benefits other than pensions (other post-employment benefits [OPEB]). This statement replaces GASB Statement Nos. 43 and 57. It also includes requirements for defined contribution OPEB plans that replace the requirements for those OPEB plans in GASB Statement Nos. 25, 43, and 50. GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, establishes new accounting and financial reporting requirements for governments whose employees are provided with OPEB, as well as for certain nonemployer governments that have a legal obligation to provide financial support for OPEB provided to the employees of other entities.

This statement will improve financial reporting primarily through enhanced note disclosures and schedules of required supplementary information that will be presented by OPEB plans administered through trusts meeting the specified criteria. The new information will enhance the decision-usefulness of the financial reports of those OPEB plans, their value for assessing accountability, and their transparency by providing information about measures of net OPEB liabilities and explanations of how and why those liabilities changed from year to year. The net OPEB liability information, including ratios, will offer an up-to-date indication of the extent to which the total OPEB liability is covered by the fiduciary net position of the OPEB plan. The comparability of the reported information for similar types of OPEB plans will be improved by the changes related to the attribution method used to determine the total OPEB liability. The contribution schedule will provide measures to evaluate decisions related to the assessment of contribution rates in comparison with actuarially determined rates, if such rates are determined. In addition, new information about rates of return on OPEB plan investments will inform financial report users about the effects of market conditions on the OPEB plan's assets over time and provide information for users to assess the relative success of the OPEB plan's investment strategy and the relative contribution that investment earnings provide to the OPEB plan's ability to pay benefits to plan members when they come due.

This statement is effective for financial statements for fiscal years beginning after June 15, 2016. Earlier application is encouraged.

GASB STATEMENT NO. 75, *ACCOUNTING AND FINANCIAL REPORTING FOR POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS*

The primary objective of this statement is to improve accounting and financial reporting by state and local governments for post-employment benefits other than pensions (OPEB). It also improves information provided by state and local governmental employers about financial support for OPEB that is provided by other entities. This statement replaces the requirements of GASB Statement Nos. 45 and 57. GASB Statement No. 74 establishes new accounting and financial reporting requirements for OPEB plans.

This statement establishes standards for recognizing and measuring liabilities, deferred outflows of resources, deferred inflows of resources, and expense/expenditures. For defined benefit OPEB, this statement identifies the methods and assumptions that are required to be used to project benefit payments, discount projected benefit payments to their actuarial present value, and attribute that present value to periods of employee service. Note disclosure and required supplementary information requirements about defined benefit OPEB also are addressed. This statement is effective for fiscal years beginning after June 15, 2017. Earlier application is encouraged.

Similar to changes implemented for pensions, this statement requires the liability of employers and nonemployer contributing entities to employees for defined benefit OPEB (net OPEB liability) to be measured as the portion of the present value of projected benefit payments to be provided to current active and inactive employees that is attributed to those employees' past periods of service (total OPEB liability), less the amount of the OPEB plan's fiduciary net position.

GASB STATEMENT NO. 77, *TAX ABATEMENT DISCLOSURES*

This statement requires disclosure of tax abatement information about (1) a reporting government's own tax abatement agreements, and (2) those that are entered into by other governments and that reduce the reporting government's tax revenues. Tax abatements are widely used by state and local governments, particularly to encourage economic development. For financial reporting purposes, this statement defines a tax abatement as resulting from an agreement between a government and an individual or entity in which the government promises to forgo tax revenues and the individual or entity promises to subsequently take a specific action that contributes to economic development or otherwise benefits the government or its citizens.

The requirements of this statement improve financial reporting by giving users of financial statements essential information that is not consistently or comprehensively reported to the public at present. Disclosure of information about the nature and magnitude of tax abatements will make these transactions more transparent to financial statement users. As a result, users will be better equipped to understand (1) how tax abatements affect a government's future ability to raise resources and meet its financial obligations, and (2) the impact those abatements have on a government's financial position and economic condition. The requirements of this statement are effective for financial statements for periods beginning after December 15, 2015. Earlier application is encouraged.

CHANGES TO FEDERAL GRANT AUDIT REQUIREMENTS

In December 2013, the OMB issued *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Audits*, which supersedes all or parts of eight OMB circulars; consolidating federal cost principles, administrative principles, and audit requirements in one document. This new Uniform Guidance includes a number of significant changes to both administrative requirements and the federal Single Audit process.

Significant changes in administrative requirements include: changes to time and effort documentation, updating internal control framework to be consistent with changes to the Committee of Sponsoring Organizations) of the Treadway Commission (COSO) internal control framework, creating written policies and procedures to implement requirements of cash management and allowability of costs, implementing new procurement standards, and additional compliance and control requirements for districts making subawards. Auditees are required to implement the administrative requirements of the new Uniform Guidance for new awards or funding increments on or after December 26, 2014.

Significant changes to the federal Single Audit process include: an increase in dollar threshold for requiring a Single Audit from $500,000 to $750,000; changes to the thresholds and process used for determining major programs; reductions in the percentages of expenditures required to be covered by a Single Audit from 50 percent to 40 percent for high risk auditees and from 25 percent to 20 percent for low risk auditees; revised criteria for determining low-risk auditees; and an increase in the threshold for reporting questioned costs from $10,000 to $25,000. The revised audit requirements will be effective for audits of fiscal years beginning on or after December 26, 2014.

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ATHLOS LEADERSHIP ACADEMY
MINNEAPOLIS, MINNESOTA

Financial Statements and
Supplemental Information

Year Ended
June 30, 2014

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ATHLOS LEADERSHIP ACADEMY

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INTRODUCTORY SECTION

ATHLOS LEADERSHIP ACADEMY

School Board and Administration
as of June 30, 2014

SCHOOL BOARD

	Position
Ann Marie DeGroot	Board Chair
Kit Murley-Henspeter	Treasurer
Julie Brown	Secretary
Virginia Anderson	Director

ADMINISTRATION

Jennifer Geraghty	Principal
Kyle Knudson	Contracted Finance Manager

FINANCIAL SECTION

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MMKR
CERTIFIED PUBLIC ACCOUNTANTS

PRINCIPALS
Thomas M. Montague, CPA
Thomas A. Karnowski, CPA
Paul A. Radosevich, CPA
William J. Lauer, CPA
James H. Eichten, CPA
Aaron J. Nielsen, CPA
Victoria L. Holinka, CPA

INDEPENDENT AUDITOR'S REPORT

To the School Board and Management of
Athlos Leadership Academy
Minneapolis, Minnesota

REPORT ON THE FINANCIAL STATEMENTS

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Athlos Leadership Academy (the Academy) as of and for the year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise the Academy's basic financial statements as listed in the table of contents.

MANAGEMENT'S RESPONSIBILITY FOR THE FINANCIAL STATEMENTS

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

AUDITOR'S RESPONSIBILITY

Our responsibility is to express opinions 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 from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Academy's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Academy's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

(continued)

Malloy, Montague, Karnowski, Radosevich, & Co., P.A.
5353 Wayzata Boulevard • Suite 410 • Minneapolis, MN 55416 • Telephone: 952-545-0424 • Telefax: 952-545-0569 • www.mmkr.com

OPINIONS

In our opinion, the financial statements referred to on the previous page present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, the aggregate remaining fund information of the Academy as of June 30, 2014, and the respective changes in financial position and the budgetary comparison for the General Fund and the Community Service Special Revenue Fund for the year then ended, in accordance with accounting principles generally accepted in the United States of America.

OTHER MATTERS

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis, as listed in the table of contents, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Academy's basic financial statements. The introductory section and supplemental information, as listed in the table of contents, are presented for purposes of additional analysis and are not required parts of the basic financial statements. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by the U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is also not a required part of the basic financial statements of the Academy. The accompanying Uniform Financial Accounting and Reporting Standards (UFARS) Compliance Table is presented for purposes of additional analysis as required by the Minnesota Department of Education, and is also not a required part of the basic financial statements of the Academy.

The supplemental information, the Schedule of Expenditures of Federal Awards, and the UFARS Compliance Table are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such 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 basic financial statements or to the basic 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 as a whole.

The introductory section has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

(continued)

Prior Year Comparative Information

We have previously audited the Academy's 2013 financial statements, and we expressed unmodified audit opinions on the respective financial statements of the governmental activities, each major fund, and the aggregate remaining fund information in our report dated December 16, 2013. In our opinion, the partial comparative information presented herein as of and for the year ended June 30, 2013 is consistent, in all material respects, with the audited financial statements from which it has been derived.

OTHER REPORTING REQUIRED BY *GOVERNMENT AUDITING STANDARDS*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 16, 2014 on our consideration of the Academy's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, 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* in considering the Academy's internal control over financial reporting and compliance.

Malloy, Montague, Karnowski, Radosevich & Co., P.A.

Minneapolis, Minnesota
December 16, 2014

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This section of Athlos Leadership Academy's (the Academy) annual financial statements presents management's discussion and analysis of the Academy's financial performance during the fiscal year ended June 30, 2014. Please read it in conjunction with the other components of the Academy's annual financial statements.

FINANCIAL HIGHLIGHTS

The Academy's assets exceeded its liabilities on the Statement of Net Position at June 30, 2014 by $289,487 (net position). The Academy's net position decreased by $199,502 during the fiscal year ended June 30, 2014.

At June 30, 2014, the Academy's General Fund reported a fund balance of $182,998 on the governmental funds Balance Sheet, which is a decrease of $66,388 from the prior year.

OVERVIEW OF THE FINANCIAL STATEMENTS

The financial section of the annual financial statements consists of the following parts:

- Independent Auditor's Report;
- Management's Discussion and Analysis;
- Basic financial statements, including the entity-wide financial statements, fund financial statements, and the notes to basic financial statements; and
- Individual fund statements and schedules presented as supplemental information.

The following explains the two types of statements included in basic financial statements:

ENTITY-WIDE FINANCIAL STATEMENTS

The entity-wide financial statements (Statement of Net Position and Statement of Activities) report information about the Academy as a whole using accounting methods similar to those used by private sector companies. The Statement of Net Position includes *all* of the Academy's assets and liabilities. All of the current year's revenues and expenses are accounted for in the Statement of Activities regardless of when cash is received or paid.

The two entity-wide financial statements report the Academy's *net position* and how they have changed. Net position—the difference between assets and liabilities—is one way to measure the Academy's financial health or *position*. Over time, increases or decreases in the Academy's net position are indicators of whether its financial position is improving or deteriorating, respectively. To assess the overall health of the Academy requires consideration of additional nonfinancial factors, such as changes in the Academy's student population and the condition of school buildings and other facilities.

In the entity-wide financial statements, the Academy's activities are all shown in one category titled "governmental activities." These activities, including regular and special education, administration, and other support services, are primarily financed with state aids.

FUND FINANCIAL STATEMENTS

The fund financial statements provide more detailed information about the Academy's *funds*, focusing on its most significant or "major" funds, rather than the Academy as a whole. Funds (such as the Food Service Special Revenue Fund) that do not meet the threshold to be classified as major funds are called "nonmajor" funds. Detailed financial information for nonmajor funds can be found in the supplemental information.

Funds are accounting devices the Academy uses to keep track of specific sources of funding and spending on particular programs.

- Some funds are required by state law or by debt covenants.
- The Academy may establish other funds to control and manage money for particular purposes.

The Academy maintains the following kinds of funds:

Governmental Funds – The Academy's basic services are reported in governmental funds, which generally focus on: 1) *cash and other financial assets* that can readily be converted to cash flow in and out, and 2) the balances left at year-end that are available for spending. Consequently, the governmental fund statements provides a detailed *short-term* view that helps determine whether there are more or less financial resources that can be spent in the near future to finance the Academy's programs. Because this information does not encompass the additional long-term focus of the entity-wide financial statements, we provide additional information (reconciliation schedules) on the governmental fund statements that explain the relationship (or differences) between these two types of financial statement presentations.

Fiduciary Funds – The Academy is the trustee, or fiduciary, for assets that belong to other organizations. The Academy is responsible for ensuring that the assets reported in these funds are used only for their intended purposes and by those to whom the assets belong. All of the Academy's fiduciary activities are reported in a separate Statement of Fiduciary Net Position and a Statement of Changes in Fiduciary Net Position. We exclude these activities from the entity-wide financial statements because the Academy cannot use these assets to finance its operations.

FINANCIAL ANALYSIS OF THE ACADEMY AS A WHOLE

Table 1 is a summarized view of the Academy's Statement of Net Position:

Table 1
Summary of Net Position
as of June 30, 2014 and 2013

	2014	2013
Assets		
Current and other assets	$ 511,351	$ 854,393
Capital assets, net of accumulated depreciation	97,258	223,370
Total assets	**$ 608,609**	**$ 1,077,763**
Liabilities		
Current and other liabilities	**$ 319,122**	**$ 588,774**
Net position		
Net investment in capital assets	$ 97,258	$ 223,370
Restricted	9,231	22,521
Unrestricted	182,998	243,098
Total net position	**$ 289,487**	**$ 488,989**

The significant decrease in current and other assets and current and other liabilities relate to the improvement in the cash flow of the Academy from the payback of the holdback by the state of Minnesota. This improvement in cash flow resulted in the Academy paying off an outstanding note payable.

The Academy's financial position is the product of many factors. For example, determination of the Academy's investment in capital assets involves assumptions and estimates, such as current and accumulated depreciation amounts. Actual results could differ from these assumptions and estimates.

Table 2 is a summarized view of the Academy's Change in Net Position:

Table 2
Summary Statement of Activities
for the Years Ended June 30, 2014 and 2013

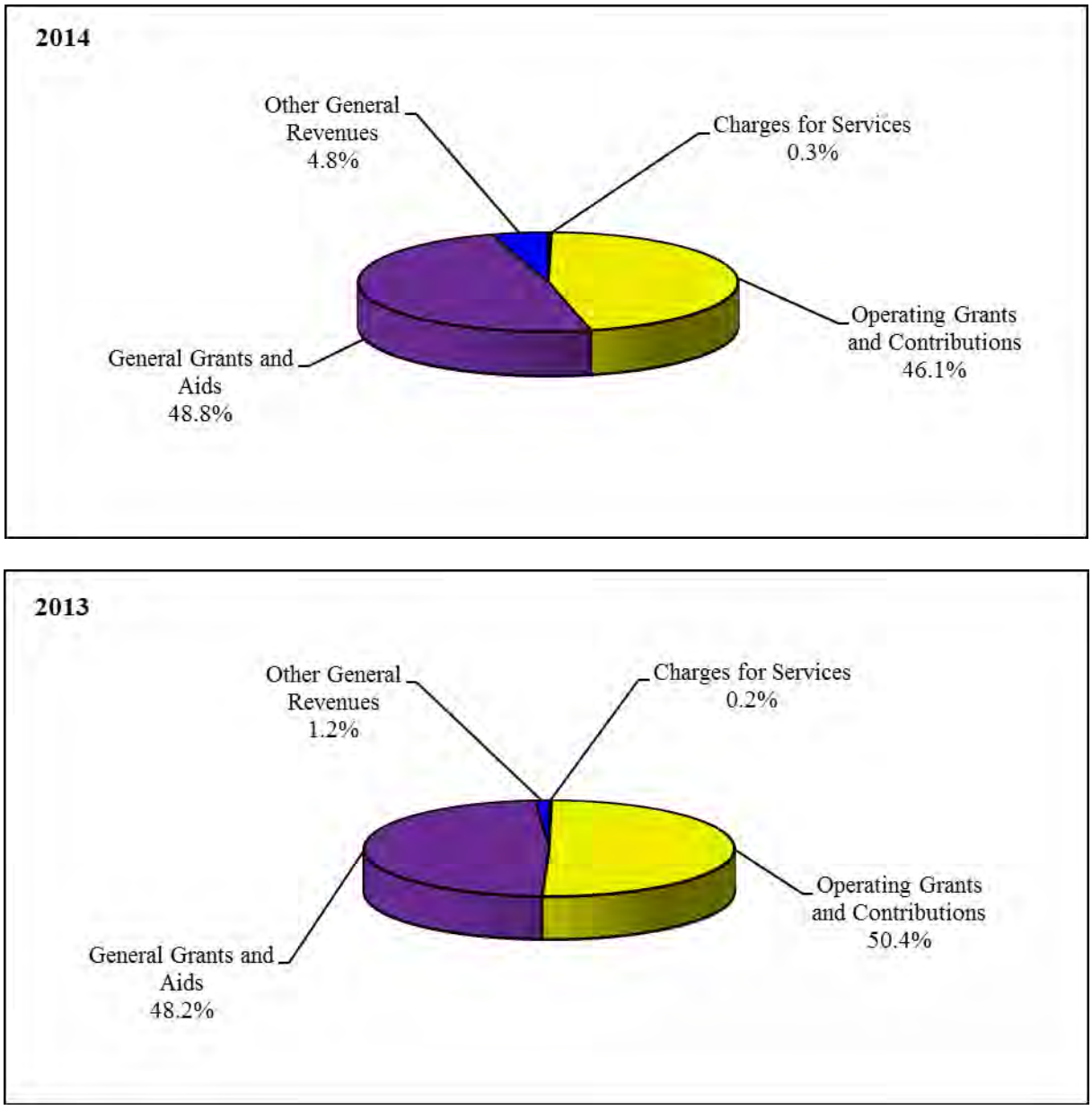
	2014	2013
Revenues		
Program revenues		
Charges for services	$ 9,197	$ 6,135
Operating grants and contributions	1,651,273	2,051,677
General revenues		
General grants and aids	1,746,887	1,961,997
Other general revenues	173,678	48,014
Total revenues	3,581,035	4,067,823
Expenses		
Administration	236,276	263,119
District support services	523,948	315,842
Elementary and secondary regular instruction	973,432	1,294,771
Special education instruction	837,866	911,421
Instructional support services	73,588	43,279
Pupil support services	245,542	226,475
Sites and buildings	361,853	604,952
Food service	135,273	154,233
Community service	392,759	261,627
Interest and fiscal charges	–	20,696
Total expenses	3,780,537	4,096,415
Change in net position	**$ (199,502)**	**$ (28,592)**

The overall decline in revenue and expenses relate to the Academy having a 23 percent decline in the number of students in fiscal 2014.

This format is presented on an accrual basis of accounting and includes all of the Academy's governmental activities. This statement includes depreciation expense, but excludes capital asset purchase costs.

Figures A and B show further analysis of these revenue sources and expense functions:

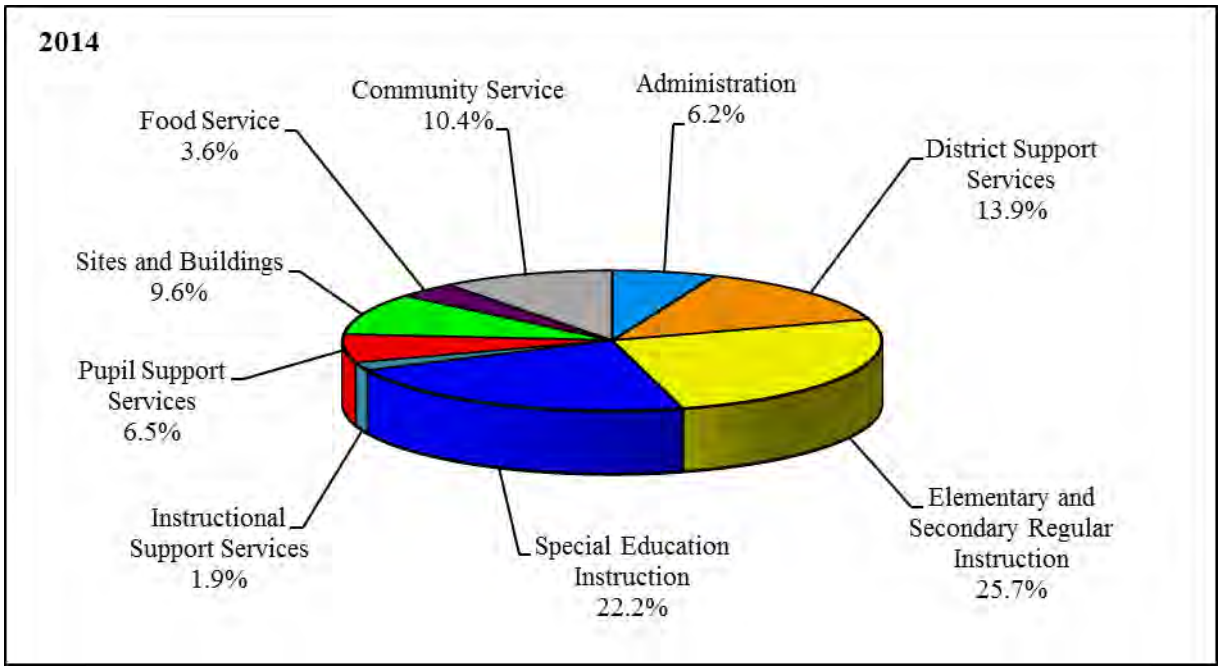
Figure A – Sources of Revenue for Fiscal Years 2014 and 2013

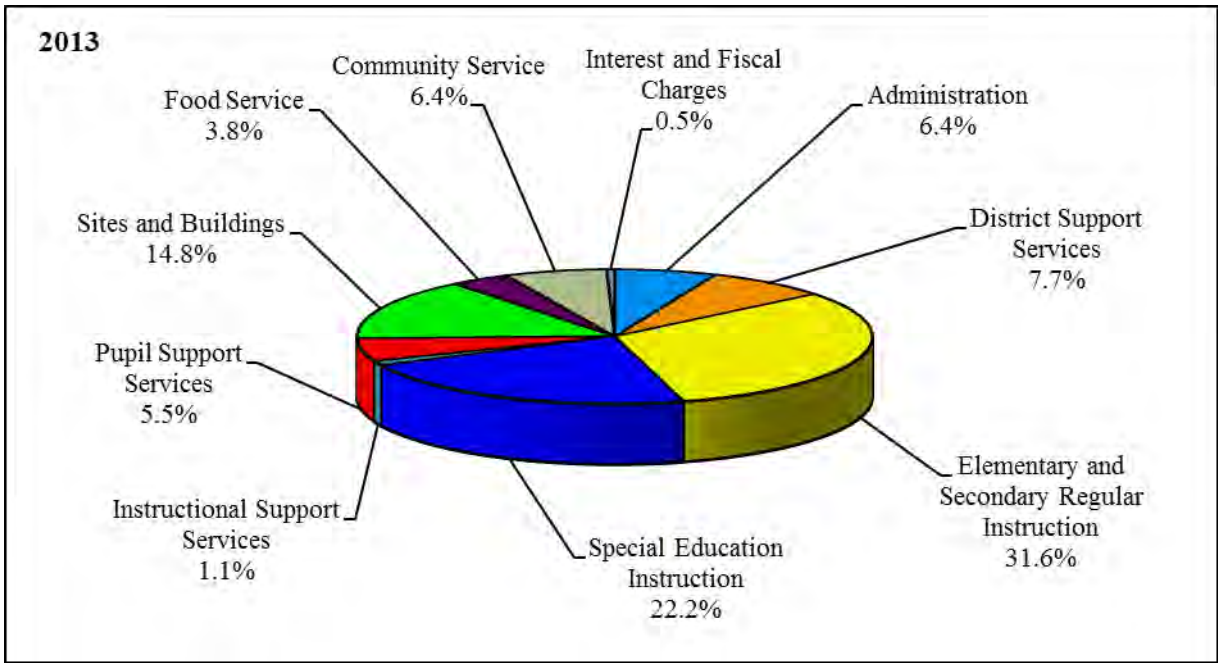


The largest share of the Academy's revenue is received from the state, including most of the operating and general grants. This significant reliance on the state for funding has placed tremendous pressures on local schools as a result of unpredictable and inconsistent funding from the state.

The Academy's total governmental revenues were $3,581,035 for the year ended June 30, 2014, which is a decrease of $486,788 from the previous year, mainly due to the reduction in state aid and federal grant support for the lower average daily membership (ADM) in fiscal year 2014.

Figure B – Expenses for Fiscal Years 2014 and 2013





The Academy's cost of all governmental activities for 2014 was $3,780,537, which is a decrease of $315,878 from the prior year. The Academy's expenses are predominately related to educating students. Approximately 49.8 percent of the Academy's expenses for 2014 were in categories directly related to providing instruction, which includes: elementary and secondary regular instruction, special education instruction, and instructional support services. An additional 9.6 percent of the Academy's costs are related to leasing and maintaining its school site.

FINANCIAL ANALYSIS OF THE ACADEMY'S FUNDS

The financial performance of the Academy as a whole is also reflected in its governmental funds. Table 3 shows the change in total fund balances of each of the Academy's governmental funds:

Table 3
Governmental Fund Balances
as of June 30, 2014 and 2013

	2014	2013	Increase (Decrease)
Governmental funds			
General	$ 182,998	$ 249,386	$ (66,388)
Food Service Special Revenue	9,216	22,521	(13,305)
Community Service Special Revenue	15	(6,288)	6,303
Total governmental funds	$ 192,229	$ 265,619	$ (73,390)

FINANCIAL ANALYSIS OF THE GOVERNMENTAL FUNDS

General Fund

Table 4 summarizes the amendments to the General Fund budget:

Table 4
General Fund
Budget

	Original Budget	Final Budget	Increase (Decrease)	Percent Change
Revenue	$ 3,381,798	$ 2,995,330	$ (386,468)	(11.4%)
Expenditures	$ 3,119,565	$ 2,899,866	$ (219,699)	(7.0%)

The Academy is required to adopt an operating budget prior to the beginning of its fiscal year, referred to above as the original budget. It is the Academy's practice to amend the General Fund budget during the year for known significant changes in circumstances such as: updated enrollment estimates, legislation changes, new or additional funding, staffing changes, employee contract settlements, adjustments to health insurance premiums, special education tuition changes, or utility rate changes.

Table 5 summarizes the operating results of the General Fund:

Table 5
General Fund
Operating Results

	Actual 2014	Over (Under) Final Budget	Over (Under) Prior Year
Revenue	$ 3,061,220	$ 65,890	$ (606,610)
Expenditures	3,127,608	$ 227,742	$ (505,813)
Other financing uses	–	$ 17,028	$ 386
Net change in fund balances	$ (66,388)		

Revenue decreased $606,610 in the current year, mainly from the Academy receiving less state aid and federal funding for the decreased ADM in fiscal year 2014. Revenues exceeded budget mainly due to the Academy conservatively budgeting for state special education aid.

Expenditures decreased $505,813 mainly in purchased services from decreased monthly rent. The Academy also had a decrease in staff from the decreased number of ADM in the current fiscal year. Expenditures were mainly over budget in special education salaries.

Food Service Special Revenue Fund

Expenditures exceeded revenues by $13,305 in the Food Service Special Revenue Fund. The Food Service Special Revenue Fund is used to account for the Academy's child nutrition program.

Community Service Special Revenue Fund

The Community Service Special Revenue Fund is used to account for the Academy's Twenty-First Century Program. This program is provided by a federal grant that enables the Academy to provide community education to its students and the community through extended day programming and summer school.

CAPITAL ASSETS

Table 6 shows the Academy's capital assets, depreciation expense, and change from the prior year:

Table 6
Capital Assets

	2014	2013	Net Change
Leasehold improvements	$ –	$ 364,280	$ (364,280)
Furniture and equipment	1,001,964	949,525	52,439
Less accumulated depreciation	(904,706)	(1,090,435)	185,729
Total	$ 97,258	$ 223,370	$ (126,112)
Depreciation expense	$ 29,471	$ 53,208	$ (23,737)

The overall decline in capital assets relate to the Academy moving into a new facility for fiscal 2014.

Additional details of the Academy's capital assets can be found in the notes to basic financial statements.

DEBT ADMINISTRATION

The Academy has no long-term debt as of June 30, 2014 and 2013.

FACTORS BEARING ON THE ACADEMY'S FUTURE

In September 2013, the Academy entered into a contract with a company to build a school to suit the needs of the Academy. The Academy has committed to enter into additional contracts that would allow the Academy to use the building as its school beginning July 1, 2014.

The Academy is dependent on the state of Minnesota for much of its revenue. In recent years, legislated revenue increases have made it difficult to meet the instructional program needs and increased costs due to inflation for Minnesota charter schools.

The basic general education revenue for all Minnesota charter schools was $5,302 per pupil unit for 2014. The Legislature has provided for the equivalent of a 2.0 percent increase in basic general education aid for the 2015 fiscal year. The Academy's ability to attract and retain students will determine the amount of state aid it earns.

The state's financial condition, and the need to utilize accounting shifts such as increasing the holdback on charter school state aid payments to balance the state budget, has a significant impact on the Academy's cash flow. In fiscal 2014, the state was able to restore the payment schedule for state aids to 90 percent of current year funding, which was 3.6 percent higher than amounts received in fiscal 2013, which improved the Academy's cash flow.

CONTACTING THE ACADEMY'S FINANCIAL MANAGEMENT

These financial statements are designed to provide the Academy's parents, funders, and creditors with a general overview of the Academy's finances and to demonstrate the Academy's accountability for the money it receives. If you have questions about these financial statements or need additional financial information, contact Athlos Leadership Academy, 10100 Noble Parkway North, Brooklyn Park, Minnesota 55443.

BASIC FINANCIAL STATEMENTS

ATHLOS LEADERSHIP ACADEMY

Statement of Net Position
as of June 30, 2014
(With Partial Comparative Information as of June 30, 2013)

	Governmental Activities	
	2014	2013
Assets		
Cash and temporary investments	$ 155,449	$ 150,681
Receivables		
Accounts	27,040	172
Due from other governmental units	286,237	685,468
Prepaid items	42,625	18,072
Capital assets, net of accumulated depreciation	97,258	223,370
Total assets	$ 608,609	$ 1,077,763
Liabilities		
Salaries and benefits payable	$ 206,825	$ 193,157
Accounts and interest payable	112,297	89,161
Due to related parties	–	48,845
Note payable	–	257,611
Total liabilities	319,122	588,774
Net position		
Net investment in capital assets	97,258	223,370
Restricted for		
Food service	9,216	22,521
Community service	15	–
Unrestricted	182,998	243,098
Total net position	289,487	488,989
Total liabilities and net position	$ 608,609	$ 1,077,763

See notes to basic financial statements

ATHLOS LEADERSHIP ACADEMY

Statement of Activities
Year Ended June 30, 2014
(With Partial Comparative Information for the Year Ended June 30, 2013)

	2014				2013
		Program Revenues		Net (Expense) Revenue and Changes in Net Position	Net (Expense) Revenue and Changes in Net Position
Functions/Programs	Expenses	Charges for Services	Operating Grants and Contributions	Governmental Activities	Governmental Activities
Governmental activities					
Administration	$ 236,276	$ –	$ –	$ (236,276)	$ (263,119)
District support services	523,948	–	–	(523,948)	(315,842)
Elementary and secondary regular instruction	973,432	–	140,675	(832,757)	(848,235)
Special education instruction	837,866	–	857,136	19,270	39,683
Instructional support services	73,588	–	–	(73,588)	(43,279)
Pupil support services	245,542	–	–	(245,542)	(226,475)
Sites and buildings	361,853	–	142,844	(219,009)	(344,773)
Food service	135,273	9,197	112,771	(13,305)	(4,718)
Community service	392,759	–	397,847	5,088	(11,149)
Interest and fiscal charges	–	–	–	–	(20,696)
Total governmental activities	$ 3,780,537	$ 9,197	$ 1,651,273	(2,120,067)	(2,038,603)
General revenues					
General grants and aids				1,746,887	1,961,997
Other general revenues				173,638	47,736
Investment earnings				40	278
Total general revenues				1,920,565	2,010,011
Change in net position				(199,502)	(28,592)
Net position – beginning				488,989	517,581
Net position – ending				$ 289,487	$ 488,989

See notes to basic financial statements

ATHLOS LEADERSHIP ACADEMY

Balance Sheet
Governmental Funds
as of June 30, 2014
(With Partial Comparative Information as of June 30, 2013)

	General Fund	Community Service Special Revenue Fund	Nonmajor Fund Food Service Special Revenue Fund	Total Governmental Funds 2014	Total Governmental Funds 2013
Assets					
Cash and temporary investments	$ 134,369	$ 5,402	$ 15,678	$ 155,449	$ 150,681
Receivables					
Accounts	26,100	–	940	27,040	172
Due from other governmental units	231,341	48,741	6,155	286,237	685,468
Prepaid items	42,625	–	–	42,625	18,072
Total assets	$ 434,435	$ 54,143	$ 22,773	$ 511,351	$ 854,393
Liabilities					
Salaries and benefits payable	$ 206,825	$ –	$ –	$ 206,825	$ 193,157
Accounts and interest payable	44,612	54,128	13,557	112,297	89,161
Due to related parties	–	–	–	–	48,845
Note payable	–	–	–	–	257,611
Total liabilities	251,437	54,128	13,557	319,122	588,774
Fund balances					
Nonspendable for prepaid items	42,625	–	–	42,625	18,072
Restricted for food service	–	–	9,216	9,216	22,521
Restricted for community service	–	15	–	15	–
Unassigned	140,373	–	–	140,373	225,026
Total fund balances	182,998	15	9,216	192,229	265,619
Total liabilities and fund balances	$ 434,435	$ 54,143	$ 22,773	$ 511,351	$ 854,393

Amounts reported for governmental activities in the Statement of Net Position differ because:

Fund balances as reported above	$ 192,229	$ 265,619
Capital assets used in governmental activities are not financial resources; therefore, they are not reported in the funds.		
Cost of capital assets	1,001,964	1,313,805
Less accumulated depreciation	(904,706)	(1,090,435)
Net position of governmental activities	$ 289,487	$ 488,989

See notes to basic financial statements

ATHLOS LEADERSHIP ACADEMY

Statement of Revenue, Expenditures, and Changes in Fund Balances
Governmental Funds
Year Ended June 30, 2014
(With Partial Comparative Information for the Year Ended June 30, 2013)

	General Fund	Community Service Special Revenue Fund	Nonmajor Fund Food Service Special Revenue Fund	Total Governmental Funds 2014	Total Governmental Funds 2013
Revenue					
Federal sources	$ 268,739	$ 397,847	$ 108,274	$ 774,860	$ 957,861
State sources	2,618,803	–	4,497	2,623,300	3,055,813
Local sources					
Investment earnings	40	–	–	40	278
Other	173,638	–	9,197	182,835	53,871
Total revenue	3,061,220	397,847	121,968	3,581,035	4,067,823
Expenditures					
Current					
Administration	236,276	–	–	236,276	263,119
District support services	527,797	–	–	527,797	315,412
Elementary and secondary regular instruction	1,000,390	–	–	1,000,390	1,272,558
Special education instruction	838,325	–	–	838,325	908,369
Instructional support services	73,339	–	–	73,339	42,532
Pupil support services	244,366	–	–	244,366	226,475
Sites and buildings	207,115	–	–	207,115	584,260
Food service	–	–	135,273	135,273	154,147
Community service	–	391,544	–	391,544	256,766
Debt service					
Interest and fiscal charges	–	–	–	–	20,696
Total expenditures	3,127,608	391,544	135,273	3,654,425	4,044,334
Excess (deficiency) of revenue over expenditures	(66,388)	6,303	(13,305)	(73,390)	23,489
Other financing sources (uses)					
Transfers in	–	–	–	–	386
Transfers (out)	–	–	–	–	(386)
Total other financing sources (uses)	–	–	–	–	–
Net change in fund balances	(66,388)	6,303	(13,305)	(73,390)	23,489
Fund balances (deficit)					
Beginning of year	249,386	(6,288)	22,521	265,619	242,130
End of year	$ 182,998	$ 15	$ 9,216	$ 192,229	$ 265,619

Amounts reported for governmental activities in the Statement of Activities differ because:

Net change in fund balances reported above	$ (73,390)	$ 23,489
Capital assets are reported in governmental funds as expenditures. In the Statement of Activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense.		
Capital outlays	52,439	1,127
Depreciation expense	(29,471)	(53,208)
A gain or loss on the disposal of capital assets, including the difference between the carrying value and any related sale proceeds, is included in the change in net position. However, only the sale proceeds are included in the change in fund balances.	(149,080)	–
Change in net position of governmental activities	$ (199,502)	$ (28,592)

See notes to basic financial statements

ATHLOS LEADERSHIP ACADEMY

Statement of Revenue, Expenditures, and Changes in Fund Balances
Budget and Actual
General Fund
Year Ended June 30, 2014

	Budget			Over (Under)
	Original	Final	Actual	Final Budget
Revenue				
Federal sources	$ 128,740	$ 253,208	$ 268,739	$ 15,531
State sources	3,173,458	2,573,935	2,618,803	44,868
Local sources				
Investment earnings	50	–	40	40
Other	79,550	168,187	173,638	5,451
Total revenue	3,381,798	2,995,330	3,061,220	65,890
Expenditures				
Current				
Administration	254,498	237,437	236,276	(1,161)
District support services	535,279	511,726	527,797	16,071
Elementary and secondary administration	1,010,799	935,715	1,000,390	64,675
Special education instruction	775,019	663,038	838,325	175,287
Instructional support services	68,208	68,550	73,339	4,789
Pupil support services	227,262	224,000	244,366	20,366
Sites and buildings	233,500	259,400	207,115	(52,285)
Debt service				
Interest and fiscal charges	15,000	–	–	–
Total expenditures	3,119,565	2,899,866	3,127,608	227,742
Excess (deficiency) of revenue over expenditures	262,233	95,464	(66,388)	(161,852)
Other financing (uses)				
Transfers out	–	(17,028)	–	17,028
Net change in fund balances	$ 262,233	$ 78,436	(66,388)	$ (144,824)
Fund balances				
Beginning of year			249,386	
End of year			$ 182,998	

See notes to basic financial statements

ATHLOS LEADERSHIP ACADEMY

Statement of Revenue, Expenditures, and Changes in Fund Balances
Budget and Actual
Community Service Special Revenue Fund
Year Ended June 30, 2014

	Budget			Over (Under)
	Original	Final	Actual	Final Budget
Revenue				
Federal sources	$ 290,573	$ 328,234	$ 397,847	$ 69,613
Expenditures				
Current				
Salaries and wages	34,975	34,975	53,852	18,877
Employee benefits	5,168	5,168	7,786	2,618
Purchased services	240,530	278,191	327,888	49,697
Supplies and materials	9,900	9,900	2,018	(7,882)
Other expenditures	–	–	–	–
Total expenditures	290,573	328,234	391,544	63,310
Net change in fund balances	$ –	$ –	6,303	$ 6,303
Fund balances (deficit)				
Beginning of year			(6,288)	
End of year			$ 15	

See notes to basic financial statements

ATHLOS LEADERSHIP ACADEMY

Agency Fund
Statement of Fiduciary Net Position
as of June 30, 2014

	Agency Fund
Assets	
Cash and temporary investments	$ 1,143
Liabilities	
Accounts payable	$ 1,143

See notes to basic financial statements

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

Athlos Leadership Academy (the Academy) (formerly New Visions Academy) was established in September 1995 in accordance with Minnesota Statute § 124D.10. The primary objective of the Academy is to educate students using multi-disciplinary programs. The governing body of the Academy consists of a School Board comprised of members elected by voters of the general membership of the Academy.

The Academy is required to operate under a charter agreement with an entity that has been approved by the Minnesota Department of Education (MDE) to be a charter school "authorizer." The authorizer monitors and evaluates the Academy's performance, and periodically determines whether to renew the Academy's charter. The Academy's authorizer is Volunteers of America (VOA), a nonprofit organization. Aside from its responsibilities as authorizer, the VOA has no authority or control over the Academy, and is not financially accountable for it. Therefore, the Academy is not considered a component unit of the VOA.

The Academy's financial statements include all funds, departments, agencies, boards, commissions, and other organizations for which the Academy is considered to be financially accountable.

Component units are legally separate entities for which the Academy (primary government) is financially accountable, or for which the exclusion of the component unit would render the financial statements of the primary government misleading. The criteria used to determine if the primary government is financially accountable for a component unit includes whether or not the primary government appoints the voting majority of the potential component unit's governing body, is able to impose its will on the potential component unit, is in a relationship of financial benefit or burden with the potential component unit, or is fiscally depended upon by the potential component unit. Based on these criteria, there are no organizations considered to be component units of the Academy.

Extracurricular student activities, if any, are determined primarily by student participants under the guidance of an adult and are generally conducted outside of school hours. In accordance with Minnesota Statutes, academy school boards can elect to either control or not control extracurricular activities. The Academy's School Board has elected to control extracurricular activities; therefore, the extracurricular student activity accounts are included in the Academy's General Fund.

B. Basis of Presentation

As required by state law, the Academy operates as a nonprofit corporation under Minnesota Statute § 317A. However, state law also requires that the Academy comply with Uniform Financial Accounting and Reporting Standards for Minnesota Schools, which mandates the use of a governmental fund accounting structure.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

C. Entity-Wide Financial Statement Presentation

The entity-wide financial statements (Statement of Position and Statement of Activities) display information about the reporting government as a whole. These statements include all financial activities of the Academy, except for the fiduciary funds. The fiduciary funds are only reported in the Statement of Fiduciary Net Position at the fund financial statement level. Generally, the effect of material interfund activity has been removed from the entity-wide financial statements. The Statement of Activities demonstrates the degree to which direct expenses of a given function or segment are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment, and grants and contributions that are restricted to meeting operational or capital requirements of a particular function or segment. Other internally directed revenues are reported instead as general revenues.

The entity-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized when all eligibility requirements imposed by the provider have been met.

The Academy applies restricted resources first when an expense is incurred for which both restricted and unrestricted resources are available. Depreciation expense is included as a direct expense in the functional areas that utilize the related capital assets. Interest on debt is considered an indirect expense and is reported separately on the Statement of Activities.

D. Fund Financial Statement Presentation

Separate fund financial statements are provided for governmental and fiduciary funds. Major individual governmental funds are reported as separate columns in the fund financial statements. Information for the remaining nonmajor governmental funds are reported in a single column in the fund financial statements. Fiduciary funds are presented in the fiduciary fund financial statements by type. Since, by definition, fiduciary fund assets are being held for the benefit of a third party and cannot be used for activities or obligations of the Academy, these funds are excluded from the entity-wide financial statements.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this basis of accounting transactions are recorded in the following manner:

1. **Revenue Recognition** – Revenue is recognized when it becomes measurable and available. “Measurable” means the amount of the transaction can be determined and “available” means collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period. For this purpose, the Academy generally considers revenues to be available if they are collected within 60 days after year-end. Grants and similar revenues are recognized when all eligibility requirements imposed by the provider are met. State revenue is recognized in the year to which it applies according to funding formulas established by Minnesota Statutes.

2. **Recording of Expenditures** – Expenditures are generally recorded when a liability is incurred, except for principal and interest on long-term debt or compensated absences, if any, which are recognized as expenditures to the extent they have matured. Capital asset acquisitions are reported as capital outlay expenditures in the governmental funds. In the General Fund, capital outlay expenditures are included within the applicable functional areas.

Fiduciary fund financial statements are reported using the accrual basis of accounting as described earlier in these notes. The Agency Fund is custodial in nature (assets equal liabilities) and does not involve measurement of results of operations.

Description of Funds

The existence of the various school funds has been established by the MDE. Each fund is accounted for as an independent entity. A description of the funds included in this report is as follows:

Major Governmental Funds

General Fund – The General Fund is used to account for all financial resources except those required to be accounted for in another fund.

Community Service Special Revenue Fund – The Community Service Special Revenue Fund is used to account for the Academy's Twenty-First Century Program. This program is provided by a federal grant that enables the Academy to provide community education to its students and the community through extended day programming and summer school.

Nonmajor Governmental Fund

Food Service Special Revenue Fund – The Food Service Special Revenue Fund is used to account for the Academy's child nutrition program.

Fiduciary Funds

Agency Fund – An Agency Fund is established to account for cash and other assets held by the Academy as the agent for others. The Academy has an Agency Fund to account for activities of the Parent Teacher Organization.

E. Income Taxes

The Academy is exempt from income taxes under Internal Revenue Code § 501(c)(3). The Academy is subject to tax on income from any unrelated business.

The Academy is subject to the recognition requirements for uncertain income tax positions as required by the Financial Accounting Standards Board (FASB) Accounting Standards Codification 740-10 (formerly known as FASB Interpretation No. 48, *Accounting for Uncertainty in Income Taxes*). Income tax benefits are recognized for income tax positions taken or expected to be taken in a tax return, only when it is determined that the income tax position will more-likely-than-not be sustained upon examination by taxing authorities. The Academy has analyzed tax positions taken for filing with the Internal Revenue Service and state jurisdiction where they operate. The Academy believes that income tax filing positions will be sustained upon examination and do not anticipate any adjustments that would result in a material adverse effect on their respective financial condition, results of operations, or cash flows. Accordingly, the Academy has not recorded any reserves, or related accruals for interest and penalties for uncertain income tax positions at June 30, 2014.

The Academy is subject to routine audits by taxing jurisdictions; however, there are currently no audits in progress for any open tax periods. The Academy's open audit periods are the years ended June 30, 2011, 2012, and 2013.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

F. Budgeting

Each June, the Academy's School Board adopts an annual budget for the following fiscal year for all governmental funds. The budget for each fund is prepared on the modified accrual basis of accounting. Legal budgetary control is at the fund level. Budgeted expenditure appropriations lapse at year-end. Expenditures exceeded budgeted amounts in the General Fund, Food Service Special Revenue Fund, and Community Service Special Revenue Fund by $227,742, $2,559, and $63,310, respectively.

G. Cash and Investments

Cash and temporary investments include balances from all funds that are combined and invested to the extent available in various securities as authorized by state law. Earnings from the pooled balances are allocated to the respective funds on the basis of cash participation by each fund.

H. Receivables

When necessary, the Academy utilizes an allowance for uncollectible accounts to value its receivables. However, all current receivables are considered collectible.

I. Prepaid Items

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items. Prepaid items are recorded as expenses/expenditures when consumed.

J. Capital Assets

Capital assets are capitalized at historical cost, or estimated historical cost if purchased or constructed. Donated capital assets are recorded at their estimated fair market value at the date of donation. The Academy defines capital assets as those with an initial, individual cost of $500 or more, which benefit more than one fiscal year. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives is not capitalized.

Capital assets are recorded in the entity-wide financial statements, but are not reported in the fund financial statements. Capital assets are depreciated using the straight-line method over their estimated useful lives. Since assets are generally sold for an immaterial amount or scrapped when declared as no longer fit or needed for school purposes by the Academy, no salvage value is taken into consideration for depreciation purposes. Useful lives vary from 20 to 50 years for leasehold improvements and 5 to 15 years for furniture and equipment.

K. Compensated Absences

Substantially all full-time academy employees are entitled to vacation pay and sick leave at various rates. Employees are compensated for unused vacation pay and sick leave upon termination of employment. As a result, a liability for unused vacation pay and sick leave (if material) is recorded in salaries and benefits payable.

Compensated absences (if material) are recorded as a liability in the entity-wide financial statements as it is earned and it becomes probable that it will vest at some point in the future. Compensated absences (if material) are accrued in the governmental fund financial statements only when they become due and payable.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

L. Risk Management

The Academy is exposed to various risks of loss related to torts: theft of, damage to, and destruction of assets; errors and omissions; natural disasters; and injuries to employees. The Academy carries commercial insurance purchased from independent third parties to cover these risks. Settled claims did not exceed commercial insurance coverage for any of the last three fiscal years. There were no significant reductions in insurance coverage in fiscal 2014.

M. Use of Estimates

The preparation of financial statements, in conformity with accounting principles generally accepted in the United States of America, requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenue and expenditures/expenses during the reporting period. Actual results could differ from those estimates.

N. Fund Balance Classifications

In the fund financial statements, governmental funds report fund balance in classifications that disclose constraints for which amounts in those funds can be spent. These classifications are as follows:

- **Nonspendable** – Consists of amounts that are not in spendable form, such as prepaid items, inventory, and other long-term assets.

- **Restricted** – Consists of amounts related to externally imposed constraints established by creditors, grantors, or contributors; or constraints imposed by state statutory provisions.

- **Committed** – Consists of internally imposed constraints that are established by resolution of the School Board. Those committed amounts cannot be used for any other purpose unless the School Board removes or changes the specified use by taking the same type of action it employed to previously commit those amounts.

- **Assigned** – Consists of internally imposed constraints. These constraints consist of amounts intended to be used by the Academy for specific purposes but do not meet the criteria to be classified as restricted or committed. The School Board, by majority vote, may assign fund balances to be used for specific purposes. The School Board also delegates the power to assign fund balances to the Principal. Assignments so made shall be reported to the School Board on a monthly basis, either separately or as part of ongoing reporting by the assigning party if other than the School Board.

- **Unassigned** – The residual classification for the General Fund which also reflects negative residual amounts in other funds.

When both restricted and unrestricted resources are available for use, the Academy first uses restricted resources, then uses unrestricted resources as they are needed.

When committed, assigned, or unassigned resources are available for use, the Academy uses resources in the following order: 1) committed, 2) assigned, and 3) unassigned.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

O. Net Position

In the entity-wide financial statements, net position represents the difference between assets and liabilities. Net position is displayed in three components:

- **Net Investment in Capital Assets** – Consists of capital assets, net of accumulated depreciation, reduced by any outstanding debt attributable to acquire capital assets.

- **Restricted Net Position** – Consists of net position restricted when there are limitations imposed on its use through external restrictions imposed by creditors, grantors, or laws or regulations of other governments.

- **Unrestricted Net Position** – All other net position that does not meet the definition of "restricted" or "net investment in capital assets."

P. Fund Balance Policy

The Academy adopted the following policy to achieve and maintain fund balance:

1. The Academy will strive to maintain a minimum unassigned general fund balance of 5–30 percent of the annual budget.

2. The School Board will conduct an annual review of the sufficiency of the minimum unassigned General Fund balance level.

At June 30, 2014, the unassigned fund balance as a percentage of current year expenditures was 4.5 percent.

Q. Prior Period Comparative Financial Information/Reclassification

The basic financial statements include certain prior year partial comparative information in total but not at the level of detail required for a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Academy's financial statements for the year ended June 30, 2013, from which the summarized information was derived. Also, certain amounts presented in the prior year data have been reclassified in order to be consistent with the current year's presentation.

R. Future Change in Accounting Standards

Governmental Accounting Standards Board (GASB) Statement No. 68 replaces the requirements of Statement No. 27, *Accounting for Pensions by State and Local Governmental Employers*, and Statement No. 50, *Pension Disclosures*, as they relate to employer governments that provide pensions through pension plans administered as trusts or similar arrangements that meet certain criteria. GASB Statement No. 68 requires governments providing defined benefit pensions to recognize their long-term obligation for pension benefits as a liability for the first time, and to more comprehensively and comparably measure the annual costs of pension benefits. This statement will be effective for fiscal years beginning after June 15, 2014. The Academy has not yet determined the financial statement impact of adopting this new standard.

NOTE 2 – DEPOSITS

In accordance with applicable Minnesota Statutes, the Academy maintains deposits at depository banks authorized by the School Board.

The following is considered the most significant risk associated with deposits:

Custodial Credit Risk – In the case of deposits, this is the risk that in the event of a bank failure, the Academy's deposits may be lost.

Minnesota Statutes require that all deposits be protected by federal deposit insurance, corporate surety bond, or collateral. The market value of collateral pledged must equal 110 percent of the deposits not covered by federal deposit insurance or corporate surety bonds. Authorized collateral includes treasury bills, notes, and bonds; issues of U.S. government agencies; general obligations rated "A" or better; revenue obligations rated "AA" or better; irrevocable standard letters of credit issued by the Federal Home Loan Bank; and certificates of deposit. Minnesota Statutes require that securities pledged as collateral be held in safekeeping in a restricted account at the Federal Reserve Bank or in an account at a trust department of a commercial bank or other financial institution that is not owned or controlled by the financial institution furnishing the collateral. The Academy's deposit policies do not further limit depository choices.

At June 30, 2014, the Academy had deposits with a carrying value of $156,592 and a bank balance of $203,454. At June 30, 2014, all of the Academy's deposits were covered by federal depository insurance.

Deposits are presented in the financial statements as follows:

Statement of Net Position	
Cash and temporary investments	$ 155,449
Statement of Fiduciary Net Position	
Cash and temporary investments	1,143
Total	$ 156,592

NOTE 3 – CAPITAL ASSETS

Capital assets activity for the year ended June 30, 2014 is as follows:

	Beginning Balance	Additions	Deletions	Ending Balance
Leasehold improvements	$ 364,280	$ –	$ (364,280)	$ –
Furniture and equipment	949,525	52,439	–	1,001,964
Less accumulated depreciation	(1,090,435)	(29,471)	215,200	(904,706)
Capital assets, net of accumulated depreciation	$ 223,370	$ 22,968	$ (149,080)	$ 97,258

NOTE 3 – CAPITAL ASSETS (CONTINUED)

Depreciation expense for the year ended June 30, 2014 was charged to the following governmental functions:

District support services	$ 552
Elementary and secondary regular instruction	18,155
Special education instruction	2,466
Instructional support services	249
Sites and buildings	5,658
Pupil support services	1,176
Community service	1,215
Total depreciation expense	$ 29,471

NOTE 4 – NOTE PAYABLE

In fiscal 2013, the Academy received cash totaling $257,611 from Charter School Capital, Inc. (an independent corporation) in return for a promise to remit specific future collections of state aid receivables. This transaction is reflected in the Academy's basic financial statements as a note payable. The total amount of state aid receivables pledged was $303,072, which was remitted as payments toward this note payable in monthly installments through July 2013. All discounts and fees on this transaction have been amortized over the period of the note and will be reflected as interest and fiscal charges in the Academy's basic financial statements. This note was obtained to assist the Academy with cash flow.

The note payable activity for the year ended June 30, 2014 is summarized as follows:

Debt Type	Effective Interest Rate	Beginning Balance	Additions	Deletions	Ending Balance
Note payable	18.0%	$ 257,611	$ –	$ 257,611	$ –

There were no interest and fiscal charges in fiscal 2014 related to this note payable.

NOTE 5 – LINE OF CREDIT

During the year ended June 30, 2014, the Academy had available a $250,000 line of credit with the Nonprofit Assistance Fund. This line of credit was entered into to assist with cash flow. No draws were made against this line of credit during fiscal 2014. The line of credit expired in July 2014.

NOTE 6 – DEFINED BENEFIT PENSION PLANS – STATE-WIDE

Substantially all employees of the Academy are required by state law to belong to defined benefit, multi-employer, cost-sharing pension plans administered by the Teachers' Retirement Association (TRA) or Public Employees' Retirement Association (PERA), all of which are administered on a state-wide basis. Disclosures relating to these plans are as follows:

Teachers' Retirement Association (TRA)

A. Plan Description

All teachers employed by the Academy are covered by defined benefit plans administered by the TRA. TRA members belong to either the Coordinated or Basic Plan. Coordinated Plan members are covered by Social Security and Basic Plan members are not. All new members must participate in the Coordinated Plan. The plans are established and administered in accordance with Minnesota Statutes, Chapter 354 and 356.

The TRA provides retirement benefits as well as disability benefits to members, and benefits to survivors upon death of eligible members. Benefits are established by Minnesota Statute and vest after three years of service credit. The defined retirement benefits are based on a member's highest average salary for any five consecutive years of allowable service, age, and a formula multiplier based on years of credit at termination of service.

Two methods are used to compute benefits for the TRA's Coordinated and Basic Plan members. Members first employed before July 1, 1989 receive the greater of the Tier I or Tier II benefits as described:

Tier I

Step Rate Formula	Percentage per Year
Basic Plan	
First 10 years	2.2 percent
All years after	2.7 percent
Coordinated Plan	
First 10 years if service years are prior to July 1, 2006	1.2 percent
First 10 years if service years are July 1, 2006 or after	1.4 percent
All other years of service if service years are prior to July 1, 2006	1.7 percent
All other years of service if service years are July 1, 2006 or after	1.9 percent

With these provisions:

- Normal retirement age is 65 with less than 30 years of allowable service and age 62 with 30 or more years of allowable service.

- Three percent per year early retirement reduction factor for all years under normal retirement age.

- Unreduced benefits for early retirement under a Rule-of-90 (age plus allowable service equals 90 or more).

NOTE 6 – DEFINED BENEFIT PENSION PLANS – STATE-WIDE (CONTINUED)

Tier II

For years of service prior to July 1, 2006, a level formula of 1.7 percent per year for Coordinated Plan members and 2.7 percent per year for Basic Plan members. For years of service July 1, 2006 and after, a level formula of 1.9 percent per year for Coordinated Plan members and 2.7 percent for Basic Plan members applies. Actuarially equivalent early retirement reduction factors with augmentation are used for early retirement before the normal age of 65. These reduction factors average approximately 4.0 to 5.4 percent per year.

Members first employed after June 30, 1989 receive only the Tier II calculation with a normal retirement age that is their retirement age for full Social Security retirement benefits, but not to exceed age 66.

Six different types of annuities are available to members upon retirement. The No Refund Life Plan is a lifetime annuity that ceases upon the death of the retiree—no survivor annuity is payable. A retiring member may also choose to provide survivor benefits to a designated beneficiary(ies) by selecting one of the five plans that have survivorship features. Vested members may also leave their contributions in the TRA Fund upon termination of service in order to qualify for a deferred annuity at retirement age. Any member terminating service is eligible for a refund of their employee contributions plus interest.

The benefit provisions stated apply to active plan participants. Vested, terminated employees who are entitled to benefits but not receiving them are bound by the provisions in effect at the time they last terminated their public service.

The TRA publicly issues a comprehensive annual financial report presenting financial statements, supplemental information on funding levels, investment performance, and further information on benefits provisions. The report may be accessed at the TRA website at www.minnesotatra.org. Alternatively, a copy of the report may be obtained by writing the TRA at Teachers' Retirement Association, 60 Empire Drive, Suite 400, St. Paul, Minnesota 55103-4000 or by calling (651) 296-2409 or (800) 657-3669.

B. Funding Policy

Minnesota Statutes, Chapter 354 sets the rates for employee and employer contributions. These statutes are established and amended by the State Legislature. Coordinated and Basic Plan members are required to contribute 7.0 percent and 10.5 percent, respectively, of their annual covered salary during fiscal year 2014 as employee contributions. The TRA employer contribution rates are 7.0 percent for Coordinated Plan members and 11.0 percent for Basic Plan members during fiscal year 2014. Total covered payroll salaries for all TRA members state-wide during the fiscal years June 30, 2013, 2012, and 2011, were approximately $3.92 billion, $3.87 billion, and $3.84 billion, respectively.

The Academy's contributions for the years ended June 30, 2014, 2013, and 2012 were $73,860, $76,464, and $75,671, respectively, equal to the required contributions for each year as set by state statutes.

The 2010 Legislature approved employee and employer contribution rate increases to be phased-in over a four-year period beginning July 1, 2011. Employee and employer contribution rates increased by 0.5 percent on July 1 of each year of the four-year period, ending in 2014. Beginning July 1, 2014, TRA Coordinated Plan employee and employer contribution rates will each be 7.5 percent.

NOTE 6 – DEFINED BENEFIT PENSION PLANS – STATE-WIDE (CONTINUED)

Public Employees' Retirement Association (PERA)

A. Plan Description

All non-teacher full-time and certain part-time employees of the Academy are covered by defined benefit plans administered by the PERA. The PERA administers the General Employees Retirement Fund (GERF), which is a cost-sharing, multiple-employer retirement plan. This plan is established and administered in accordance with Minnesota Statutes, Chapters 353 and 356.

GERF members belong to either the Coordinated Plan or the Basic Plan. Coordinated Plan members are covered by Social Security and Basic Plan members are not. All new members must participate in the Coordinated Plan.

The PERA provides retirement benefits as well as disability benefits to members, and benefits to survivors upon death of eligible members. Benefits are established by state statutes, and vest after five years of credited service. The defined retirement benefits are based on a member's highest average salary for any five successive years of allowable service, age, and years of credit at termination of service.

Two methods are used to compute benefits for the PERA's Coordinated and Basic Plan members. The retiring member receives the higher of a step-rate benefit accrual formula (Method 1) or a level accrual formula (Method 2). Under Method 1, the annuity accrual rate for a Basic Plan member is 2.2 percent of average salary for each of the first 10 years of service and 2.7 percent for each remaining year. The annuity accrual rate for a Coordinated Plan member is 1.2 percent of average salary for each of the first 10 years and 1.7 percent for each remaining year. Under Method 2, the annuity accrual rate is 2.7 percent of average salary for Basic Plan members and 1.7 percent for Coordinated Plan members for each year of service. For all GERF members hired prior to July 1, 1989 whose annuity is calculated using Method 1, a full annuity is available when age plus years of service equal 90. Normal retirement age is 65 for Basic and Coordinated members hired prior to July 1, 1989. Normal retirement age is the age for unreduced Social Security benefits capped at 66 for Coordinated members hired on or after July 1, 1989. A reduced retirement annuity is also available to eligible members seeking early retirement.

There are different types of annuities available to members upon retirement. A single-life annuity is a lifetime annuity that ceases upon the death of the retiree—no survivor annuity is payable. There are also various types of joint and survivor annuity options available which will be payable over joint lives. Members may also leave their contributions in the fund upon termination of public service in order to qualify for a deferred annuity at retirement age. Refunds of contributions are available at any time to members who leave public service, but before retirement benefits begin.

The benefit provisions stated in the previous paragraphs of this section are current provisions and apply to active plan participants.

The PERA issues a publicly available financial report that includes financial statements and required supplementary information for the GERF. That report may be obtained on the PERA website at www.mnpera.org; by writing to the PERA at 60 Empire Drive, Suite 200, St. Paul, Minnesota 55103-2088; or by calling (651) 296-7460 or (800) 652-9026.

NOTE 6 – DEFINED BENEFIT PENSION PLANS – STATE-WIDE (CONTINUED)

B. Funding Policy

Minnesota Statutes, Chapter 353 sets the rates for employer and employee contributions. These statutes are established and amended by the State Legislature. The Academy makes annual contributions to the pension plans equal to the amount required by state statutes. The GERF Basic Plan members and Coordinated Plan members were required to contribute 9.1 percent and 6.25 percent, respectively, of their annual covered salary in fiscal 2014. In fiscal 2014, the Academy was required to contribute the following percentages of annual covered payroll: 11.78 percent for Basic Plan members and 7.25 percent for Coordinated Plan members.

The Academy's contributions to the GERF for the years ended June 30, 2014, 2013, and 2012 were $39,074, $35,193, and $44,557, respectively. The Academy's contributions were equal to the required contributions for each year as set by state statutes.

Beginning January 1, 2015, Coordinated Plan contribution rates will increase for employees and employers to 6.50 percent and 7.50 percent, respectively.

NOTE 7 – COMMITMENTS AND CONTINGENCIES

A. Space Lease

On July 1, 2013, the Academy entered into an agreement with Edinbrook Church to lease space at 4300 Edinbrook Parkway North, Brooklyn Park, Minnesota for a one-year period due to end June 30, 2014. The Academy paid rent of $135,900 during the year ended June 30, 2014. The Academy has no future lease payments for the lease with Edinbrook Church.

B. Federal and State Revenues

Amounts receivable from federal and state agencies are subject to agency audit and adjustment. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of funds which may be disallowed by the agencies cannot be determined at this time, although the Academy expects such amounts, if any, to be immaterial.

C. Legal Claims

The Academy is subject to the usual and customary types of legal claims pending at year-end, mostly of a minor nature and typically covered by insurance. Any losses from these claims cannot be determined at this time, although the Academy expects such amounts, if any, to be immaterial.

D. Space Lease

In September 2013, the Academy entered into a contract with a company to build a school to suit the needs of the Academy. The Academy has committed to enter into additional contracts that would allow the Academy to use the building as its school beginning July 1, 2014.

NOTE 7 – COMMITMENTS AND CONTINGENCIES (CONTINUED)

The term of the lease is for 25 years ending June 30, 2039. Future minimum base rental payments on this lease are as follows:

June 30,	Amount
2015	$ 140,646
2016	$ 145,569
2017	$ 150,664

For fiscal years 2018 to 2039, the base rental payments shall increase by an amount equal to 3 percent more than the base rent payable during the immediately preceding lease year.

E. Technology Equipment

During fiscal 2014, the Academy entered into contracts for the leasing of technology equipment starting July 1, 2014. The future minimum payments on these leases are as follows:

June 30,	Amount
2015	$ 131,775
2016	$ 131,775
2017	$ 131,775

NOTE 8 – SUBSEQUENT EVENT

Loan Agreement

On September 30, 2014, the Academy entered into an agreement with The Charter School Fund – BP LLC for a note payable of $281,293 to help finance payments on the Academy's building lease. The loan bears no interest and calls for the entire principal amount to be repaid by September 30, 2015.

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SUPPLEMENTAL INFORMATION

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ATHLOS LEADERSHIP ACADEMY

General Fund
Comparative Balance Sheet
as of June 30, 2014 and 2013

	2014	2013
Assets		
Cash and temporary investments	$ 134,369	$ 120,961
Receivables		
Accounts	26,100	172
Due from other governmental units	231,341	654,636
Prepaid items	42,625	18,072
Total assets	$ 434,435	$ 793,841
Liabilities		
Salaries and benefits payable	$ 206,825	$ 193,157
Accounts and interest payable	44,612	48,270
Due to related parties	–	45,417
Note payable	–	257,611
Total liabilities	251,437	544,455
Fund balances		
Nonspendable for prepaid items	42,625	18,072
Unassigned	140,373	231,314
Total fund balances	182,998	249,386
Total liabilities and fund balances	$ 434,435	$ 793,841

ATHLOS LEADERSHIP ACADEMY

General Fund
Schedule of Revenue, Expenditures, and Changes in Fund Balances
Budget and Actual
Year Ended June 30, 2014
(With Comparative Actual Amounts for the Year Ended June 30, 2013)

	2014			2013
	Budget	Actual	Over (Under) Budget	Actual
Revenue				
Federal sources	$ 253,208	$ 268,739	$ 15,531	$ 568,610
State sources	2,573,935	2,618,803	44,868	3,051,206
Local sources				
Investment earnings	–	40	40	278
Other	168,187	173,638	5,451	47,736
Total revenue	2,995,330	3,061,220	65,890	3,667,830
Expenditures				
Current				
Administration				
Salaries	173,480	173,126	(354)	146,203
Employee benefits	21,350	25,166	3,816	26,587
Purchased services	40,607	34,271	(6,336)	53,640
Supplies and materials	2,000	2,084	84	6,181
Capital expenditures	–	48	48	–
Other expenditures	–	1,581	1,581	30,508
Total administration	237,437	236,276	(1,161)	263,119
District support services				
Salaries	135,500	147,560	12,060	56,560
Employee benefits	34,800	15,506	(19,294)	19,243
Purchased services	250,726	269,624	18,898	227,287
Supplies and materials	12,200	13,471	1,271	7,253
Capital expenditures	70,500	69,913	(587)	285
Other expenditures	8,000	11,723	3,723	4,784
Total district support services	511,726	527,797	16,071	315,412
Elementary and secondary regular instruction				
Salaries	683,975	721,264	37,289	957,812
Employee benefits	124,710	146,290	21,580	216,120
Purchased services	1,000	3,042	2,042	17,246
Supplies and materials	67,930	69,759	1,829	64,236
Capital expenditures	49,100	50,761	1,661	228
Other expenditures	9,000	9,274	274	16,916
Total elementary and secondary regular instruction	935,715	1,000,390	64,675	1,272,558
Special education instruction				
Salaries	259,525	426,995	167,470	530,638
Employee benefits	78,190	90,494	12,304	102,369
Purchased services	297,903	291,349	(6,554)	261,036
Supplies and materials	15,420	15,324	(96)	12,480
Capital expenditures	12,000	14,163	2,163	1,127
Other expenditures	–	–	–	719
Total special education instruction	663,038	838,325	175,287	908,369

(continued)

ATHLOS LEADERSHIP ACADEMY

General Fund
Schedule of Revenue, Expenditures, and Changes in Fund Balances
Budget and Actual (continued)
Year Ended June 30, 2014
(With Comparative Actual Amounts for the Year Ended June 30, 2013)

	2014			2013
	Budget	Actual	Over (Under) Budget	Actual
Expenditures (continued)				
Current (continued)				
Instructional support services				
Salaries	48,400	51,584	3,184	36,625
Employee benefits	7,250	7,912	662	5,261
Purchased services	12,400	12,713	313	125
Supplies and materials	500	1,130	630	521
Total instructional support services	68,550	73,339	4,789	42,532
Pupil support services				
Salaries	12,600	26,349	13,749	32,502
Employee benefits	3,700	5,224	1,524	5,534
Purchased services	207,000	211,888	4,888	184,867
Supplies and materials	700	905	205	3,572
Total pupil support services	224,000	244,366	20,366	226,475
Sites and buildings				
Purchased services	258,900	205,800	(53,100)	572,660
Supplies and materials	500	491	(9)	11,600
Capital expenditures	–	749	749	–
Other expenditures	–	75	75	–
Total sites and buildings	259,400	207,115	(52,285)	584,260
Debt service				
Interest and fiscal charges	–	–	–	20,696
Total expenditures	2,899,866	3,127,608	227,742	3,633,421
Excess (deficiency) of revenue over expenditures	95,464	(66,388)	(161,852)	34,409
Other financing (uses)				
Transfers out	(17,028)	–	17,028	(386)
Net change in fund balances	$ 78,436	(66,388)	$ (144,824)	34,023
Fund balances				
Beginning of year		249,386		215,363
End of year		$ 182,998		$ 249,386

ATHLOS LEADERSHIP ACADEMY

Food Service Special Revenue Fund
Comparative Balance Sheet
as of June 30, 2014 and 2013

	2014	2013
Assets		
Cash and temporary investments	$ 15,678	$ 25,931
Receivables		
Accounts	940	–
Due from other governmental units	6,155	–
Total assets	$ 22,773	$ 25,931
Liabilities		
Accounts and interest payable	$ 13,557	$ –
Due to related parties	–	3,410
Total liabilities	13,557	3,410
Fund balances		
Restricted for food service	9,216	22,521
Total liabilities and fund balances	$ 22,773	$ 25,931

ATHLOS LEADERSHIP ACADEMY

Food Service Special Revenue Fund
Schedule of Revenue, Expenditures, and Changes in Fund Balances
Budget and Actual
Year Ended June 30, 2014
(With Comparative Actual Amounts for the Year Ended June 30, 2013)

	2014			2013
	Budget	Actual	Over (Under) Budget	Actual
Revenue				
Federal sources	$ 102,564	$ 108,274	$ 5,710	$ 138,773
State sources	4,197	4,497	300	4,607
Local sources				
Other – primarily meal sales	8,925	9,197	272	6,135
Total revenue	115,686	121,968	6,282	149,515
Expenditures				
Current				
Salaries and wages	30,608	21,486	(9,122)	54,147
Employee benefits	7,152	3,608	(3,544)	12,544
Purchased services	20,330	1,463	(18,867)	586
Supplies and materials	74,624	108,716	34,092	86,870
Total expenditures	132,714	135,273	2,559	154,147
Excess (deficiency) of revenue over expenditures	(17,028)	(13,305)	3,723	(4,632)
Other financing sources				
Transfers in	17,028	–	(17,028)	–
Net change in fund balances	$ –	(13,305)	$ (13,305)	(4,632)
Fund balances				
Beginning of year		22,521		27,153
End of year		$ 9,216		$ 22,521

ATHLOS LEADERSHIP ACADEMY

Community Service Special Revenue Fund
Comparative Balance Sheet
as of June 30, 2014 and 2013

	2014	2013
Assets		
Cash and temporary investments	$ 5,402	$ 3,789
Receivables		
Due from other governmental units	48,741	30,832
Total assets	$ 54,143	$ 34,621
Liabilities and Fund Balances		
Liabilities		
Accounts and interest payable	$ 54,128	$ 40,891
Due to related parties	–	18
Total liabilities	54,128	40,909
Fund balances (deficit)		
Restricted for community service	15	–
Unassigned	–	(6,288)
Total fund balances (deficit)	15	(6,288)
Total liabilities and fund balances	$ 54,143	$ 34,621

ATHLOS LEADERSHIP ACADEMY

Community Service Special Revenue Fund
Schedule of Revenue, Expenditures, and Changes in Fund Balances
Budget and Actual
Year Ended June 30, 2014
(With Comparative Actual Amounts for the Year Ended June 30, 2013)

	2014			2013
	Budget	Actual	Over (Under) Budget	Actual
Revenue				
Federal sources	$ 328,234	$ 397,847	$ 69,613	$ 250,478
Expenditures				
Current				
Salaries and wages	34,975	53,852	18,877	34,425
Employee benefits	5,168	7,786	2,618	4,607
Purchased services	278,191	327,888	49,697	205,720
Supplies and materials	9,900	2,018	(7,882)	2,019
Other expenditures	–	–	–	9,995
Total expenditures	328,234	391,544	63,310	256,766
Excess (deficiency) of revenue over expenditures	–	6,303	6,303	(6,288)
Other financing sources				
Transfers in	–	–	–	386
Net change in fund balances	$ –	6,303	$ 6,303	(5,902)
Fund balances (deficit)				
Beginning of year		(6,288)		(386)
End of year		$ 15		$ (6,288)

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SINGLE AUDIT AND OTHER REQUIRED REPORTS

ATHLOS LEADERSHIP ACADEMY

Schedule of Expenditures of Federal Awards
Year Ended June 30, 2014

Federal Grantor/Pass-Through Grantor/Program Title	Federal CFDA No.	Federal Expenditures
U.S. Department of Education		
Passed through Minnesota Department of Education		
Special education cluster		
Special Education – Grants to States	84.027	$ 38,586
Special Education – Preschool Grants	84.173	7,660
Total special education cluster		46,246
Title I – Grants to Local Educational Agencies	84.010	92,891
Improving Teacher Quality – State Grants	84.367	10,675
ARRA – School Improvement Grants	84.388	107,088
English Language Acquisition State Grants	84.365	11,839
Twenty-First Century Community Learning Centers	84.287	391,562
U.S. Department of Agriculture		
Passed through Minnesota Department of Education		
Child nutrition cluster		
School Breakfast Program	10.553	34,385
National School Lunch Program	10.555	71,887
Total child nutrition cluster		106,272
Total federal awards		$ 766,573

Note 1: This Schedule of Expenditures of Federal Awards is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations.* Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the Academy's basic financial statements.

Note 2: Non-monetary assistance of $3,403 is reported in this schedule at the fair market value of commodities received and disbursed for the U.S. Department of Agriculture National School Lunch Program (CFDA No. 10.555).

Note 3: All pass-through entities listed above use the same CFDA numbers as the federal grantors to identify these grants, and have not assigned any additional identifying numbers.

Note 4: The Academy provided federal awards to subrecipients as follows:

Program Title	Federal CFDA No.	Amount Provided
Twenty-First Century Community Learning Centers	84.287	$ 161,357

MMKR
CERTIFIED PUBLIC ACCOUNTANTS

PRINCIPALS
Thomas M. Montague, CPA
Thomas A. Karnowski, CPA
Paul A. Radosevich, CPA
William J. Lauer, CPA
James H. Eichten, CPA
Aaron J. Nielsen, CPA
Victoria L. Holinka, CPA

INDEPENDENT AUDITOR'S 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 School Board and Management of
Athlos Leadership Academy
Minneapolis, Minnesota

We have audited, 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, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Athlos Leadership Academy (the Academy) as of and for the year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise the Academy's basic financial statements, and have issued our report thereon dated December 16, 2014.

INTERNAL CONTROL OVER FINANCIAL REPORTING

In planning and performing our audit of the financial statements, we considered the Academy's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Academy's internal control. Accordingly, we do not express an opinion on the effectiveness of the Academy's internal control.

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 combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Academy's financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

(continued)

Athlos Academy of Reno
Attachment 22-157

Malloy, Montague, Karnowski, Radosevich, & Co., P.A.
5353 Wayzata Boulevard • Suite 410 • Minneapolis, MN 55416 • Telephone: 952-545-0424 • Telefax: 952-545-0569 • www.mmkr.com

COMPLIANCE AND OTHER MATTERS

As part of obtaining reasonable assurance about whether the Academy's financial statements are free from 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*.

PURPOSE OF THIS REPORT

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Academy's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Academy's internal control and compliance. Accordingly, this report is not suitable for any other purpose.

Malloy, Montague, Karnowski, Radosevich & Co., P.A.

Minneapolis, Minnesota
December 16, 2014

MMKR
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INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133

To the School Board and Management of
Athlos Leadership Academy
Minneapolis, Minnesota

REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM

We have audited Athlos Leadership Academy's (the Academy) compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 *Compliance Supplement* that could have a direct and material effect on each of the Academy's major federal programs for the year ended June 30, 2014. The Academy's major federal programs are identified in the Summary of Auditor's Results section of the accompanying Schedule of Findings and Questioned Costs.

MANAGEMENT'S RESPONSIBILITY

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

AUDITOR'S RESPONSIBILITY

Our responsibility is to express an opinion on compliance for each of the Academy's major federal programs based on our audit of the types of compliance requirements referred to above. 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 the Academy'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 on compliance for each major federal program. However, our audit does not provide a legal determination of the Academy's compliance.

(continued)

Malloy, Montague, Karnowski, Radosevich, & Co., P.A.
5353 Wayzata Boulevard • Suite 410 • Minneapolis, MN 55416 • Telephone: 952-545-0424 • Telefax: 952-545-0569 • www.mmkr.com

OPINION ON EACH MAJOR FEDERAL PROGRAM

In our opinion, the Academy complied, in all material respects, with the types of compliance requirements referred to on the previous page that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2014.

REPORT ON INTERNAL CONTROL OVER COMPLIANCE

Management of the Academy is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to on the previous page. In planning and performing our audit of compliance, we considered the Academy's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program 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 the Academy'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. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

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 material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

PURPOSE OF THIS REPORT

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Malloy, Montague, Karnowski, Radosevich & Co., P.A.

Minneapolis, Minnesota
December 16, 2014

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CERTIFIED PUBLIC ACCOUNTANTS

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Thomas M. Montague, CPA
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Victoria L. Holinka, CPA

INDEPENDENT AUDITOR'S REPORT

ON MINNESOTA LEGAL COMPLIANCE

To the School Board and Management of
Athlos Leadership Academy
Minneapolis, Minnesota

We have audited, 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, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Athlos Leadership Academy (the Academy) as of and for the year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise the Academy's basic financial statements, and have issued our report thereon dated December 16, 2014.

The *Minnesota Legal Compliance Audit Guide for Political Subdivisions*, promulgated by the Office of the State Auditor pursuant to Minnesota Statute § 6.65, contains two categories of compliance to be tested in audits of charter schools: uniform financial accounting and reporting standards, and charter schools. Our audit included both of the listed categories.

In connection with our audit, nothing came to our attention that caused us to believe that the Academy failed to comply with the provisions of the *Minnesota Legal Compliance Audit Guide for Political Subdivisions*. However, our audit was not directed primarily toward obtaining knowledge of such noncompliance. Accordingly, had we performed additional procedures, other matters may have come to our attention regarding the Academy's noncompliance with the above referenced provisions.

The purpose of this report is solely to describe the scope of our testing of compliance and the results of that testing, and not to provide an opinion on compliance. Accordingly, this report is not suitable for any other purpose.

Malloy, Montague, Karnowski, Radosevich & Co., P.A.

Minneapolis, Minnesota
December 16, 2014

Malloy, Montague, Karnowski, Radosevich, & Co., P.A.
5353 Wayzata Boulevard • Suite 410 • Minneapolis, MN 55416 • Telephone: 952-545-0424 • Telefax: 952-545-0569 • www.mmkr.com

ATHLOS LEADERSHIP ACADEMY

Schedule of Findings and Questioned Costs
Year Ended June 30, 2014

A. SUMMARY OF AUDIT RESULTS

This summary is formatted to provide federal granting agencies and pass-through agencies answers to specific questions regarding the audit of federal awards.

Financial Statements

What type of auditor's report is issued?		**X** Unmodified ____ Qualified ____ Adverse ____ Disclaimer
Internal control over financial reporting:		
Material weakness(es) identified?	____ Yes	**X** No
Significant deficiencies identified?	____ Yes	**X** None reported
Noncompliance material to the financial statements noted?	____ Yes	**X** No

Federal Awards

Internal controls over major federal award programs:		
Material weakness(es) identified?	____ Yes	**X** No
Significant deficiencies identified?	____ Yes	**X** None reported
Type of auditor's report issued on compliance for major programs? Twenty-First Century Community Learning Centers	Unmodified	
Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of OMB Circular A-133?	____ Yes	**X** No

Programs tested as major programs:

Program or Cluster	CFDA No.
The U.S. Department of Education	
Twenty-First Century Community Learning Centers	84.287

Threshold for distinguishing type A and B programs.	$ 300,000	
Does the auditee qualify as a low-risk auditee?	____ Yes	**X** No

B. FINDINGS – FINANCIAL STATEMENT AUDIT

None.

C. FINDINGS AND QUESTIONED COSTS – MAJOR FEDERAL AWARD PROGRAMS AUDIT

None.

D. FINDINGS – MINNESOTA LEGAL COMPLIANCE AUDIT

None.

E. SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS – MAJOR FEDERAL AWARD PROGRAMS AUDIT

Condition – During our audit, we noted that the quarterly jobs surveys were not completed for the major programs ARRA – School Improvement Grants, CFDA No. 84-388, which resulted in noncompliance with a type of federal compliance requirement that could have a direct and material effect on these programs. This is also considered a material weakness in the internal controls of this program.

Recommendation – We recommend that in the future Athlos Leadership Academy submit complete quarterly jobs surveys to report the number of the jobs created and retained as a result of funding received through the ARRA.

Current Status – This is not a finding in the current year.

ATHLOS LEADERSHIP ACADEMY

Uniform Financial Accounting and Reporting Standards
Compliance Table
June 30, 2014

		Audit	UFARS	Audit – UFARS
General Fund				
Total revenue		$ 3,061,220	$ 3,061,221	$ (1)
Total expenditures		$ 3,127,608	$ 3,127,608	$ –
Nonspendable				
460	Nonspendable fund balance	$ 42,625	$ 42,625	$ –
Restricted/reserve				
403	Staff development	$ –	$ –	$ –
405	Deferred maintenance	$ –	$ –	$ –
406	Health and safety	$ –	$ –	$ –
407	Capital projects levy	$ –	$ –	$ –
408	Cooperative revenue	$ –	$ –	$ –
411	Severance pay	$ –	$ –	$ –
413	Projects funded by COP	$ –	$ –	$ –
414	Operating debt		$ –	$ –
416	Levy reduction	$ –	$ –	$ –
417	Taconite building maintenance	$ –	$ –	$ –
423	Certain teacher programs	$ –	$ –	$ –
424	Operating capital	$ –	$ –	$ –
426	$25 taconite	$ –	$ –	$ –
427	Disabled accessibility	$ –	$ –	$ –
428	Learning and development	$ –	$ –	$ –
434	Area learning center	$ –	$ –	$ –
435	Contracted alternative programs	$ –	$ –	$ –
436	State approved alternative program	$ –	$ –	$ –
438	Gifted and talented	$ –	$ –	$ –
441	Basic skills programs	$ –	$ –	$ –
445	Career and technical programs	$ –	$ –	$ –
446	First grade preparedness	$ –	$ –	$ –
449	Safe schools levy	$ –	$ –	$ –
450	Pre-kindergarten	$ –	$ –	$ –
451	QZAB payments	$ –	$ –	$ –
452	OPEB liability not in trust	$ –	$ –	$ –
453	Unfunded severance and retirement levy	$ –	$ –	$ –
Restricted				
464	Restricted fund balance	$ –	$ –	$ –
Committed				
418	Committed for separation	$ –	$ –	$ –
461	Committed fund balance	$ –	$ –	$ –
Assigned				
462	Assigned fund balance	$ –	$ –	$ –
Unassigned				
422	Unassigned fund balance	$ 140,373	$ 140,373	$ –
Food Service				
Total revenue		$ 121,968	$ 121,969	$ (1)
Total expenditures		$ 135,273	$ 135,273	$ –
Nonspendable				
460	Nonspendable fund balance	$ –	$ –	$ –
Restricted				
452	OPEB liability not in trust	$ –	$ –	$ –
464	Restricted fund balance	$ 9,216	$ 9,216	$ –
Unassigned				
463	Unassigned fund balance	$ –	$ –	$ –
Community Service				
Total revenue		$ 397,847	$ 397,847	$ –
Total expenditures		$ 391,544	$ 391,543	$ 1
Nonspendable				
460	Nonspendable fund balance	$ –	$ –	$ –
Restricted/reserve				
426	$25 taconite	$ –	$ –	$ –
431	Community education	$ –	$ –	$ –
432	ECFE	$ –	$ –	$ –
444	School readiness	$ –	$ –	$ –
447	Adult basic education	$ –	$ –	$ –
452	OPEB liability not in trust	$ –	$ –	$ –
Restricted				
464	Restricted fund balance	$ 15	$ 16	$ (1)
Unassigned				
463	Unassigned fund balance	$ –	$ –	$ –

ATHLOS LEADERSHIP ACADEMY

Uniform Financial Accounting and Reporting Standards
Compliance Table (continued)
June 30, 2014

		Audit	UFARS	Audit – UFARS
Building Construction				
Total revenue		$ –	$ –	$ –
Total expenditures		$ –	$ –	$ –
Nonspendable				
460	Nonspendable fund balance	$ –	$ –	$ –
Restricted/reserve				
407	Capital projects levy	$ –	$ –	$ –
409	Alternative facility program	$ –	$ –	$ –
413	Project funded by COP	$ –	$ –	$ –
Restricted				
464	Restricted fund balance	$ –	$ –	$ –
Unassigned				
463	Unassigned fund balance	$ –	$ –	$ –
Debt Service				
Total revenue		$ –	$ –	$ –
Total expenditures		$ –	$ –	$ –
Nonspendable				
460	Nonspendable fund balance	$ –	$ –	$ –
Restricted/reserve				
425	Bond refundings	$ –	$ –	$ –
451	QZAB payments	$ –	$ –	$ –
Restricted				
464	Restricted fund balance	$ –	$ –	$ –
Unassigned				
463	Unassigned fund balance	$ –	$ –	$ –
Trust				
Total revenue		$ –	$ –	$ –
Total expenditures		$ –	$ –	$ –
422	Net position	$ –	$ –	$ –
Internal Service				
Total revenue		$ –	$ –	$ –
Total expenditures		$ –	$ –	$ –
422	Net position	$ –	$ –	$ –
OPEB Revocable Trust Fund				
Total revenue		$ –	$ –	$ –
Total expenditures		$ –	$ –	$ –
422	Net position	$ –	$ –	$ –
OPEB Irrevocable Trust Fund				
Total revenue		$ –	$ –	$ –
Total expenditures		$ –	$ –	$ –
422	Net position	$ –	$ –	$ –
OPEB Debt Service Fund				
Total revenue		$ –	$ –	$ –
Total expenditures		$ –	$ –	$ –
Nonspendable				
460	Nonspendable fund balance	$ –	$ –	$ –
Restricted				
425	Bond refundings	$ –	$ –	$ –
464	Restricted fund balance	$ –	$ –	$ –
Unassigned				
463	Unassigned fund balance	$ –	$ –	$ –

Note: Statutory restricted deficits, if any, are reported in unassigned fund balances in the financial statements in accordance with accounting principles generally accepted in the United States of America.

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INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

ANNUAL FINANCIAL REPORT

FOR THE YEAR ENDED AUGUST 31, 2014

INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

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INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

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INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

CERTIFICATE OF BOARD

AUGUST 31, 2014

International American Education Federation	Dallas	057-848
Name of Charter Holder	County	Co. - Dist. Number

Federal EIN: 27-4549127

We, the undersigned, certify that the attached annual financial reports of the above-named school district were reviewed and (check one) ✓ approved _____ disapproved for the year ended August 31, 2014, at a meeting of the governing body of the charter holder on the 14th day of January, 2015.

Signature of Board Secretary

Signature of Board President

If the Board of Trustees disapproved of the auditors' report, the reason(s) for disapproving it is (are):
(attach list as necessary)

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INDEPENDENT AUDITORS' REPORT

Board of Trustees
International American Education Federation, Inc.
Richardson, Texas

Report on the Financial Statements

We have audited the accompanying financial statements of International American Education Federation, Inc. (a nonprofit organization), which comprise the statement of financial position as of August 31, 2014, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express opinions 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 from material misstatement.

WACO, TX
801 West Highway 6
Waco, Texas 76710
254.772.0901

HOUSTON, TX
281.674.6259

RIO GRANDE VALLEY, TX
956.541.7778

TEMPLE, TX
254.791.3060

ALBUQUERQUE, NM
505.266.5984

AICPA
Governmental Audit Quality Center

Athlos Academy of Reno
Attachment 22-173

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of International American Education Federation, Inc. as of August 31, 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information on pages 17 through 18 is presented for purposes of additional analysis as required by the Texas Education Agency and is not a required part of the financial statements. The accompanying schedule of expenditures of federal awards, as required by Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, is presented for purposes of additional analysis 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 information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 14, 2015, on our consideration of International American Education Federation, Inc.'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* in considering International American Education Federation, Inc.'s internal control over financial reporting and compliance.

Pattillo, Brown + Hill, L.L.P.

Waco, Texas
January 14, 2015

Athlos Academy of Reno
Attachment 22-175

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GENERAL PURPOSE FINANCIAL STATEMENTS

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INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2014

	2014
ASSETS	
CURRENT ASSETS	
Cash and cash equivalents	$ 1,984,829
Due from other governments	1,656,754
Accounts receivable, net	4,599
Deferred expense	100,000
Total Current Assets	3,746,182
Capitalized bond issuance costs	42,601
PROPERTY AND EQUIPMENT	
Furniture and equipment	2,241,614
Vehicles	45,722
Less accumulated depreciation	(454,038)
Total Property and Equipment	1,833,298
Total Assets	$ 5,622,081
LIABILITIES	
CURRENT LIABILITIES	
Accounts payable	$ 479,497
Deferred revenue	700,695
Accrued wages payable	432,115
Payroll deductions and withholdings	39,984
Current portion of long-term debt	660,995
Total Current Liabilities	2,313,286
LONG-TERM LIABILITIES	
Long-term debt	4,092,400
Total Long-Term Liabilities	4,092,400
Total Liabilities	$ 6,405,686
NET ASSETS	
Unrestricted	$(894,045)
Temporarily restricted	110,440
Total Net Assets	(783,605)
Total Liabilities and Net Assets	$ 5,622,081

See independent auditors' report and notes to financial statements.

Athlos Academy of Reno
Attachment 22-179

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INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2014

	Unrestricted	Temporarily Restricted	Totals 2014
REVENUE			
Local Revenue:			
Foundations, Other Non-Profit Organizations, Gifts, and Bequests	$ -	$ 107,513	$ 107,513
Food Service Activity	-	157,041	157,041
Athletic Activities	4,970	-	4,970
Other Revenue from local sources	575,267	-	575,267
Total Local Revenue	580,237	264,554	844,791
State Program Revenue:			
Foundation School Program Act Revenue	-	20,417,294	20,417,294
State Program Revenue Distributed by TEA	-	53,050	53,050
Total State Program Revenue	-	20,470,344	20,470,344
Federal Program Revenue:			
National School Breakfast and Lunch Program	-	533,611	533,611
Federal Program Revenue Distributed by TEA	-	711,598	711,598
Total Federal Program Revenue	-	1,245,209	1,245,209
Net Assets Released from Restrictions:			
Restrictions Satisfied by Payments	21,869,667	(21,869,667)	-
Total Revenue	$ 22,449,904	$ 110,440	$ 22,560,344
EXPENSES			
Program Services:			
Instruction	$ 11,871,054	$ -	$ 11,871,054
Instruction Resources and Media	100,872	-	100,872
Curriculum and Instructional Staff Development	246,127	-	246,127
Instructional Leadership	459,494	-	459,494
School Leadership	1,628,673	-	1,628,673
Guidance, Counseling, and Evaluating Services	406,115	-	406,115
Health Services	276,296	-	276,296
Student Transportation	16,170	-	16,170
Food Services	952,243	-	952,243
Extracurricular Activities	619,451	-	619,451
General Administration	963,711	-	963,711
Facilities Maintenance and Operations	3,641,012	-	3,641,012
Security and Monitoring Services	199,591	-	199,591
Data Processing	302,351	-	302,351
Community Services	289,587	-	289,587
Debt Service	306,798	-	306,798
Fund Raising	22,740	-	22,740
Total Expenses	22,302,285	-	22,302,285
CHANGE IN NET ASSETS	147,619	110,440	258,059
NET ASSETS, BEGINNING	(1,041,664)	-	(1,041,664)
NET ASSETS, END OF YEAR	$(894,045)	$ 110,440	$(783,605)

See independent auditors' report and notes to financial statements.

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INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2014

RECONCILIATION OF CHANGE IN NET ASSETS TO NET CASH PROVIDED BY OPERATING ACTIVITIES	2014
Change in net assets	$ 258,060
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation	454,038
(Increase) decrease in due from TEA	(738,333)
(Increase) decrease in accounts receivable	(4,599)
(Increase) decrease in deferred expenses	(100,000)
Increase (decrease) in accounts payable	185,354
Increase (decrease) in deferred revenue	700,695
Increase (decrease) in wages payable	122,611
Increase (decrease) in payroll deductions and witholdings	39,416
Net Cash Provided (Used) by Operating Activities	917,242
CASH FLOWS FROM INVESTING ACTIVITIES	
Purchase of land, buildings, and equipment	(2,287,336)
Net Cash Provided (Used) by Investing Activities	(2,287,336)
CASH FLOWS FROM FINANCING ACTIVITIES	
Capitalization of debt issuance costs	(42,601)
Issuance of long-term debt	3,500,911
Principal payments on debt	(347,516)
Net Cash Provided (Used) by Financing Activities	3,110,794
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	1,740,700
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	244,129
CASH AND CASH EQUIVALENTS, END OF YEAR	$ 1,984,829

See independent auditors' report and notes to financial statements.

Athlos Academy of Reno
Attachment 22-183

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I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

1. Reporting Entity

International American Education Federation, Inc., (the corporation), is a not-for-profit organization incorporated in the State of Texas in 2011 and exempt from federal income taxes pursuant to Section 501(c)(3) of the Internal Revenue Code. The corporation is governed by a Board of Directors comprised of 5 members. The Board of Directors is selected pursuant to the bylaws of the corporation and has the authority to make decisions, appoint the chief executive officer of the corporation, and significantly influence operations. The Board of Directors has the primary accountability for the fiscal affairs of the corporation.

Since the corporation received funding from local, state, and federal government sources, it must comply with the requirements of the entities providing those funds.

2. Corporate Operations

In 2012, the State Board of Education of the State of Texas granted the corporation an open-enrollment charter pursuant to Chapter 12 of the Texas Education Code. Pursuant to the program described in the charter application approved by the State Board of Education and the terms of the applicable Contract for Charter, International Leadership of Texas Charter School was opened. The Texas State Board of Education issued the initial charter to the corporation for a period of five years from May 21, 2013, to July 31, 2018.

B. Basis of Accounting and Presentation

The accompanying general-purpose financial statements have been prepared using the accrual basis of accounting in accordance with generally accepted accounting principles.

Net assets and revenue, expenses, gains, and losses are classified based on the existence and nature or absence of donor-imposed restrictions. Restricted revenue whose restrictions are met in the same year as received are shown as unrestricted revenue. Accordingly, net assets of the organization and changes therein are classified and reported as follows:

Unrestricted – net assets that are not subject to donor-imposed stipulations.

Temporarily restricted – net assets subject to donor-imposed stipulations that may or will be met, either by actions of the Organization, the charter school, and/or the passage of time. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Permanently restricted – net assets required to be maintained in perpetuity with only the income to be used for the charter holder's activities due to donor-imposed restrictions.

C. Use of 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.

D. Federal Income Tax Status

The Organization is exempt from federal income tax under 501(c)(3) of the Internal Revenue Code and is classified as a public charity under 509(a)(1) and 170(b)(1)(A)(ii). The Organization files annual federal information returns that are subject to routine examinations; however, there are no examinations for any tax periods currently in progress.

E. Contributions

The Organization accounts for contributions as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and/or nature of any donor restrictions.

Support that is restricted by the donor is reported as an increase in temporarily restricted or permanently restricted net assets in the reporting period in which the support is recognized. When restriction expires, temporarily restricted net assets are classified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

No amounts have been reflected in the financial statements for donated materials or services since no objective basis is available to measure the value thereof; however, a substantial number of volunteers donate their time to the school program services and in fund-raising activities.

F. Cash and Cash Equivalents

For financial statement purposes, the Organization considers all highly liquid investment instruments with an original maturity of three months or less to be cash equivalents.

G. Capital Assets

Capital assets, which include land, buildings and improvements, furniture and equipment, vehicles, and other personal property, are reported in the general-purpose and specific-purpose financial statements. Capital assets are defined by the Organization as assets with an estimated useful life of more than one year and a cost of $5,000 or more. Such assets are recorded at historical cost and are depreciated over the estimated useful lives of the assets, which range from three to thirty years, using the straight-line method of depreciation. Expenditures for additions, major renewals, and betterments are capitalized, and maintenance and repairs are charged to expense as incurred. Donations of assets are recorded as direct additions to net assets at fair value at the date of donation, which is then treated as cost.

H. Capitalized Bond Issuance Costs

Capitalized bond issuance costs represent costs incurred related to the issuance of notes payable and are amortized over the term of the bonds or notes.

I. Personal Leave

All employees of the Organization earn five days of state paid personal and sick leave per year and three days of local paid personal and sick leave per year. There is no material liability for unpaid accumulated sick leave since the schools do not have a policy to pay any amount when the employees separate from service with the schools, and any unused balance of state days is transferable to other schools.

J. Functional Allocation of Expenses

The cost of providing the various programs and other activities have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

II. CASH DEPOSITS

The Organizations funds are deposited and invested with depository banks. The depository bank should deposit for safekeeping and trust with the Organization's agent banks approved pledged securities in an amount sufficient to protect charter school funds on a day-to-day basis during the period of the contract. The pledge of approved securities is waived only to the extent of the depository banks' dollar amount of Federal Deposit Insurance Organization ("FDIC") insurance.

At August 31, 2014, the combined carrying amount of the Organization's deposits (cash, certificates of deposit, and interest-bearing savings accounts included in temporary investments) were entirely covered by FDIC insurance or by pledged collateral held by the Organization's agent bank in the Organization's name.

III. INVESTMENTS

The Organization had no investments in marketable securities at August 31, 2014.

IV. ACCUMULATED UNPAID VACATION AND SICK LEAVE BENEFITS

At August 31, 2014, the Organization had no material liability for accrued sick leave or vacation leave.

V. PENSION PLAN OBLIGATIONS

A. Plan Description

International American Education Federation, Inc. contributes to the Teacher Retirement System of Texas (TRS), a cost-sharing multiple employer defined benefit pension plan. 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, Subtitle C. TRS also administers proportional retirement benefits and service credit transfer under 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 pension plan. That report may be obtained by downloading the report from the TRS internet website, www.trs.state.tx.us, under the TRS Publications heading, by calling the TRS Communications Department at 1-800-223-8778, or by writing to the TRS Communications Department, 1000 Red River Street, Austin, Texas 78701.

B. Funding Policy

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% of the member's annual compensation and a state contribution rate of not less than 6.0% and not more than 10% of the aggregate annual compensation of all members of the system during the fiscal year; (2) state statute prohibits benefit improvements, if as 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 31 years, the period would be increased by such action. Contribution rates and contributions for fiscal year 2014 are shown in the table below. These rates are set by the General Appropriations Act. In certain instances, the reporting district is required to make all or a portion of the state's and/or member's contribution and on the portion of the employee's salaries that exceeded the statutory minimum.

Contribution Rates and Amounts

	Member		State		Statutory Minimum
Year	Rate	Amount	Rate	Amount	Amount
2014	6.4%	$ 749,421	6.8%	$ 697,638	$ -

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Attachment 22-188

VI. PUBLIC SCHOOL RETIREE HEALTH PLAN

A. Plan Description

International American Education Federation, Inc. contributes to the Texas Public School Retired Employees Group Insurance Program (TRS-Care), a cost-sharing multiple-employer defined benefit post-employment health care plan administered by the Teacher Retirement System of Texas. TRS-Care Retired Plan provides health care coverage for certain persons (and their dependents) who retired under the Teacher Retirement System of Texas. The statutory authority for the program is Texas Insurance Code, Chapter 1575. Section 1575.052 grants the TRS Board of Trustees the authority to establish and amend basic and optional group insurance coverage for participants. The TRS issues a publicly available financial report that includes financial statements and required supplementary information for TRS-Care. That report may be obtained by visiting the TRS website at www.trs.state.tx.us, by writing to the Communications Department of the Teacher Retirement System of Texas at 1000 Red River Street, Austin, Texas 78701, or by calling 1-800-223-8778.

B. Funding Policy

Contribution requirements are not actuarially determined but are legally established each biennium by the Texas Legislature. Texas Insurance Code, Sections 1575.202, 203, and 204 establish state, active employee, and public school contributions, respectively. Funding for free basic coverage is provided by the program based upon public school district payroll. Per Texas Insurance Code, Chapter 1575, the public school contribution may not be less than 0.25% or greater than 0.75% of the salary of each active employee of the public school. Funding for optional coverage is provided by those participants selecting the optional coverage. Contribution rates and amounts are shown in the table below for fiscal year 2014.

	Contribution Rates and Amounts					
	Active Employees		State		School District	
Year	Rate	Amount	Rate	Amount	Rate	Amount
2014	0.65%	$ 76,113	1.0%	$ 117,097	0.55%	$ 64,403

C. Additional Plans

Certain employees of International American Education Federation, Inc. are also provided with Social Security and Medicare coverage. Under provisions of federal law, covered employees contribute 6.2% (Social Security) and 1.45% (Medicare) of their annual covered salary, and the Organization contributes 6.2% (social Security) and 1.45% (Medicare) of the covered payroll.

VII. HEALTH CARE COVERAGE

During the year ended August 31, 2014, full-time employees of International American Education Federation, Inc. were covered by a health insurance plan (the Plan). The Organization contributed $325 per month per employee to the Plan. Employees, at their option, authorized payroll withholdings to pay contributions or premiums for dependents. All premiums were paid to licensed insurers.

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VIII. COMMITMENTS AND CONTIGENCIES

International American Education Federation, Inc. 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 agencies. The programs administered by the Organization have complex compliance requirements and should state or federal auditors discover areas of noncompliance, funds may be subject to refund if so determined by the Texas Education Agency or the grantor agencies. In the opinion of the Organization, there are no significant contingent liabilities related to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying combined financial statements for such contingencies.

IX. CAPITAL ASSETS

Capital assets at August 31, 2014 were as follows:

	Balance 09/01/13	Additions	Deletions	Balance 08/31/14
Vehicles	-	45,722	-	45,722
Furniture and equipment (capital leases)	-	2,241,614	-	2,241,614
Accumulated depreciation	-	(454,038)	-	(454,038)
	$ -	$ 1,833,298	$ -	$ 1,833,298

X. ECONOMIC DEPENDENCY

During the year ended August 31, 2014, International American Education Federation, Inc. earned revenue of $20,470,344 from the Texas Education Agency (TEA). These amounts constitute approximately 90.9% of total revenues earned. Any unforeseen loss of the charter agreement with TEA or changes in legislative funding could have a material effect on the ability of the Organization to continue to provide the current level of services to its students.

XI. TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net assets for the year ending August 31, 2014 consisted of the following:

	2014
National School Breakfast and Lunch Program	$ 18,485
Campus Activity Funds	9,302
Confucius Institute	30,978
Ed Rachel Foundation Grant	51,675
	$ 110,440

XII. DEFERRED REVENUE

Deferred revenue at August 31, 2014 consisted of the following:

	2014
Textbook allotment	$ 7,695
Foreign student housing	374,938
Foreign student tuition	318,062
	$ 700,695

XIII. LONG-TERM DEBT

Long-term debt at August 31, 2014 consisted of the following:

	2014
Loans and capital leases consist of the following:	
$2,200,000 loan, issued by Vintage Bank. The loan bears interest at a rate of 6.0% and is due in monthly installments of $42,613 with the loan being interest only until March of 2015. The loan expires in February of 2020. The loan was used for start up costs, equipment and materials. The loan is secured by real property.	$ 2,200,000
$759,297 loan, issued by Vintage Bank. The loan bears interest at a rate of 6.0% and is due in monthly installments of $17,859 with the loan being interest only until March of 2015. The loan expires in February of 2019. The loan was used for the purchase of instructional materials. The loan is secured by real property.	759,297
$2,141,614 capital lease, issued by C2M Tech. The lease bears interest at a rate of 10% and is due in monthly installments of $45,503. The capital lease expires in August of 2018. The capital lease was used for computer equipment and technology improvements. The capital lease is secured by the equipment.	1,794,098
Total Debt	$ 4,753,395
Less Current Portion of Long-term Debt	(660,995)
Total Long-term Debt	$ 4,092,400

Future maturities of long-term debt at August 31, 2014 are as follows:

Year Ended August 31,	Principal	Interest	Total Requirements
2015	$ 660,995	$ 338,626	$ 999,621
2016	1,002,131	269,572	1,271,703
2017	1,083,111	188,593	1,271,704
2018	1,170,618	101,085	1,271,703
2019	585,367	33,146	618,513
Thereafter	251,173	4,505	255,678
Total	$ 4,753,395	$ 935,527	$ 5,688,922

XIV. LEASE COMMITMENTS

International American Education Federation, Inc. leases school and office space and certain equipment under noncancellable operating leases. Future minimum lease payments are due as follows:

Year Ended August 31,	
2015	$ 7,163,187
2016	7,497,523
2017	7,689,360
2018	7,769,400
2019	7,967,786
Thereafter	8,171,256
Total	$ 46,258,512

Operating lease expenses were approximately $2,358,431 for the year ended August 31, 2014.

XVI. SUBSEQUENT EVENTS

The Organization entered into two capital leases with C2M Tech for computer equipment and technology improvements. The leases are dated September 1, 2014 and October 28, 2014 and and require monthly installments of $44,411 and $2,111. The leases bear interest at a rate of 10% and end on August 28, 2020 and October 28, 2019. The leases are secured by the equipment.

XVII. FAIR VALUE MEASUREMENTS

The Fair Value Measurements provides a framework for measuring fair value under generally accepted accounting principles. Statement No. 157 applies to all financial instruments that are being measured and reported on a fair value basis.

As defined in Statement No. 157, fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. In determining fair value, the organization uses various methods including market, income, and cost approaches. Based on these approaches, the organization often utilizes certain assumptions that market participants would use in pricing the asset or liability, including assumptions about risk and or the risks inherent in the inputs to the valuation technique. These inputs can be readily observable, market corroborated, or generally unobservable inputs. The organization utilized valuation techniques that maximize the use of observable inputs and minimize the use of unobservable inputs. Based on the observability of the inputs used in the valuation techniques the organization is required to provide the following information according to the fair value hierarchy. The fair value hierarchy ranks the quality and reliability of the information used to determine fair values. Financial assets and liabilities carried at fair value will be classified and disclosed in one of the following three categories.

Level 1 – Valuations for assets and liabilities traded in active exchange markets, such as the New York Stock Exchange. Level 1 also includes U.S. Treasury and federal agency securities and federal agency mortgage-backed securities which are traded by dealers or brokers in active markets. Valuations are obtained from readily available pricing sources for market transactions involving identical assets or liabilities.

Level 2 – Valuations for assets and liabilities traded in less active dealer or broker markets. Valuations are obtained from third party pricing services for identical or similar assets or liabilities.

Level 3 – Valuations for assets and liabilities that are derived from other valuation methodologies, including option pricing models, discounted cash flow models and similar techniques, and not based on market exchange, dealer, or broker traded transactions. Level 3 valuations incorporate certain assumptions and projections in determining the fair value assigned to such assets or liabilities.

The Organization has no financial instruments that are being measured and reported on a fair value basis.

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SPECIFIC-PURPOSE FINANCIAL STATEMENTS

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INTERNATIONAL LEADERSHIP OF TEXAS

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2014

ASSETS

	2014
CURRENT ASSETS	
Cash and cash equivalents	1,633,476
Due from TEA	1,656,754
Accounts receivable, net	3,350
Deferred expense	100,000
Total Current Assets	3,393,580
Capitalized bond issuance costs	42,601
PROPERTY AND EQUIPMENT	
Furniture and equipment	2,241,614
Vehicles	45,722
Less accumulated depreciation	(454,038)
Total Property and Equipment	1,833,298
Total Assets	$ 5,269,479
LIABILITIES	
CURRENT LIABILITIES	
Accounts payable	$ 433,839
Deferred revenue	325,757
Accrued wages payable	432,115
Payroll deductions and withholdings	39,767
Current portion of long-term debt	660,995
Total Current Liabilities	1,892,473
LONG-TERM LIABILITIES	
Long-term debt	4,057,400
Total Long-Term Liabilities	4,057,400
Total Liabilities	$ 5,949,873
NET ASSETS	
Unrestricted	$(790,834)
Temporarily restricted	110,440
Total Net Assets	(680,394)
Total Liabilities and Net Assets	$ 5,269,479

See independent auditors' report and notes to financial statements.

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INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2014

ASSETS

	2014
CURRENT ASSETS	
Cash and cash equivalents	351,353
Accounts receivable, net	1,249
Total Current Assets	352,602
Total Assets	$ 352,602
LIABILITIES	
CURRENT LIABILITIES	
Accounts payable	45,658
Deferred revenue	374,938
Payroll deductions and withholdings	217
Total Current Liabilities	420,813
LONG-TERM LIABILITIES	
Long-term debt	35,000
Total Long-Term Liabilities	35,000
Total Liabilities	$ 455,813
NET ASSETS	
Unrestricted	$(103,211)
Temporarily restricted	-
Total Net Assets	(103,211)
Total Liabilities and Net Assets	$ 352,602

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INTERNATIONAL LEADERSHIP OF TEXAS

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2014

	Unrestricted	Temporarily Restricted	Totals 2014
REVENUE			
Local Revenue:			
Foundations, Other Non-Profit Organizations, Gifts, and Bequests	$ -	$ 107,513	$ 107,513
Food Service Activity	-	157,041	157,041
Athletic Activities	4,970	-	4,970
Other Revenue from local sources	541,182	-	541,182
Total Local Revenue	546,152	264,554	810,706
State Program Revenue:			
Foundation School Program Act Revenue	-	20,417,294	20,417,294
State Program Revenue Distributed by TEA	-	53,050	53,050
Total State Program Revenue	-	20,470,344	20,470,344
Federal Program Revenue:			
National School Breakfast and Lunch Program	-	533,611	533,611
Federal Program Revenue Distributed by TEA	-	711,598	711,598
Total Federal Program Revenue	-	1,245,209	1,245,209
Net Assets Released from Restrictions:			
Restrictions Satisfied by Payments	21,869,667	(21,869,667)	-
Total Revenue	$ 22,415,819	$ 110,440	$ 22,526,259
EXPENSES			
Program Services:			
Instruction	$ 11,859,472	$ -	$ 11,859,472
Instruction Resources and Media	100,872	-	100,872
Curriculum and Instructional Staff Development	246,127	-	246,127
Instructional Leadership	459,494	-	459,494
School Leadership	1,628,673	-	1,628,673
Guidance, Counseling, and Evaluating Services	406,115	-	406,115
Health Services	276,296	-	276,296
Student Transportation	16,170	-	16,170
Food Services	952,243	-	952,243
Extracurricular Activities	544,933	-	544,933
General Administration	920,895	-	920,895
Facilities Maintenance and Operations	3,637,023	-	3,637,023
Security and Monitoring Services	199,591	-	199,591
Data Processing	302,351	-	302,351
Community Services	289,587	-	289,587
Debt Service	306,798	-	306,798
Fund Raising	22,740	-	22,740
Total Expenses	22,169,380	-	22,169,380
CHANGE IN NET ASSETS	246,439	110,440	356,879
NET ASSETS, BEGINNING	(1,037,273)	-	(1,037,273)
NET ASSETS, END OF YEAR	$(790,834)	$ 110,440	$(680,394)

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INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2014

	Unrestricted	Temporarily Restricted	Totals 2014
REVENUE			
Local Revenue:			
Other Revenue from local sources	$ 34,085	$ -	$ 34,085
Total Local Revenue	$ 34,085	$ -	$ 34,085
Net Assets Released from Restrictions:			
Restrictions Satisfied by Payments	-	-	-
Total Revenue	$ 34,085	$ -	$ 34,085
EXPENSES			
Program Services:			
Instruction	11,581	$ -	$ 11,581
Extracurricular Activities	74,518	-	74,518
General Administration	42,816	-	42,816
Facilities Maintenance and Operations	3,989	-	3,989
Total Expenses	132,904	-	132,904
CHANGE IN NET ASSETS	(98,819)	-	(98,819)
NET ASSETS, BEGINNING	(4,392)	-	(4,392)
NET ASSETS, END OF YEAR	$(103,211)	$ -	$(103,211)

See independent auditors' report and notes to financial statements.

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INTERNATIONAL LEADERSHIP OF TEXAS

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2014

	2014
RECONCILIATION OF CHANGE IN NET ASSETS TO NET CASH PROVIDED BY OPERATING ACTIVITIES	
Change in net assets	$ 356,879
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation	454,038
(Increase) decrease in due from TEA	(738,333)
(Increase) decrease in accounts receivable	(3,350)
(Increase) decrease in deferred expenses	(100,000)
Increase (decrease) in accounts payable	139,696
Increase (decrease) in deferred revenue	325,757
Increase (decrease) in wages payable	122,611
Increase (decrease) in payroll deductions and witholdings	39,767
Net Cash Provided (Used) by Operating Activities	597,065
CASH FLOWS FROM INVESTING ACTIVITIES	
Purchase of land, buildings, and equipment	(2,287,336)
Net Cash Provided (Used) by Investing Activities	(2,287,336)
CASH FLOWS FROM FINANCING ACTIVITIES	
Capitalization of debt issuance costs	(42,601)
Issuance of long-term debt	3,500,911
Principal payments on debt	(347,516)
Net Cash Provided (Used) by Financing Activities	3,110,794
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	1,420,523
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	212,953
CASH AND CASH EQUIVALENTS, END OF YEAR	$ 1,633,476

See independent auditors' report and notes to financial statements.

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INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2014

RECONCILIATION OF CHANGE IN NET ASSETS TO NET CASH PROVIDED BY OPERATING ACTIVITIES	2014
Change in net assets	$(98,819)
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
(Increase) decrease in accounts receivable	(1,249)
Increase (decrease) in accounts payable	45,658
Increase (decrease) in deferred revenue	374,938
Increase (decrease) in payroll deductions and witholdings	(351)
Net Cash Provided (Used) by Operating Activities	320,177
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	320,177
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	31,176
CASH AND CASH EQUIVALENTS, END OF YEAR	$ 351,353

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INTERNATIONAL LEADERSHIP OF TEXAS

SCHEDULE OF EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2014

EXPENSES		2014
6100	Payroll Costs	$ 13,825,242
6200	Professional & Contract Services	5,553,721
6300	Supplies & Materials	1,523,271
6400	Other Operating Costs	960,348
6500	Debt Service	306,798
	Total Expenses	$ 22,169,380

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INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

SCHEDULE OF EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2014

EXPENSES		2014
6100	Payroll Costs	$ 41,752
6200	Professional & Contract Services	613
6300	Supplies & Materials	4,163
6400	Other Operating Costs	86,376
	Total Expenses	$ 132,904

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INTERNATIONAL LEADERSHIP OF TEXAS

SCHEDULE OF CAPITAL ASSETS

FOR THE YEAR ENDED AUGUST 31, 2014

		Ownership Interest		
		Local	State	Federal
1541	Vehicles (<$5,000)	$ 45,722	$ -	$ -
1559	Furniture and Equipment (Capital Leases)	2,241,614	-	-
1570	Accumulated Depreciation	(454,038)	-	-
	Total Property and Equipment	$ 1,833,298	$ -	$ -

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INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

SCHEDULE OF CAPITAL ASSETS

FOR THE YEAR ENDED AUGUST 31, 2014

		Ownership Interest		
		Local	State	Federal
1510	Land and Improvements	$ -	$ -	$ -
1520	Buildings and Improvements	-	-	-
1531	Vehicles	-	-	-
1539	Furniture and Equipment	-	-	-
1541	Vehicles (<$5,000)	-	-	-
1549	Furniture and Equipment (<$5,000)	-	-	-
1551	Building (Capital Leases)	-	-	-
1559	Furniture and Equipment (Capital Leases)	-	-	-
1569	Library Books and Media	-	-	-
1570	Accumulated Depreciation	-	-	-
1590	Other Capital Assets	-	-	-
	Total Property and Equipment	$ -	$ -	$ -

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INTERNATIONAL LEADERSHIP OF TEXAS

BUDGET COMPARISON SCHEDULE

FOR THE YEAR ENDED AUGUST 31, 2014

	Budget Amounts			
	Original	Final	Actual Amounts	Variance from Final Budget
REVENUE				
Local Revenue:				
5740 Other Local Revenue	$ 25,000	$ 684,899	$ 648,695	$(36,204)
5750 Food Service, Cocurricular, & Enterprising	1,000,000	163,060	162,011	(1,049)
Total Local Revenue	1,025,000	847,959	810,706	(37,253)
State Program Revenue:				
5810 Foundation School Program	21,007,236	19,719,317	20,417,294	697,977
5820 State Program Revenue Distributed by TEA	-	76	53,050	52,974
Total State Program Revenue	21,007,236	19,719,393	20,470,344	750,951
Federal Program Revenue:				
5920 Federal Program Revenue Distributed by TEA	705,512	1,442,997	1,245,209	(197,788)
Total Federal Program Revenue	705,512	1,442,997	1,245,209	(197,788)
Total Revenue	$ 22,737,748	$ 22,010,349	$ 22,526,259	$ 515,910
EXPENSES				
11 Instructional	$ 11,987,931	$ 11,706,281	$ 11,859,472	$(153,191)
12 Instructional Resources & Media Services	-	107,019	100,872	6,147
13 Curriculum & Instructional Staff Development	25,000	283,027	246,127	36,900
21 Instructional Leadership	228,499	477,570	459,494	18,076
23 School Leadership	1,245,489	1,649,925	1,628,673	21,252
31 Guidance, Counseling, & Evaluation Services	356,260	432,543	406,115	26,428
33 Health Services	286,260	284,950	276,296	8,654
34 Transportation	99,648	20,000	16,170	3,830
35 Food Service	1,705,510	954,428	952,243	2,185
36 Extracurricular	87,538	628,770	544,933	83,837
41 General Administration	681,016	933,705	920,895	12,810
51 Plant Maintenance	3,855,907	3,749,731	3,637,023	112,708
52 Security & Monitoring Services	171,686	203,153	199,591	3,562
53 Data Processing Services	364,081	951,090	302,351	648,739
61 Community Services	261,721	291,470	289,587	1,883
71 Debt Service	387,750	146,107	306,798	(160,691)
81 Fundraising	39,600	23,422	22,740	682
Total Expenses	21,783,896	22,843,191	22,169,380	673,811
CHANGE IN NET ASSETS	953,852	(832,842)	356,879	1,189,721
NET ASSETS, BEGINNING	(1,037,273)	(1,037,273)	(1,037,273)	-
NET ASSETS, END OF YEAR	$(83,421)	$(1,870,115)	$(680,394)	$ 1,189,721

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INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

BUDGET COMPARISON SCHEDULE

FOR THE YEAR ENDED AUGUST 31, 2014

	Budget Amounts			
	Original	Final	Actual Amounts	Variance from Final Budget
REVENUE				
Local Revenue:				
5740 Other Local Revenue	$ -	$ -	$ 34,085	$ 34,085
Total Local Revenue	-	-	34,085	34,085
Total Revenue	$ -	$ -	$ 34,085	$ 34,085
EXPENSES				
11 Instructional	$ -	$ -	$ 11,581	$(11,581)
36 Extracurricular	-	-	74,518	(74,518)
41 General Administration	-	-	42,816	(42,816)
51 Plant Maintenance	-	-	3,989	(3,989)
Total Expenses	-	-	132,904	(132,904)
CHANGE IN NET ASSETS	-	-	(98,819)	(98,819)
NET ASSETS, BEGINNING	(4,392)	(4,392)	(4,392)	-
NET ASSETS, END OF YEAR	$(4,392)	$(4,392)	$(103,211)	$(98,819)

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COMPLIANCE AND INTERNAL CONTROL SECTION

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INDEPENDENT AUDITORS' 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*

Board of Trustees
International American Education Federation, Inc.
Richardson, Texas

We have audited, in accordance with the 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, the financial statements of International American Education Federation, Inc. (a nonprofit organization), which comprise the statement of financial position as of August 31, 2014, and the related statement of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated January 14, 2015.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered International American Education Federation, Inc.'s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of International American Education Federation, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of International American Education Federation, Inc.'s internal control.

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. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

WACO, TX
401 West Highway 6
Waco, Texas 76710
254.772.8901

HOUSTON, TX
281.671.6259

TEMPLE, TX
254.791.3460

BIG GRANDE VALLEY, TX
956.544.7773

ALBUQUERQUE, NM
505.266.5004

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Our consideration of the internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified. We did identify a deficiency in internal control, described in the accompanying Schedule of Findings and Questioned Costs, Item 2014-001, that we consider to be a significant deficiency.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether International American Education Federation, Inc.'s financial statements are free from 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*.

International American Education Federation, Inc.'s Response to Findings

International American Education Federation, Inc.'s response to the finding identified in our audit is described in the accompanying schedule of findings and questioned costs. International American Education Federation, Inc.'s response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Pattillo, Brown + Hill, L.L.P.

Waco, Texas
January 14, 2015

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Attachment 22-224

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133

Board of Trustees
International American Education Federation, Inc.
Richardson, Texas

Report on Compliance for Each Major Federal Program

We have audited International American Education Federation, Inc.'s 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 International American Education Federation, Inc.'s major federal programs for the year ended August 31, 2014. International American Education Federation, Inc.'s major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of International American Education Federation, Inc.'s major federal programs based on our audit of the types of compliance requirements referred to above. 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 International American Education Federation, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

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We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of International American Education Federation, Inc.'s compliance.

Opinion on Each Major Federal Program

In our opinion, International American Education Federation, Inc. complied, in all material respects, with the types of 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, 2014.

Report on Internal Control Over Compliance

Management of International American Education Federation, Inc., is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered International American Education Federation, Inc.'s internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program 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 International American Education Federation, Inc.'s internal control over compliance.

Our consideration of internal control over compliance was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies and therefore, material or significant deficiencies may exist that were not identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified. However, as discussed below, we identified a deficiency in internal control over compliance that we consider a significant deficiency.

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. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. We consider the deficiency in internal control over compliance described in the accompanying Schedule of Findings and Questioned Costs, Item 2014-001, to be a significant deficiency.

International American Education Federation, Inc.'s response to the internal control over compliance finding identified in our audit is described in the accompanying schedule of findings and questioned costs. International American Education Federation, Inc.'s response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

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The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Pattillo, Brown + Hill, L.L.P.

Waco, Texas
January 14, 2015

Athlos Academy of Reno
Attachment 22-227

INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

FOR THE YEAR ENDED AUGUST 31, 2014

(1) Federal Grantor/ Pass-through Grantor/ Grantor/Program Title	(2) Federal CFDA Number	(2A) Pass-through Entity Identifying Number	(3) Federal Expenditures
U.S. DEPARTMENT OF AGRICULTURE			
Passed through the Texas Education Agency			
School Breakfast Program	10.553	71401401	$ 44,008
School Breakfast Program	10.553	71401301	5,493
National School Lunch Program	10.555	71301401	432,698
National School Lunch Program	10.555	71301301	51,412
Subtotal Child Nutrition Cluster			533,611
Total Passed through the Texas Education Agency			533,611
TOTAL U.S. DEPARTMENT OF AGRICULTURE			533,611
U.S. DEPARTMENT OF EDUCATION			
Passed through the Texas Education Agency			
IDEA Part - B, Formula	84.027	14660001057848600	311,645
Subtotal Idea, Part-B Cluster			311,645
Total Passed through the Texas Education Agency			311,645
Passed through Region 10 Education Service Center			
ESEA Title I, Part A	84.010A		298,860
Title II, Part A, Teacher & Principal Training	84.367A		74,659
Title III, LEP	84.365		26,434
Total Passed through Region 10 Education Service Center			399,953
TOTAL U.S. DEPARTMENT OF EDUCATION			711,598
TOTAL EXPENDITURES OF FEDERAL AWARDS			$ 1,245,209

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INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

AUGUST 31, 2014

1. GENERAL

The Schedule of Expenditures of Federal Awards presents the activity of all applicable federal award programs of International American Education Federation, Inc. The Corporation's reporting entity is defined in Note I of the financial statements. Federal awards received directly from federal agencies, as well as federal awards passed through other government agencies, are included on the Schedule of Expenditures of Federal Awards.

2. BASIS OF ACCOUNTING

The Schedule of Expenditures of Federal Awards is presented using the accrual basis of accounting. The accrual basis of accounting is described in Note I of the financial statements.

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Attachment 22-229

INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FOR THE YEAR ENDED AUGUST 31, 2014

Summary of Auditors' Results

Financial Statements:	
Type of auditors' report issued	Unmodified
Internal control over financial reporting:	
Material weakness(es) identified?	No
Significant deficiency(ies) identified?	2014-001
Federal Awards:	
Internal control over major programs:	
Material weakness(es) identified?	No
Significant deficiency(ies) identified?	2014-001
Type of auditors' report issued on compliance for major programs	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of OMB Circular A-133?	None
Identification of major programs:	
CFDA Number(s)	Name of Federal Program or Cluster:
10.553, 10.555	Child Nutrition Cluster
84.027	IDEA Part B, Formula
Dollar threshold used to distinguish between Type A and Type B programs	$300,000
Auditee qualified as low-risk auditee?	No

Findings Relating to the Financial Statements Which are Required to be Reported in Accordance With Generally Accepted Government Auditing Standards

Item 2014-001

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Attachment 22-230

INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
(Continued)
FOR THE YEAR ENDED AUGUST 31, 2014

Findings and Questioned Costs for Federal Awards

Federal Grantor:	U.S. Department of Education U.S. Department of Agriculture
Program:	Child Nutrition Cluster, CFDA 10.553 and 10.555 IDEA Part B, CFDA 84.027
Compliance Requirements:	Activities Allowed or Unallowed Allowable Costs/Cost Principles Procurements and Supervision and Debarment

Item 2014-001

Condition:	We noted instances of the Organization not adhering to the purchasing policies that have been adopted and approved by the Organization. The Organization's purchasing policies require approved purchases orders for all nonrecurring expenditures (i.e. utilities) except payroll.
Effect:	Without approved purchase orders, there is a chance that a purchase could be made that violates the purchasing policies or an unauthorized purchase could be made.
Cause:	This is the first full operating year for the Organization. The controls and policies are new to the Organization and were not always communicated to Organization personnel in a timely manner. There were transactions that occurred as startup expenditures that did not include an approved purchase order. A lot of these transactions involved reimbursements for minor employee reimbursements. The Organization also allowed signed contracts that were approved by appropriate Organization personnel.
Recommendation:	Although the Organization outsourced its accounts payable functions and had mitigating controls over material disbursements, standard procedures over all purchases could use improvement. The size of the entity also makes material disbursements stand out to make sure that those are correct. We recommend the Organization review its purchasing procedures and make sure that all transactions are addressed and a system of disbursement is improved. Once the purchasing policy has been updated, the Organization needs to make sure that all employees are aware to the purchasing guidelines are verify that they are being followed prior to making a disbursement.
Management's Response:	Management has put in place standard procedures over all purchases in the form of a Fiscal Manual that was approved by out Board of Directors on July 23, 2014. The Fiscal Manual was amended and approved by the Board on September 17, 2014. In order to make sure that all transactions are addressed Management will conduct planning and review sessions on an annual basis to review the Fiscal Manual and recommend to the Board any changes that are deemed necessary.
Contact Person Responsible For Correction Action:	Jerry McCreight, CFO
Anticipated Completion Date:	March 31, 2015

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INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

FOR THE YEAR ENDED AUGUST 31, 2014

None.

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Attachment 22-232

INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

ANNUAL FINANCIAL REPORT

FOR THE YEAR ENDED AUGUST 31, 2015

INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

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INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

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INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

CERTIFICATE OF BOARD

AUGUST 31, 2015

International American Education Federation	Dallas	057-848
Name of Charter Holder	County	Co. - Dist. Number

Federal EIN: 27-4549127

We, the undersigned, certify that the attached annual financial reports of the above-named school district were reviewed and (check one) ✓ approved _____ disapproved for the year ended August 31, 2015, at a meeting of the governing body of the charter holder on the 13th day of January, 2016.

Signature of Board Secretary

Signature of Board President

If the Board of Trustees disapproved of the auditors' report, the reason(s) for disapproving it is (are):
(attach list as necessary)

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INDEPENDENT AUDITORS' REPORT

Board of Trustees
International American Education Federation, Inc.
Richardson, Texas

Report on the Financial Statements

We have audited the accompanying financial statements of International American Education Federation, Inc. (a nonprofit organization), which comprise the statement of financial position as of August 31, 2015, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

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 from material misstatement.

WACO, TX
401 West Highway 6
Waco, Texas 76710
254.772.4901

HOUSTON, TX
281.671.6259

TEMPLE, TX
254.791.3460

RIO GRANDE VALLEY, TX
956.544.7778

ALBUQUERQUE, NM
505.266.5904

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An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of International American Education Federation, Inc. as of August 31, 2015, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information on pages 17 through 28 is presented for purposes of additional analysis as required by the Texas Education Agency and is not a required part of the financial statements. The accompanying schedule of expenditures of federal awards, as required by Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, is presented for purposes of additional analysis 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 information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 12, 2016, on our consideration of International American Education Federation, Inc.'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* in considering International American Education Federation, Inc.'s internal control over financial reporting and compliance.

Pattillo, Brown & Hill, L.L.P.

Waco, Texas
January 12, 2016

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GENERAL PURPOSE FINANCIAL STATEMENTS

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INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2015

ASSETS	2015
CURRENT ASSETS	
Cash and cash equivalents	$ 14,296,523
Due from other governments	2,069,720
Accounts receivable, net	12,149
Total Current Assets	16,378,392
Capitalized bond issuance costs	765,400
PROPERTY AND EQUIPMENT	
Land	8,343,537
Building and improvements	82,641,786
Furniture and equipment	4,964,927
Vehicles	45,722
Less accumulated depreciation	(1,352,234)
Total Property and Equipment	94,643,738
Total Assets	111,787,530
LIABILITIES	
CURRENT LIABILITIES	
Accounts payable	980,630
Due to other governments	104,919
Deferred revenue	1,638,149
Accrued wages payable	708,959
Payroll deductions and withholdings	287,713
Current portion of long-term debt	7,625
Total Current Liabilities	3,727,995
LONG-TERM LIABILITIES	
Long-term debt	108,790,414
Total Long-Term Liabilities	108,790,414
Total Liabilities	112,518,409
NET ASSETS	
Unrestricted	(794,228)
Temporarily restricted	63,349
Total Net Assets	(730,879)
Total Liabilities and Net Assets	$ 111,787,530

See independent auditors' report and notes to financial statements.

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Attachment 22-245

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INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2015

	Unrestricted	Temporarily Restricted	Totals 2015
REVENUE			
Local Revenue:			
Foundations, Other Non-Profit Organizations, Gifts, and Bequests	$ -	$ 216,201	$ 216,201
SSA-Local Revenues from Member Districts	1,052,234	-	1,052,234
Food Service Activity	-	349,859	349,859
Other Revenue from local sources	1,051,232	-	1,051,232
Total Local Revenue	2,103,466	566,060	2,669,526
State Program Revenue:			
Per Capita Apportionment	-	643,403	643,403
Foundation School Program Act Revenue	-	34,698,829	34,698,829
State Program Revenue Distributed by TEA	-	556,004	556,004
State Program Revenue Distributed by State of Texas Government Agency	-	584	584
Total State Program Revenue	-	35,898,820	35,898,820
Federal Program Revenue:			
National School Breakfast and Lunch Program	-	639,967	639,967
Federal Program Revenue Distributed by TEA	-	1,239,975	1,239,975
Federal Program Revenue Distributed Directly from the Federal Government	-	85,306	85,306
Total Federal Program Revenue	-	1,965,248	1,965,248
Net Assets Released from Restrictions:			
Restrictions Satisfied by Payments	38,477,219	(38,477,219)	-
Total Revenue	40,580,685	(47,091)	40,533,594
EXPENSES			
Program Services:			
Instruction	21,110,533	-	21,110,533
Instruction Resources and Media	90,868	-	90,868
Curriculum and Instructional Staff Development	435,997	-	435,997
Instructional Leadership	378,364	-	378,364
School Leadership	2,657,072	-	2,657,072
Guidance, Counseling, and Evaluating Services	768,063	-	768,063
Social Work Services	679	-	679
Health Services	467,568	-	467,568
Student Transportation	20,017	-	20,017
Food Services	1,307,722	-	1,307,722
Extracurricular Activities	1,515,813	-	1,515,813
General Administration	1,168,388	-	1,168,388
Facilities Maintenance and Operations	8,810,282	-	8,810,282
Security and Monitoring Services	362,985	-	362,985
Data Processing	359,775	-	359,775
Community Services	408,643	-	408,643
Debt Service	618,099	-	618,099
Total Expenses	40,480,868	-	40,480,868
CHANGE IN NET ASSETS	99,817	(47,091)	52,726
NET ASSETS, BEGINNING	(894,045)	110,440	(783,605)
NET ASSETS, END OF YEAR	$(794,228)	$ 63,349	$(730,879)

See independent auditors' report and notes to financial statements.

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INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2015

	2015
RECONCILIATION OF CHANGE IN NET ASSETS TO NET CASH PROVIDED BY OPERATING ACTIVITIES	
Change in net assets	$ 52,726
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation	898,196
(Increase) decrease in due from TEA	(412,966)
(Increase) decrease in accounts receivable	(7,550)
(Increase) decrease in deferred expenses	100,000
Increase (decrease) in accounts payable	501,133
Increase (decrease) in due to other governments	104,919
Increase (decrease) in deferred revenue	937,454
Increase (decrease) in wages payable	276,844
Increase (decrease) in payroll deductions and witholdings	247,729
Net Cash Provided (Used) by Operating Activities	2,698,485
CASH FLOWS FROM INVESTING ACTIVITIES	
Purchase of land, buildings, and equipment	(93,708,636)
Net Cash Provided (Used) by Investing Activities	(93,708,636)
CASH FLOWS FROM FINANCING ACTIVITIES	
Capitalization of debt issuance costs	(722,799)
Issuance of long-term debt	111,412,192
Principal payments on debt	(7,367,548)
Net Cash Provided (Used) by Financing Activities	103,321,845
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	12,311,694
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	1,984,829
CASH AND CASH EQUIVALENTS, END OF YEAR	$ 14,296,523

See independent auditors' report and notes to financial statements.

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INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2015

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

1. Reporting Entity

International American Education Federation, Inc., (the corporation), is a not-for-profit organization incorporated in the State of Texas in 2011 and exempt from federal income taxes pursuant to Section 501(c)(3) of the Internal Revenue Code. The corporation is governed by a Board of Directors comprised of 5 members. The Board of Directors is selected pursuant to the bylaws of the corporation and has the authority to make decisions, appoint the chief executive officer of the corporation, and significantly influence operations. The Board of Directors has the primary accountability for the fiscal affairs of the corporation.

Since the corporation received funding from local, state, and federal government sources, it must comply with the requirements of the entities providing those funds.

2. Corporate Operations

In 2012, the State Board of Education of the State of Texas granted the corporation an open-enrollment charter pursuant to Chapter 12 of the Texas Education Code. Pursuant to the program described in the charter application approved by the State Board of Education and the terms of the applicable Contract for Charter, International Leadership of Texas Charter School was opened. The Texas State Board of Education issued the initial charter to the corporation for a period of five years from May 21, 2013, to July 31, 2018.

B. Basis of Accounting and Presentation

The accompanying general-purpose financial statements have been prepared using the accrual basis of accounting in accordance with generally accepted accounting principles.

Net assets and revenue, expenses, gains, and losses are classified based on the existence and nature or absence of donor-imposed restrictions. Restricted revenue whose restrictions are met in the same year as received are shown as unrestricted revenue. Accordingly, net assets of the organization and changes therein are classified and reported as follows:

Unrestricted – net assets that are not subject to donor-imposed stipulations.

Temporarily restricted – net assets subject to donor-imposed stipulations that may or will be met, either by actions of the Organization, the charter school, and/or the passage of time. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Permanently restricted – net assets required to be maintained in perpetuity with only the income to be used for the charter holder's activities due to donor-imposed restrictions.

C. Use of 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.

D. Federal Income Tax Status

The Organization is exempt from federal income tax under 501(c)(3) of the Internal Revenue Code and is classified as a public charity under 509(a)(1) and 170(b)(1)(A)(ii). The Organization files annual federal information returns that are subject to routine examinations; however, there are no examinations for any tax periods currently in progress.

E. Contributions

The Organization accounts for contributions as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and/or nature of any donor restrictions.

Support that is restricted by the donor is reported as an increase in temporarily restricted or permanently restricted net assets in the reporting period in which the support is recognized. When restriction expires, temporarily restricted net assets are classified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

No amounts have been reflected in the financial statements for donated materials or services since no objective basis is available to measure the value thereof; however, a substantial number of volunteers donate their time to the school program services and in fund-raising activities.

F. Cash and Cash Equivalents

For financial statement purposes, the Organization considers all highly liquid investment instruments with an original maturity of three months or less to be cash equivalents.

G. Capital Assets

Capital assets, which include land, buildings and improvements, furniture and equipment, vehicles, and other personal property, are reported in the general-purpose and specific-purpose financial statements. Capital assets are defined by the Organization as assets with an estimated useful life of more than one year and a cost of $5,000 or more. Such assets are recorded at historical cost and are depreciated over the estimated useful lives of the assets, which range from three to thirty years, using the straight-line method of depreciation. Expenditures for additions, major renewals, and betterments are capitalized, and maintenance and repairs are charged to expense as incurred. Donations of assets are recorded as direct additions to net assets at fair value at the date of donation, which is then treated as cost.

H. Capitalized Bond Issuance Costs

Capitalized bond issuance costs represent costs incurred related to the issuance of notes payable and are amortized over the term of the bonds or notes.

I. Personal Leave

All employees of the Organization earn five days of state paid personal and sick leave per year and three days of local paid personal and sick leave per year. There is no material liability for unpaid accumulated sick leave since the schools do not have a policy to pay any amount when the employees separate from service with the schools, and any unused balance of state days is transferable to other schools.

J. Functional Allocation of Expenses

The cost of providing the various programs and other activities have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

II. CASH DEPOSITS

The Organizations funds are deposited and invested with depository banks. The depository bank should deposit for safekeeping and trust with the Organization's agent banks approved pledged securities in an amount sufficient to protect charter school funds on a day-to-day basis during the period of the contract. The pledge of approved securities is waived only to the extent of the depository banks' dollar amount of Federal Deposit Insurance Organization ("FDIC") insurance.

At August 31, 2015, the combined carrying amount of the Organization's deposits (cash, certificates of deposit, and interest-bearing savings accounts included in temporary investments) were entirely covered by FDIC insurance or by pledged collateral held by the Organization's agent bank in the Organization's name.

III. INVESTMENTS

The Organization had no investments in marketable securities at August 31, 2015.

IV. ACCUMULATED UNPAID VACATION AND SICK LEAVE BENEFITS

At August 31, 2015, the Organization had no material liability for accrued sick leave or vacation leave.

V. RETIREMENT BENEFITS

Plan Description – The Organization contributes to the Teacher Retirement System of Texas (the System), a public employee's retirement system. It is a cost-sharing, multiple-employer defined benefit plan. The System provides service retirement and disability retirement benefits, and death benefits, to plan members and beneficiaries. The System operates under the authority of provisions contained primarily in the Texas Government code, Title 8, Public Retirement Systems, Subtitle C, Teacher Retirement System of Texas, which is subject to amendment by the Texas Legislature.

Participating employers in the System are legal separate entities from the State and from each other. Contributions to the system by one employer may be used for the benefits of a plan member of another participating employer. The unfunded obligations are passed along to the participant employers. There is not withdrawal penalty for a plan member for leaving the System.

Information with respect to the System is shown in the following table:

Name of Plan	Federal Employer ID/Plan Number	Certified Zone Status	Expiration Date of Collective Bargaining Agreement	Improvement or Rehabilitation Plan	Surcharge Paid	Contributions Made 2014-2015
Teacher Retirements System of Texas	n/a	Unknown	n/a	n/a	$ 16,372	$ 445,723
Total contributions made					$ 16,372	$ 445,723

Notes to the table:

1. Certified Zone Status (as defined by the Pension Protection Act) represents the level at which the plan is funded. Details of the funding status are as follows:

   i. Total plan assets - $157,261,707,241.

   ii. Accumulated benefit obligations - $159,496,075,886.

   iii. The System is 83.25% funded.

2. There is no collective-bargaining agreement.

3. Based on the audited GASB 68 allocation schedules from the TRS website as of August 31, 2014, the year-end of the System, contributions made to the system did not represents more than 5% of the total contributions received by the System.

4. Contribution Rates:

	2015	2014
Member	6.7%	6.4%
State	6.8%	6.8%
Employer	6.8%	6.8%

There have been no changes that would affect the comparison of employer contributions from year to year. The System's annual financial report and other required disclosure information are available by writing the General Accounting Department, Teacher Retirement System of Texas, 1000 Red River, Austin, Texas 78701-2698.

In addition, employees may contribute 0.65% of their salary and the Organization must contribution 0.55% of the salary of each active employee to TRS-Care (The TRS health plan for retired employees). The total amount contributed to TRS-Care for the year was $250,510 which is equal to the employees' contributions and the Organization's required contributions for the year.

VI. HEALTH CARE COVERAGE

During the year ended August 31, 2015, full-time employees of International American Education Federation, Inc. were covered by a health insurance plan (the Plan). The Organization contributed $325 per month per employee to the Plan. Employees, at their option, authorized payroll withholdings to pay contributions or premiums for dependents. All premiums were paid to licensed insurers.

VII. COMMITMENTS AND CONTIGENCIES

International American Education Federation, Inc. 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 agencies. The programs administered by the Organization have complex compliance requirements and should state or federal auditors discover areas of noncompliance, funds may be subject to refund if so determined by the Texas Education Agency or the grantor agencies. In the opinion of the Organization, there are no significant contingent liabilities related to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying combined financial statements for such contingencies.

VIII. CAPITAL ASSETS

Capital assets at August 31, 2015 were as follows:

	Balance 09/01/14	Additions	Deletions	Balance 08/31/15
Land	$ -	$ 8,343,537	$ -	$ 8,343,537
Building and improvements	-	82,641,786	-	82,641,786
Vehicles	45,722	-	-	45,722
Furniture and equipment (capital leases)	2,241,614	2,723,313	-	4,964,927
Accumulated depreciation	(454,038)	(898,196)	-	(1,352,234)
	$ 1,833,298	$ 92,810,440	$ -	$ 94,643,738

IX. ECONOMIC DEPENDENCY

During the year ended August 31, 2015, International American Education Federation, Inc. earned revenue of $35,898,820 from the Texas Education Agency (TEA). These amounts constitute approximately 88.7% of total revenues earned. Any unforeseen loss of the charter agreement with TEA or changes in legislative funding could have a material effect on the ability of the Organization to continue to provide the current level of services to its students.

X. TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net assets for the year ending August 31, 2015 consisted of the following:

	2015
Road Scholars	$ 9,984
Confucius Institute	50,744
Ed Rachel Foundation Grant	2,621
	$ 63,349

XI. DEFERRED REVENUE

Deferred revenue at August 31, 2015 consisted of the following:

	2015
Grants	$ 2,550
Student activities	259,439
Foreign student housing	693,165
Foreign student tuition	682,995
	$ 1,638,149

XII. LONG-TERM DEBT

Long-term debt at August 31, 2015 consisted of the following:

	2015
Bonds and capital leases consist of the following:	
$105,680,000 Education Revenue Bonds Series A, issued by Clifton Higher Education Finance Corporation. The bonds bear interest at a rate of 4.625%-5.75% and are interest only until August of 2020. The bonds mature in August of 2045. The bonds were used to purchase school buildings. The bonds are secured by real property.	$ 105,680,000
$5,360,000 Taxable Education Revenue Bonds Series B, issued by Clifton Higher Education Finance Corporation. The bonds bear interest at a rate of 6.125% and are interest only until August of 2018. The bonds mature in August of 2020. The bonds were used to purchase school buildings. The bonds are secured by real property.	5,360,000
$22,500 capital lease, issued by C2M Tech. The lease bears interest at a rate of 6.5% and is due in monthly installments of $689. The capital lease expires in July of 2018. The capital lease was used for lawn equipment. The capital lease is secured by the equipment.	22,500
Total Debt	111,062,500
Less Unamortized Discount	(2,264,461)
Less Current Portion of Long-term Debt	(7,625)
Total Long-term Debt	$ 108,790,414

Future maturities of long-term debt at August 31, 2015 are as follows:

Year Ended August 31,	Principal	Interest	Total Requirements
2016	$ 7,625	$ 5,918,573	$ 5,926,198
2017	7,530	6,122,020	6,129,550
2018	1,817,345	6,121,516	7,938,861
2019	1,920,000	6,010,413	7,930,413
2020	2,040,000	5,892,813	7,932,813
2021-2025	11,845,000	27,823,656	39,668,656
2026-2030	14,975,000	24,683,325	39,658,325
2031-2035	19,365,000	20,296,288	39,661,288
2036-2040	25,435,000	14,225,213	39,660,213
2041-2045	33,650,000	6,020,250	39,670,250
Total	$ 111,062,500	$ 123,114,067	$ 234,176,567

XII. LEASE COMMITMENTS

International American Education Federation, Inc. leases school and office space and certain equipment under noncancellable operating leases. Future minimum lease payments are due as follows:

Year Ended August 31,	
2016	$ 989,391
2017	1,037,899
2018	953,586
2019	975,416
2020	1,002,784
Thereafter	22,812,621
Total	$ 27,771,697

Operating lease expenses were approximately $6,604,171 for the year ended August 31, 2015.

XIII. NEW DEBT

The Organization issued $105,680,000 Education Revenue Bonds Series 2015A and $5,360,000 Taxable Education Revenue Bonds Series 2015B on August 27, 2015. The bonds will be used for the purposes of financing the cost of acquisition, improvement, construction, renovation and equipping of certain educational facilities, classrooms and administrative spaces and for open-enrollment charter schools located in Fort Worth, Garland and Arlington, Texas, providing capitalized interest of $2,300,000, funding a debt service reserve fund, refinancing two loans held by Vintage Bank and three capital leases held by C2M Tech, and paying the costs of issuing the Bonds. The bonds bear interest at rates of 4.625%-5.75% and 6.125% and end on August 15, 2020 and August 15, 2045 respectively.

XIV. FAIR VALUE MEASUREMENTS

The Fair Value Measurements provides a framework for measuring fair value under generally accepted accounting principles. Statement No. 157 applies to all financial instruments that are being measured and reported on a fair value basis.

As defined in Statement No. 157, fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. In determining fair value, the organization uses various methods including market, income, and cost approaches. Based on these approaches, the organization often utilizes certain assumptions that market participants would use in pricing the asset or liability, including assumptions about risk and or the risks inherent in the inputs to the valuation technique. These inputs can be readily observable, market corroborated, or generally unobservable inputs. The organization utilized valuation techniques that maximize the use of observable inputs and minimize the use of unobservable inputs. Based on the observability of the inputs used in the valuation techniques the organization is required to provide the following information according to the fair value hierarchy. The fair value hierarchy ranks the quality and reliability of the information used to determine fair values. Financial assets and liabilities carried at fair value will be classified and disclosed in one of the following three categories.

Level 1 – Valuations for assets and liabilities traded in active exchange markets, such as the New York Stock Exchange. Level 1 also includes U.S. Treasury and federal agency securities and federal agency mortgage-backed securities which are traded by dealers or brokers in active markets. Valuations are obtained from readily available pricing sources for market transactions involving identical assets or liabilities.

Level 2 – Valuations for assets and liabilities traded in less active dealer or broker markets. Valuations are obtained from third party pricing services for identical or similar assets or liabilities.

Level 3 – Valuations for assets and liabilities that are derived from other valuation methodologies, including option pricing models, discounted cash flow models and similar techniques, and not based on market exchange, dealer, or broker traded transactions. Level 3 valuations incorporate certain assumptions and projections in determining the fair value assigned to such assets or liabilities.

The Organization has no financial instruments that are being measured and reported on a fair value basis.

XV. EVALUATION OF SUBSEQUENT EVENTS

The Organization entered into a capital lease with C2M Tech for computer equipment and technology improvements. The lease is dated September 28, 2015 and requires monthly installments of $11,963 and carries an interest rate of 10%. The lease expires on September 28, 2020. The lease is secured by the equipment.

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SPECIFIC-PURPOSE FINANCIAL STATEMENTS

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INTERNATIONAL LEADERSHIP OF TEXAS

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2015

	2015
ASSETS	
CURRENT ASSETS	
Cash and cash equivalents	$ 13,687,500
Due from TEA	2,069,720
Accounts receivable, net	12,149
Total Current Assets	15,769,369
Capitalized bond issuance costs	765,400
PROPERTY AND EQUIPMENT	
Land	8,343,537
Building and improvements	82,641,786
Furniture and equipment	4,964,927
Vehicles	45,722
Less accumulated depreciation	(1,352,234)
Total Property and Equipment	94,643,738
Total Assets	111,178,507
LIABILITIES	
CURRENT LIABILITIES	
Accounts payable	932,339
Due to other governments	104,919
Deferred revenue	944,984
Accrued wages payable	708,959
Payroll deductions and withholdings	287,235
Current portion of long-term debt	7,625
Total Current Liabilities	2,986,061
LONG-TERM LIABILITIES	
Long-term debt	108,790,414
Total Long-Term Liabilities	108,790,414
Total Liabilities	111,776,475
NET ASSETS	
Unrestricted	(661,317)
Temporarily restricted	63,349
Total Net Assets	(597,968)
Total Liabilities and Net Assets	$ 111,178,507

See independent auditors' report and notes to financial statements.

Athlos Academy of Reno
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INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2015

ASSETS

	2015
CURRENT ASSETS	
Cash and cash equivalents	$ 609,023
Total Current Assets	609,023
Total Assets	609,023
LIABILITIES	
CURRENT LIABILITIES	
Accounts payable	48,291
Deferred revenue	693,165
Payroll deductions and withholdings	478
Total Current Liabilities	741,934
Total Liabilities	741,934
NET ASSETS	
Unrestricted	(132,911)
Total Net Assets	(132,911)
Total Liabilities and Net Assets	$ 609,023

See independent auditors' report and notes to financial statements.

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INTERNATIONAL LEADERSHIP OF TEXAS

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2015

	Unrestricted	Temporarily Restricted	Totals 2015
REVENUE			
Local Revenue:			
Foundations, Other Non-Profit Organizations, Gifts, and Bequests	$ -	$ 216,201	$ 216,201
SSA-Local Revenues from Member Districts	479,881	-	479,881
Food Service Activity	-	349,859	349,859
Other Revenue from local sources	1,048,778	-	1,048,778
Total Local Revenue	1,528,659	566,060	2,094,719
State Program Revenue:			
Per Capita Apportionment	-	643,403	643,403
Foundation School Program Act Revenue	-	34,698,829	34,698,829
State Program Revenue Distributed by TEA	-	556,004	556,004
State Program Revenue Distributed by State of Texas Government Agency	-	584	584
Total State Program Revenue	-	35,898,820	35,898,820
Federal Program Revenue:			
National School Breakfast and Lunch Program	-	639,967	639,967
Federal Program Revenue Distributed by TEA	-	1,239,975	1,239,975
Federal Program Revenue Distributed Directly from the Federal Government	-	85,306	85,306
Total Federal Program Revenue	-	1,965,248	1,965,248
Net Assets Released from Restrictions:			
Restrictions Satisfied by Payments	38,477,219	(38,477,219)	-
Total Revenue	40,005,878	(47,091)	39,958,787
EXPENSES			
Program Services:			
Instruction	21,073,471	-	21,073,471
Instruction Resources and Media	90,868	-	90,868
Curriculum and Instructional Staff Development	435,997	-	435,997
Instructional Leadership	378,364	-	378,364
School Leadership	2,657,072	-	2,657,072
Guidance, Counseling, and Evaluating Services	768,063	-	768,063
Social Work Services	679	-	679
Health Services	467,568	-	467,568
Student Transportation	20,017	-	20,017
Food Services	1,274,413	-	1,274,413
Extracurricular Activities	1,229,627	-	1,229,627
General Administration	934,267	-	934,267
Facilities Maintenance and Operations	8,802,199	-	8,802,199
Security and Monitoring Services	362,985	-	362,985
Data Processing	359,775	-	359,775
Community Services	407,330	-	407,330
Debt Service	613,666	-	613,666
Total Expenses	39,876,361	-	39,876,361
CHANGE IN NET ASSETS	129,517	(47,091)	82,426
NET ASSETS, BEGINNING	(790,834)	110,440	(680,394)
NET ASSETS, END OF YEAR	$(661,317)	$ 63,349	$(597,968)

See independent auditors' report and notes to financial statements.

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INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2015

	Unrestricted	Temporarily Restricted	Totals 2015
REVENUE			
Local Revenue:			
SSA-Local Revenues from Member Districts	$ 572,355	$ -	$ 572,355
Other Revenue from local sources	2,452	-	2,452
Total Local Revenue	574,807	-	574,807
Net Assets Released from Restrictions:			
Restrictions Satisfied by Payments	-	-	-
Total Revenue	574,807	-	574,807
EXPENSES			
Program Services:			
Instruction	37,062	-	37,062
Food Services	33,309	-	33,309
Extracurricular Activities	286,186	-	286,186
General Administration	234,121	-	234,121
Facilities Maintenance and Operations	8,083	-	8,083
Community Services	1,313	-	1,313
Debt Service	4,433	-	4,433
Total Expenses	604,507	-	604,507
CHANGE IN NET ASSETS	(29,700)	-	(29,700)
NET ASSETS, BEGINNING	(103,211)	-	(103,211)
NET ASSETS, END OF YEAR	$(132,911)	$ -	$(132,911)

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INTERNATIONAL LEADERSHIP OF TEXAS

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2015

	2015
RECONCILIATION OF CHANGE IN NET ASSETS TO NET CASH PROVIDED BY OPERATING ACTIVITIES	
Change in net assets	$ 82,426
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation	898,196
(Increase) decrease in due from TEA	(412,966)
(Increase) decrease in accounts receivable	(8,799)
(Increase) decrease in deferred expenses	100,000
Increase (decrease) in accounts payable	498,500
Increase (decrease) in due to other governments	104,919
Increase (decrease) in deferred revenue	619,227
Increase (decrease) in wages payable	276,844
Increase (decrease) in payroll deductions and witholdings	247,468
Net Cash Provided (Used) by Operating Activities	2,405,815
CASH FLOWS FROM INVESTING ACTIVITIES	
Purchase of land, buildings, and equipment	(93,708,636)
Net Cash Provided (Used) by Investing Activities	(93,708,636)
CASH FLOWS FROM FINANCING ACTIVITIES	
Capitalization of debt issuance costs	(722,799)
Issuance of long-term debt	111,412,192
Principal payments on debt	(7,332,548)
Net Cash Provided (Used) by Financing Activities	103,356,845
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	12,054,024
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	1,633,476
CASH AND CASH EQUIVALENTS, END OF YEAR	$ 13,687,500

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INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2015

RECONCILIATION OF CHANGE IN NET ASSETS TO NET CASH PROVIDED BY OPERATING ACTIVITIES	2015
Change in net assets	$(29,700)
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
(Increase) decrease in accounts receivable	1,249
Increase (decrease) in accounts payable	2,633
Increase (decrease) in deferred revenue	318,227
Increase (decrease) in payroll deductions and witholdings	261
Net Cash Provided (Used) by Operating Activities	292,670
CASH FLOWS FROM FINANCING ACTIVITIES	
Principal payments on debt	(35,000)
Net Cash Provided (Used) by Financing Activities	(35,000)
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	257,670
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	351,353
CASH AND CASH EQUIVALENTS, END OF YEAR	$ 609,023

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INTERNATIONAL LEADERSHIP OF TEXAS

SCHEDULE OF EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2015

EXPENSES		2015
6100	Payroll Costs	$ 23,201,476
6200	Professional & Contract Services	11,227,539
6300	Supplies & Materials	2,949,881
6400	Other Operating Costs	1,883,799
6500	Debt Service	613,666
	Total Expenses	$ 39,876,361

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INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

SCHEDULE OF EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2015

EXPENSES		2015
6100	Payroll Costs	$ 110,049
6200	Professional & Contract Services	30,412
6300	Supplies & Materials	38,636
6400	Other Operating Costs	420,977
6500	Debt Service	4,433
	Total Expenses	$ 604,507

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INTERNATIONAL LEADERSHIP OF TEXAS

SCHEDULE OF CAPITAL ASSETS

FOR THE YEAR ENDED AUGUST 31, 2015

		Ownership Interest		
		Local	State	Federal
1510	Land and Improvements	$ 8,343,537	$ -	$ -
1520	Buildings and Improvements	82,641,786	-	-
1531	Vehicles	45,722	-	-
1559	Furniture and Equipment (Capital Leases)	4,964,927	-	-
1570	Accumulated Depreciation	(1,352,234)	-	-
	Total Property and Equipment	$ 94,643,738	$ -	$ -

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INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

SCHEDULE OF CAPITAL ASSETS

FOR THE YEAR ENDED AUGUST 31, 2015

		Ownership Interest		
		Local	State	Federal
1510	Land and Improvements	$ -	$ -	$ -
1520	Buildings and Improvements	-	-	-
1531	Vehicles	-	-	-
1539	Furniture and Equipment	-	-	-
1541	Vehicles (<$5,000)	-	-	-
1549	Furniture and Equipment (<$5,000)	-	-	-
1551	Building (Capital Leases)	-	-	-
1559	Furniture and Equipment (Capital Leases)	-	-	-
1569	Library Books and Media	-	-	-
1570	Accumulated Depreciation	-	-	-
1590	Other Capital Assets	-	-	-
	Total Property and Equipment	$ -	$ -	$ -

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INTERNATIONAL LEADERSHIP OF TEXAS
BUDGET COMPARISON SCHEDULE
FOR THE YEAR ENDED AUGUST 31, 2015

	Budget Amounts			
	Original	Final	Actual Amounts	Variance from Final Budget
REVENUE				
Local Revenue:				
5722 SSA-Local Revenues from Member Districts	-	466,376	479,881	13,505
5740 Other Local Revenue	150,000	1,910,477	1,264,979	(645,498)
5750 Food Service, Cocurricular, & Enterprising	-	329,334	349,859	20,525
Total Local Revenue	150,000	2,706,187	2,094,719	(611,468)
State Program Revenue:				
5810 Foundation School Program	37,025,019	34,773,138	34,698,829	(74,309)
5811 Per Capita Apportionment	-	643,403	643,403	-
5820 State Program Revenue Distributed by TEA	-	368,893	556,004	187,111
5839 State Revenues from State of Texas Government Agency	-	584	584	-
Total State Program Revenue	37,025,019	35,786,018	35,898,820	112,802
Federal Program Revenue:				
5920 Federal Program Revenue Distributed by TEA	1,125,000	2,242,733	1,965,248	(277,485)
Total Federal Program Revenue	1,125,000	2,242,733	1,965,248	(277,485)
Total Revenue	38,300,019	40,734,938	39,958,787	(776,151)
EXPENSES				
11 Instructional	21,071,086	21,616,490	21,073,471	543,019
12 Instructional Resources & Media Services	-	91,040	90,868	172
13 Curriculum & Instructional Staff Development	474,483	588,707	435,997	152,710
21 Instructional Leadership	226,464	399,738	378,364	21,374
23 School Leadership	2,988,787	2,670,521	2,657,072	13,449
31 Guidance, Counseling, & Evaluation Services	805,925	798,257	768,063	30,194
32 Social Work Services	-	1,000	679	321
33 Health Services	422,922	464,658	467,568	(2,910)
34 Transportation	50,000	28,907	20,017	8,890
35 Food Service	1,252,807	1,339,107	1,274,413	64,694
36 Extracurricular	135,436	1,850,208	1,229,627	620,581
41 General Administration	1,011,777	957,724	934,267	23,457
51 Plant Maintenance	8,041,748	8,980,538	8,802,199	178,339
52 Security & Monitoring Services	413,612	371,750	362,985	8,765
53 Data Processing Services	958,030	398,077	359,775	38,302
61 Community Services	194,206	422,040	407,330	14,710
71 Debt Service	428,267	655,463	613,666	41,797
99 Other Intergovernmental Charges	60,000	220,000	-	220,000
Total Expenses	38,535,550	41,854,225	39,876,361	1,977,864
CHANGE IN NET ASSETS	(235,531)	(1,119,287)	82,426	1,201,713
NET ASSETS, BEGINNING	(680,394)	(680,394)	(680,394)	-
NET ASSETS, END OF YEAR	$(915,925)	$(1,799,681)	$(597,968)	$ 1,201,713

See independent auditors' report and notes to financial statements.

Athlos Academy of Reno
Attachment 22-283

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INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

BUDGET COMPARISON SCHEDULE

FOR THE YEAR ENDED AUGUST 31, 2015

	Budget Amounts		Actual Amounts	Variance from Final Budget
	Original	Final		
REVENUE				
Local Revenue:				
5740 Other Local Revenue	$ -	$ -	$ 574,807	$ 574,807
Total Local Revenue	-	-	574,807	574,807
Total Revenue	-	-	574,807	574,807
EXPENSES				
11 Instructional	-	-	37,062	(37,062)
35 Food Service	-	-	33,309	(33,309)
36 Extracurricular	-	-	286,186	(286,186)
41 General Administration	-	-	234,121	(234,121)
51 Plant Maintenance	-	-	8,083	(8,083)
61 Community Services	-	-	1,313	(1,313)
71 Debt Service	-	-	4,433	(4,433)
Total Expenses	-	-	604,507	(604,507)
CHANGE IN NET ASSETS	-	-	(29,700)	(29,700)
NET ASSETS, BEGINNING	(103,211)	(103,211)	(103,211)	-
NET ASSETS, END OF YEAR	$(103,211)	$(103,211)	$(132,911)	$(29,700)

See independent auditors' report and notes to financial statements.

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COMPLIANCE AND INTERNAL CONTROL SECTION

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INDEPENDENT AUDITORS' 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*

Board of Trustees
International American Education Federation, Inc.
Richardson, Texas

We have audited, in accordance with the 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, the financial statements of International American Education Federation, Inc. (a nonprofit organization), which comprise the statement of financial position as of August 31, 2015, and the related statement of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated January 12, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered International American Education Federation, Inc.'s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of International American Education Federation, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of International American Education Federation, Inc.'s internal control.

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. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

WACO, TX
401 West Highway 6
Waco, Texas 76710
254.772.4901

HOUSTON, TX
281.671.6259

TEMPLE, TX
254.791.3460

RIO GRANDE VALLEY, TX
956.544.7778

ALBUQUERQUE, NM
505.266.5904

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Governmental Audit Quality Center

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Attachment 22-289

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether International American Education Federation, Inc.'s financial statements are free from 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*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Pattillo, Brown & Hill, L.L.P.

Waco, Texas
January 12, 2016

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133

Board of Trustees
International American Education Federation, Inc.
Richardson, Texas

Report on Compliance for Each Major Federal Program

We have audited International American Education Federation, Inc.'s 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 International American Education Federation, Inc.'s major federal programs for the year ended August 31, 2015. International American Education Federation, Inc.'s major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of International American Education Federation, Inc.'s major federal programs based on our audit of the types of compliance requirements referred to above. 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 International American Education Federation, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

WACO, TX
401 West Highway 6
Waco, Texas 76710
254.772.4901

HOUSTON, TX
281.671.6259

TEMPLE, TX
254.791.3460

RIO GRANDE VALLEY, TX
956.544.7778

ALBUQUERQUE, NM
505.266.5904

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We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of International American Education Federation, Inc.'s compliance.

Opinion on Each Major Federal Program

In our opinion, International American Education Federation, Inc. complied, in all material respects, with the types of 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, 2015.

Report on Internal Control Over Compliance

Management of International American Education Federation, Inc., is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered International American Education Federation, Inc.'s internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program 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 International American Education Federation, Inc.'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. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

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 material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Pattillo, Brown & Hill, L.L.P.

Waco, Texas
January 12, 2016

INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

FOR THE YEAR ENDED AUGUST 31, 2015

(1) Federal Grantor/ Pass-through Grantor/ Grantor/Program Title	(2) Federal CFDA Number	(2A) Pass-through Entity Identifying Number	(3) Federal Expenditures
U.S. DEPARTMENT OF AGRICULTURE			
Passed through the Texas Education Agency			
School Breakfast Program	10.553	71401401	$ 7,680
School Breakfast Program	10.553	71401501	47,796
National School Lunch Program	10.555	71301401	56,269
National School Lunch Program	10.555	71301501	487,184
Total Passed through the Texas Education Agency			598,929
Passed through Texas Department of Agriculture:			
Commodites - Noncash Assistance			41,038
Total Passed through Texas Department of Agriculture			41,038
TOTAL U.S. DEPARTMENT OF AGRICULTURE			639,967
U.S. DEPARTMENT OF EDUCATION			
Passed through the Texas Education Agency			
IDEA Part - B, Formula	84.027	15660001057848600	610,919
Subtotal Idea, Part-B Cluster			610,919
Total Passed through the Texas Education Agency			610,919
Passed through Region 10 Education Service Center			
ESEA Title I, Part A	84.010A		623,554
Title II, Part A, Teacher & Principal Training	84.367A		85,306
Title III, LEP	84.365		5,502
Total Passed through Region 10 Education Service Center			714,362
TOTAL U.S. DEPARTMENT OF EDUCATION			714,362
TOTAL EXPENDITURES OF FEDERAL AWARDS			$ 1,965,248

INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

AUGUST 31, 2015

1. GENERAL

The Schedule of Expenditures of Federal Awards presents the activity of all applicable federal award programs of International American Education Federation, Inc. The Corporation's reporting entity is defined in Note I of the financial statements. Federal awards received directly from federal agencies, as well as federal awards passed through other government agencies, are included on the Schedule of Expenditures of Federal Awards.

2. BASIS OF ACCOUNTING

The Schedule of Expenditures of Federal Awards is presented using the accrual basis of accounting. The accrual basis of accounting is described in Note I of the financial statements.

INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FOR THE YEAR ENDED AUGUST 31, 2015

Summary of Auditors' Results

Financial Statements:	
Type of auditors' report issued	Unmodified
Internal control over financial reporting:	
Material weakness(es) identified?	No
Significant deficiency(ies) identified?	No
Federal Awards:	
Internal control over major programs:	
Material weakness(es) identified?	No
Significant deficiency(ies) identified?	No
Type of auditors' report issued on compliance for major programs	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of OMB Circular A-133?	None
Identification of major programs:	

CFDA Number(s)	Name of Federal Program or Cluster:
10.553, 10.555	Child Nutrition Cluster
84.010A	Title I, Part A

Dollar threshold used to distinguish between Type A and Type B programs	$300,000
Auditee qualified as low-risk auditee?	No

Findings Relating to the Financial Statements Which are Required to be Reported in Accordance With Generally Accepted Government Auditing Standards

None

Findings and Questioned Costs for Federal Awards

None

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Attachment 22-295

INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

FOR THE YEAR ENDED AUGUST 31, 2015

Findings and Questioned Costs for Federal Awards

Federal Grantor:	U.S. Department of Education U.S. Department of Agriculture
Program:	Child Nutrition Cluster, CFDA 10.553 and 10.555 IDEA Part B, CFDA 84.027
Compliance Requirements:	Activities Allowed or Unallowed Allowable Costs/Cost Principles Procurements and Supervision and Debarment

Item 2014-001

Condition:	We noted instances of the Organization not adhering to the purchasing policies that have been adopted and approved by the Organization. The Organization's purchasing policies require approved purchase orders for all nonrecurring expenditures (i.e. utilities) except payroll.
Effect:	Without approved purchase orders, there is a chance that a purchase could be made that violates the purchasing policies or an unauthorized purchase could be made.
Cause:	This is the first full operating year for the Organization. The controls and policies are new to the Organization and were not always communicated to Organization personnel in a timely manner. There were transactions that occurred as startup expenditures that did not include an approved purchase order. A lot of these transactions involved reimbursements for minor employee reimbursements. The Organization also allowed signed contracts that were approved by appropriate Organization personnel.

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Attachment 22-296

Recommendation: Although the Organization outsourced its accounts payable functions and had mitigating controls over material disbursements, standard procedures over all purchases could use improvement. The size of the entity also makes material disbursements stand out to make sure that those are correct. We recommend the Organization review its purchasing procedures and make sure that all transactions are addressed and a system of disbursement is improved. Once the purchasing policy has been updated, the Organization needs to make sure that all employees are aware what the purchasing guidelines are and verify that they are being followed prior to making a disbursement.

Current Status: This matter has been resolved.

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Garza/Gonzalez & Associates
CERTIFIED PUBLIC ACCOUNTANTS

JUBILEE ACADEMIC CENTER, INC.

San Antonio, Texas

ANNUAL FINANCIAL AND COMPLIANCE REPORT

Year Ended August 31, 2015

207 Arden Grove
San Antonio, TX 78215
210/227-1389
Fax 227-0716

Athlos Academy of Reno
Attachment 22-299

JUBILEE ACADEMIC CENTER, INC.
San Antonio, Texas

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JUBILEE ACADEMIC CENTER, INC.	BEXAR	015-822
Name of School District	County	Co. Dist. Number

We, the undersigned, certify that the attached annual financial and compliance report of Jubilee Academic Center, Inc. was reviewed and (check one) ___ approved ___ disapproved for the year ended August 31, 2015, at a meeting of the governing body of said charter school on the ____ day of January 2016.

_____	_____
Signature of the Board Secretary	Signature of the Board President

Note: If the governing body of the charter school does not approve the independent auditor's report, it must forward a written statement discussing the reason(s) for not approving the report.

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
Jubilee Academic Center, Inc.
San Antonio, Texas

Report on the Financial Statements

We have audited the accompanying financial statements of Jubilee Academic Center, Inc., (a nonprofit organization) (the Center), which comprise the statement of financial position as of August 31, 2015, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

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 from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

207 Arden Grove
San Antonio, TX 78215
210/227-1389
Fax 227-0716

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Center as of August 31, 2015, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying Budgetary Comparative Schedule, required by the Texas Education Agency, and the Schedule of Expenditures of Federal Awards, as required by Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations,* is presented for purposes of additional analysis 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 information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 22, 2016 on our consideration of the Center'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 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* in considering the Center's internal control over financial reporting and compliance.

Garza / Gomez & Associates

January 22, 2016

FINANCIAL STATEMENTS

JUBILEE ACADEMIC CENTER, INC.
San Antonio, Texas

STATEMENTS OF FINANCIAL POSITION

August 31, 2015

ASSETS

Current Assets		
Cash and Cash Equivalents	$	4,337,034
Accounts Receivable		37,202
Due from Texas Education Agency		3,413,142
Other Assets		71,280
Total Current Assets		7,858,658
Inventory		193,854
Cost of Debt Issuance		225,309
Property and Equipment - Net		3,854,711
TOTAL ASSETS	$	12,132,532

LIABILITIES AND NET ASSETS

Current Liabilities		
Accounts Payable	$	581,361
Accrued Payroll and Payroll Liabilities		1,518,604
Due to State		-
Notes Payable		206,264
Accrued Interest		9,227
Other Liabilities		138,681
Total Current Liabilities		2,454,137
Non Current Liabilities		
Long Term Debt		3,044,485
Total Liabilities		5,498,622
Net Assets		
Temporarily Restricted		2,098,975
Unrestricted		4,534,935
Total Net Assets		6,633,910
TOTAL LIABILITIES AND NET ASSETS	$	12,132,532

The accompanying notes are an integral part of these financial statements.

JUBILEE ACADEMIC CENTER, INC.
San Antonio, Texas

STATEMENTS OF ACTIVITIES

Year Ended August 31, 2015

	Unrestricted Funds	Temporarily Restricted	Totals
REVENUES			
Local Support and Gains			
Revenue From Cocurricular, Enterprising Services	$ 565,322	$ -	$ 565,322
Other Revenue From Local Sources	49,072	-	49,072
Total Local Support and Gains	614,394	-	614,394
State Program Revenues			
Foundation School Program	-	33,037,537	33,037,537
Other State Aid	-	456,969	456,969
Total State Program Revenues	-	33,494,506	33,494,506
Federal Program Revenues			
National School Lunch Program	-	1,169,597	1,169,597
School Breakfast Program	-	509,199	509,199
USDA, Donated Commodities	-	74,846	74,846
IDEA B, Formula, FY5	-	363,175	363,175
IDEA B, Preschool, FY5	-	392	392
SUMMER SCHOOL LEP		4,452	4,452
ESEA Title III, Part A	-	38,641	38,641
ESEA Title II, Part A	-	159,602	159,602
ESEA Title I 1003 (A)-Priority and Focus Grant	-	1,158	1,158
ESEA Title I, Part A	-	692,294	692,294
Total Federal Program Revenues	-	3,013,356	3,013,356
Net Assets Released from Restrictions			
Restrictions Satisfied by Payments	36,660,402	(36,660,402)	-
TOTAL REVENUES	37,274,796	(152,540)	37,122,256
EXPENSES			
Program Services			
Instruction and Instructional Related Services	17,240,416	-	17,240,416
Instruction and Social Leadership	2,946,858	-	2,946,858
Support Services			
Student (Pupil)	3,413,404	-	3,413,404
Administrative	2,345,563	-	2,345,563
Non-Student Based	10,276,451	-	10,276,451
Community Service	144,443	-	144,443
Debt Service	293,267	-	293,267
Total Expenses	36,660,402	-	36,660,402
Changes in Net Assets	614,394	(152,540)	461,854
Net Assets - Beginning of Year	3,920,541	2,251,515	6,172,056
Net Assets - End of Year	$ 4,534,935	$ 2,098,975	$ 6,633,910

The accompanying notes are an integral part of these financial statements.

JUBILEE ACADEMIC CENTER, INC.
San Antonio, Texas

STATEMENT OF CASH FLOWS

Year Ended August 31, 2015

	2015
CASH FLOWS FROM OPERATING ACTIVITIES	
Foundation School Program	$ 32,281,575
Grants - Federal Programs	2,943,039
Local Sources	1,034,931
Interest Revenue	5,783
Interest Expense	(293,267)
Payments to Vendors for Goods and Services Rendered	(15,498,506)
Payments to Charter School Personnel for Services Rendered & for Benefits	(20,882,332)
Net Cash Used by Operating Activities	(408,777)
CASH FLOWS FROM FINANCING ACTIVITIES	
Lease Proceeds	286,756
Loan Proceeds	3,200,000
Debt Extinguishment	(3,344,600)
Loan Payments	(197,400)
Lease Payments	(38,607)
Net Cash Used by Financing Activities	(93,851)
CASH FLOWS FROM INVESTING ACTIVITIES	
Buildings and Improvements Purchased	(286,755)
Vehicles Purchased	(42,100)
Furniture and Equipment Purchased	(157,264)
Net Cash Used by Financing Activities	(486,119)
Net Decrease in Cash	(988,747)
Cash at Beginning of Year	5,325,781
Cash at Ending of Year	$ 4,337,034
RECONCILIATION OF CHANGE IN NET ASSET TO NET CASH PROVIDED BY OPERATING ACTIVITIES	
Change in Net Assets	$ 461,854
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities	
Net Cash Provided by Operating Activities	
Depreciation Expense	239,164
Amortization of Debt Issuance Cost	(78,165)
(Increase) Decrease in Assets	
Due from State	(750,422)
Accounts Receivable	(18,671)
Inventory	(74,847)
other assets	1,431,535
Increase (Decrease) in Liabilities	
Accounts Payable	(1,858,349)
Accrued Wages Payable	292,339
Accrued interest	(83,369)
Other Liabilities	43,142
Due to State	(12,988)
Net Cash Provided by Operating Activities	$ (408,777)

The accompanying notes to the financial statements
form an integral part of this statement.

JUBILEE ACADEMIC CENTER, INC.
San Antonio, Texas

NOTES TO FINANCIAL STATEMENTS

Year Ended August 31, 2015

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements of Jubilee Academic Center, Inc., a Texas non-profit organization operating Texas charter schools, (the Center) were prepared in conformity with accounting principles generally accepted in the United States. The financial Accounting Standards Board is the accepted standard setting body for establishing not-for-profit accounting and financial reporting principles.

Reporting Entity

In 2000, the State Board of Education of the State of Texas granted the Center an open-enrollment charter pursuant to Chapter 12 of the Texas Education Code. Pursuant to the program described in the charter application approved by the State Board of Education and the terms of the applicable Contract for Charter, Jubilee Academic Center opened on September 13, 2000. The Center was organized to provide educational services to at-risk students and its programs, services, activities and functions are governed by no fewer than three (3) members of the Center's Board of Directors (the executive board). The Board of Directors is selected pursuant to the by-laws of the Center and has the authority to make decisions, appoint the chief executive officer of the Center, and significantly influence operations. The Board of Directors has the primary accountability for the fiscal affairs of the Center.

The bylaws were amended on January 25, 2011 to provide for the creation of committees (school boards) by the president of the Board to perform the duties and functions assigned or delegated in furtherance of the Board objectives. Effective August 1, 2011 three such committees were created: the Jubilee Academic Center School Board, the Coastal Bend Charter District School Board, and the Rio Grande Valley Charter District School Board. The board president of the executive board is also the board president on each of the school boards.

The charter holder only operates nine (9) campuses charter schools and does not conduct any other charter or non-charter activities.

Income Taxes

The Center is a not-for-profit organization and is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code, except to the extent it has unrelated business income. No provision for income taxes has been made in the financial statements. Income tax filings are up to date. The Center is subject to routine audits by taxing jurisdictions; however, there are no audits in progress. The Center believes it is no longer subject to income tax examinations for years ending prior to 2010.

Basis of Presentation

The accompanying financial statements have been prepared using the accrual basis of accounting in accordance with generally accepted accounting principles. The accounting system is organized under the Special Supplement to Financial Accounting and Reporting – Non Profit Charter School Chart of Accounts, a module of the Texas Education Agency Financial Accountability Resource Guide.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Net assets and revenues, expenses, gains, and losses are classified based on the existence or absence of donor-imposed restrictions. Restricted revenues whose restrictions are met in the same year as received are shown as unrestricted revenues. Accordingly, net assets of the Center and changes therein are classified and reported as follows:

Unrestricted – net assets that are not subject to donor-imposed stipulations.

Temporarily Restricted – net assets subject to donor-imposed restrictions that may or will be met, either by actions of the Center and/or passage of time. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Permanently Restricted – permanently restricted net assets are subject to irrevocable donor restrictions requiring that the assets be maintained in perpetuity usually for the purpose of generating investment income to fund annual operations. As of August 31, 2014, the Center did not hold any assets that were designated as permanently restricted.

Cash and Cash Equivalents

For financial statement purposes, the Center considers all highly liquid investment instruments with an original maturity of three months or less to be cash equivalents.

Contributions

Financial statement presentation follows the recommendations of the Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 958-205-55, Financial Statements of Not-For-Profit Organizations. Under ASC 958-205-55, the Agency 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. The Center did not receive any permanently restricted contributions in the current year.

Grant Funds

Grant funds are considered to be earned when eligibility requirements have been met and to the extent of expenditures made under the provisions of the grant. Accordingly, when such funds are received, they are recorded as unearned revenues until related and authorized expenditures have been made. If balances have not been expended by the end of the project period, grantors sometimes require a refund of all or part of the unused amount.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

State Revenues

Revenues from the State's available school fund are based on instructional days, average daily attendance, and other factors. Funds received are recognized as revenue in the period earned. The academic year for the Center typically begins several days before the beginning of the fiscal year (September 1). During these days expenses are incurred that relate directly to revenues received in the following year. As such, revenue is recognized for days of instruction in August of each fiscal year. In addition, receivables/payables to the State are recognized based on the near final summary of finances report.

Property and Equipment

Property and Equipment, which include buildings and improvements, furniture and equipment, and other personal property, are reported in the financial statements. Property and equipment are defined by the Center as assets with an individual cost of more than $5,000. Such assets are recorded as historical cost. Expenditures for additions, major renewals and betterments are capitalized, and maintenance and repairs are charged to expense as incurred. Donations of assets are recorded as direct additions to net assets at fair value at the date of donation, which is then treated as cost. Property and equipment are being depreciated using the straight-line method over the following useful lives:

Asset Class	Useful Lives
Vehicles	5 Years
Furniture	5 Years
Buildings & Improvement	39 Years
Computers	5 Years

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain report amounts and disclosures. Accordingly, actual results could differ from those estimates.

Debt Issuance Cost

The debt issuance costs are amortized over the life of the debt using the straight-line method.

2. CASH AND INVESTMENTS

As of August 31, 2015, cash and cash equivalents consisted of:

	Amount
Cash in Bank	$ 2,368,880
Cash – Debt Service	353,843
Cash Equivalents	
Tex Pool Investment Pool	17,955
Certificate of Deposit	495,537
Money Market Funds	1,100,819
Total	$ 4,337,034

Deposits

At August 31, 2015, the carrying amount of the Center's deposits was $2,368,880 and the bank balance was $2,668,482. All deposits are adequately insured with FDIC coverage at August 31, 2015.

Investments

State statues govern the Center's investment policies. State authorized investments include obligations of the U.S. Treasury and U.S. Government agencies, commercial paper and repurchase agreements. Realized and unrealized gains and losses on investments are reported as investment income. Investments are valued at fair value.

Credit Risk – The Center's investment policy requires that obligations of other governments be rated by a nationally recognized rating firm no less than A rated, and that mutual funds be rated no less than AAA. The Center's money market funds are rated Aaa (Moody's) and AAAm (S&P).

Interest Rate Risk – As required by state law and the Center's investment policy, investments in obligations are limited to having maturities at the date of purchase of no more than 10 years.

Concentration of Credit Risk – The Center places no limit on the amount the Center may invest in any one issuer. 100% of the Center's total investments are held in money market funds. The money market funds hold: Agency Notes/bonds, Agency Floaters, Agency Repurchase Agreements, Agency Discount Notes, and FDIC Guaranteed Notes.

3. PROPERTY AND EQUIPMENT

Property and equipment at August 31, 2015 are comprised as follows:

Land	$	500,000
Buildings and Improvements		3,899,472
Vehicles		165,513
Furniture and Equipment		548,045
Total Property and Equipment		5,113,030
Accumulated Depreciation		(1,258,319)
Property and Equipment Net of Accumulated Depreciation	$	3,854,711

Depreciation expense as of August 31, 2015 is $246,987.

4. OWNERSHIP IN PROPERTY AND EQUIPMENT

Property and equipment acquired with public funds received by the Center for the operation of Jubilee Academic Center, Inc. constitute public property pursuant to Chapter 12 of the Texas Education Code.

	Ownership Interest	
	State	Federal
Land	$ 500,000	$ -
Buildings and Improvements	3,843,249	56,223
Vehicles	156,345	9,168
Furniture and Equipment	424,443	123,602
Total Property and Equipment	$ 4,924,037	$ 188,993

5. LEASES

A. BUILD TO SUIT LEASES – ATHLOS SCHOOLS

In the 2014 Jubilee Academic Center Inc. entered into three build to suit lease agreements for three school buildings facilities, including furniture and equipment. The constructed schools are located in San Antonio, Austin, and Brownsville, Texas. Total current year lease expense for the three schools is $4,446,390. The lease agreements provide for the following minimum lease payments during the twenty five year term of the lease. Lease payments are as follows:

Lease Year	San Antonio	Austin	Brownsville
2nd	$ 1,555,758	$ 1,563,047	$ 1,424,998
3rd	1,582,983	1,593,225	1,498,985
4th	1,614,643	1,640,363	1,527,235
5th	1,646,936	1,687,500	1,565,415
6th	7,929,320	8,002,885	7,415,273

Upon the sixth anniversary of the lease inception date, and on each anniversary of the inception date thereafter, base rent will increase by an amount equal to two and one half percent (2.5%) more than the base rent payable during the immediately preceding lease year.

Purchase Price option

The school facilities lease agreements have purchase options that may be exercised through April 2018. Purchase price options are as follows: "The purchase price for the Premises shall be equal to the capitalized value of the base rent to be in effect in the lease year in which the closing occurs, calculated with a discount rate of seven and one-half percent (7.5%) cap rate (the "Option Price"). Management intends to exercise its purchase options in 2016.

B. OPERATING LEASES

The Center had commitments under thirteen operating leases for various school buildings. Lease terms for all leases were from one to three years. Rent expense for the various leases was $1,090,252 and utilities and other costs (garbage disposal, improvements, etc.) under the leases were $314,390.

Future minimum lease payments at August 31, 2015 were as follows:

Year	Amount
2016	$ 993,032
2017	875,948
2018	875,948
	$ 2,744,928

5. LEASES

C. TECHNOLOGY EQUIPMENT LEASES

On November 20, 2014 the Center entered into three operating lease agreements for various technology and network communication equipment. All three leases have a five year term consisting of 20 quarterly payments. Lease expense for the equipment in 2015 was $164,833.

Future minimum lease payments as of August 31, 2015 are as follows:

Year	Amount
2016	$ 219,778
2017	219,778
2018	219,778
2019	219,778
2020	54,944
	$ 934,056

6. SCHEDULE OF EXPENSES

The following schedule shows expenses by object code of the Center for the years ended August 31, 2015.

Expenses	
6100 Payroll Costs	$ 21,174,672
6200 Professional and Contracted Services	11,227,478
6300 Supplies and Materials	2,923,438
6400 Other Operating Costs	1,041,547
6500 Debt	293,267
Total Expenses	$ 36,660,402

6. SCHEDULE OF EXPENSES (Continued)

The following schedule shows expenses of the Center by function code for the years ended August 31, 2015.

Expenses		
11 Instructional	$	16,286,218
12 Instructional and Media Services		78,570
13 Curriculum Development and Instructional Staff Development		875,628
21 Instructional Leadership		103
23 School Leadership		2,946,755
31 Guidance, Counseling and Evaluation Services		418,943
32 Social Work Services		5,975
33 Health Services		118,746
34 Student Transportation		125,911
35 Food Services		2,367,121
36 Cocurricular/Extracurricular Activities		376,708
41 General Administration		2,345,563
51 Plant Maintenance and Operations		9,540,873
52 Security and Monitoring Services		376,422
53 Data Processing Services		359,156
61 Community Services		144,443
71 Debt Services		293,267
Total Expenses	$	36,660,402

7. PENSION PLAN OBLIGATIONS

Plan Description

The School contributes to the Teacher Retirement System of Texas ("TRS"), a public employee retirement system. It is a cost-sharing, multiple-employer defined benefit pension plan (Plan) with one exception: all risks and costs are not shared by the School, but are the liability of the state of Texas. The TRS provides service retirement, disability retirement, and death benefits to plan members and beneficiaries. The TRS operates under the authority of provisions contained primarily in Texas Government Code, Title 8, Public Retirement Systems, Subtitle C, Teacher Retirement System of Texas, which is subject to amendment by the Texas legislature. The TRS' annual financial report and other required disclosure information are available by writing the Teacher Retirement System of Texas, 1000 Red River Street, Austin, Texas 78701, by calling 1-800-223-8778, or by downloading the report from the TRS website, www.trs.state.tx.us, under the TRS Publications heading.

7. PENSION PLAN OBLIGATIONS (Continued)

Funding Policy

Under provisions in state law, plan members and the State are each required to contribute 6.7% and 6.8% of their annual covered salary, respectively; and, in certain instances, the School is required to make all or a portion of the member's contribution and on the portion of the employees' salaries that exceed the statutory minimum. The School contributed $1,199,323 on behalf of its employees, to TRS for the year ended August 31, 2015, the required contributions for the year. The State also contributes to TRS on behalf of charter school employees; however, these contributions are not recognized in the School's financial statements under FASB accounting. The School's contributions to the Plan did not represent more than 5% of the total contributions to the Plan. There have been no changes that would affect the comparison of employer contributions from year to year.

	Contribution Rates	
	2014	2015
Member	6.4%	6.7%
Non-Employer Contributing Entity (State)	6.8%	6.8%
Employers	6.8%	6.8%

Legal Name of Plan	Texas Retirement System of Texas
Plan's Employer Identification Number	N/A
Total Plan Assets	$157,261,707,241
Accumulated Benefit Obligations	$159,496,075,886
Percentage Plan was Funded	83.25% funded
Expiration Date of Collective-Bargaining Agreement	N/A
Funding Improvement Plan or Rehabilitation Plan Implemented or Pending	N/A
Employer Contributions Made for the Non-OASDI Participating Surcharge	$268,466.35

8. LONG TERM DEBT

Description	Balance Outstanding 9/1/2014	Issued Current Year	Retired Current Year	Balance Outstanding 8/31/2015	Amounts Due Within One Year
Note- September 9, 2014	$ -	$ 3,200,000	$ 197,400	$ 3,002,600	$ 152,500
Note- January 1, 2008	3,344,600	-	3,344,600	-	-
Capital Lease	-	286,756	38,608	248,148	53,764
Total	$ 3,344,600	$ 3,486,756	$ 3,580,608	$ 3,250,748	$ 206,264

On September 9, 2014, Jubilee Academic Center (the "School)" secured total financing of $3,200,000 from BBVA Compass (the bank) to refinance the loan with La Vernia Higher Education finance Corporation (existing loan) that was used to finance the 4434 Roland Avenue San Antonio facility. As of that date the existing loan had a principal balance of $3,344,600. The loan is exclusively secured by state funding per pupil and a first mortgage on the property at 4434 Roland Avenue. The Pottsboro Higher Education Finance Corporation will be acting as a conduit issuer and the bank will not have legal recourse against the City in the event of non-payment by the School. This financing assumes a tax-exempt/taxable debt structure to comply with Federal tax law requirements that only 2% of a tax-exempt loan issue can be used for costs of issuance. (Tax-exempt $3,090,000/Taxable $110,000). The refinancing is necessary to remove restrictive covenants on the existing loan and to provide for cash flow savings in fiscal 2015 and 2016. The bank debt issue is estimated to be a fixed, tax exempt rate for three years at 3.18% based on a with a 20-year amortization for the first two years. If the loan in not refunded by the 3rd year, the rate will be based off a spread to LIBOR and reset annually or refinanced. Management intends to refinance the loan prior to the end of the third year.

The Center is contractually required as part of the agreement for the loan mentioned to comply with the following debt covenants:

- Fixed Charge Coverage Ratio- Maintain, as of the end of each fiscal quarter, a fixed charge coverage ratio of 1.2 times measure on a trailing four-quarter basis. The fixed charge ratio is required to be calculated as the change in unrestricted net assets plus depreciation, amortization, rent and interest expense, for the 12 month period ending with the fiscal quarters to scheduled annual payments of principal and interest on all debt of the Center plus rent expense.
- Liquidity- Maintain unrestricted cash on hand equal to no less than 70 days of annual operating expense. Measure semi-annual each February 28 and August 31, beginning February 28, 2015.

As of the end of the year, the Center does not comply with the fixed charge coverage ratio nor the liquidity ratio.

8. LONG TERM DEBT (Continued)

The following is a schedule of required payments for the loan:

Year Ended August 31,	Principal	Interest	Total
2016	$ 152,500	$ 90,182	$ 242,682
2017	2,850,100	91,693	2,941,798
	$ 3,002,600	$ 181,875	$ 3,184,475

Capital Lease

On November 20, 2015, the Center entered into three master lease/purchase agreements in the original amount of $286,756 with Presidio Technology Capital for the purchase of information technology infrastructure equipment. The leases are payable over five (5) years in twenty (20) quarterly payments of $16,294. The lease agreements contain a bargain purchase option that allows the Center to purchase the equipment at the end of the lease term for $1.

The technology infrastructure equipment is included in capital assets as property under capital lease in the amount of $286,756 and the related amortization is included in accumulated depreciation/amortization in the amount of $57,351.

Future minimum payments on the capital leases payable at August 31, 2015 are as follows:

Year Ending August 31,	Principal	Interest	Total
2016	$ 53,764	$ 11,410	$ 65,174
2017	56,503	8,671	65,174
2018	59,382	5,792	65,174
2019	62,407	2,767	65,174
2020	16,092	202	16,294
	$ 248,148	$ 28,842	$ 276,990

Interest paid relating to capital lease for the year ended August 31, 2015 totaled $10,275.

9. COMMITMENTS AND CONTINGENCIES

The Center receives funds through the 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 Center have should state or federal auditors discover areas on noncompliance, charter school funds may be subject to refund if so determined by the Texas Education Agency or the grantor agency.

10. HEALTHCARE COVERAGE

During the years ended August 31, 2015, employees of the Center were covered by a health insurance plan (the plan). The Center contributed $250 per month, per employee, respectively to the Plan. Employees, at their option, authorized payroll withholdings to pay contributions or premiums for dependents. All premiums were paid to licensed insurers.

11. RELATED PARTY AND COMMON CONTROL

For the year ended August 31, 2015, Jubilee Academic Center, Inc. had one (1) board member who was paid a salary for services as Director of Administration in the amount of $143,263.

The Jubilee Academic Foundation (the "Foundation), a not-for-profit entity was organized to provide support to Jubilee School parent teacher organizations. The members of the Foundation Board are comprised of appointees by the Center's Board. The Foundations assets and liabilities are included in the Center's financial statements as cash and other liabilities

12. LEGAL PROCEEDINGS

From time to time the Center is a defendant in legal proceedings relating to its operations as a Charter District. In the best judgment of the Center's management, the outcome of any present legal proceedings will not have any material adverse effect on the financial condition of the Center. Accordingly, no provisions for losses have been recorded in the accompanying financial statements for such contingencies.

13. SHARED SERVICES ARRANGEMENT

During the current year, Jubilee Academic Center, Inc. (the Center) was a member of the San Antonio Charter Schools Special Education Co-op shared services arrangement (SSA). The Southwest Preparatory Charter School is the Fiscal Agent for the SSA. As a member of the SSA, the Center received special education (IDEA B Formula) services in the amount of $363,175 as reported to the Center by the fiscal agent. In accordance with the guidance provided in the TEA Special Supplement to the Financial Accountability System Resource Guide, Charter Schools, the Center has accounted for the special education expenditures within their financial statements.

14. SUBSEQUENT EVENTS

Management has evaluated subsequent events up through January 22, 2015, the date of this report.

REQUIRED SUPPLEMENTARY INFORMATION

JUBILEE ACADEMIC CENTER, INC.
San Antonio, Texas

Budgetary Comparison Schedule

Year Ended August 31, 2015

		BUDGETED AMOUNTS ORIGINAL	BUDGETED AMOUNTS FINAL	ACTUAL ACTUAL AMOUNTS	VARIANCE BUDGET /ACTUAL FAVORABLE/ (UNFAVORABLE)
REVENUES					
5720	Revenue From Services to Other Charter Schools	$ -	$ -	$ -	$ -
5740	Other Revenue From Local Sources	350,000	355,256	49,072	(306,184)
5750	Rev. From Cocurricular, Enterprising Services	215,000	230,000	565,322	335,322
5819	Other Foundation School Program Act Revenues:	30,248,534	33,580,000	33,037,537	(542,463)
5829	State Prog. Revenues distributed by TEA:	356,000	263,176	456,969	193,793
5929	Federal Revenues distributed by TEA:	3,081,116	2,968,461	3,013,356	44,895
	Total Revenues	34,250,650	37,396,893	37,122,256	(274,637)
Expenses					
11	Instructional	15,456,420	16,314,907	16,286,218	28,689
12	Instructional and media services	95,361	85,000	78,570	6,430
13	Curriculum Development and Inst. Staff Development	1,250,848	885,000	875,628	9,372
21	Instructional Leadership	-	-	103	(103)
23	School Leadership	3,300,106	3,050,000	2,946,755	103,245
31	Guidance, Counseling and Evaluation	321,672	425,000	418,943	6,057
32	Social Work Services	2,500	6,500	5,975	525
33	Health Services	150,000	125,000	118,746	6,254
34	Student Transportation	110,000	130,000	125,911	4,089
35	Food Service	2,054,000	2,400,000	2,367,121	32,879
36	Cocurricular/Extracurricular Activities	390,991	385,000	376,708	8,292
41	General Administration	2,779,772	2,470,000	2,345,563	124,437
51	Plant Maintenance and Monitoring Services	6,587,242	9,600,000	9,540,873	59,127
52	Security and Monitoring Services	215,000	385,000	376,422	8,578
53	Data Processing Services	275,000	390,000	359,156	30,844
61	Community Services	160,000	150,000	144,443	5,557
71	Debt Service	225,000	290,000	293,267	(3,267)
	Total Expenses	33,373,912	37,091,407	36,660,402	(431,005)
Change In Net Assets		$ 876,738	$ 305,486	$ 461,854	$ 156,368

FUNCTION	EXPLANATION
	Explanations of variances exceeding 10% for final budget to actual:
21	Variance is related to a new position added.
	Explanations of variances exceeding 10% for original budget to final budget:
12, 13, 33, 41	Total Expenses planned for the new locations were not incurred during the 2014-2015 fiscal year.
51	Jubilee Academic Center entered into three Build to Suit Leases in the 2014-2015 school year that were determined to be operating and not capital leases.
31, 32, 34, 35, 52, 53	Additional monies were budgeted to assist with additional needs at three new sites.
71	Additional expenses were incurred due to the refinance of Jubilee site.

COMPLIANCE AND INTERNAL CONTROL

INDEPENDENT AUDITOR'S 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
Jubilee Academic Center, Inc.
San Antonio, Texas

We have audited, in accordance with the 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, the financial statements of Jubilee Academic Center, Inc. (a non-profit organization) (the Center) which compromise the statement of financial position as of August 31, 2015, and the related statement of activities , and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated January 22, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Center's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Center's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

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 combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the Center's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

207 Arden Grove
San Antonio, TX 78215
210/227-1389
Fax 227-0716

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Center's financial statements are free from 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*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Garza / Gonzalez & Associates

January 22, 2016

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH
MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE
REQUIRED BY OMB CIRCULAR A-133

To the Board of Directors of
Jubilee Academic Center, Inc.
San Antonio, Texas

Report on Compliance for Each Major Federal Program

We have audited Jubilee Academic Center, Inc. (the Center's) 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 the Center's major federal programs for the year ended August 31, 2015. The Center's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the Center's major federal programs based on our audit of the types of compliance requirements referred to above. 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 the Center'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 on compliance for each major federal program. However, our audit does not provide a legal determination of the Center's compliance.

207 Arden Grove
San Antonio, TX 78215
210/227-1389
Fax 227-0716

Opinion on Each Major Federal Program

In our opinion, the Center complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal program for the year ended August 31, 2015.

Report on Internal Control Over Compliance

Management of the Center is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit, we considered the Center's internal control over compliance with requirements that could have a direct and material effect on a major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program 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 the Center'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 its 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. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

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 material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we considered to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Gonzalez Gonzalez & Associates

January 22, 2016

JUBILEE ACADEMIC CENTER, INC.
San Antonio, Texas

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

For The Year Ended August 31, 2015

SECTION I --- SUMMARY OF AUDITORS' RESULTS

Financial Statements			
	Type of auditor's report issued: Unmodified		
	Internal control over financial reporting: • Material weakness (es) identified?	____Yes	__X__No
	• Significant deficiencies identified not considered to be material weaknesses?	____Yes	__X__None Reported
	Noncompliance material to financial statements noted?	____Yes	__X__No

Federal Awards			
	Internal control over major programs: • Material weakness (es) identified?	____Yes	__X__No
	• Significant deficiencies identified not considered to be material weaknesses?	____Yes	__X__None Reported
	Type of auditor's report issued on compliance for major programs	Unmodified	
	Any audit findings disclosed that are required to be reported in accordance with Circular A-133, Section. 510(a)?	____Yes	__X__No

Identification of Major Programs		
	CFDA Numbers(s)	**Name of Federal Program or Cluster**
	84.010	Title I Grants to Local Educational Agencies Title I Part A- Improving Basic Programs Title I 1003(A)- Priority and Focus Grant
	84.367	Improving Teacher Quality State Grant

	Dollar threshold used to distinguish between Type A and Type B programs:	$300,000	
	Auditee qualified as low-risk auditee?	__X__Yes	_____No

JUBILEE ACADEMIC CENTER, INC.
San Antonio, Texas

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

For The Year Ended August 31, 2015

SECTION II --- FINANCIAL STATEMENT FINDINGS

There were no financial statement findings required to be reported in accordance with *Government Auditing Standards*.

SECTION III --- FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

None.

JUBILEE ACADEMIC CENTER, INC.
San Antonio, Texas

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

Year Ended August 31, 2015

SECTION II – FINANCIAL STATEMENT FINDINGS

None.

SECTION III – FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

None.

JUBILEE ACADEMIC CENTER
San Antonio, Texas

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

Year Ended August 31, 2015

DATA CONTROL CODES	FEDERAL GRANTOR PASS-THROUGH GRANTOR PROGRAM TITLE	FEDERAL CFDA NUMBER	FEDERAL EXPENDITURES
	U.S. DEPARTMENT OF EDUCATION		
	Passed Through State Department of Education		
211	ESEA Title I Part A- Improving Basic Programs, FY4	84.010A	$ 11,446
	Passed Through State Department of Education		
211	ESEA Title I Part A- Improving Basic Programs, FY5	84.010A	680,848
	Passed Through State Department of Education		
211	ESEA Title I 1003(A)- Priority and Focus Grant, FY4	84.010A	1,158
224	IDEA Part B, Formula	84.027	363,175
225	IDEA B, Preschool	84.027	392
255	ESEA Title II Part A- Teacher & Principal Training & Recruiting	84.367A	159,602
263	Title III, Part A-Immigrant	84.365A	38,641
289	Summer School LEP	84.369A	4,452
	Total Passed Through State Department of Education		1,259,714
	TOTAL U.S. DEPARTMENT OF EDUCATION		1,259,714
	U.S. DEPARTMENT OF AGRICULTURE		
	Passed Through State Department of Education		
240	School Breakfast Program*	10.553	509,199
240	National School Lunch Program *	10.555	1,169,597
240	USDA Donated Commodities	10.559	74,846
	Total Passed Through State Department of Education		1,753,642
	TOTAL U.S. DEPARTMENT OF AGRICULTURE		1,753,642
	TOTAL EXPENDITURES OF FEDERAL AWARDS		$ 3,013,356

*Indicates clustered program under OMB Circular A-133 compliance Supplement

JUBILEE ACADEMIC CENTER, INC.
San Antonio, Texas

NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

Year Ended August 31, 2015

BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards includes the federal grant activity of Jubilee Academic Center and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the financial statements.

The expenditures for the nutrition cluster are reported to the extent of program reimbursements.

Garza/Gonzalez & Associates
CERTIFIED PUBLIC ACCOUNTANTS

JUBILEE ACADEMIC CENTER, INC.

San Antonio, Texas

ANNUAL FINANCIAL AND COMPLIANCE REPORT

Year Ended August 31, 2013

207 Arden Grove
San Antonio, TX 78215
210/227-1389
Fax 227-0716

Athlos Academy of Reno
Attachment 22-333

JUBILEE ACADEMIC CENTER, INC.
San Antonio, Texas

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JUBILEE ACADEMIC CENTER, INC.	BEXAR	015-822
Name of School District	County	Co. Dist. Number

We, the undersigned, certify that the attached annual financial and compliance report of Jubilee Academic Center, Inc. was reviewed and (check one) ___ approved ___ disapproved for the year ended August 31, 2013, at a meeting of the governing body of said charter school on the ____ day of January 2014.

_____ _____

Signature of the Board Secretary Signature of the Board President

Note: If the governing body of the charter school does not approve the independent auditor's report, it must forward a written statement discussing the reason(s) for not approving the report.

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
Jubilee Academic Center, Inc.
San Antonio, Texas

Report on the Financial Statements

We have audited the accompanying financial statements of Jubilee Academic Center, Inc., (a nonprofit organization) (the Center), which comprise the statement of financial position as of August 31, 2013, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

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 from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

267 Alamo Cactus
San Antonio TX 78215
210/227-1399
Fax 227-0716

Athlos Academy of Reno
Attachment 22-336

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Center as of August 31, 2013, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying Budgetary Comparative Schedule, required by the Texas Education Agency, and the Schedule of Expenditures of Federal Awards, as required by Office Of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations,* is presented for purposes of additional analysis 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 information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 20, 2014 on our consideration of the Center'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 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* in considering the Center's internal control over financial reporting and compliance.

Gomez / Gonzalez
& Associates

January 20, 2014

FINANCIAL STATEMENTS

JUBILEE ACADEMIC CENTER, INC.
San Antonio, Texas

STATEMENTS OF FINANCIAL POSITION

August 31, 2013

ASSETS

Current Assets		
Cash and CashEquivalents	$	2,799,638
Accounts Receivable		81,815
Due from Texas Education Agency		2,193,745
Other Assets		5,251
Total Current Assets		5,080,449
Inventory		43,444
Cost of Debt Issuance		153,362
Property and Equipment - Net		4,625,226
TOTAL ASSETS	$	9,902,481

LIABILITIES AND NET ASSETS

Current Liabilities		
Accounts Payable	$	626,960
Accrued Payroll and Payroll Liabilities		1,074,206
Due to State		1,748
Notes Payable		80,794
Accrued Interest		94,171
Other Liabilities		63,308
Total Current Liabilities		1,941,187
Non Current Liabilities		
Long Term Debt		3,669,890
Total Liabilities		5,611,077
Net Assets		
Temporarily Restricted		1,084,069
Unrestricted		3,207,335
Total Net Assets		4,291,404
TOTAL LIABILITIES AND NET ASSETS	$	9,902,481

The accompanying notes are an integral part of these financial statements.

JUBILEE ACADEMIC CENTER, INC.
San Antonio, Texas

STATEMENTS OF ACTIVITIES

Year Ended August 31, 2013

	Unrestricted Funds	Temporarily Restricted	Totals
REVENUES			
Local Support			
Revenue From Services to Other Charter Schools	$ 687,075	$ -	$ 687,075
Revenue From Cocurricular, Enterprising Services	61,497	-	61,497
Other Revenue From Local Sources	252,470	-	252,470
Total Local Support	1,001,042	-	1,001,042
State Program Revenues			
Foundation School Program	-	17,784,940	17,784,940
Other State Aid	-	87,181	87,181
Total State Program Revenues	-	17,872,121	17,872,121
Federal Program Revenues			
National School Lunch Program	-	684,911	684,911
School Breakfast Program	-	301,458	301,458
USDA, Donated Commodities	-	22,081	22,081
IDEA B Formula, FY3	-	268,874	268,874
IDEA B, Formula, FY4	-	25,996	25,996
IDEA B, Preschool	-	342	342
ESEA Title III, Part A	-	1,031	1,031
ESEA Title II, Part A	-	96,081	96,081
ESEA Title I, Part A	-	430,982	430,982
Total Federal Program Revenues	-	1,831,755	1,831,755
Net Assets Released from Restrictions			
Restrictions Satisfied by Payments	19,204,040	(19,204,040)	-
TOTAL REVENUES	20,205,082	499,836	20,704,918
EXPENSES			
Program Services			
Instruction and Instructional Related Services	9,911,237	-	9,911,237
Instruction and Social Leadership	1,964,854	-	1,964,854
Support Services			
Student (Pupil)	2,397,133	-	2,397,133
Administrative	1,727,553	-	1,727,553
Non-Student Based	2,836,310	-	2,836,310
Community Service	113,284	-	113,284
Debt Service	253,668	-	253,668
Fund Raising	-	-	-
Total Expenses	19,204,040	-	19,204,040
Changes in Net Assets	1,001,042	499,836	1,500,878
Net Assets - Beginning of Year	2,206,293	584,233	2,790,526
Net Assets - End of Year	$ 3,207,335	$ 1,084,069	$ 4,291,404

The accompanying notes are an integral part of these financial statements.

JUBILEE ACADEMIC CENTER, INC.
San Antonio, Texas

STATEMENT OF CASH FLOWS

Year Ended August 31, 2013

	2013
CASH FLOWS FROM OPERATING ACTIVITIES	
Foundation School Program Payments	$ 17,283,380
Grant Payments - Federal Programs	1,615,763
Local Sources	1,077,618
Interest Income	4,200
Interest expense	(253,668)
Payments to Vendors for Goods and Services Rendered	(5,226,063)
Payments to Charter School Personnel for Services Rendered & for Benefits	(12,905,756)
Net Cash Provided by Operating Activities	1,595,474
CASH FLOWS FROM FINANCING ACTIVITIES	
Debt Payments	(74,937)
Net Cash Used by Financing Activities	(74,937)
CASH FLOWS FROM INVESTING ACTIVITIES	
Buildings and Improvements Purchased	(212,633)
Net Cash Used by Financing Activities	(212,633)
Net Increase in Cash	1,307,904
Cash at Beginning of Year	1,491,734
Cash at Ending of Year	$ 2,799,638
RECONCILIATION OF CHANGE IN NET ASSET TO NET CASH PROVIDED BY OPERATING ACTIVITIES	
Change in Net Assets	$ 1,500,878
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities	
Net Cash Provided by Operating Activities	
Depreciation Expense	196,486
Amortization of Debt Issuance Cost	6,218
(Increase) Decrease in Assets	
Due from State	(645,245)
Accounts Receivable	(57,939)
Inventory	(22,081)
other assets	1,307
Increase (Decrease) in Liabilities	
Accounts Payable	272,687
Accrued Wages Payable	331,267
Accrued interest	(1,479)
Other Liabilities	13,374
Due to State	-
Net Cash Provided by Operating Activities	$ 1,595,474

The accompanying notes to the financial statements
form an integral part of this statement.

JUBILEE ACADEMIC CENTER, INC.
San Antonio, Texas

NOTES TO FINANCIAL STATEMENTS

Year Ended August 31, 2013

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements of Jubilee Academic Center, Inc., a Texas non-profit organization operating Texas charter schools, (the Center) were prepared in conformity with accounting principles generally accepted in the United States. The financial Accounting Standards Board is the accepted standard setting body for establishing not-for-profit accounting and financial reporting principles.

Reporting Entity

In 2000, the State Board of Education of the State of Texas granted the Center an open-enrollment charter pursuant to Chapter 12 of the Texas Education Code. Pursuant to the program described in the charter application approved by the State Board of Education and the terms of the applicable Contract for Charter, Jubilee Academic Center opened on September 13, 2000. The Center was organized to provide educational services to at-risk students and its programs, services, activities and functions are governed by no fewer than three (3) members of the Center's Board of Directors (the executive board). The Board of Directors is selected pursuant to the by-laws of the Center and has the authority to make decisions, appoint the chief executive officer of the Center, and significantly influence operations. The Board of Directors has the primary accountability for the fiscal affairs of the Center.

The bylaws were amended on January 25, 2011 to provide for the creation of committees (school boards) by the president of the Board to perform the duties and functions assigned or delegated in furtherance of the Board objectives. Effective August 1, 2011 three such committees were created: the Jubilee Academic Center School Board, the Coastal Bend Charter District School Board, and the Rio Grande Valley Charter District School Board. The board president of the executive board is also the board president on each of the school boards.

The charter holder only operates nine (9) campuses charter schools and does not conduct any other charter or non-charter activities.

Income Taxes

The Center is a not-for-profit organization and is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code, except to the extent it has unrelated business income. No provision for income taxes has been made in the financial statements. Income tax filings are up to date. The Center is subject to routine audits by taxing jurisdictions; however, there are no audits in progress. The Center believes it is no longer subject to income tax examinations for years ending prior to 2010.

Basis of Presentation

The accompanying financial statements have been prepared using the accrual basis of accounting in accordance with generally accepted accounting principles. The accounting system is organized under the Special Supplement to Financial Accounting and Reporting – Non Profit Charter School Chart of Accounts, a module of the Texas Education Agency Financial Accountability Resource Guide.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Net assets and revenues, expenses, gains, and losses are classified based on the existence or absence of donor-imposed restrictions. Restricted revenues whose restrictions are met in the same year as received are shown as unrestricted revenues. Accordingly, net assets of the Center and changes therein are classified and reported as follows:

Unrestricted – net assets that are not subject to donor-imposed stipulations.

Temporarily Restricted – net assets subject to donor-imposed restrictions that may or will be met, either by actions of the Center and/or passage of time. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Permanently Restricted – permanently restricted net assets are subject to irrevocable donor restrictions requiring that the assets be maintained in perpetuity usually for the purpose of generating investment income to fund annual operations. As of August 31, 2013, the Center did not hold any assets that were designated as permanently restricted.

Cash and Cash Equivalents

For financial statement purposes, the Center considers all highly liquid investment instruments with an original maturity of three months or less to be cash equivalents.

Contributions

Financial statement presentation follows the recommendations of the Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 958-205-55, (formerly SFAS No. 117), Financial Statements of Not-For-Profit Organizations. Under ASC 958-205-55, the Agency 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. The Center did not receive any permanently restricted contributions in the current year.

Grant Funds

Grant funds are considered to be earned when eligibility requirements have been met and to the extent of expenditures made under the provisions of the grant. Accordingly, when such funds are received, they are recorded as unearned revenues until related and authorized expenditures have been made. If balances have not been expended by the end of the project period, grantors sometimes require a refund of all or part of the unused amount.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

State Revenues

Revenues from the State's available school fund are based on instructional days, average daily attendance, and other factors. Funds received are recognized as revenue in the period earned. The academic year for the Center typically begins several days before the beginning of the fiscal year (September 1). During these days expenses are incurred that relate directly to revenues received in the following year. As such, revenue is recognized for days of instruction in August of each fiscal year. In addition, receivables/payables to the State are recognized based on the near final summary of finances report.

Property and Equipment

Property and Equipment, which include buildings and improvements, furniture and equipment, and other personal property, are reported in the financial statements. Property and equipment are defined by the Center as assets with an individual cost of more than $5,000. Such assets are recorded as historical cost. Expenditures for additions, major renewals and betterments are capitalized, and maintenance and repairs are charged to expense as incurred. Donations of assets are recorded as direct additions to net assets at fair value at the date of donation, which is then treated as cost. Property and equipment are being depreciated using the straight-line method over the following useful lives:

Asset Class	Useful Lives
Vehicles	5 Years
Furniture	5 Years
Buildings & Improvement	39 Years
Computers	5 Years

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain report amounts and disclosures. Accordingly, actual results could differ from those estimates.

Debt Issuance Cost

The note payable issuance costs are amortized over the life of the debt using the straight-line method.

2. CASH AND INVESTMENTS

As of August 31, 2013, cash and cash equivalents consisted of:

	Amount
Cash in Bank	$ 1,480,542
Cash Equivalents	
Tex Pool Investment Pool	597,157
Certificate of Deposit	248,692
Money Market Funds –	
First American Government Obligations Fund	473,247
Total	$ 2,799,638

Money Market funds above include U. S Bank accounts required to be separately held as follows: $117,508 Debt Service Account, $277,200 Debt Reserve Account; $8,523 Project Account and $70,016 Rental and Replacement Account. These funds are held in trust accounts and are requires to be used solely in accordance with the purposes specified in a loan agreement with La Vernia Higher Education Finance Corporation, a non-profit education facilities corporation created under the laws of the State of Texas, and Tax-free Fund for Utah, a municipal bond mutual fund, and US Bank National Association, as trustee.

Deposits

At August 31, 2013, the carrying amount of the Center's deposits was $1,480,542 and the bank balance was $1,709,403. All deposits are adequately insured with FDIC coverage at August 31, 2013.

Investments

State statues govern the Center's investment policies. State authorized investments include obligations of the U.S. Treasury and U.S. Government agencies, commercial paper and repurchase agreements. Realized and unrealized gains and losses on investments are reported as investment income. Investments are valued at fair value.

Credit Risk – The Center's investment policy requires that obligations of other governments be rated by a nationally recognized rating firm no less than A rated, and that mutual funds be rated no less than AAA. The Center's money market funds are rated Aaa (Moody's) and AAAm (S&P).

Interest Rate Risk – As required by state law and the Center's investment policy, investments in obligations are limited to having maturities at the date of purchase of no more than 10 years.

Concentration of Credit Risk – The Center places no limit on the amount the Center may invest in any one issuer. 100% of the Center's total investments are held in money market funds. The money market funds hold: Agency Notes/bonds, Agency Floaters, Agency Repurchase Agreements, Agency Discount Notes, and FDIC Guaranteed Notes.

3. PROPERTY AND EQUIPMENT

Property and equipment at August 31, 2013 are comprised as follows:

Land	$	1,079,566
Buildings and Improvements		3,895,016
Vehicles		106,476
Furniture and Equipment		378,182
Total Property and Equipment		5,459,240
Accumulated Depreciation		(834,014)
Property and Equipment Net of Accumulated Depreciation	$	4,625,226

Depreciation expense as of August 31, 2013 is $196,486.

4. OWNERSHIP IN PROPERTY AND EQUIPMENT

Property and equipment acquired with public funds received by the Center for the operation of Jubilee Academic Center, Inc. constitute public property pursuant to Chapter 12 of the Texas Education Code.

	Ownership Interest	
	State	Federal
Land	$ 1,079,566	$ -
Buildings and Improvements	3,838,793	56,223
Vehicles	97,308	9,168
Furniture and Equipment	285,924	92,258
Total Property and Equipment	$ 5,301,591	$ 157,649

5. LEASES

The Center had commitments under nine operating leases for various school buildings. Lease terms for all leases were from one to three years. Rent expense for the various leases was $958,583 and utilities and other costs (garbage disposal, improvements, etc.) under the leases were $243,771.

5. LEASES (Continued)

Future minimum lease payments at August 31, 2013 were as follows:

Year		Amount
2014	$	1,331,279
2015		1,299,279
2016		1,299,279
	$	3,929,837

6. SCHEDULE OF EXPENSES

The following schedule shows expenses of the Center for the years ended August 31, 2013.

Expenses		
6100 Payroll Costs	$	13,237,023
6200 Professional and Contracted Services		2,852,435
6300 Supplies and Materials		2,285,448
6400 Other Operating Costs		575,466
6500 Debt		253,668
Total Expenses	$	19,204,040

The following schedule shows expenses of the Center by function code for the years ended August 31, 2013.

Expenses		
11 Instructional	$	9,442,110
12 Instructional and Media Services		28,231
13 Curriculum Development and Instructional Staff Development		440,896
23 School Leadership		1,964,854
31 Guidance, Counseling and Evaluation Services		124,047
32 Social Work Services		3,674
33 Health Services		59,350
34 Student Transportation		57,871
35 Food Services		1,939,749
36 Cocurricular/Extracurricular Activities		212,443
41 General Administration		1,727,553
51 Plant Maintenance and Operations		2,659,343
52 Security and Monitoring Services		36,148
53 Data Processing Services		140,819
61 Community Services		113,284
71 Debt Services		253,668
Total Expenses	$	19,204,040

7. PENSION PLAN OBLIGATIONS

Plan Description

The Charter School contributes to the Teacher Retirement System of Texas (the System), a public employee retirement system. It is 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. The System provides service retirement and disability retirement benefits, and death benefits to plan members and beneficiaries. The System operates under the authority of provisions contained primarily in Texas Government Code, Title 8, Public Retirement Systems, Subtitle C, Teacher Retirement System of Texas, which is subject to amendment by the Texas Legislature. The System's annual financial report and other required disclosure information are available by writing the Teacher Retirement System of Texas, 1000 Red River, Austin, Texas 78701-2698 or by calling (800) 223-8778. Payments made by the State on behalf of the Charter School are not reflected in the accompanying financial statements. All employees of the Charter School were covered by the System for the year ended August 31, 2013.

Funding Policy

Under provisions in State law, the State of Texas contributes an amount equal to 6.644 percent of the aggregate annual compensation of all member of the System and 1.0 percent to the retirement health insurance plan, except for employees paid from federal and private grants. Plan members are required to contribute 6.4 percent of their gross earnings and 0.65 percent to a retirement health insurance plan. The Charter School's employees' contributions to the System for the year ended August 31, 2013 was $723,564, equal to the required contributions. Other contribution made from federal and private grants, the retirement health insurance plan, the State's contribution for new members, and a monthly surcharge for each retiree working in a TRS-covered position for the year ended August 31, 2013 was $184,921 equal to the required contributions.

8. LONG TERM DEBT

Description	Balance Outstanding 9/1/2012	Issued Current Year	Retired Current Year	Balance Outstanding 8/31/2013	Amounts Due Within One Year
Loan- June 25, 2009	$ 370,720	$ -	$ 22,042	$ 348,678	$ 23,389
Note- January 1, 2008	3,454,900	-	53,400	3,401,500	56,900
Total	$ 3,825,620	$ -	$ 75,442	$ 3,750,178	$ 80,289

8. LONG TERM DEBT (Continued)

On January 1, 2008, the Center entered into a loan agreement with La Vernia Higher Education Finance Corporation, a non-profit education facilities corporation created under the laws of the State of Texas, and Tax-free Fund for Utah, a municipal bond mutual fund, and US Bank National Association. Under the agreement the Tax Free Fund for Utah loaned the Center the principal sum of $3,617,000, at an interest rate of 6.5% per annum over the original thirty (30) year amortization period due and payable semiannually on March 15 and September 15, each year.

Collateral for the note is 1.988 Acre and Lot 1, Block 5, New City Block 13844, Jubilee Outreach Subdivision, San Antonio, Texas. The purpose of the loan is to finance the costs of a project consisting of: 1) the refinancing of existing debt on educational facilities, 2) demolition and construction of improvements to a campus 3) paying costs of issuance, 4) Paying a credit monitoring fee and funding the Debt Service Reserve fund.

The following is a schedule of required payments for the loan:

Year Ended August 31,	Principal	Interest	Total
2014	$ 56,900	$ 223,253	$ 280,153
2015	60,600	219,445	280,045
2016	64,600	215,973	280,573
2017	68,900	211,060	279,960
2018	73,500	206,444	279,944
2019-2023	446,900	952,128	1,399,028
2024-2028	615,500	781,648	1,397,148
2029-2033	847,500	545,898	1,393,398
2033-2038	1,167,100	221,920	1,389,020
	$ 3,401,500	$ 3,577,769	$ 6,979,269

On June 25, 2009, the Center entered into a loan agreement with Broadway National Bank, City Base Landing, 1177 N.E. Loop 410, San Antonio, Texas 78209. Under this agreement Broadway National Bank lent the Center $431,000 at an interest rate 5.95% per annum over the 15 year amortization period due and payable monthly beginning on August 1, 2009 and continuing regularly thereafter until July 1, 2014 (the "Maturity Date"), when a balloon payment equal to the entire amount of unpaid principal and all accrued interest but unpaid interest shall be due and payable.

8. LONG TERM DEBT (Continued)

The following is a schedule of required payments for the loan:

Year Ended August 31,	Principal	Interest	Total
2014	$ 23,389	$ 20,115	$ 43,504
2015	24,820	18,685	43,505
2016	26,337	17,167	43,504
2017	27,948	15,557	43,505
2018	29,657	13,848	43,505
2018-2023	177,809	39,714	217,523
2024	38,718	1,161	39,879
	$ 348,678	$ 126,247	$ 474,925

9. COMMITMENTS AND CONTINGENCIES

The Center receives funds through the 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 Center have should state or federal auditors discover areas on noncompliance, charter school funds may be subject to refund if so determined by the Texas Education Agency or the grantor agency.

10. HEALTHCARE COVERAGE

During the years ended August 31, 2013, employees of the Center were covered by a health insurance plan (the plan). The Center contributed $150 per month, per employee, respectively to the Plan. Employees, at their option, authorized payroll withholdings to pay contributions or premiums for dependants. All premiums were paid to licensed insurers.

11. RELATED PARTY AND COMMON CONTROL

For the year ended August 31, 2013, Jubilee Academic Center, Inc. had one (1) board member who was paid a salary for services as Director of Administration in the amount of $135,000.

The Jubilee Academic Foundation (the “Foundation), a not-for-profit entity was organized to provide support to Jubilee School parent teacher organizations. The members of the Foundation Board are comprised of appointees by the Center’s Board. The Foundations assets and liabilities are included in the Center’s financial statements as cash and other liabilities in the amount of $36,382.

12. LINE OF CREDIT

The Center has available a $600,000 line-of-credit with Broadway National Bank, City Base Landing, 1177 N.E. Loop 410 at Nacogdoches, P.O. Box 171250, San Antonio, Texas 78217. As of August 31, 2013, the Center had a balance outstanding of $-0-.

13. LEGAL PROCEEDINGS

From time to time the Center is a defendant in legal proceedings relating to its operations as a Charter District. In the best judgment of the Center's management, the outcome of any present legal proceedings will not have any material adverse effect on the financial condition of the Center. Accordingly, no provisions for losses have been recorded in the accompanying financial statements for such contingencies.

14. SHARED SERVICES ARRANGEMENT

During the current year, Jubilee Academic Center, Inc. (the Center) was a member of the San Antonio Charter Schools Special Education Co-op shared services arrangement (SSA). The Southwest Preparatory Charter School is the Fiscal Agent for the SSA. As a member of the SSA, the Center received special education (IDEA B Formula) services in the amount of $295,212 as reported to the Center by the fiscal agent. In accordance with the guidance provided in the TEA Special Supplement to the Financial Accountability System Resource Guide, Charter Schools, the Center has accounted for the special education expenditures within their financial statements.

15. SUBSEQUENT EVENTS

Management has evaluated subsequent events up through January 20, 2014, the date through the date of this report.

REQUIRED SUPPLEMENTARY INFORMATION

JUBILEE ACADEMIC CENTER, INC.
San Antonio, Texas

Budgetary Comparison Schedule

Year Ended August 31, 2013

	BUDGETED AMOUNTS ORIGINAL	FINAL	ACTUAL AMOUNTS	VARIANCE BUDGET /ACTUAL	
REVENUES					
5720 Revenue From Services to Other Charter Schools	$ -	$ 680,000	$ 687,075	$ 7,075	
5740 Other Revenue From Local Sources	162,500	165,000	252,470	87,470	
5750 Rev. From Cocurricular, Enterprising Services	1,150,000	125,000	61,497	(63,503)	
5819 Other Foundation School Program Act Revenues:	16,650,321	17,325,000	17,784,940	459,940	
5829 State Prog. Revenues distributed by TEA:	2,204	85,541	87,181	1,640	
5929 Federal Revenues distributed by TEA:	1,621,928	1,815,000	1,831,755	16,755	
Total Revenues	19,586,953	20,195,541	20,704,918	509,377	
Expenses					
11 Instructional	9,723,859	10,347,650	9,442,110	905,540	
12 Instructional and media services	36,000	30,000	28,231	1,769	
13 Curriculum Development and Inst. Staff Development	542,573	445,500	440,896	4,604	
23 School Leadership	1,824,000	1,895,250	1,964,854	(69,604)	
31 Guidance, Counseling and Evaluation	50,000	125,000	124,047	953	
32 Social Work Services	-	140	3,674	(3,534)	(1)
33 Health Services	70,000	62,000	59,350	2,650	
34 Student Transportation	70,000	55,500	57,871	(2,371)	
35 Food Service	2,184,704	1,905,000	1,939,749	(34,749)	
36 Cocurricular/Extracurricular Activities	150,000	193,000	212,443	(19,443)	(2)
41 General Administration	1,708,879	1,659,000	1,727,553	(68,553)	
51 Plant Maintenance and Monitoring Services	2,352,500	2,682,600	2,659,343	23,257	
52 Security and Monitoring Services	25,000	52,000	36,148	15,852	(3)
53 Data Processing Services	110,000	135,000	140,819	(5,819)	
61 Community Services	128,000	127,500	113,284	14,216	(4)
71 Debt Service	265,000	250,000	253,668	(3,668)	
Total Expenses	19,240,515	19,965,140	19,204,040	761,099	
Change In Net Assets	$ 346,438	$ 230,401	$ 1,500,878	$ (251,722)	

Explanations of variances exceeding 10% for final budget to actual:

(1) Expenses for matching local grant were incurred and reimbursed from Region 20 for Homeless Children. Expenses were not anticipated earlier in the year.

(2) Additional Expenses were incurred in local funds to offset fundraising activities and local revenues received due to the growth of student enrollment by 28% from prior year.

(3) Additional Expenses were budgeted, but not incurred for the opening of five new sites.

(4) Additional Expenses were budgeted, but not incurred for Title I expenditures in the fiscal year 2012-2013.

Explanations of variances exceeding 10% for original budget to final budget:

(1) Additional Library expenses for supplies were not incurred.

(2) Additional Curriculum Development and Staff Development expenses for staff and other expenses were anticpated for the growth, but not required.

(3) Additional Guidance and Counseling positions were hired in 2012-2013.

(4) New local grant opportunity was provided during the year to assist Homeless children.

(5) Additional expenses were not needed for the Southwest Winners Health Coop that were anticipated for the new growth.

(6) Additional transportation costs were lower than anticipated with the 28% increase in average daily attendance.

(7) Additional expenses in Food Service were lower than anticipated with the 28% increase in average daily attendance.

(8) Additional fundraising and extracurricular expenses were incurred due to the growth in student enrollment.

(9) Additional Expenses were budgeted and incurred due to anticipated growth for the 2013-2014 school year.

(10) Additional Expenses were budgeted, but not required in anticipation of the new schools for the 2013-2014.

(11) Additional Staff expenses were incurred due to a new hire in Technology Department to assist with District needs due to growth.

COMPLIANCE AND INTERNAL CONTROL

INDEPENDENT AUDITOR'S 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
Jubilee Academic Center, Inc.
San Antonio, Texas

We have audited, in accordance with the 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, the financial statements of Jubilee Academic Center, Inc. (a non-profit organization) (the Center) which compromise the statement of financial position as of August 31, 2013, and the related statement of activities , and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated January 20, 2014.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Center's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Center's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

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 combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the Center's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

207 Arden Grove
San Antonio, TX 78215
210/227-1389
Fax 227-0716

Athlos Academy of Reno
Attachment 22-355

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Center'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*.

Other Matters

We noted a certain matter that we reported to management of the Center in a separate letter dated January 20, 2014.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Gregory Gonzales & Associates

January 20, 2014

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133

To the Board of Directors of
Jubilee Academic Center, Inc.
San Antonio, Texas

Report on Compliance for Each Major Federal Program

We have audited Jubilee Academic Center, Inc (the Center's) 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 the Center's major federal programs for the year ended August 31, 2013. The Center's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the Center's major federal programs based on our audit of the types of compliance requirements referred to above. 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 the Center'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 on compliance for each major federal program. However, our audit does not provide a legal determination of the Center's compliance.

207 Arden Grove
San Antonio, TX 78215
210/227-0389
Fax 227-0716

Athlos Academy of Reno
Attachment 22-357

Opinion on Each Major Federal Program

In our opinion, the Center complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal program for the year ended August 31, 2013.

Report on Internal Control Over Compliance

Management of the Center is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit, we considered the Center's internal control over compliance with requirements that could have a direct and material effect on a major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program 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 the Center'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 its 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. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

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 material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we considered to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.



January 20, 2014

JUBILEE ACADEMIC CENTER, INC.
San Antonio, Texas

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

For The Year Ended August 31, 2013

SECTION I --- SUMMARY OF AUDITORS' RESULTS

Financial Statements			
	Type of auditor's report issued: Unmodified		
	Internal control over financial reporting: • Material weakness (es) identified?	____Yes	__X__No
	• Significant deficiencies identified not considered to be material weaknesses?	____Yes	__X__None Reported
	Noncompliance material to financial statements noted?	____Yes	__X__No

Federal Awards			
	Internal control over major programs: • Material weakness (es) identified?	____Yes	__X__No
	• Significant deficiencies identified not considered to be material weaknesses?	____Yes	__X__None Reported
	Type of auditor's report issued on compliance for major programs	Unmodified	
	Any audit findings disclosed that are required to be reported in accordance with Circular A-133, Section. 510(a)?	____Yes	__X__No

Identification of Major Programs		
	CFDA Numbers(s)	**Name of Federal Program or Cluster**
	84.010A 84.367A	ESEA Title I Part A- Improving Basic Programs ESEA Title II Part A- Teacher & Principal Training & Recruiting
	Dollar threshold used to distinguish between Type A and Type B programs:	$300,000
	Auditee qualified as low-risk auditee?	__X__Yes _____No

JUBILEE ACADEMIC CENTER, INC.
San Antonio, Texas

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

For The Year Ended August 31, 2013

SECTION II --- FINANCIAL STATEMENT FINDINGS

There were no financial statement findings required to be reported in accordance with *Government Auditing Standards.*

SECTION III --- FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

None.

JUBILEE ACADEMIC CENTER, INC.
San Antonio, Texas

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

Year Ended August 31, 2013

SECTION II – FINANCIAL STATEMENT FINDINGS

None.

SECTION III – FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

None.

JUBILEE ACADEMIC CENTER
San Antonio, Texas

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

Year Ended August 31, 2013

DATA CONTROL CODES	1 FEDERAL G GRANTOR PASS-THROUGH GRANTOR PROGRAM TITLE	2 FEDERAL CFDA NUMBER	3 FEDERAL EXPENDITURES
	U.S. DEPARTMENT OF EDUCATION		
	Passed Through State Department of Education		
211	ESEA Title I Part A- Improving Basic Programs	84.010A	$ 430,982
224	IDEA Part B, Formula, FY4	84.027	25,996
224	IDEA Part B, Formula, FY3	84.027	268,874
225	IDEA B, Preschool	84.027?	342
255	ESEA Title II Part A- Teacher & Principal Training & Recruiting	84.367A	96,081
263	Title III, Part A-Immigrant	84.365A	1,031
	Total Passed Through State Department of Education		823,305
	TOTAL U.S. DEPARTMENT OF EDUCATION		823,305
	U.S. DEPARTMENT OF AGRICULTURE		
	Passed Through State Department of Education		
240	School Breakfast Program*	10.553	301,458
240	National School Lunch Program *	10.555	684,911
240	USDA Donated Commodities	10.559	22,081
	TOTAL U.S. DEPARTMENT OF AGRICULTURE		1,008,450
	TOTAL EXPENDITURES OF FEDERAL AWARDS		$ 1,831,754

*Indicates clustered program under OMB Circular A-133 compliance Supplement

JUBILEE ACADEMIC CENTER, INC.
San Antonio, Texas

NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

Year Ended August 31, 2013

BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards includes the federal grant activity of Jubilee Academic Center and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, Audits of States, Local Governments, And Non-Profit Organizations. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the basic financial statements.

Garza/Gonzalez & Associates
CERTIFIED PUBLIC ACCOUNTANTS

JUBILEE ACADEMIC CENTER, INC.

San Antonio, Texas

ANNUAL FINANCIAL AND COMPLIANCE REPORT

Year Ended August 31, 2014

207 Arden Grove
San Antonio, TX 78215
210/227-1389
Fax 225-2716

Athlos Academy of Reno
Attachment 22-364

JUBILEE ACADEMIC CENTER, INC.
San Antonio, Texas

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JUBILEE ACADEMIC CENTER, INC.	BEXAR	015-822
Name of School District	County	Co. Dist. Number

We, the undersigned, certify that the attached annual financial and compliance report of Jubilee Academic Center, Inc. was reviewed and (check one) ✓ approved ___ disapproved for the year ended August 31, 2014, at a meeting of the governing body of said charter school on the 24 day of January 2015.

Signature of the Board Secretary

J Rogers
Signature of the Board President

Note: If the governing body of the charter school does not approve the independent auditor's report, it must forward a written statement discussing the reason(s) for not approving the report.

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
Jubilee Academic Center, Inc.
San Antonio, Texas

Report on the Financial Statements

We have audited the accompanying financial statements of Jubilee Academic Center, Inc., (a nonprofit organization) (the Center), which comprise the statement of financial position as of August 31, 2014, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

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 from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

207 Arden Grove
San Antonio, TX 78215
210/227-1389
FAX 227-3178

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Attachment 22-367

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Center as of August 31, 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying Budgetary Comparative Schedule, required by the Texas Education Agency, and the Schedule of Expenditures of Federal Awards, as required by Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations,* is presented for purposes of additional analysis 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 information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 22, 2015 on our consideration of the Center'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 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* in considering the Center's internal control over financial reporting and compliance.

Gaya / Gonzalez
& Associates

January 22, 2015

FINANCIAL STATEMENTS

JUBILEE ACADEMIC CENTER, INC.
San Antonio, Texas

STATEMENTS OF FINANCIAL POSITION

August 31, 2014

ASSETS

Current Assets		
Cash and Cash Equivalents	$	5,325,781
Accounts Receivable		18,531
Due from Texas Education Agency		2,662,720
Other Assets		1,502,815
Total Current Assets		9,509,847
Inventory		119,007
Cost of Debt Issuance		147,144
Property and Equipment - Net		3,607,756
TOTAL ASSETS	$	13,383,754

LIABILITIES AND NET ASSETS

Current Liabilities		
Accounts Payable	$	2,439,710
Accrued Payroll and Payroll Liabilities		1,226,265
Due to State		12,988
Notes Payable		60,600
Accrued Interest		92,596
Other Liabilities		95,539
Total Current Liabilities		3,927,698
Non Current Liabilities		
Long Term Debt		3,284,000
Total Liabilities		7,211,698
Net Assets		
Temporarily Restricted		2,251,515
Unrestricted		3,920,541
Total Net Assets		6,172,056
TOTAL LIABILITIES AND NET ASSETS	$	13,383,754

The accompanying notes are an integral part of these financial statements.

JUBILEE ACADEMIC CENTER, INC.
San Antonio, Texas

STATEMENTS OF ACTIVITIES

Year Ended August 31, 2014

	Unrestricted Funds	Temporarily Restricted	Totals
REVENUES			
Local Support and Gains			
Revenue From Services to Other Charter Schools	$ 572,314	$ -	$ 572,314
Revenue From Cocurricular, Enterprising Services	365,029	-	365,029
Other Revenue From Local Sources	27,514	-	27,514
Gain/Loss on Sale of Assets	49,475		49,475
Total Local Support and Gains	1,014,332	-	1,014,332
State Program Revenues			
Foundation School Program	-	22,827,656	22,827,656
Other State Aid	-	146,713	146,713
Total State Program Revenues	-	22,974,369	22,974,369
Federal Program Revenues			
National School Lunch Program	-	838,902	838,902
School Breakfast Program	-	394,692	394,692
USDA, Donated Commodities	-	75,563	75,563
IDEA B Formula, FY4	-	286,880	286,880
IDEA B, Formula, FY5	-	15,344	15,344
IDEA B, Preschool, FY5	-	529	529
SUMMER SCHOOL LEP		3,320	3,320
ESEA Title III, Part A	-	52,931	52,931
ESEA Title II, Part A	-	104,578	104,578
ESEA Title I 1003 (A)-Priority and Focus Grant		10,511	10,511
ESEA Title I, Part A	-	508,404	508,404
Total Federal Program Revenues	-	2,291,654	2,291,654
Net Assets Released from Restrictions			
Restrictions Satisfied by Payments	24,098,577	(24,098,577)	-
TOTAL REVENUES	25,112,909	1,167,446	26,280,355
EXPENSES			
Program Services			
Instruction and Instructional Related Services	12,097,391	-	12,097,391
Instruction and Social Leadership	2,491,746	-	2,491,746
Support Services			
Student (Pupil)	2,695,820	-	2,695,820
Administrative	2,507,040	-	2,507,040
Non-Student Based	4,245,537	-	4,245,537
Community Service	125,001	-	125,001
Debt Service	237,168	-	237,168
Fund Raising	-	-	-
Total Expenses	24,399,703	-	24,399,703
Changes in Net Assets	713,206	1,167,446	1,880,652
Net Assets - Beginning of Year	3,207,335	1,084,069	4,291,404
Net Assets - End of Year	$ 3,920,541	$ 2,251,515	$ 6,172,056

The accompanying notes are an integral part of these financial statements.

JUBILEE ACADEMIC CENTER, INC.
San Antonio, Texas

STATEMENT OF CASH FLOWS

Year Ended August 31, 2014

	2014
CASH FLOWS FROM OPERATING ACTIVITIES	
Foundation School Program	$ 22,518,360
Grant - Federal Programs	2,047,204
Local Sources	1,189,597
Interest Income	5,703
Interest Expense	(237,168)
Payments to Vendors for Goods and Services Rendered	(7,070,257)
Payments to Charter School Personnel for Services Rendered & for Benefits	(16,377,376)
Net Cash Provided by Operating Activities	2,076,063
CASH FLOWS FROM FINANCING ACTIVITIES	
Debt Payments	(406,084)
Net Cash Used by Financing Activities	(406,084)
CASH FLOWS FROM INVESTING ACTIVITIES	
Proceeds on Sale of Land and Portable Buildings	903,000
Furniture and Equipment Purchased	(46,837)
Net Cash Used by Financing Activities	856,163
Net Increase in Cash	2,526,142
Cash at Beginning of Year	2,799,639
Cash at Ending of Year	$ 5,325,781
RECONCILIATION OF CHANGE IN NET ASSET TO NET CASH PROVIDED BY OPERATING ACTIVITIES	
Change in Net Assets	$ 1,880,652
Net Gain on Sale of Property	(49,475)
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities	
Net Cash Provided by Operating Activities	
Depreciation Expense	210,783
Amortization of Debt Issuance Cost	6,218
(Increase) Decrease in Assets	
Due from State	(468,976)
Accounts Receivable	63,284
Inventory	(75,563)
other assets	(1,497,564)
Increase (Decrease) in Liabilities	
Accounts Payable	1,812,750
Accrued Wages Payable	152,059
Accrued interest	(1,575)
Other Liabilities	32,231
Due to State	11,240
Net Cash Provided by Operating Activities	$ 2,076,063

The accompanying notes to the financial statements
form an integral part of this statement.

JUBILEE ACADEMIC CENTER, INC.
San Antonio, Texas

NOTES TO FINANCIAL STATEMENTS

Year Ended August 31, 2014

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements of Jubilee Academic Center, Inc., a Texas non-profit organization operating Texas charter schools, (the Center) were prepared in conformity with accounting principles generally accepted in the United States. The financial Accounting Standards Board is the accepted standard setting body for establishing not-for-profit accounting and financial reporting principles.

Reporting Entity

In 2000, the State Board of Education of the State of Texas granted the Center an open-enrollment charter pursuant to Chapter 12 of the Texas Education Code. Pursuant to the program described in the charter application approved by the State Board of Education and the terms of the applicable Contract for Charter, Jubilee Academic Center opened on September 13, 2000. The Center was organized to provide educational services to at-risk students and its programs, services, activities and functions are governed by no fewer than three (3) members of the Center's Board of Directors (the executive board). The Board of Directors is selected pursuant to the by-laws of the Center and has the authority to make decisions, appoint the chief executive officer of the Center, and significantly influence operations. The Board of Directors has the primary accountability for the fiscal affairs of the Center.

The bylaws were amended on January 25, 2011 to provide for the creation of committees (school boards) by the president of the Board to perform the duties and functions assigned or delegated in furtherance of the Board objectives. Effective August 1, 2011 three such committees were created: the Jubilee Academic Center School Board, the Coastal Bend Charter District School Board, and the Rio Grande Valley Charter District School Board. The board president of the executive board is also the board president on each of the school boards.

The charter holder only operates fourteen (14) campuses charter schools and does not conduct any other charter or non-charter activities.

Income Taxes

The Center is a not-for-profit organization and is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code, except to the extent it has unrelated business income. No provision for income taxes has been made in the financial statements. Income tax filings are up to date. The Center is subject to routine audits by taxing jurisdictions; however, there are no audits in progress. The Center believes it is no longer subject to income tax examinations for years ending prior to 2010.

Basis of Presentation

The accompanying financial statements have been prepared using the accrual basis of accounting in accordance with generally accepted accounting principles. The accounting system is organized under the Special Supplement to Financial Accounting and Reporting – Non Profit Charter School Chart of Accounts, a module of the Texas Education Agency Financial Accountability Resource Guide.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Net assets and revenues, expenses, gains, and losses are classified based on the existence or absence of donor-imposed restrictions. Restricted revenues whose restrictions are met in the same year as received are shown as unrestricted revenues. Accordingly, net assets of the Center and changes therein are classified and reported as follows:

Unrestricted – net assets that are not subject to donor-imposed stipulations.

Temporarily Restricted – net assets subject to donor-imposed restrictions that may or will be met, either by actions of the Center and/or passage of time. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Permanently Restricted – permanently restricted net assets are subject to irrevocable donor restrictions requiring that the assets be maintained in perpetuity usually for the purpose of generating investment income to fund annual operations. As of August 31, 2014, the Center did not hold any assets that were designated as permanently restricted.

Cash and Cash Equivalents

For financial statement purposes, the Center considers all highly liquid investment instruments with an original maturity of three months or less to be cash equivalents.

Investments

Investments are stated at fair value based upon quoted market prices, when available, or estimates of fair value in the statements of financial position. Unrealized gains and losses are included in the statements of activities and net assets.

Inventories

Inventories are stated at the lower of cost (first-in, first-out method) or market (net realizable value).

Revenue Recognition

Capitation received, including base capitation, entitlements, and special services, is recognized in the period services are provided. Revenues from the State of Texas are earned based on reported attendance. Public and private grants received are recognized in the period received and when the terms of the grant are met.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Contributions

Financial statement presentation follows the recommendations of the Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 958-205-55, Financial Statements of Not-For-Profit Organizations. Under ASC 958-205-55, the Agency 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. The Center did not receive any permanently restricted contributions in the current year.

Grant Funds

Grant funds are considered to be earned when eligibility requirements have been met and to the extent of expenditures made under the provisions of the grant. Accordingly, when such funds are received, they are recorded as unearned revenues until related and authorized expenditures have been made. If balances have not been expended by the end of the project period, grantors sometimes require a refund of all or part of the unused amount.

State Revenues

Revenues from the State's available school fund are based on instructional days, average daily attendance, and other factors. Funds received are recognized as revenue in the period earned. The academic year for the Center typically begins several days before the beginning of the fiscal year (September 1). During these days expenses are incurred that relate directly to revenues received in the following year. As such, revenue is recognized for days of instruction in August of each fiscal year. In addition, receivables/payables to the State are recognized based on the near final summary of finances report.

Property and Equipment

Property and Equipment, which include buildings and improvements, furniture and equipment, and other personal property, are reported in the financial statements. Property and equipment are defined by the Center as assets with an individual cost of more than $5,000. Such assets are recorded as historical cost. Expenditures for additions, major renewals and betterments are capitalized, and maintenance and repairs are charged to expense as incurred. Donations of assets are recorded as direct additions to net assets at fair value at the date of donation, which is then treated as cost. Property and equipment are being depreciated using the straight-line method over the following useful lives:

Asset Class	Useful Lives
Vehicles	5 Years
Furniture	5 Years
Buildings & Improvement	39 Years
Computers	5 Years

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Impairment of Long-Lived Assets

The Center reviews the carrying value of property and equipment for impairment whenever events and circumstances indicate the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. In cases where undiscounted expected future cash flows are less than the carrying value, an impairment loss is recognized equal to an amount by which the carrying value exceeds the fair value of assets. The factors considered by management in performing this assessment include current operating results, trends and prospects, and the effects of obsolescence, demand, competition, and other economic factors. The Center did not recognize an impairment loss during the year ended August 31, 2014.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain report amounts and disclosures. Accordingly, actual results could differ from those estimates.

Debt Issuance Cost

The note payable issuance costs are amortized over the life of the debt using the straight-line method.

Fair Value Measurements and Disclosures

The requirements of *Fair Value Measurements and Disclosures* of the Accounting Standards Codification ("ASC") apply to all financial instruments and all nonfinancial assets and nonfinancial liabilities that are being measured and reported on a fair value basis. Fair value is defined as the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. *Fair Value Measurements and Disclosures* also establishes a fair value hierarchy that prioritizes the inputs used in valuation methodologies into the following three levels:

- Level 1 Inputs – Unadjusted quoted prices in active markets for identical assets or liabilities.

- Level 2 Inputs – Observable inputs other than Level 1 prices, such as quoted prices for similar assets or liabilities, or other inputs that can be corroborated by observable market data for substantially the full term of the assets or liabilities.

- Level 3 Inputs – Unobservable inputs that are supported by little or no market activity and that are significant to the fair value of the assets or liabilities. Level 3 assets and liabilities include financial instruments whose value is determined using pricing models, discounted cash flow methodologies, or other valuation techniques, as well as instruments for which the determination of fair value requires significant management judgment or estimation.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

At August 31, 2014, the Center had no investments.

The fair value of the Center's cash and cash equivalents, due from government agencies, payables, prepaid expenses, and other receivables approximates the carrying amounts of such instruments due to their short-term maturity. The fair value of the debt approximates the carrying amount because the rate and terms currently available to the School approximate the rate and terms on the existing debt.

2. CASH AND INVESTMENTS

As of August 31, 2014, cash and cash equivalents consisted of:

	Amount
Cash in Bank	$ 538,780
Cash Equivalents	
Tex Pool Investment Pool	3,819,377
Certificate of Deposit	494,480
Money Market Funds –	
First American Government Obligations Fund	473,144
Total	$ 5,325,781

Money Market funds above include U. S Bank accounts required to be separately held as follows: $117,431 Debt Service Account, $277,188 Debt Reserve Account; $8,524 Project Account and $70,002 Rental and Replacement Account. These funds are held in trust accounts and are requires to be used solely in accordance with the purposes specified in a loan agreement with La Vernia Higher Education Finance Corporation, a non-profit education facilities corporation created under the laws of the State of Texas, and Tax-free Fund for Utah, a municipal bond mutual fund, and US Bank National Association, as trustee.

Deposits

At August 31, 2014, the carrying amount of the Center's deposits was $538,780 and the bank balance was $706,755.98. All deposits are adequately insured with FDIC coverage at August 31, 2014.

Investments

State statues govern the Center's investment policies. State authorized investments include obligations of the U.S. Treasury and U.S. Government agencies, commercial paper and repurchase agreements.

3. PROPERTY AND EQUIPMENT

Property and equipment at August 31, 2014 are comprised as follows:

Land	$	500,000
Buildings and Improvements		3,612,718
Vehicles		123,413
Furniture and Equipment		390,780
Total Property and Equipment		4,626,911
Accumulated Depreciation		(1,019,155)
Property and Equipment Net of Accumulated Depreciation	$	3,607,756

Depreciation expense as of August 31, 2014 is $208,479.

4. OWNERSHIP IN PROPERTY AND EQUIPMENT

Property and equipment acquired with public funds received by the Center for the operation of Jubilee Academic Center, Inc. constitute public property pursuant to Chapter 12 of the Texas Education Code.

	Ownership Interest	
	State	Federal
Land	$ 500,000	$ -
Buildings and Improvements	3,556,495	56,223
Vehicles	114,245	9,168
Furniture and Equipment	100,730	290,050
Total Property and Equipment	$ 4,271,470	$ 355,441

5. OTHER ASSETS

Related to the Build to Suit Leases entered into in the current year, the Center is to receive $595,000 from the lessor as an allowance for furniture, fixtures and equipment for each of the three (3) schools. A total of $1,795,000 is to be provided. As of August 31, 2014, Jubilee has acquired furniture, fixtures and equipment with a total cost of $1,502,815. Under the terms of the lease agreement title to such furniture, fixtures and equipment is retained by the lessor. As such, furniture, fixture and equipment items have not been capitalized.

6. BUILD TO SUIT LEASES

In the current year, the Jubilee Academic Center Inc. entered into three build to suit lease agreements for three school buildings facilities, including furniture and equipment. The newly constructed schools are located in San Antonio, Austin, and Brownsville, Texas. The three schools began to be occupied in August 2014. Total current year lease expense for the three schools is $163,420. The lease agreements provide for the following minimum lease payments during the twenty five year term of the lease:

Lease Year	San Antonio	Austin	Brownsville
1st	$ 1,529,000	$ 1,518,750	$ 1,398,640
2nd	1,555,758	1,563,047	1,424,998
3rd	1,582,983	1,593,225	1,498,985
4th	1,614,643	1,640,363	1,527,235
5th	1,646,936	1,687,500	1,565,415

Upon the sixth anniversary of the lease inception date, and on each anniversary of the inception date thereafter, base rent will increase by an amount equal to two and one half percent (2.5%) more than the base rent payable during the immediately preceding lease year.

Purchase Price option

The school facilities have purchase options that may be exercised through April 2018. Purchase price options are as follows: "The purchase price for the Premises shall be equal to the capitalized value of the base rent to be in effect in the lease year in which the closing occurs, calculated with a discount rate of seven and one-half percent (7.5%) cap rate (the "Option Price"). The Brownsville and the San Antonio leases have “Reduced Price” options if options are exercised by May 2015. The prices are: $18,838,837 and 20,386,667, respectively. As of the date of this report management has not determined the date it will exercise the purchase options.

7. OPERATING LEASES

The Center had commitments under nine operating leases for various school buildings. Lease terms for all leases were from one to three years. Rent expense for the various leases was $1,261,357 and utilities and other costs (garbage disposal, improvements, etc.) under the leases were $406,188.

Future minimum lease payments at August 31, 2014 were as follows:

Year	Amount
2015	$ 1,166,855
2016	1,166,855
2017	1,166,855
	$ 3,500,565

8. SCHEDULE OF EXPENSES

The following schedule shows expenses of the Center for the years ended August 31, 2014.

Expenses		
6100 Payroll Costs	$	16,529,435
6200 Professional and Contracted Services		4,519,117
6300 Supplies and Materials		2,349,915
6400 Other Operating Costs		764,068
6500 Debt		237,168
Total Expenses	$	24,399,703

The following schedule shows expenses of the Center by function code for the years ended August 31, 2014.

Expenses		
11 Instructional	$	11,350,380
12 Instructional and Media Services		35,050
13 Curriculum Development and Instructional Staff Development		711,961
23 School Leadership		2,491,746
31 Guidance, Counseling and Evaluation Services		140,522
32 Social Work Services		6,731
33 Health Services		111,971
34 Student Transportation		68,405
35 Food Services		2,167,702
36 Cocurricular/Extracurricular Activities		200,489
41 General Administration		2,507,040
51 Plant Maintenance and Operations		3,967,430
52 Security and Monitoring Services		46,918
53 Data Processing Services		231,189
61 Community Services		125,001
71 Debt Services		237,168
Total Expenses	$	24,399,703

9. PENSION PLAN OBLIGATIONS

Plan Description

The Charter School contributes to the Teacher Retirement System of Texas (the System), a public employee retirement system. It is 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. The System provides service retirement and disability retirement benefits, and death benefits to plan members and beneficiaries. The System operates under the authority of provisions contained primarily in Texas Government Code, Title 8, Public Retirement Systems, Subtitle C, Teacher Retirement System of Texas, which is subject to amendment by the Texas Legislature. The System's annual financial report and other required disclosure information are available by writing the Teacher Retirement System of Texas, 1000 Red River, Austin, Texas 78701-2698 or by calling (800) 223-8778. Payments made by the State on behalf of the Charter School are not reflected in the accompanying financial statements. All employees of the Charter School were covered by the System for the year ended August 31, 2014.

Funding Policy

Under provisions in State law, the State of Texas contributes an amount equal to 6.644 percent of the aggregate annual compensation of all member of the System and 1.0 percent to the retirement health insurance plan, except for employees paid from federal and private grants. Plan members are required to contribute 6.4 percent of their gross earnings and 0.65 percent to a retirement health insurance plan. The Charter School's employees' contributions to the System for the year ended August 31, 2014 was $908,662, equal to the required contributions. Other contribution made from federal and private grants, the retirement health insurance plan, the State's contribution for new members, and a monthly surcharge for each retiree working in a TRS-covered position for the year ended August 31, 2014 was $265,481 equal to the required contributions.

10. LONG TERM DEBT

Description	Balance Outstanding 9/1/2013	Issued Current Year	Retired Current Year	Balance Outstanding 8/31/2014	Amounts Due Within One Year
Loan- June 25, 2009	$ 348,678	$ -	$ 348,678	$ -	$ -
Note- January 1, 2008	3,401,500	-	56,900	3,344,600	60,600
Total	$ 3,750,178	$ -	$ 405,578	$ 3,344,600	$ 60,600

10. LONG TERM DEBT (Continued)

On January 1, 2008, the Center entered into a loan agreement with La Vernia Higher Education Finance Corporation, a non-profit education facilities corporation created under the laws of the State of Texas, and Tax-free Fund for Utah, a municipal bond mutual fund, and US Bank National Association. Under the agreement the Tax Free Fund for Utah loaned the Center the principal sum of $3,617,000, at an interest rate of 6.5% per annum over the original thirty (30) year amortization period due and payable semiannually on March 15 and September 15, each year.

Collateral for the note is 1.988 Acre and Lot 1, Block 5, New City Block 13844, Jubilee Outreach Subdivision, San Antonio, Texas. The purpose of the loan is to finance the costs of a project consisting of: 1) the refinancing of existing debt on educational facilities, 2) demolition and construction of improvements to a campus 3) paying costs of issuance, 4) Paying a credit monitoring fee and funding the Debt Service Reserve fund.

The following is a schedule of required payments for the loan:

Year Ended August 31,	Principal	Interest	Total
2015	$ 60,600	$ 219,445	$ 280,045
2016	64,600	215,973	280,573
2017	68,900	211,060	279,960
2018	73,500	206,444	279,944
2019	78,300	201,525	279,825
2020-2024	476,500	922,664	1,399,164
2025-2029	656,200	739,966	1,396,166
2030-2034	903,400	489,147	1,392,547
2035-2038	962,600	148,293	1,110,893
	$ 3,344,600	$ 3,354,517	$ 6,699,117

On June 25, 2009, the Center entered into a loan agreement with Broadway National Bank, City Base Landing, 1177 N.E. Loop 410, San Antonio, Texas 78209. Under this agreement Broadway National Bank lent the Center $431,000 at an interest rate 5.95% per annum over the 15 year amortization period due and payable monthly beginning on August 1, 2009 and continuing regularly thereafter until July 1, 2014 (the "Maturity Date"), when a balloon payment equal to the entire amount of unpaid principal and all accrued interest but unpaid interest shall be due and payable.

11. COMMITMENTS AND CONTINGENCIES

The Center receives funds through the 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 Center have should state or federal auditors discover areas on noncompliance, charter school funds may be subject to refund if so determined by the Texas Education Agency or the grantor agency.

12. HEALTHCARE COVERAGE

During the years ended August 31, 2014, employees of the Center were covered by a health insurance plan (the plan). The Center contributed $150 per month, per employee, respectively to the Plan. Employees, at their option, authorized payroll withholdings to pay contributions or premiums for dependents. All premiums were paid to licensed insurers.

13. RELATED PARTY AND COMMON CONTROL

For the year ended August 31, 2014, Jubilee Academic Center, Inc. had one (1) board member who was paid a salary for services as Director of Administration in the amount of $137,700.

The Jubilee Academic Foundation (the "Foundation), a not-for-profit entity was organized to provide support to Jubilee School parent teacher organizations. The members of the Foundation Board are comprised of appointees by the Center's Board. The Foundations assets and liabilities are included in the Center's financial statements as cash and other liabilities in the amount of $59,973.

14. LEGAL PROCEEDINGS

From time to time the Center is a defendant in legal proceedings relating to its operations as a Charter District. In the best judgment of the Center's management, the outcome of any present legal proceedings will not have any material adverse effect on the financial condition of the Center. Accordingly, no provisions for losses have been recorded in the accompanying financial statements for such contingencies.

15. SHARED SERVICES ARRANGEMENT

During the current year, Jubilee Academic Center, Inc. (the Center) was a member of the San Antonio Charter Schools Special Education Co-op shared services arrangement (SSA). The Southwest Preparatory Charter School is the Fiscal Agent for the SSA. As a member of the SSA, the Center received special education (IDEA B Formula) services in the amount of $302,753 as reported to the Center by the fiscal agent. In accordance with the guidance provided in the TEA Special Supplement to the Financial Accountability System Resource Guide, Charter Schools, the Center has accounted for the special education expenditures within their financial statements.

16. SUBSEQUENT EVENTS

Management has evaluated subsequent events up through January 22, 2015, the date through the date of this report.

REQUIRED SUPPLEMENTARY INFORMATION

JUBILEE ACADEMIC CENTER, INC.
San Antonio, Texas

BUDGETARY COMPARISON SCHEDULE

Year Ended August 31, 2014

		BUDGETED AMOUNTS ORIGINAL	BUDGETED AMOUNTS FINAL	ACTUAL AMOUNTS	VARIANCE BUDGET /ACTUAL
REVENUES					
5720	Revenue From Services to Other Charter Schools	$ 400,000	$ 575,000	$ 572,314	$ (2,686)
5740	Other Revenue From Local Sources	188,518	319,804	76,989	(242,815)
5750	Rev. From Cocurricular, Enterprising Services	135,000	160,000	365,029	205,029
5819	Other Foundation School Program Act Revenues:	20,401,989	22,834,722	22,827,656	(7,066)
5829	State Prog. Revenues distributed by TEA:	99,000	99,000	146,713	47,713
5929	Federal Revenues distributed by TEA:	2,167,094	2,253,497	2,291,654	38,157
	Total Revenues	23,391,601	26,242,023	26,280,355	38,332
Expenses					
11	Instructional	11,648,207	12,537,676	11,350,380	1,187,296
12	Instructional and media services	35,000	36,073	35,050	1,023
13	Curriculum Development and Inst. Staff Development	747,098	756,378	711,961	44,417
23	School Leadership	2,399,867	2,591,177	2,491,746	99,431
31	Guidance, Counseling and Evaluation	140,223	132,792	140,522	(7,730)
32	Social Work Services	250	2,500	6,731	(4,231)
33	Health Services	80,000	112,325	111,971	354
34	Student Transportation	60,500	82,402	68,405	13,997
35	Food Service	1,676,000	2,161,302	2,167,702	(6,400)
36	Cocurricular/Extracurricular Activities	187,000	223,625	200,489	23,136
41	General Administration	2,160,971	2,472,512	2,507,039	(34,527)
51	Plant Maintenance and Monitoring Services	3,350,658	3,681,029	3,967,430	(286,401)
52	Security and Monitoring Services	70,000	43,782	46,919	(3,137)
53	Data Processing Services	227,285	226,132	231,189	(5,057)
61	Community Services	151,122	154,168	125,001	29,167
71	Debt Service	250,000	230,000	237,168	(7,168)
	Total Expenses	23,184,181	25,443,873	24,399,703	1,044,170
Change In Net Assets		$ 207,420	$ 798,150	$ 1,880,652	$ 1,082,502

Explanations of variances exceeding 10% for final budget to actual:

Function 32 - Variance is related to expenses for a local grant through Region 20, TEXSHEP Program for the Homeless.

Explanations of variances exceeding 10% for original budget to final budget:

None.

COMPLIANCE AND INTERNAL CONTROL

INDEPENDENT AUDITOR'S 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
Jubilee Academic Center, Inc.
San Antonio, Texas

We have audited, in accordance with the 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, the financial statements of Jubilee Academic Center, Inc. (a non-profit organization) (the Center) which compromise the statement of financial position as of August 31, 2014, and the related statement of activities , and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated January 22, 2015.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Center's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Center's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

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 combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the Center's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

207 Arden Grove
San Antonio, TX 78215
210/227-1389
FAX 227-3909

Athlos Academy of Reno
Attachment 22-388

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Center's financial statements are free from 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*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Gaya / Gompertz
& Associates

January 22, 2015

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133

To the Board of Directors of
Jubilee Academic Center, Inc.
San Antonio, Texas

Report on Compliance for Each Major Federal Program

We have audited Jubilee Academic Center, Inc. (the Center's) 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 the Center's major federal programs for the year ended August 31, 2014. The Center's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the Center's major federal programs based on our audit of the types of compliance requirements referred to above. 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 the Center'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 on compliance for each major federal program. However, our audit does not provide a legal determination of the Center's compliance.

207 Arden Grove
San Antonio, TX 78215
210/227-1389
FAX 227-2710

Athlos Academy of Reno
Attachment 22-390

Opinion on Each Major Federal Program

In our opinion, the Center complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal program for the year ended August 31, 2014.

Report on Internal Control Over Compliance

Management of the Center is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit, we considered the Center's internal control over compliance with requirements that could have a direct and material effect on a major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program 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 the Center'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 its 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. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

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 material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we considered to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Garza/Gonzalez & Associates

January 22, 2015

JUBILEE ACADEMIC CENTER, INC.
San Antonio, Texas

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

For The Year Ended August 31, 2014

SECTION I --- SUMMARY OF AUDITORS' RESULTS

Financial Statements			
	Type of auditor's report issued: Unmodified		
	Internal control over financial reporting: • Material weakness (es) identified?	____Yes	__X__No
	• Significant deficiencies identified not considered to be material weaknesses?	____Yes	__X__None Reported
	Noncompliance material to financial statements noted?	____Yes	__X__No

Federal Awards			
	Internal control over major programs: • Material weakness (es) identified?	____Yes	__X__No
	• Significant deficiencies identified not considered to be material weaknesses?	____Yes	__X__None Reported
	Type of auditor's report issued on compliance for major programs	Unmodified	
	Any audit findings disclosed that are required to be reported in accordance with Circular A-133, Section. 510(a)?	____Yes	__X__No

Identification of Major Programs		
	CFDA Numbers(s)	**Name of Federal Program or Cluster**
	10.553 10.555 84.027	Child Nutrition Cluster School Breakfast Program National School Lunch Program Special Education Cluster Idea Part B, Formula Idea B, Preschool
	Dollar threshold used to distinguish between Type A and Type B programs:	$300,000
	Auditee qualified as low-risk auditee?	__X__Yes ____No

JUBILEE ACADEMIC CENTER, INC.
San Antonio, Texas

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

For The Year Ended August 31, 2014

SECTION II --- FINANCIAL STATEMENT FINDINGS

There were no financial statement findings required to be reported in accordance with *Government Auditing Standards*.

SECTION III --- FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

None.

JUBILEE ACADEMIC CENTER, INC.
San Antonio, Texas

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

Year Ended August 31, 2014

SECTION II – FINANCIAL STATEMENT FINDINGS

None.

SECTION III – FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

None.

JUBILEE ACADEMIC CENTER, INC.
San Antonio, Texas

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

Year Ended August 31, 2014

DATA CONTROL CODES	1 FEDERAL GRANTOR PASS-THROUGH GRANTOR PROGRAM TITLE	2 FEDERAL CFDA NUMBER	3 FEDERAL EXPENDITURES
	U.S. DEPARTMENT OF EDUCATION		
	Passed Through State Department of Education		
211	ESEA Title I Part A- Improving Basic Programs	84.010A	$ 508,404
211	ESEA Title I 1003(A) - Priority and Focus Grant	84.010A	10,511
224	IDEA Part B, Formula	84.027	286,880
224	IDEA Part B, Formula	84.027	15,344
225	IDEA B, Preschool	84.027	529
255	ESEA Title II Part A- Teacher & Principal Training & Recruiting	84.367A	104,578
263	Title III, Part A-Immigrant	84.365A	52,931
289	Summer School LEP	84.369A	3,320
	Total Passed Through State Department of Education		982,497
	TOTAL U.S. DEPARTMENT OF EDUCATION		982,497
	U.S. DEPARTMENT OF AGRICULTURE		
	Passed Through State Department of Education		
240	School Breakfast Program*	10.553	394,692
240	National School Lunch Program *	10.555	838,902
240	USDA Donated Commodities	10.559	75,563
	Total Passed Through State Department of Education		1,309,157
	TOTAL U.S. DEPARTMENT OF AGRICULTURE		1,309,157
	TOTAL EXPENDITURES OF FEDERAL AWARDS		$ 2,291,654

* Indicates clustered program under OMB Circular A-133 compliance Supplement

Athlos Academy of Reno
Attachment 22-395

JUBILEE ACADEMIC CENTER, INC.
San Antonio, Texas

NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

Year Ended August 31, 2014

BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards includes the federal grant activity of Jubilee Academic Center and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the basic financial statements.

March 31, 2017

Chris O'Neil

140 W. Huffaker Lane

Reno, NV 89511

To whom it may concern:

On behalf of the Committee to Form for Athlos Academy of Reno, I would like to extend our sincere gratitude for the opportunity to resubmit our charter application. We're learning that it is no small feat to bring an idea this big to life.

Included in our resubmission is the "Athos Academy of Reno Reasons for Denial" document. Each bulleted deficiency includes an explanation describing how the deficiency was met and where it can be referenced in the charter document by section and page number. The charter document is included as well, with changes throughout as specified in the letter of notice from SPCSA. Throughout the charter document, the revised, added text is underlined and italicized in blue. The removed text is in red with a strike through. As requested in the bulleted deficiencies, there have been several technical edits throughout the document. These are done in the same formatting as larger sections of change. All footers include the required pagination set forth for our original submission cycle (dated March 15, 2016). The footers have been updated to state the section or attachment number clearly and to be "consecutively numbered" (as stated in the instructions packet) across sections in the document.

The budget workbook is included and has been revised to meet the bulleted deficiencies.

There is also a section added to the resubmission called "Supporting Documents." This section includes support and deeper context for newly added content. There were significant changes made to go into much greater detail based on the initial feedback, and these supporting documents are included to provide as much context as possible for the reader.

There are several word choices made in the revisions that we would like to point out here for the reader. First, throughout the charter document the terms "Committee to Form" or "CTF" are used when addressing work done with the startup governing board. The term "board" is used when addressing work done with the board of the school over the life of the school (beyond charter approval and startup year). Also throughout the charter document, there are some links provided to help navigate through the document to references in the narrative. These items in the revised text are in the same color and underline format, but are not italicized like the surrounding text as per the link properties.

The CTF and Athlos Academies (EMO) have agreed upon the language set forth in the master service agreement (MSA) provided in this resubmission document as Attachment 13. Upon approval of the charter and specifics regarding location and school finance details, the CTF will do a final legal review of the document and execute the contract with Athlos Academies (EMO). Through the work done with the

EMO, attorney John Sande, and clarifying questions with SPCSA Executive Director Patrick Gavin, we feel that this contract is ready for execution with minimal changes upon approval of the charter.

As board president, I would like to take a moment to describe for you the work put into this partnership and application. There was a deficiency in the "Reasons for Denial" document questioning the due diligence done by the CTF regarding the choice of EMO. Although Athlos Academies (EMO) is a young operator, their partnership and program are what we feel is best for bringing a school of choice to our community in South Reno. I have personally visited the Athlos team at their headquarters in Boise, ID on several occasions. I have joined them in Boise for their annual Athlos Summer Institute training where I was able to meet with network-wide educators, school leaders, and board members. This experience brought to light the hard work that the staff of Athlos Academies (EMO) is doing every day to provide high-quality service for each individual school and the needs therein. The CTF wants this level of commitment to our students and families.

In recent months, the process of going through a charter application cycle has been a heavy lift for the CTF. I have, along with other members of the CTF and key Athlos Academies (EMO) staff, devoted significant time to work on the charter application, legal documents, land acquisition work, governance training, and more. It is clear, as I have said before, that the endeavor of being the CTF for this charter school means that there is a great deal of responsibility and liability surrounding any decisions we make to bring the school to life. The EMO has worked with us to learn what we need, learn from the path we have taken, and provide consistently better results at every turn. I have visited headquarters beyond the summer institute trip to meet with co-founders, the president, and key staff to talk through our plan for land acquisition, budget questions, past project details for the organization, and more. The CTF all feels that due diligence has been done and in doing so the relationship between us and the EMO has grown stronger.

Again, we want to thank you for your time in giving us the opportunity to resubmit our application. We know, from experience in reviewing our own application several times over, that this is not a quick process. We appreciate the many conversations, phone calls, in-person meetings, and communication with SPCSA along the way. We look forward to hearing back about the consideration of the extensive changes made to the resubmission documents to meet the needs set forth in the bulleted deficiencies. Our CTF and partners at Athlos Academies (EMO) are fully prepared to take next steps to bring this school to life for the 2018-2019 school year.

If there is anything needed from us, please do not hesitate to contact me at any time.

Sincerely,



Chris O'Neil, *Board President*

Athlos Academy of Reno

Reasons for Denial

Summary of Application Section Ratings

Rating options for each section are Meets the Standard; Approaches the Standard; Does not Meet the Standard

Section 1. Executive Summary

- **Approaches the Standard**

Section 2: Meeting the Need: Targeted Plan

- **Approaches the Standard**

Section 3: Parent and Community Involvement

- **Does Not Meet the Standard**

Section 4: Academic Plan – Mission & Vision

- **Approaches the Standard**

Section 5: Transformational Change

- **Approaches the Standard**

Section 6: Curriculum & Instructional Design

- **Approaches the Standard**

Section 7: Distance Education

- **Not Applicable**

Section 8: Pre-K

- **Not Applicable**

Section 9: High School Graduation Requirements

- **Not Applicable**

Section 10: Driving for Results

- **Approaches the Standard**

Section 11: At-Risk Students and Special Populations

- **Approaches the Standard**

Section 12: School Structure: Culture

- **Approaches the Standard**

Section 13: School Structure: Student Discipline

- **Approaches the Standard**

Section 14: School Structure: School Calendar/Schedule

- **Does Not Meet the Standard**

Section 15: Day in the Life & Scenarios

- **Does Not Meet the Standard**

Section 16: Operations Plan– Leadership Team

- **Does Not Meet the Standard**

Section 17: Operations Plan– Leadership for Expansion

- **Approaches the Standard**

Section 18: Operations Plan – Staffing

- **Approaches the Standard**

Section 19: Operations Plan – Staffing

- **Approaches the Standard**

Section 20: Operations Plan – Scale Strategy

- **Approaches the Standard**

Section 21: Operations Plan – Student Recruitment and Enrollment

- **Does Not Meet the Standard**

Section 22: Operations Plan – Board Governance

- **Meets the Standard**

Section 23: Operations Plan – Incubation Year Development

- **Approaches the Standard**

Section 24: Operations Plan – School Management Contracts and Services

- **Does Not Meet the Standard**

Section 25: Operations Plan –Services

- **Approaches the Standard**

Section 26: Operations Plan – Facilities

- **Approaches the Standard**

Section 27: Operations Plan – Ongoing Operations

- **Meets the Standard**

Section 28: Financial Plan

- **Approaches the Standard**

Academic

Performance Data:

Based on the information submitted, there was insufficient information to determine if the Athlos schools in Texas and Minnesota are performing at a high enough level to merit additional replication. The applicant noted that it expected to receive additional performance information from the states of Texas and Minnesota within two months of application submission. As the information was not included in the initial submission and the applicant asserted it would not be available until 60 days following the submission, there was no opportunity to update this information during the administrative completeness review period following application submission and prior to review. The applicant is encouraged to resubmit the application with updated information in the format requested to allow for a thorough review. Consistent with past practice, student achievement data submitted by the applicant will be spot-checked against publicly available sources to verify the accuracy of the data (e.g. student population, test scores) and other essential achievement information (e.g. individual state ratings, including but not limited to A-F grades, AYP status, Met Standard, etc). Such information is also critical to determining whether the model is eligible for replication in other states, a key indicator of authorizer quality assessment.

Areas of Strength:

As noted above, insufficient evidence was provided to evaluate the track record of the academic model. Based on an initial review of the application, there are areas of strength which merit consideration in the event the applicant demonstrates a track record of academic success of its chosen educational management organization in the early implementation of this model. Staff is encouraged by the reflectiveness of members of the committee to form and would note that they have already begun acting on feedback provided during the capacity interview and follow-up discussion regarding questions asked about key areas of the academic plan.

Analysis:

- While it is understandable and appropriate that the applicant intends to consider advice from its EMO vendor, references to the EMO providing training to the governing body can raise concerns about the level of independence of the school. Given the EMO's role as the primary service provider, it is important to explain how the governing body will ensure that it also receives unbiased governance training from reputable third parties with specific experience in charter school governance, as well as from organizations or individuals with Nevada-specific expertise. **Please address.**

The Board Governance section in the Operations Plan has been revised, on pages 138 and 139, to show third-party and Nevada-specific training that will be conducted.

- The applicant's theory of change is based on the three foundational pillars (p10) but does not clearly articulate a demonstrable plan to place school within top tier of Nevada schools, including basic elements such as a protocol for rigorously analyzing student performance on state assessments and remediating areas of concern based on this analysis. **Please address.**

Prompt 1 of Transformational Change on page 16 of the Academic Plan was revised to provide a more thorough plan than what was written originally. Additionally, the response to prompt 3 in Curriculum & Instructional Design on page 46 describes the data inquiry team that will analyze student

performance. The new response to prompt 5 in A Day in the Life and Scenarios starting on page 101 of the Academic Plan offers examples of how the data inquiry team would remediate areas of concern.

- The vision response provided states that its main goal will be to develop "performance character" and describes how research identifies this as being more important than "intellectual talent or educational attainment." (p11) How this will be measured is not described. **Please address.**

Performance Character traits will be measured using Collaborative for Academic, Social, and Emotional Learning's (CASEL) as mentioned on pages 19 to 21 in Academic Plan in the Transformational Change section under prompts 2 and 3. A further explanation of student and school-wide assessments of the Performance Character pillar as well as a schedule and sample of culture and climate assessments is on pages 51 to 56, in the response to prompt 1 of Driving for Results.

- The applicant indicates a desire to address serious overcrowding in area schools but does not articulate a compelling academic need to be addressed other than this. **Please address.**

The section on overcrowding has been rewritten starting on page 5 of Meeting the Need. Additionally, the need to help Hispanic/Latino, African American, and ELL students has been added on pages 6 and 7 in the Meeting the Need section under the Targeted Plan section on prompt 2.

- The academic goals articulated in the application are qualitative instead of quantitative. For example, the applicant group did not identify ways in which they expect students to obtain critical-thinking skills referenced on page 1 or how mastery of such skills will be measured objectively. Even given the limited and incomplete baseline data available at the time of application, the applicant's quantitative assumptions appear unrealistic. **Please address.**

A revised response begins on page 21 and continues under prompt 3 in the Transformational Change section of the Academic Plan section, and it explains CASEL and how students will obtain and be measured on skills such as critical thinking. The academic goals have been significantly revised to reflect an accurate baseline determined by the average of districtwide and South Reno school CRT data. The academic goals section now outlines general education growth of 10-15 percent over the first three years and Healthy Body growth of 10 percent over the first three years. For at-risk populations, the achievement gap is significantly greater for a margin of growth. Students with an IEP and students identified as ELL will show 10 percent growth over the first three years. As described in the Academic Plan, the school-wide strategies and support will contribute to the overall success of reaching these ambitious and feasible academic goals with the population that Athlos Academy of Reno will likely be serving.

- While the applicant notes some of the impact of overcrowding in the target community, there is no data shared that would illuminate to what degree this particular school will help to alleviate the overcrowding. **Please address.**

The response on pages 5 and 6 in the Meeting the Need section regarding overcrowding has been revised to include data from Washoe County School District, including nearby elementary and middle schools.

- The applicant discusses truancy issues and notes a general lack of engagement (page 5), but does not address how their model will specifically meet the needs of the target community. **Please address.**

This text has been removed as the response to our commitment to community has been adjusted to show the achievement gaps happening in Washoe County School District and why Athlos Academy of Reno is needed on page 6 of the Meeting the Need section.

- The applicant does not address significant existing issues related to low academic performance of many of the existing schools in the local school district. **Please address.**

The response on pages 6 of Meeting the Need has been revised to include data from the Criterion-Referenced Tests that shows the achievement gaps of low academic performance in WCSD. Minority students are achieving significantly below their Caucasian peers in both mathematics and reading. Students who are English Language Learners (ELLs) and students with Individualized Education Plans (IEP) are also affected by the achievement gap. The data analyzed is shown in the Supporting Documents on pages 293 to 300.

- The applicant asserts that the proposed model will reduce the number of high school dropouts in Washoe County, but it does not provide any data to articulate how low dropout rates are a pressing issue in South Reno. **Please address.**

This text has been removed and the response to our commitment to the community has been revised on pages 6 of Meeting the Need.

- The applicant did not provide an answer to prompt # 4 under Family and Community Engagement (page 7). While the applicant emphasizes the importance of community partnerships and articulates a thoughtful process for partnership selection, no partnerships are identified beyond the EMO vendor. Additional clarification as to the progress of ongoing efforts to develop community partners, as referenced on page 8, would be helpful to clarify what supports will be available to Athlos students and their families. **Please address.**

Prompt 4 under Family and Community Involvement in Meeting the Need now has an answer on pages 10 and 11. A list of community partners that have been established in the pre-approval phase is included. The chart provided in the response is also included in the Executive Summary section on pages 3 and 4. It explains the support or services the partnerships will provide and each organization's alignment with at least one of the three pillars.

- While the application describes parents “being invited” to be a part of the Athlos community (page 7), the applicant did not identify the difference between being invited and being actively engaged. It is unclear how the applicant will move the needle from basic outreach for the sake of compliance to the development of authentic relationship with parents and the community. **Please address.**

The response on page 10 and 11 to prompt 4 in Meeting the Need under Parent and Community Involvement now better reflects parent and community involvement. It demonstrates the strategies that Athlos Academy of Reno will implement to engage families and the community.

- The applicant’s discussion of the mission and vision does not contain any specific or direct links to the academic plan. It is unclear how this mission and vision will be implemented on a day to day basis. To the degree that the assessment tool for these traits is proprietary to the EMO, it is unclear how the school will be able to monitor and report them in the event that the school and the vendor part ways. **Please address.**

The response on mission and vision has been rewritten on pages 13 to 15 of the Academic Plan. Regarding assessment of Performance Character traits, Athlos Academy of Reno will be assessed using CASEL as mentioned above on pages 20 of the Academic Plan. Although some of the assessment tools utilize "proprietary" elements from the EMO, the origin of the assessment tools are not. CASEL, aimswebPLUS, MAP, and any differentiation tools are not propriety. The proprietary component of the assessments is found in the rubrics and structures used to measure the overall three pillar approach. In addition, the master service agreement (MSA), which has been revised in Attachment 13 starting on page 262, outlines termination regarding any curricular or operational issues that may arise. The MSA also outlines the scope of data collection and use, which gives the school control of its own tools to continue operations and only sever the EMO's access data in the event of a contract termination.

- It is unclear what performance character traits students will be learning until far later in the narrative – while these traits have been mentioned numerous times by page 10, they have not been precisely identified. Given the centrality of this element of the school design, it is critical that the reader and the general public understand what exactly these traits are, how they will be taught, and how they will be measured. **Please address.**

The 12 Performance Character traits are now listed in a graphic on page 14 of the Academic Plan and further described on page 20 of the Academic Plan. Implementation of the Performance Character pillar is explained beginning on page 40.

- It is unclear exactly how the school's academic program designed to address "the achievement gap" (page 13). This is the only explicit reference to an achievement gap in the entire application packet, and no additional details are provided to clarify. It is unclear from the narrative whether the applicant has identified a particular achievement gap as there is no mention of gaps in school performance in this target community and the target population is not identified specifically enough to determine which gap or gaps may be referenced. Given the lack of specificity and data related to target population, need, demand, and intended outcomes, it is unclear what the basis exists within the data to justify the assertion that there is a significant gap, and what demographic subgroups are most negatively impacted. **Please address.**

This reference to "the achievement gap" has been removed from the explanation of the academic model. However, the response on page 6 (mentioned above) show that there are demographic subgroups that are not achieving at a high level, with data to support the response in the Supporting Documents starting on page 281. There is a new response to provide a clear explanation of the Athlos model on pages 18 to 20 in the Academic Plan in the Transformational Change section.

- The applicant asserts that the school's use of varied summative assessments will "engage all students" (p. 13). It is unclear how assessment is an appropriate engagement strategy. Moreover, given the explicit expectation in the rubric that applicants develop a plan to invest students and families in school and state required assessments to ensure high levels of active participation, it is incongruous to assert that assessments are themselves an effective engagement strategy. **Please address.**

This explanation of assessments has been removed. Effective pedagogy will, among other things, support engagement.

- The applicant frequently articulates positive and laudable aspirational goals, such as using differentiated instruction to foster growth for all students (p14) and alleviating high youth obesity rates in target area (p12), but provides only cursory details as to how those goals will be

realized. For example, response to prompt #4 under "Transformational Change" identifies differentiated instruction as a foundational practice (p14) and references a more detailed description of it on page 24 (note—this reference is incorrect, as the actual description is on page 26), but this description lacks specific detail. Differentiating instruction, especially to meet the needs of students performing below grade-level expectations, is a complicated process involving assessment, data analysis and careful instructional planning, among other items. The description consists of a brief paragraph that describes what teachers at Athlos will be expected to do but does not reference specifics of elements of differentiated instruction planning and delivery nor does it reference any specific literature on this instructional methodology (e.g. a discussion of Tomlinson's approach versus other implementations to clarify how differentiated instruction will be implemented at Athlos). Consequently, it is unclear whether differentiated instruction will be enough to increase student achievement to meet state targets. The applicant did not articulate the specific tactics, strategies, and methods that they will be using with students to ensure that they are making the gains necessary to move student achievement to the level necessary to meet SPCSA goals. **Please address.**

The incorrect reference has been reworded. This response has been rewritten to better emphasize the approach for effective pedagogy, including differentiated instruction. Additionally, the revised response to prompt 2 of Curriculum & Instructional Design, starting on page 41, more fully outlines the instructional strategies that will be used. A more detailed explanation of differentiation starts on page 44.

- At times, the application reads more like a marketing document than a thoughtful, well-crafted plan for a school. The narrative frequently references education catchphrases, such as "engaging curriculum," "critical inquiry," and "project-based instructional strategies," without clearly articulating how these relate to the school's intended model. For example, critical inquiry and project-based approaches can be effective instructional methods, but they do not necessarily in and of themselves "ensure [that] students [will] achieve their fullest academic potential," as stated on page 12. It is critical that the applicant articulate how these approaches will be used. **Please address.**

The response to prompt 1 in Transformational Change in the Academic Plan on pages 16 through 18 has been revised to better explain the Athlos model. The charter application now includes the Pillar Implementation Guide in the Supporting Documents beginning on page 309. An explanation of the School-Wide Structures is included to show how the model will be implemented. The entire charter has been reviewed and revised by the CTF and Athlos Academies' Prepared Mind team to ensure that it articulates a well-crafted plan for the school.

- The applicant states that the Athlos curriculum will be aligned to Nevada standards for ELA and Math as well as to Common Core standards, and further states that this alignment will "ensure that students are successful on state and standardized tests." Many underperforming Nevada schools utilize similar curricular resources. The alignment of a curriculum to established standards is not enough to "ensure" high academic performance, especially on standardized assessments like the SBAC assessments used in Nevada. **Please address.**

This section has been revised to clarify how curriculum has been and will be chosen. The response to prompt 2 in Curriculum & Instructional Design, starting on page 41, better explains how the curriculum will be implemented to increase academic performance.

- The applicant plans to use proprietary social studies and science content developed by the EMO

vendor. The limited description of this content notes that it was developed using Wiggins and McTigh's Understanding by Design (UBD) 'backwards' planning model. This is the framework upon which units in these subjects will be designed (p20). UBD has been used to develop highly effective assessments and curricula that have dramatically increased student achievement. Conversely, other curricula developed with the UBD approach have been far less successful. It is unclear whether there is evidence to support a conclusion that this particular curriculum will result in high student achievement for the target population. Additionally, as UBD is a standards-based approach whereby the curriculum developer first creates the assessment based on a careful analysis of both student needs and a particular academic standard, the lack of specific reference to standards, such as the Next Generation Science Standards adopted by the State Board as the Nevada Academic Content Standards for science is an additional deficiency which must be remedied. **Please address.**

A much more thorough description of the social studies and science content is now provided on pages 28 to 34 in Curriculum & Instructional Design. The description includes images from Athlos Academies' learning management system to show resources the staff will have access to for professional development and assistance.

- It is unclear whether the applicant has a plan to replace proprietary Athlos content (e.g. science and social studies curricula) with other resources in the event that the management agreement is cancelled, whether there is a contingency budget for such an eventuality, and how such a transition will be managed to minimize disruption to students and families. **Please address.**

In the Operations Plan under the budget narrative, Athlos Academy of Reno will have a contingency budget set up for purchasing needed curriculum and making any staffing adjustments necessary in the event the partnership with the EMO is terminated.

- Few examples are provided as to how curriculum materials will be adapted or modified to support students in need of additional support, e.g. students with disabilities and English language learners, in order to meet or exceed state expectations. For example, while differentiation is listed twice as a core criteria for curriculum (pages 15 and 16), differentiation is only specifically referred to in regards to supplemental materials that may be used (e.g., Reading A-Z and RAZ Kids) and no specific examples are provided as to how they will be used. **Please address.**

There is a new, more thorough response on differentiation in the Academic Plan under Curriculum & Instructional Design for prompt 2 on pages 43 and 44. It includes a plan for how staff will collect and analyze data to determine students' performance level. The response also includes materials for differentiation that will be made available to faculty to assist students.

- It is unclear, based on the narrative, exactly how the proposed curriculum is "innovative," as stated on page 5, compared to what is offered by the area schools, especially given that at least some of the curriculum resources Athlos will build on is freely available to the public (e.g., the 'Lucy Calkins' Units of Study and EngageNY Curriculum Modules referenced on pages 15-17 of the Academic Plan). **Please address.**

The description of the academic curriculum being "innovative" has been replaced on page 16, in the response to prompt 1 in the Transformational Change section of the Academic Plan. The integration of the three Pillars of Performance, with Performance Character and health and wellness impacting academic instruction and performance, is innovative.

- As with most curriculum implementations, schools using resources such as Calkins workshop programs and EngageNY have a mixed track record nationally, with some schools and charter school networks posting extraordinary results while others have performed poorly. Given the lack of academic data for Athlos implementations around the country at the time of the application, it is unclear whether the Athlos-specific implementation of these programs is yielding the desired results. It is not clear from the narrative that the applicant has identified the specific details of successful implementations and has articulated a model which is aligned with those specific practices and strategies. In addition, the explanation of the Calkin's units of study supporting differentiation through an "If ... Then ..." is perplexing and seems to misunderstand the purpose and design of these units, as they are not designed, out of the box, to support differentiation per se, especially at the student-level. **Please address.**

A new paragraph has been added under Curriculum & Instructional Design in the Academic Plan on page 24 under Curricula and Tools: Prepared Mind to explain how Lucy Calkins and EngageNY will be implemented to yield the desired results. The "If… Then…" reference to differentiation has been removed. The response to prompt 2 in Curriculum and Instructional Design now offers a better explanation of the planned approach to differentiation, starting on page 41.

- The application does not sufficiently differentiate between a formal curriculum and the tools which are listed as "resources" (page 15-20). It is unclear what the teachers will be required to use day-to-day and how those resources will be deployed. For example, one criticism of Lucy Calkins' Readers Workshop approach is that it does not provide sufficient content and support for vocabulary development, a particular challenge for students in poverty. Based on context, it appears that the Words Their Way program cited on page 17 may be a resource that has been identified to address this criticism, but that is not clear from the text. Moreover, given that students in a Readers Workshop setting are typically expected to select their own books from a classroom library instead of using a common reading text, the need to have a clear plan for implementing these programs in parallel is critical. Based on the narrative, it is unclear, for example, if the instructional approach will involve the explicit instruction of vocabulary separate from the Readers Workshop implementation (e.g. as a separate "spelling" module) or if the approach will somehow differentiate that instruction so that students master vocabulary through scaffolded exposure to a self-selected text. **Please address.**

This section has been more clearly outlined to show the difference between curriculum and resources from pages 23-41 in the Academic Plan under prompt 1 of Curriculum & Instructional Design. In support of the comment in the deficiency regarding Lucy Calkins' Reader's Workshop, additional detail is now provided to outline the use of Words Their Way with added Open Court Reading Foundational Skills Kits.

- It is unclear how the applicant will transition students from K-5 ELA programs such as Lucy Calkins workshop modules to Engage New York as a 6th-8th curriculum (page 17). Consequently, the reader is unclear if this represents an abrupt shift or if there are plans to map the Lucy Calkins approach onto the Engage New York content in future years. **Please address.**

An explanation on the curriculum has been added on page 24 for prompt 1 in Curriculum & Instructional Design in the Academic Plan.

- A great deal of detail is provided related to the curriculum to be used, but much of it is "edu-speak" and jargon. The narrative lacks the substantial operational details necessary for the reviewer, the general public, future board members, or prospective staff to understand how all

of these resources will be deployed. As this is a model for which there is currently limited academic data and few existing implementations, the laundry list approach to the curriculum and instruction narrative raises concerns regarding the coherence of the actual academic plan and to what degree this is a replication of a well-developed school design versus a school that will use the same tools as other schools served by the same EMO. **Please address.**

The responses on Curriculum & Instructional Design have been reviewed and rewritten to provide clarity and avoid jargon.

- The application asserts a correlation between athletics and academics performance correlation (page 21). The data behind this is never made clear although the assumption underpins the entire model. Absent either peer reviewed studies or academic growth data from other states and state performance rankings (A-F/Star system-type school grading, AYP determinations, Meets Expectations determinations, etc.), it is unclear whether this is a valid assumption. **Please address.**

On pages 20 and 21, the response to prompt 3 in Transformational Change now includes additional references to research showing the correlation between physical activity and academic performance. The data request excel sheet that was resubmitted with the application has academic performance data from 2015 for schools implementing all, or most, of the Three Pillar model. Data from our newly opened, fully implementing schools will be available for review over the summer of 2017.

- The metrics for setting grade-level expectations (page 28) in achievement tests and teacher evaluations were not specified. Such metrics and targets are critical to pre-opening planning and are essential to the governing body's ability to determine whether the school is or is not on track to meet State Authority expectations and earn ongoing operation and renewal. **Please address.**

The chart on pages 58 and 59 in Driving for Results prompt 2(b) has been revised to reflect an accurate baseline for the anticipated population and goals that are ambitious and feasible. As described throughout the Driving for Results section (starting on page 49, the baseline for these targets was determined by averaging WCSD and South Reno school achievement scores. In compliance with SPCSA's mission for showing double digit gains, each population broken out for achievement shows a 10 to 15 percent increase in proficiency over the first three years of operation. Furthermore, the responses in the Driving for Results section now reflect the strategies for assessment, the process for using assessment data to inform practice, and a clear choice of assessment tools that will be used. These tools were chosen because each student enrolling in Athlos Academy of Reno will have a profile in Infinite Campus. This profile will include proficiency data for their achievement from MAP and SBAC testing. Students who transfer to Athlos Academy of Reno will be most effective if the assessments used remain consistent, knowing that the data inquiry team at the campus level will be able to implement the most effective support services for every student's needs. The governing board will have a clear picture of student data through reporting structures at monthly board meetings to review quantitative and qualitative data and make informed decisions for the direction of resources to meet student achievement goals each year.

- The application's state assessment goals seem arbitrary and demonstrate a possible limited understanding of goal setting and the purposes and types of assessments and their specific educational purposes. For example, the applicant's response to prompt 2(b) on page 31 indicates state assessment data for the Washoe County school district is not available at the time of

submission, yet the applicant sets a target for the subsequent 2017-2018 school year of 85%. While the statewide testing data for 2015 was invalidated for the purpose of school accountability, an examination of reliable 2015 SBAC data from multiple states, multiple years of NAEP data in this and other state and the historic performance of Nevada schools on the old CRT examination would clearly indicate that an 85 percent proficient rate based on tests taken in the first year of operation is not supported by the data, given that that not a single grade level in the State of Connecticut, the highest performing SBAC state on NAEP, had more than 58 percent of students proficient in ELA or more than 48 percent proficient in Mathematics in 2015. **Please address.**

When the charter was submitted in July 2016, the most recent school year data was unavailable, and the assessments portion of the charter was lacking. Upon review of the released data from WCSD and surrounding area South Reno schools, the Driving for Results section has been revised completely, starting on page 50. The greatest need shown in the data is the achievement gap for students with IEP or ELL status. Furthermore, the data shows that even students in general education are performing well below average. The ambitious, yet feasible, goals in the response take into consideration the evaluation tools used, the structure of staff and support services in the school, the qualitative components that will support achievement, the school-wide structures, the role of the EMO in planning/professional development/data analysis, and more. Athlos Academy of Reno is driven to meet the goals of SPCSA by exceeding district and state averages.

- Based on the current level of performance for schools in Nevada, it is unclear that "performing at or above Washoe County School District" will result in performance in the top quartile statewide. **Please address.**

Based on the most recent available data, the assumption stated in this deficiency may be true for any school in the area. However, the partnership with Athlos Academies (EMO) for their programming and support is why students at Athlos Academy of Reno will achieve results in the top quartile of the state. The mission of the CTF is to end the first year of operation with students already achieving above district averages because of the support, structures, and strategies given to students every day. The CTF also has set the goal for the second of operation to end nearing and exceeding state averages. These goals, while ambitious, will be measured frequently–as described in prompt 2(b) of the Driving for Results section, starting on page 57–to ensure excellence for every child.

- It is unclear whether the applicant group has a strong understanding of the state-level implementation of Infinite Campus. There is reference to group does not clearly articulate how they will be using the data in the Infinite Campus – there's no plan for what they are going to do with the student data to drive achievement (page 34). **Please address.**

This section of the charter has been revised significantly to include a more specific process of using Infinite Campus. The operational process for collecting and storing data, as well as using the data, is outlined in prompts 4 and 5 of Driving for Results on pages 63 and 64. Discussion about how the data inquiry team will use the data at the campus level is described in the response to prompt 4 of Transformational Change (starting on page 21) to show how data will be informative for guiding best practice to enable high student achievement.

- The applicant did not articulate what the metrics will be for progress for performance character (page 32), so it is unclear how the governing body and the public will be able to monitor

performance year-over-year and on an ongoing basis. Given this is an essential element of the program, the omission is particularly glaring. **Please address.**

Assessments for Performance Character are listed on pages 51 under Driving for Results for prompt 1.

- Similarly, growth increments for subsequent years seem arbitrary and are set at 5% growth rate per year (p32), but do not specify the population being measured. For example, if that is for the whole school year-over-year, for all students enrolled for both the current year and the prior year, or for a consistent cohort year-after-year. The lack of specificity in this area is troubling, as it may result in a lack of alignment between how the school believes it is being measured by the state and how the state will actually measure the school. **Please address.**

As shared in previous deficiencies, this section has been revised completely. The growth increments are now based on ambitious and feasible growth projections based on data. Although the ultimate goal for Athlos Academy of Reno is to meet proficiency levels that are competitive with higher performing states nationally, the CTF and EMO understand that the beginning years will be critical to establish culture, instructional strategies, and pedagogy that will show consistent student growth year-over-year. The Driving for Results section can be referenced for more detail.

- The narrative references the MAP assessment by NWEA under the response for prompt 3(a), which describes how training will be provided to help "teachers to embed the assessments into their instruction" (p32). MAP, however, is an interim/benchmark assessment administered at specific times throughout the year, usually to large groups such as whole school or whole grade. MAP data can inform instruction but the assessment itself is not the formative tool the question seems to be focused on. While there may be some predictive value for MAP in relation to state assessments—although this is debatable given MAP's confidence intervals—it is not an appropriate tool for determining whether a particular lesson or even a unit was effective as the individual test questions (items) are selected by the computer software based on prior student response instead of being selected by teachers based on what they've already taught students. MAP does not sell a product which allows teachers to select from a bank of assessment items based on what they've taught, so its value as an imbedded tool to provide feedback on the effectiveness of a lesson or a unit is questionable when compared to assessment products which do offer such item banks for school and teacher use in exit tickets, quizzes, unit tests, or summative examinations (e.g. backwards mapped school-developed interims, final exams, etc.). **Please address.**

MAP is no longer referenced as an instructional tool. It is clear in the charter that MAP is an assessment tool. The formative and summative assessments used in direct relation to content being taught is described in the Academic Plan section throughout the description of identified curricula. Further, the process of how instruction is informed, how data is used appropriately to monitor progress and student needs, and how the data inquiry team will be responsible for analyzing and coaching that process is better described throughout the Driving for Results section.

- It is unclear what specific tools the school will use to assess student progress in between interim assessments and how the school will use data to identify areas of need: at the classroom level, at the grade level, and across the whole school. The narrative does not sufficiently address how the school will facilitate changes in instruction and student-level supports for areas of concern. Given the limited track record of school performance and the lack of available data to determine whether the program is currently successful as implemented elsewhere, a robust feedback loop and intervention plan is essential. **Please address.**

As mentioned in the previous response, this issue has been further clarified in both the Transformational Change section and Curriculum and Instructional Design section. In these sections, the process for interim and ongoing assessment of student progress is described. For more detail about the process for intervention, the At-Risk Students and Special Populations section has been revised to include more details of the RTI process, approaches to working with Tier 1, 2, and 3 students, and other intervention and differentiation strategies and assessment opportunities.

- The RTI plan described seems functional, but an only cursory response was provided to the specific question in prompt 3 on page 37, which speaks to emerging behavioral issues. There is a great body of research that demonstrates the link between behavioral issues at school and potentially serious underlying issues, such as trauma, domestic abuse, sexual abuse, family instability (i.e., transitional housing), learning disorders and/or mental health issues. Additional detail as to how the school's plan would seek to identify the presence of one or more of these issues is important to understanding the proposed RTI process. **Please address.**

The response to prompt 3 in the At-Risk Students section in the Academic Plan, starting on page 67, has been greatly expanded to outline how behavioral issues will be handled with a Multi-Tiered System of Support.

- At times, e.g. the response to identifying students who may have been over-identified for special education services (p40-41), the narrative regarding at risk students and special populations seem excessively wordy. This hinders a concise understanding of the school's plan. **Please address.**

This response has been revised, starting on page 67, to better explain how the school will handle both over-identification of students who have a disability and transitioning those students out of special education. The revised response for the school's plan is referenced throughout. It is included in the Parent and Community Involvement section prompts 2 and 3, and in Transformational Change prompt 4. It is also included under Academic Plan in Differentiation prompts 3-7, in ELL section prompt 6, and in the Homeless and Migrant Services section prompt 2.

- Without having a clear plan for parent engagement, there will be compliance and engagement hurdles for at-risk students (page 38). The applicant did not address what the school's plans will be to actively seek out children who may have special needs, nor what it would do to engage their parents in an active learning environment. **Please address.**

This response was revised and updated in the Parent and Community Involvement section for prompts 2 and 3 on pages 7-10 in the Meeting the Need section.

- The school's Code of Conduct appears to be a foundational document that will be important in the life of the school, but the responsibility for developing it is left up to the school leader. This position has yet to be filled, deferring development of a critical element of the schools systems until an unknown date. It is unclear how the EMO will support the development of a school Code of Conduct that adheres to both the Athlos Performance Character pillar as well as to established principles of restorative discipline. **Please address.**

This section has been rewritten, starting on page 81. Athlos Academies (EMO) has a nearly finalized version of the Student Code of Conduct, which will be completed upon hiring the school leader.

- Consequently, important details lack sufficient detail, such as how the school will operationalize its practice of restorative justice, such as for students being readmitted after a suspension or

expulsion. **Please address.**

On page 81 of the Academic Plan, a revised response has been added to include Athlos Academies Positive Behavior Support Plan (PBSP) to further explain how the school will handle discipline.

- Given that reducing severe overcrowding is the primary, data-driven rationale for locating the school in South Reno, it is unclear why the applicant has not considered implementing the provisions of NRS 388A.456(1)(a), which provides for giving enrollment preference for students who currently attend overcrowded schools. **Please address.**

After talking through this scope of law with SPCSA Executive Director, Patrick Gavin, this legal reference is only part of the potential solution this scope of enrollment provisions in law. NRS 388A.456(1)(e), rather than 388A.456(1)(a), is most applicable to the deficiency's claim that severe overcrowding should be addressed in enrollment considerations. NRS 388A.465(1)(e) states:

> At the time his or her application is submitted, is enrolled in a public school of a school district with an enrollment that is more than 25 percent over the public school's intended capacity, as reported on the list maintained by the school district…If a charter school enrolls pupils who are enrolled in such a public school before enrolling other pupils who are eligible for enrollment, the charter school must enroll such pupils who reside within 2 miles of the charter school before enrolling other such pupils.

Athlos Academy of Reno will not open until fall of 2018, which means that the data and law that would be used to drive enrollment will be reviewed January of 2018 when the enrollment window would first open for the school. At that time, the board and EMO will establish if this scope of law is accurate as a way to allow for enrollment provisions going forward. With the anticipated residential growth in South Reno and the current pace of over-crowding shown in the school district and county data, it is likely that this provision may be implemented as part of the enrollment plan decided upon with future school leadership, the board, and the EMO.

- The pagination of some sections is inconsistent, limiting the ability of reviewers to reference specific pages of the document. This, associated with other formatting and spelling issues throughout the document, including the use of AAU as an acronym for 'Athlos Academy of Reno' (which seems to be copied from the application submitted for Athlos Academy of Utah), speaks to the need for careful proofreading of any resubmitted application. This is particularly important as the approved application is a public document and will be reviewed up by parents, families, and the general public. Examples: typographical error on page 41 ('budged' for 'budget'). **Please address.**

The noted typos have been corrected and cross-references have been reviewed and corrected as needed. The document has been formatted in compliance with instructions put forth by SPCSA.

- The applicant's response to the third prompt under school culture is unresponsive; as it merely notes that the school will display the performance character traits throughout the school and promote them as a common language. This information does not answer the question asked. "Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year." For example, no plan is described for onboarding students to the school's culture when they arrive mid-year due to state-mandated backfilling. Based on past precedent, this can be a significant challenge for schools striving

to nurture a very defined school culture. **Please address.**

This prompt has been revised, starting on page 77 of the Academic Plan, with a more thorough response on how Athlos Academy of Reno will create and implement a school culture.

- There is no student discipline policy outlined yet, other than maintaining a Positive Behavioral Support plan (page 45). **Please address.**

An updated response outlines the Athlos Academies (EMO) Positive Behavior Support Plan (PBSP) on pages 81 and 82 of the Academic Plan.

- As a disciplinary strategy, "Sending the student to the office or other assigned area" (page 51) does not work as a behavioral management tactic unless there is a plan for the child and a clear plan for how specific staff will address the misbehavior. **Please address.**

This item has been removed from disciplinary strategies.

- The school schedules provided lack important details, such as specific time allocations for essential subjects/content areas, instead merely detailing blocks of time as "instructional 1" or "Instructional 2," etc. (pp. 60-61). This format makes it difficult to confirm the total amount of instructional time. **Please address.**

The school schedules have been updated on page 94 of the Academic Plan. Schedules are subject to change throughout the year, which is why general instructional blocks were included in the original application.

- The schedule for middle school grades stops at 1:55, with no explanation as to the underlying rationale for a shorter day for middle school students and why it is appropriate for the schedule for middle schoolers to have an hour less of instruction each day (page 61). **Please address.**

The middle school schedule has been updated on page 94 of the Academic Plan to show the entire school day.

- School-specific language is referred to in the daily schedules (i.e., Number Corner math instruction on page 60) that will have to be coached into for new staff members, adding additional time and topics to the extensive staff training agenda established elsewhere in the petition document. **Please address.**

The Professional Development Plan is included in the Supporting Documents section starting on page 387 at the end of the application. Professional development will include strategies for using curricular materials during the school day.

- It is unclear why official school trips and/or other school-sponsored schools-sponsored events are listed as "excused absences." **Please address.**

This has been removed from the list of excused absences.

- The scenarios narrative (page 63 versus page 61 and 61) does not match up to the schedule included – the Huddle time does not match up, the Athletics is only listed for 30 minutes for Kindergarten (but the narrative is listed as 50 minutes) and the instructional time is not specified in the calendar as it is in the Day in the Life scenarios. **Please address.**

The Day in the Life scenarios have been revised. The schedule in prompt 1 has been changed to accurately reflect the revised daily schedule included in the Academic Plan in the School Structure: Calendar and Schedule section starting on page 93.

- The applicant does not clearly outlay plans to serve the child with Downs Syndrome (Ruby, page 65). The answers are so vague and unresponsive that it is unclear whether the program will meet this student's academic needs. Stating that not having Ruby's IEP makes answering the question difficult seems to avoid responding to the prompt, as well as to indicate an inability to describe how the school might respond to several likely scenarios that a student with a severe medical condition and/or impairment might present. **Please address.**

This response has been revised to outline potential plans to serve a child with Down Syndrome starting on page 98 of the Academic Plan in the A Day in the Life and Scenarios section.

- The data analysis required by scenarios prompt 5(a) is underdeveloped and does not address all of the questions specified in the prompt (pp 66-67). The discussion of additional Information needed and a plan for obtaining this information is minimal, as are plans for next steps. The prompt specifies a range of disabilities present in the SWD population for a reason, and this prompt does not address these subgroups or even suggest others that could be studied (such as the performance of students who received Free and Reduced Lunch), whose performance may affect the scores represented here. In addition, while it is good that the application acknowledges the significant drop in SWDs tested, from 23 in 2012 to 14 in 2014, the response does not (a) acknowledge that some students tested may have had their scores invalidated for a variety of reasons or that (b) identify how the school will study the 2012 cohort to determine which students from that cohort were not tested in subsequent years and why. Shifts in tone, e.g. the use of the words "even worse" seems strikingly out of place in a professional analysis of a school's academic performance (p 66)—especially in a public document. **Please address.**

This response has been completely revised. A plan to obtain and analyze additional information and potential next steps are provided. The drop in validated scores is addressed. The revised response can be found in the Academic Plan in the Day in the Life section, prompt 5.

Organization

Performance Data

For applicants seeking to replicate an existing model—whether as a direct charter management organization applicant, a committee to form partnering with a non-profit or for-profit education management organization, or a committee to form which seeks to independently replicate, consideration must be given to the organizational track record of the model. For models with a current Nevada presence, the primary criteria will be performance within the Nevada legal and regulatory context. For models which are not currently implemented in Nevada, one significant criteria will be performance within the context of the home state's legal and regulatory context. Based on a review of the 2015 audited financial statements of Athlos Leadership Academy in Brooklyn Park, MN, the auditor identified one compliance deficiency related to the school's food service program. A similar deficiency was noted by the auditor of the charter holder for the Athlos International Leadership School of Texas in 2014, along with a deficiency related to the IDEA Part B program. Based on a review of the 2015 Texas audit, both deficiencies were successfully addressed and no other deficiencies were noted. It is important to note that the audit for the Texas client includes both campuses managed by Athlos and campuses which implement other models, so there is no way to determine from the evidence provided whether this prior deficiency was the responsibility of Athlos, the charter holder, or another vendor serving the charter holder. A review of the audits of the company's second Texas client, the Jubilee Academic Center, revealed no compliance findings. The Agency is unaware of any other organizational deficiencies related to the performance of other Athlos schools.

The deficiencies noted in the audits of Athlos Leadership Academy and the International Leadership of Texas were the deficiencies of a different contractor hired by each of the schools. Athlos Academies (EMO) does not provide financial and compliance services to these schools.

Performance Conclusion: Based on the information provided, the proposed organizational model has an acceptable track record of organizational performance.
Additional Considerations: The proposed operating plan for the school has a number of identified strengths and weaknesses.

Analysis:

- There is no leadership team identified. The CTF has identified the component parts, but is not clear on which staff members will be on the Leadership Team once the principal will be hired. Responses are unnecessarily vague and fail to identify how prospective leadership roles will be conducted, even if a specific person has not yet been hired for that position, as was indicated for responses to prompts (4), (5), and (6) on page 2 of Appendix 18-6. A well-developed response would have articulated, at a minimum, provisional steps a person in that role would be expected to follow to clarify that the school's plan have a high likelihood of success with any new hires. (Attachment 18-6). **Please address.**

Athlos Academy of Reno will not open until fall of 2018, due to construction, startup, and authorizer approval timelines. (References to operating in the 2017-2018 school year have been adjusted throughout the charter.) As such, the CTF and Athlos Academies (EMO) are actively gathering applications for leadership with the intent to hire no later than January 2018. Ideally, a school leader will be hired for 12 months prior to opening and no less than nine months prior to opening. While a school leader and other members of the leadership team have yet to be identified, several responses in the

Leadership Team section in the Operations Plan have been revised and expanded as appropriate. Specifically, in the Leadership Team section of the Operations Plan, prompts 1-6 have been adjusted to explain in greater depth the process and plan for school leadership.

- The applicant provided what appears to be a boilerplate job description for a school leader or a small district superintendent. It did not identify specific competencies that they are looking for in a principal (attachment 2-3). Due to this cursory information and the omission of Attachment 4, it is unclear that they have determined what behavioral traits, beliefs, and skills are important to the leader. Based on the information provided, it would be difficult to differentiate between a candidate who will lead a school to excellence and one who will lead a school to mediocrity or persistent underperformance. In contrast to leadership models for the most highly effective schools, far more time appears to be spent on non-instructional tasks than is typically seen is schools which reliably perform at high levels. **Please address.**

As stated in the previous deficiency, the plan for the leadership team is described in greater detail. Attachment 4 beginning on page 176 is now included to evidence how a school leader is chosen. This attachment outlines the hiring process, the sample leadership interview questions for each interview step in the process, and the professional development plan used to support on-boarding of leadership.

- The applicant's response to Leadership prompts 2, 4, 5, and 6 provides no indication of what will be expected a leadership when a candidate is in fact hired, which will be critical to a school expecting to serve over 1,000 students in Year 1. Responses are unnecessarily vague and fail to identify how prospective leadership roles will be conducted, even if a specific person has not yet been hired for that position, as was indicated for responses to prompts (4), (5), and (6) on page 2 of Appendix 18-6. A well-developed response would have articulated, at a minimum, provisional steps a person in that role would be expected to follow to clarify that the school's plan have a high likelihood of success with any new hires (Attachment 18-6). **Please address.**

These Leadership Team prompts have been answered and the revised responses are under the Leadership Team section in the Operations Plan. The responses include much more detail about the qualifications, hiring and recruitment process, and professional development for leadership. Supporting documents at the end of the charter explain these topics in further detail. Attachment 4 starting on page 176, also includes the documents used for school leader recruitment, hiring, and professional development mapping.

- In addition, the proposed school leadership plan does not adequately address the significant amount of training a leadership team for a startup school with a projected enrollment in Year 1 of over 1,200 students. Any such leadership will likely need a great deal of direct, on-site support. **Please address.**

Professional development for the school leadership team and staff is described in the Professional Development Plan on page 387 of the supporting documents. The summer of 2016 through this current school year at newly opened campuses in Herriman, UT and St. Cloud, MN are evidence of this professional development model and support in action. Both schools have enrollment of (or near) 1,200 students and have had success with implementing the professional development model outlined in the supporting documents.

- Given that Athlos Academies is an experienced operator of schools that operates a network of schools across the country and given that the support of the EMO and the network will be invaluable to the success of the proposed school, more detail regarding how the specific positions

within the EMO that will support the school is critical. The information provided in the staffing section is unresponsive to the question asked. Based on the specific support outlined elsewhere and the fact that the job descriptions for some leadership positions indicate the applicant intends for some school staff to have a direct or dotted line reporting relationship to EMO staff (instead of a relationship where the EMO is effectively a vendor to school staff), information related to the appropriate positions at Athlos Academies is essential. **Please address.**

The response to prompt 3 in Leadership Team has been expanded. A complete list of staff at Athlos Academies (EMO) that will assist Athlos Academy of Reno is on pages 106 and 107 in the response.

- Staffing ratios for students with disabilities are listed as "a 1:25 ratio (teachers to qualified students) and paraprofessionals are hired at a 2:1 ratio (paraprofessionals to teachers)," as on page 41 of the Academic Plan, which is out of compliance with the requirements of NAC 388.150. **Please address.**

The budget incorrectly noted the number of special education teachers Athlos Academy of Reno will hire year one. The $126,000 is allocated for three special education teachers, in addition to the special education director's responsibilities. The budget has been revised to increase the number of special education teachers employed at the school from three to four. In addition, the special education director in years one and two will be tasked with managing a case load based on the number of students the school has requiring special education services. The school anticipates that ten percent of its 1,220 enrolled students (122 students), will need special education services. With the current staffing as adjusted, those 122 students and their case load will be split across four special education teachers and the director, as needed, equating to a student to teacher ratio for special education services of 24 to 1. The ratio adjustment is also reflected in prompt 7 of the Staffing section. Additionally, the school will have money associated with contracted services that will provide specific services to students, allowing the school to stay within the legally required 22:1 ratio daily.

- It is unclear why there is an increase in staff (sports performance teachers, guidance counselors, special education teachers) in out years if the student counts are not increasing (attachment 18-6). **Please address.**

Athlos Academy of Reno is focused on providing exceptional services to our students and parents. In the early years of operations, schools have high capital expenditures and investment in technology and curriculum. In later years of operations, those fixed or one-time expenditures decrease or expire, allowing the school to focus on adding additional staff. While Athlos Academy of Reno meets state requirements beginning in year one of operations, our goal is to provide exceptional services. To do that the school will continue to add staff as it matures.

- It is unclear whether the applicant will be able to recruit and retain the fractional hourly staff identified in the application. For example, the application assumes 3.6 teachers' aides and 9.2-10.2 operations staffers (attachment 18-6). It would be helpful to understand how many individual employees these fractional numbers represent. **Please address.**

It is the goal of Athlos Academy of Reno to attract and retain hourly staff. With the consideration of budgeted expenditures, the school considers appropriate and responsible hires for part-time and hourly staff. For example, the school may look to maximize the number of staff hired at the school by choosing to hire multiple part-time positions instead of a full-time position. Athlos Academy of Reno will empower the school leader to make personnel choices that maximize the services the school provides within

budgeted resources.

- Several of the responses in the staffing section are vague or unresponsive. For example, vendor ADP provides several tools that can serve an HRIS function for schools, but the response does not specify which one. Similarly, staffing prompt 2 specifically requests proposed salary ranges, yet the response does not provide this information. Comments such as "several full days" will be set aside for teacher planning and PD lack the necessary specificity as to when these will occur and how this time will be utilized to efficiently support core school goals (Attachment 18-6). **Please address.**

There is now a projected salary schedule on pages 112 and 113 of the Operations Plan in response to prompt 2 of the Human Resources section. The salary schedule is comparable with those provided by Washoe County School District, albeit slightly less in beginning salary amounts. Additionally, the salary schedule does cap out at a lower base salary than noted by the district. While not identical to the district, Athlos Academy of Reno feels that this salary schedule will ensure the school is competitive and attractive to potential teachers.

Athlos Academy of Reno will contract with ADP for its HRIS system. ADP will assist with the processing of payroll, submission of quarterly and annual taxes, as well as the preparation of W-2 forms. It will also assist with the hiring of staff and the application and completion of benefits.

The Professional Development Plan for staff, including a schedule for full days of professional development, is in the Supporting Documents section beginning on page 387. The school leader and Athlos Academies (EMO) will work together to develop and modify the professional development plans based on the needs as indicated by assessment data, school culture needs, curricular needs, etc.

- The applicant does not identify if it will or will not offer performance pay or similar incentives (page 18-6). **Please address.**

Athlos Academy of Reno is committed to providing an attractive compensation package for employees. The school leader and board will evaluate any and all compensation options. However, we do not anticipate providing performance pay during any of the first three years of operations. As the schools move into a more sustainable operating position, there may be performance pay or other incentives for teachers and staff.

- Although the charter application details at several points how the proposed Three Pillar model can be beneficial to students who struggle, are at-risk of dropping out or who have special needs, no mention of how the school will specifically reach out to these populations, in spite of the specific reference in enrollment prompt (1). Additionally, it is unclear how parents who speak languages other than English will be able to access information related to the school, as there is no indication that the website, marketing materials, forms, or other school publications will be published in Spanish or other languages other than English spoken in Reno and Washoe County. There is no mention of qualified bilingual support staff to interpret or directly answer questions and provide guidance to PHLOTE families. Similarly, it is unclear how adults with disabilities will be able to access such information in compliance with Section 508 of the Rehabilitation Act. **Please address.**

The response to prompt 1 in Student Recruitment and Enrollment, starting on page 129, has been revised to better describe differentiation for access with parents and strategies to help at-risk students' families feel welcome to enroll in the school. These processes are also described in the

Academic Plan in the At-Risk Students and Special Populations section starting on page 64. This section has been revised and now includes more clear processes about access for students and outreach and/or access for families of at-risk student, homeless and migrant populations, primary home language other than English (PHLOTE) families, and families of students with IEPs.

For all subgroups listed in the prompt, differentiation to accommodate equal access will be a priority. To support PHLOTE families, all materials for marketing, application and enrollment forms, parent newsletters, and other communications will be published in languages needed based on population. At least one front office staff person will be bilingual to support families who need language assistance. The anticipated population will likely require bilingual materials and front office staff in Spanish. Other languages will be accommodated for in the same way, based on need. Bilingual ELL staff will be hired and can work with parents as community liaisons.

Further language support will be given on Athlos Academy of Reno's digital platforms. The website platform for all digital correspondence and updates to families is compatible with Google Translate and can be read in any language that may be the primary language in the home. During parent nights and other opportunities for families to be in the school, training will be provided to PHLOTE families on how to access their child's information and school information in their home language on the digital platform.

Athlos Academy of Reno will work to ensure that assistive technologies will be supported for adults with disabilities, in compliance with Section 508 of the Rehabilitation Act. Specifically, when the school uses electronic forms, such forms will allow the assistive technology to access all information and any field elements, as well as the capability to complete forms with directions and cues. Similarly, Athlos Academy of Reno will not use color coding as the only means of conveying information, but will utilize a narrative element to distinguish between a visual element in our communication. Most of Athlos Academy of Reno's information will be web-based, and the school will be diligent to design visuals that allow for accessibility. These strategies include a text narrative to any video presentation, web pages designed with color can also be viewed without color, as well as pages can be viewed as text-only if needed. Regarding telecommunications, all phone systems, voicemail, and auto-attendant features will use TTY signal protocols and allow sufficient time for users to indicate if more time is needed to complete a certain function on the system.

- The response indicates no variation between Planned Enrollment and Maximum Enrollment; while permissible, this is very ambitious. **Please address.**

This prompt is addressed in the next response.

- The attached budget calculation spreadsheet projects for enrollment of 1,220 students, with no indication of how the 976 minimum enrollment numbers will allow the school to meet budget requirement (i.e., payroll, debt management, operations, etc.) and remain solvent. **Please address.**

Athlos Academy of Reno has created additional budget scenarios should maximum enrollment not be reached year one of operations. If the school assumes a stair-stepped enrollment plan, with 900 students in year one, 1,060 students in year two, and 1,220 students in year three and forward, the school will need to make the following adjustments:

- Athlos Academy of Reno feels that it is safe to assume that it would receive some portion of Title funding and special education reimbursement beyond what is allowed for and calculated in the budget template. The budget template specifically calculates no reimbursement associated with Title funding and IDEA reimbursement; however Athlos Academies (EMO) feels that, based on past experience with other schools of similar size and demographic, it can safely assume $200 per student in Title funding as well as a special education reimbursement rate of approximately 80 percent.
- A reduction in staffing due to reduced enrollment as well as a reduction in expenses directly affected by per-pupil or per FTE enrollment, such as costs for curriculum, technology, and instructional materials.
- A reduction in the EMO fee from $800 per a student to approximately $400 per a student.
- A reduction in facility lease rate.

Athlos Academy of Reno feels that with these changes it can weather any short-term enrollment issues that may arise.

- The projected enrollment of 1,220 is well in excess of the 400 students specified in prompt #4 (Attachment 10-1), which seems to imply a need for greater detail than for a school slated to serve ~400 students, and the response states the school will serve 8 grade levels. (Enrollment is actually projected to be 1,220 students in Year 1.) Given the ambitious timeline, it is perplexing that the applicant team did not provide evidence to indicate that any level of community engagement or evaluation of interest has started, as this school would be the largest single charter school opening in the history of Nevada and it is in a community where charter schools are far less prevalent than in the Las Vegas valley. **Please address.**

Evidence of community engagement and evaluation of interest is discussed in the response in Parent and Community Involvement section of Meeting the Need, on pages 8, 9, and 10. Again, the school will not be opening until 2018-2019 school year. The school already has an interest list on its website and Athlos Academies (EMO) has been collecting data trends to prepare for optimized marketing efforts in the South Reno area once the charter is approved.

- The school actually plans to serve nine (9) grade levels, 1st through 8th as well as Kindergarten, each with its own unique needs, staffing requirements, and resources needed, whereas the response indicate it will serve only 8 grades. (Attachment 10-1). It appears that this is an artifact from an application in another state or a typographical error. **Please address.**

This error has been corrected on page 134 and 135 of the Operations Plan in the response to prompt 4 of Student Recruitment and Enrollment.

- While the founding governing body is a diverse and accomplished group of community members with a unified vision and understanding of their mission and a clear commitment to the work ahead, the inconsistent quality and coherence of the initial charter application document does not back up those strengths as well as it should. For example, the drafter misidentified the reference to the attached PDF of governance bylaws under prompt 2 of the governance section. **Please address.**

This reference has been adjusted by one page, as needed. Many other adjustments and technical corrections have been made throughout the document.

- The operational execution plan does not contemplate any concrete plan for the leadership development of the principal during the incubation year. Given the applicant group's particularly strong endorsement of the Athlos school culture observed in other jurisdictions during the capacity interview and the level of interest in relocation to Reno from existing Athlos schools that was discussed during that meeting, it is unclear why the applicant is not actively recruiting from the existing pool of emerging Athlos leaders who have deep familiarity with the program and the culture versus taking the risk of recruiting a local leader or someone identified from a national search whose level of subscription and expertise in the model is unproven. **Please address.**

Fair hiring practices will be followed for the identification of the school leader and all staff as explained in the Operations Plan. There may be a candidate within the existing Athlos leadership pool who would be a good fit, but the EMO and CTF will still seek talent through a national search. With a planned 2018 opening, there is sufficient time to hire school leadership with at most one full year, and at least nine months, of training and preparation with the Athlos model prior to opening. The school leader professional development plan is now provided in the Professional Development Plan starting on page 387 of the Supporting Documents.

- The proposed management contract is not a final negotiated version which complies with Nevada law. The document appears to be a boilerplate agreement, as there is limited evidence that the EMO has taken into account the issues raised during a previous application denial. For example, the contract fails to comply with multiple provisions of NAC 386.405, which requires that the initial term of a management agreement can be no more than two years. **Please address.**

The management contract has been edited to reflect compliance with Nevada law including feedback from Nevada lawyer, John Sande, and feedback from legal counsel to the CTF. The counsel used for review on this document has a strong relationship with charter schools in Nevada and has a strong client base requiring continued work and compliance with Nevada charter school law and contract law. This contract is not executed prior to charter approval. There are details, such as the fee structure, that need to be negotiated upon charter approval to make sure the CTF is in a strong financial position and can support an appropriate lease and management cost. Although the document is not yet signed, it is in its final draft form prior to adding in the percentage structure for the fee. The CTF and Athlos Academies (EMO), with the review of their local Nevada legal counsel, will execute all contracts upon charter approval. In lieu of an executed contract, there is now a letter of intent to sign from the CTF.

- The contract fails to identify the appropriate sponsor, referencing a nonexistent entity, the Nevada Board of Elementary and Secondary Education. The equivalent entity in Nevada does not have statutory authority to sponsor charter schools. **Please address.**

This error has been corrected to reference the SPCSA as the authorizing sponsor.

- The confidentiality provision appears inconsistent with the Open Meeting Law and laws related to public records. As there is no authority under statute for the governing body of a charter school to enter into a confidential contract or to discuss or vote on a contract behind closed doors, it appears that this provision is in conflict with Nevada law. While the contract provision states that the school "shall not disclose the terms contained herein except as required law" (sic), the inclusion of a requirement which appears unenforceable on its face in a negotiated agreement is highly questionable, as it would place a public entity in the position of incurring legal costs to defend itself against a civil action based on performing its legal obligations under Nevada law. Similarly, it is unclear, under the proposed terms, if the school would be liable for the individual

statements or actions of a member of the governing body—a public officer—during or outside of a public meeting. **Please address.**

The confidentiality provision has been modified in the MSA to accurately reflect appropriate references to law. Specifically, NRS 239 and NRS 241 have been included to reiterate compliance of this provision to Nevada law. This change can be referenced in the attached MSA in section 11, Non-Disclosure/Non-Competition on page 272.

- The application states that "[e]ach local Governing Board that partners with Athlos Academies evaluates the EMO at least bi-annually (Operations Plan, page 11). This is inconsistent with NAC 386.405(5), which requires annual evaluation of an EMO by a governing body. It appears that this application language is drawn from applications filed for other Athlos client schools and was not developed to meet the expectations of Nevada law. **Please address.**

This component is meant to show that the EMO partnership encourages multiple structured opportunities for the board to provide feedback. The EMO believes that waiting for an end-of-year formal review does not help mitigate issues that may hinder meeting performance goals of the school throughout the year. The law states that the EMO review be done at least once, but does not include a provision excluding bi-annual review opportunity. The board will comply with law for their end-of-year review and follow provisions outlined in statute to hold the EMO accountable for any steps to be taken, if needed. The sentences in the charter document are slightly revised to reflect this in the Operations Plan.

- Little clarification is given as to what steps may take place as the result of a negative evaluation of the EMO by the Board, especially given the fact that the school will be in debt to the EMO as the result of startup funds provided in the founding year, which has the potential of complicating honest feedback and assessment by the Board. **Please address.**

The startup process for charter schools is difficult. The EMO is able to support the startup process for the school while still managing a sound budget for the board year over year. This is a loan to the entity, not the individual members of the board. Therefore, the loan is a product of a budget item, not a performance component for the EMO. The EMO does not dictate how or when the board pays off the startup loan, and the EMO is responsible for managing a budget that is governed.

- The fee structure is not consistent with other information in the contract as those sections are blank. **Please address.**

The fee structure is intentionally left blank at this time. As mentioned earlier, the fee structure is an item that is considered among other financial obligation of the board (such as the lease agreement). The CTF and Athlos Academies (EMO) are working together to make sure that the management and lease fees are appropriately allocated to put the school in a comfortable financial position in year one. Without land confirmed at this time to dictate a lease fee, the management fee cannot be set. Upon approval of the charter, the CTF and EMO will communicate final fees and terms of the contracts with the SPCSA, as requested.

- The proposed contract specifies several instances in which the contract may be terminated by the EMO, such as from the school's inability to pay contracted fees on time, which could happen if enrollment falls below projections, at which point the school would have 90 days to remove all proprietary items (i.e., branding, curriculum resources, etc.). This would appear to be a violation

of NRS 388A.393(1)(f), which prohibits a vendor from **r**equiring the charter school or proposed charter school to enroll a minimum number of pupils for the continuation of the contract between the charter school or proposed charter school and the contractor or educational management organization**. Please address.**

Section 8 of the MSA, starting on page 269, discusses termination, either by the organization or the EMO. The contract uses the example of failure to pay, but does not specify the scenario stated in this deficiency that that payment failure would be due to enrollment. The payment structure for the school will be determined based on enrollment, lease cost, and overall expenditures prior to opening. Although the proposed enrollment is to have a full school of 1,220 students, if that enrollment is not met the cost for the school will be adjusted appropriately. This adjustment consideration is described in the Financial Plan section on page 156 of the charter as well as on page 21 of this deficiency document. After consulting Nevada lawyer, John Sande, and confirming with SPCSA staff, the misunderstanding in the contract language has been mitigated. Section 8 of the MSA is in compliance with Nevada state law.

- Materials submitted do not specify the proposed Service Fee paid by school to the EMO, as a percentage of the school's local, state and federal gross revenue. **Please address.**

The CTF and Athlos Academies (EMO) have adjusted the service fee to allow for financial stability in combination with the lease rate. The lease rate, based on preliminary cost analysis, is at a cost point that requires the service fee paid to the EMO to start be 9 percent. As indicated in the next response, the calculations for the use of funds for the school budget are not inclusive of "federal gross revenue." The fee was calculated using the DSA Funding calculator from Nevada. The adjusted lease and service fee can be seen in the adjusted Financial Workbook.

- The language related to the undisclosed Service Fee states that it will be based on a percentage "of local, state and federal gross revenues." Nevada charter schools are not their own local education agencies and they are not eligible to receive funding for administrative costs or to receive an indirect rate. Indeed, the Authority itself does not have an approved indirect rate and its legislatively approved budget—including its federal funds budget—contains no provision for any administrative costs. Charter schools are sub-grantees of their respective sponsors and receive their funding on a reimbursement basis based on the submission of original source documentation of approved direct service expenses. Neither the Authority nor the Department of Education will approve any federal grant application which budgets for payment of a management fee to an educational management organization. **Please address.**

The budget has been built with the SPCSA template which includes only the use of DSA allocations. Any reference to, or inclusion of, federal funding for this school has been eliminated. Further, the MSA has been modified to reflect language that does not include federal funding. In the MSA, this has been corrected in Section 8(c) and Section 9 on pages 270 and 271. The calculation using DSA with service fee is in the previous bullet point which shows a service fee of 9 percent. These numbers are projections, not final. Final rate will be determined with the CTF upon determination of the final lease rate.

- State categorical grant programs (e.g. Read by Three, SB 405 ELL funding, etc.) prohibit schools and districts from covering any administrative costs with grant funding. Consequently, federal funding and state categorical grant funds should be excluded from the fee calculation as any fees assessed for those revenues would effectively supplant base per-pupil funding for funds

intended to supplement the core program. **Please address.**

As explained in the previous two responses, the MSA language has been adjusted to meet this need. Specific to this deficiency, the Service Fee provisions in Section 9 of the MSA have been adjusted, starting on page 270.

- The school's ability to repay the EMO and cover Year 1 expenses is heavily dependent upon school meeting enrollment targets, with debt to EMO seeming to hold a senior position over debt to other services providers. NRS 388A.393(1)(d) prohibits any provision of a management agreement which requires the charter school or proposed charter school to pay the contractor or educational management organization before the payment of other obligations of the charter school or proposed charter school during a period of financial distress. **Please address.**

Athlos Academies (EMO) views its relationship with the school as a partnership. While it does not anticipate a situation where financial distress would occur during the school operations, should that event occur under no circumstances would operating expenses payable to the EMO hold a senior position over operating expenses to other service providers.

- In addition, terms of the proposed contract, especially as for maintenance of records in Section 8, seems to lack clarity as to who is responsible for which actions. With the school liable for any material breach of the contract, this seems to put the school at a disadvantage. **Please address.**

Section 7 (Maintenance of Financial, Employment, and Student Records) of the MSA, on pages 268 and 269, has been revised to provide clarity. In compliance with federal and state law, the roles of the organization and the provider are clarified in each subsection.

- Contract seems to be boilerplate as has been used with other Athlos Academies contracted schools with minor to no modifications, which seems to match the IRS definition of not having been negotiated between independent parties. **Please address.**

As mentioned previously in this document, the MSA was not negotiated at the time the charter was first submitted. This was intentional. Knowing that this is not ideal, the MSA has been changed significantly to meet the needs requested in these deficiencies. Furthermore, the CTF has reviewed the contract and negotiated the terms with the EMO. The version in this resubmission is ready to sign. When a commitment to land is complete, Athlos Academy of Reno will execute the contract with the service fee that is appropriate to keep the entity financially viable.

- School and founding board needs a strong plan for what would be the response should the EMO relationship be terminated by either party, especially during a school year, given that so much of the materials to be used or owned and would be returned to the EMO at such a point. **Please address.**

The MSA has been adjusted to address this issue. In Section 8(b)(i) on page 269, language has been added to discuss the initial steps that would be taken by the provider in the event of possible termination. Based on the provisions outlined in Section 8(a) or (b), the provisions outlined in Section 8(f) may be used to remove the program. This provision in the MSA is the agreed upon, legal steps that would occur. Beyond the scope of the MSA, the Athlos Academy of Reno board will have a detailed plan in place as a board document that would be consulted as action is taken to terminate the relationship.

- The business relationship with the EMO seems somewhat skewed in the vendor's favor. For example, the termination clause does not provide much time listed for the governing body to refinance any EMO debt if the relationship turns sour. Similarly, there is limited time allotted for the charter school to seek any necessary amendments to the charter contract prompted by the termination of the management agreement. **Please address.**

The MSA has been revised to include a more detailed provision about what happens in the event of termination. Further, as described in the next bullet point, the startup funds provided by the EMO are provided with the ability to pay back either all at once, or over five years at 4 percent interest. Any contract agreement, in compliance with state and federal law, allows for the school to refinance if that is the most fiscally responsible decision. The intention of partnership between the EMO and the school is that both parties have duties that drive the overall success of the school and that neither partner has provisions skewed in their favor.

- Start-up expenses incurred by the proposed school and to be paid for through funds lent by the EMO are not clearly represented in the narrative and budget calculations (see lines 19 & 20 of the budget spreadsheet, tab 4 for 'Budget Summary'). It is unclear how the presence of founding year funding through a Promissory Note with the EMO will affect the school's finances going forward. The application does not make clear how much additional interest will be paid by the school to the EMO for this startup funding and at what rate. **Please address.**

Athlos Academies (EMO) will provide $150,000 in startup funding. That $150,000 allotment will include $50,000 allocated for startup staff (as outlined in the budget document in the school inputs tab under office staff) in addition to costs associated with office space and other general operating expenses. While the planning year lists a $22,500 expense for general liability insurance, the school anticipates planning year liability insurance to be considerably less than that, which would allow the school to carry a positive fund balance into year one operations.

- The contract contains a post-termination provision which prohibits the school from offering a program which incorporates or attempts to incorporate any program "which is similar or deceptively similar to Athlos Academies, and its educational programs centered around performance character, fitness and wellness, including programs provided by Outside Vendors, " any termination of the contract could result in the need for the school to seek a material amendment to its charter contract to completely eliminate critical elements of its academic program with no opportunity to make a non-material change to its academic program through the substitution an equivalent program for the intellectual property of the vendor. While it is understandable and appropriate that the vendor has the rights to enforce its authority over its own intellectual property, this provision appears overly broad. Given the provisions of NRS 388A.393(1)(q), this provision of the contract would appear to provide that these provisions of the management contract supersede those of the governing charter contract. As currently constructed, this is impermissible under Nevada law. **Please address.**

This has been addressed in the revised service agreement document. The post-termination clause has an additional provision in the Termination section under provision (b) that outlines the process in the event of termination for the program. In working with John Sande and SPCSA staff, this section is compliant with NRS 388A.393(1)(q) and other required Nevada law for the contract.

- The school leader is scheduled to be hired following award of the charter on a "nearly full-time" basis, with conditions given, but no indication is given of whether funding is available to hire this

person full-time immediately provided they are available. **Please address.**

Funding would come from the line of credit, which is mentioned in a later response. The original application mentioned a promissory note as a source of funding, but this has been clarified to state that it is a line of credit.

- A blanket statement is given that no conflicts of interest exist between the school, Board and EMO, and goes further to state "or any other entity," which precludes the possibility that the school may seek to contract with service providers other than Athlos Academies. **Please address.**

For the life of the school, contracts will exist beyond the scope of the partnership with Athlos Academies (EMO) for vendor services. At present, any entity partnering contractually with Athlos Academy of Reno will not create a conflict of interest with the board. In the event that there was a conflict of interest, the board member with a vested interest in the contracted partner would abstain from voting on any matter related to that entity.

- The contract contains a provision which requires the school to pay for a duplicative student information system (PowerSchool). Given the requirement that all Nevada public schools utilize Infinite Campus as the student information system of record, it is unclear what benefit there is to the school to reimburse the EMO for an additional system, especially given the potential complications associated with maintaining multiple pupil accounting systems and ensuring that the accountability reporting data is matched up between two systems for which there is limited ability to synchronize information due to database configuration, security, and privacy considerations. To the degree that this system is maintained for the convenience of the vendor to facilitate its services the school, it would arguably be classified as an indirect cost of the vendor which cannot be paid for with Nevada funds. **Please address.**

As required, Infinite Campus will be used as the student information system. References to PowerSchool have been removed from the charter document and the budget.

- Minimal description is provided as to how fair costs were determined for each of the many services detailed, such as through a transparent analysis of multiple bids. It is not clear that equivalent rates are available in Nevada. Several items were described as having been identified when a vendor submitted information to the EMO, such as for a firewall device (p. 14). **Please address.**

Athlos Academies (EMO) has significant experience with startup costs associated with schools of similar size and enrollment. Many of the vendors, suppliers, and resource providers that Athlos Academy of Reno can use to purchase curriculum and other materials and services are nationwide providers, which limits exposure to local cost differences or variability in costs. For example, internet, phone service, and network infrastructure management could be provided by a national company that Athlos Academies (EMO) has utilized for past schools. Other costs that may be provided from local vendors, such as liability insurance, local utility and facility and repair and maintenance costs, as well as school operational and supply needs have been compared with cost data and information from other Athos schools.

- Full responsibility for building management and maintenance devolves to the school leader upon completion of the facility, which adds a great deal of non-instructional responsibility to someone who may be a new school leader. **Please address.**

At the campus level, the school leader is the main point of contact for any building or facility issue that

may occur. However, Athlos Academies (EMO) has full-time project managers who are responsible for each facility. These project managers are the direct contact for the school leader to help mitigate any issue or assist with management of repairs, updates, or maintenance-related issues. The project managers, when not on-site at a campus, work alongside EMO staff and communicates daily with the chief operations officer (and any other appropriate EMO staff) for facility updates and weekly (or as needed) for school leader updates.

- Significant technology-related expenses will not result in any "end user student devices" for classroom use (i.e. tablets, Chromebooks, etc), other than two fully function computer labs and two mobile computing carts of Chromebooks to be used for testing. (Operations Plan page 15). Based on the experience of other Nevada charter schools, this ratio of devices may not be sufficient to meet testing and other state-mandated tech-based requirements without significant disruption to instruction and school operations. **Please address.**

Athlos Academy of Reno should have an appropriate amount of technology within the classroom. To that end, the school has evaluated its technology and allocated additional funding to ensure end user device availability for testing and instructional needs.

Athlos Academy of Reno has an anticipated enrollment of 1,220 students and approximately 70 staff that will require technology equipment. Athlos Academies' (EMO) past experience, from formal bidding processes utilized by other Athlos schools, has shown an average price of approximately $700 for each employee's machine. Assuming that approximately 70 machines will be needed, the anticipated price is approximately $51,000 for faculty and staff technology. Additionally, there are plans for two computers labs available for student use and testing, with an average cost of those labs being approximately $25,000 based on past experience and bids received. The school has allocated $164,800 (computer hardware of $115,200 plus new laptops of $49,600) which will allow for approximately $88,000 available for the purchase of laptop carts throughout the facility. Bids similar to past experience and past bids received by Athlos would allow the school to purchase four laptop carts, or approximately 120 computers for use in the facility as end user technology and to assist with testing processes. The school feels that this number of devices will be sufficient to allow for efficient and effective assessment practices.

- Minimal details regarding a facilities plan were provided. While the applicant has indicated it intends to postpone opening from 2017-18 to the 2018-19 school year, past and even recent precedent regarding the pace of municipal review and the possibility that variances and other approvals may be denied may argue for the applicant to request that any approved contract include a provision allowing for an extension to 2019-20 in the event there are unforeseen delays. **Please address.**

The floor plan for the proposed facility is included in Attachment 16 starting on page 283 of the application. The projected costs, due diligence of project viability, and scope of facility plan are further described in the next response. The CTF and Athlos Academies (EMO) will work the SPCSA, within the scope of state law, to amend the charter contract in the event of any unforeseen delays in construction that may prevent the school from opening on time. If unforeseen circumstances occur, the CTF and the EMO will also work to amend their timelines and contracts for services (lease agreement and MSA) as is appropriate.

- Minimal information is provided as to relative costs that can be anticipated, such as purchase of

land or construction, such as comparables for land of a similar square footage in the target area or comparable costs for similar charter and school district construction projects. **Please address.**

Due diligence has been done on the anticipated cost to build an Athlos school in the South Reno area. Athlos Academies (EMO) as had extensive conversations with the CTF regarding potential sites, research of those sites for viability for a school, cost projections, lease terms, etc. The projected cost estimate does not include soft costs such as site costs, impact fees, design work, civil engineering, architectural work, environmental studies, traffic impact studies, sewer, water, electrical, etc. Cost for these aspects will be finalized when construction begins.

Athlos Academies (EMO) co-founder Jason Kotter and president David Jeppson have continued conversations with the CTF as more information has been gathered. Three members of the CTF (Chris O'Neil, Shane Dyer, and James Pickett) all work in development in the greater Reno area. These three individuals have been the main points of contact with the EMO and have been proactive in finding viable site options. Moreover, the determination of fair costs within the local market will be easily discerned by the real estate expertise on the CTF.

After working with Okland, ESI, and Ryan Companies, the projected cost for a build in this location has been determined. It is estimated that the ground cost per square foot will be between $5-7. Further, it is estimated that the cost per square foot for the build will be approximately $180. The CTF researching ways to save money over the length of the project. This floor plan will be a two-story build on a six-acre lot that accounts for outdoor field space and transportation infrastructure. The budget and service fee estimate have been adjusted to reflect the projected costs based on this research and best practice for the more than 30 facilities completed by Athlos Academies (EMO) nationally. These cost projections have not been put out to bid. All facility costs estimated here are preliminary.

- It is unclear that the CTF has done any due diligence with schools identified by the EMO as successful development partnerships, whether any feedback received has been consistently positive, or if any concerns been raised that may impact the proposed school. Given the boilerplate nature of the proposed management contract, it is likely confidentiality provisions similar to those in that agreement may exist in the contracts or other possible legal documents (e.g. settlement agreements) of current or former clients of the EMO or its affiliates. To ensure that the applicant is receiving complete and accurate information from current and former clients, it would be advisable for the applicant to confirm the existence of any such provisions with the EMO and request a limited waiver of them to ensure that the applicant can receive candid and accurate information from current and past clients regarding any previous issues. **Please address.**

The CTF has had complete access to any information regarding Athlos Academies (EMO) facility work with other schools. The CTF is informed about the history of the EMO, beginning as a facility solution and evolving into education management organization, over the last 10 years. Board president Chris O'Neil visited the Athlos Academies (EMO) office several times since last summer to do due diligence with the CTF. He has driven for results with his board to make sure that there is always a transparent and open relationship between the board and the EMO. The CTF has complete access to any legal documentation and partnership documentation regarding past and present school and facility partnerships for Athlos Academies (EMO).

SPCSA has also been offered the opportunity to walk through any pro forma contracts, financials, or plans regarding past projects for Athlos Academies (EMO).

- No facility has been identified or obtained, so necessary planning is minimal. A well develop response to the Ongoing Operations response would have described essential elements and procedures that have proven successful in other Athlos schools. **Please address.**

The Ongoing Operations sections has been expanded to include more detail about anticipation for opening a school in Nevada. There is expanded information regarding school safety, facilities, pillar implementation, and more throughout the charter document. The information in the Supporting Documents provides greater context for what has worked well at other Athlos schools, what is being currently implemented, and how it will be implemented in Reno.

Fiscal

The applicant budget is designed primarily as a performance task to evaluate the applicant's ability to design a budget which accurately reflects the Nevada context, contains reasonable expense assumptions which are correctly calculated, and incorporates the personnel and operating costs specific to the academic model. While many of these assumptions and priorities will serve as the basis for the operating budget adopted by the governing body, is not intended to contractually bind the applicant to a specific set of revenues or expenditures.

Performance Data

For applicants seeking to replicate an existing model—whether as a direct charter management organization applicant, a committee to form partnering with a non-profit or for-profit education management organization, or a committee to form which seeks to independently replicate, consideration must be given to the financial track record of the model. For models with a current Nevada presence, the primary criteria will be performance within the Nevada legal and regulatory context. For models which are not currently implemented in Nevada, the criteria will be performance within the context of the home state's legal and regulatory context.

The applicant provided financial data, including audited financial statements, for other schools implementing the academic program and for other schools which receive financial management services from the applicant's chosen education management organization.

Three years of audit results were furnished for each of the clients implementing the Athlos model, with the most recent audits being those completed in the fall of 2015. Other than the organizational items noted in the previous section, no material issues were noted.

As noted by the applicant, each of the schools audit treatments changed due to the issuance of GASB 68, which requires a new method of reflecting the pension obligations of public entities. As is the case with many Nevada charter schools, this new treatment had a negative impact on the fund balances of these schools due to the requirement that pension obligations, including those obligations which are actually the responsibility of a third party such as PERS, must be reflected in the financial statements.

Conclusion: The proposed financial model has been implemented successfully in the two states where it operated in 2014-15 and prior years.

Analysis:

- While the applicant identifies a perceived flaw in the budget template, earlier development of the application budget and budget narrative would have allowed the applicant to contact the Authority for clarification or insight into how to address the perceived flaw. More proactive budget development might also have allowed the applicant to find a creative way to address the challenge identified in the narrative. **Please address.**

The budget workbook has been updated. Early in the application process, Jonathan Gillen, director of school finance for Athlos Academies (EMO) contacted SPCSA staff to discuss the workbook requirements and functionality. SPCSA staff did note that some of the functions in the document did not work properly, but gave Gillen guidance as to how that could be mitigated in producing the budget for the application.

- Recruiting and retaining qualified staff is a significant challenge for most schools, and especially for startups, even before considerations of projected school size of 1,220 in initial startup year. It is unclear from the narrative how the salary assumptions compare with those of the local school district and whether those assumptions are realistic. For example, even a 5% increase in averages salaries would be significant, leading to an average teacher's salary of $44,100, leading to an increase in salary/benefits costs of approximately $152,000, which would leave the school with a projected negative fund balance at end of Year 1 of approximately $95,000. **Please address.**

Athlos Academy of Reno will offer salaries that are competitive within the local area and will ensure that the school can attract and retain staff and faculty. The updated response is on pages 112 and 113 of the Operations Plan under the Human Resources section. Athlos Academy of Reno has compared its salaries with the Washoe County School District as part of its budget preparation process. The salaries that will be provided by the school are comparable with those of the local school district.

- An analysis of 'School Inputs' indicates an average starting salary of $42,000 for all teaching categories with the exception of the 6 teachers specified for Grades 1 & 2, which indicate an average salary of $49,000 for these two grades. (lines 151 and 152). The rationale for this inconsistency is unclear. **Please address.**

Upon review of the school inputs, the first and second grade level teachers were incorrectly listed as being six in each level. Because Athlos Academy of Reno wants to ensure lower class sizes for grades K-2, the school anticipates hiring seven teachers for first and second grade. That is the cause of the apparent increase in the base salary. The same budget average is used for teachers, $42,000 per teacher. The budget document has been updated to show this modification.

- A review of FTE calculations in the budget spreadsheet suggests an FTE tally in Year 1 of 78, whereas the budget narrative in Attachment 18 lists an FTE in Year 1 of 73.8. **Please address.**

The revised budget spreadsheet and narrative show an FTE of 77.8.

- The proposed budget calculations do not indicate when and at what rate the school will be obligated to repay salaries for staff in founding year that were lent to school by the EMO, as in the Operations Plan (pp 9-10). This is noted in the proposal in Attachment 18, but could impact school's overall financial stability in ways difficult to identify based on the presented budget calculations. **Please address.**

The proposed budget includes the repayment on the planning year line of credit Athlos Academy of Reno received. A planning year line of credit, in the amount of $150,000 is provided to the school. Payback is estimated to occur in equal monthly installments across the first five years of operations. The line of credit comes with a 4.0 percent interest rate.

- It is unclear why staffing levels indicated in Attachment 18 and on the budget spreadsheet increase in later years while enrollment levels are projected at a constant 1,220. For example, the school indicates a need for four Sports Performance Coaches (SPCs) in Year 1, with an additional 2 hired in the following year and a 7th SPC to be hired in Year 3 (2019-2020): An additional SPC position is scheduled to be filled in Year 5 (2020-2021), for a total of 8 by Year 5. **Please address.**

Athlos Academy of Reno is focused on providing exceptional services to our students and parents. In the early years of operations, schools are saddled with high capital expenditures and investment in

technology and curriculum. As the school moves into the later years of operations, those fixed or first-time expenditures begin to lessen, allowing the school to focus on adding additional staff. While Athlos Academy of Reno meets state requirements beginning in year one of operations, our goal is to provide exceptional services. To do that the school will continue to add staff as it matures.

- It is unclear if the school has a plan to modify projected staffing levels, such as for a total of 8 SPCs by Year 5, in response to needs in other areas, such as for reading specialists to support struggling readers in primary years. **Please address.**

Athlos Academy of Reno has provided a staffing model associated with the first five years of operation. However, the school administration annually will review the staffing model and compare the school's needs and available resources. Athlos Academy of Reno will continue to operate in such a way that will allow it to maintain flexibility to adjust based on the needs of the student population and its community.

- It is unclear what the plan is for repayment of the founding year Line of Credit from the EMO, and what the projected total cost, including interest, will be for access to these funds. **Please address.**

Athlos Academy of Reno will receive a $150,000 line of credit with 4 percent interest, to be utilized during the planning year. The anticipated payback will be equal monthly installments across the first five years of operation.

Summary of changes to the budget template

In response to the review performed as part of our Nevada charter submission, the Athlos Academy of Reno budget has been revised and updated with the following changes:

- Other startup grant funds of $150,000 was added to the budget template. Private fundraising was reduced to zero from $100,000. This adjustment was to allocate funds associated with year zero startup and ensure appropriate staff were brought on in advance of the school's opening
- Startup staff – Startup staff were listed under office staff. These staff will be individuals brought on in February or March prior to opening to assist with school operations and year zero planning and process.
- An additional special education teacher was added beginning in year one to ensure appropriate teacher to student ratios.
- Adjusted grade level teachers for first and second grade. The actual teachers budgeted in the initial submission were seven, though it only listed six teachers on the actual document.
- The EMO fee was reduced due to the additional staff being brought into the budget. The EMO fee also now includes a five-year repayment of the line of credit provided by the EMO to Athlos Academy of Reno. The five-year repayment of the $ 150,000 line of credit added approximately $34,000 to the LOC, or approximately $28 to the EMO fee noted in the revised budget.
- Planning year expenses were reduced in certain areas (staff and student recruitment for example) to maximize the $150,000 line of credit associated with the planning year.
- The years in the budget were adjusted to reflect a 2018 opening.

Supporting Documents

The following materials are referenced in the revised Athlos Academy of Reno charter application

Washoe County School District CRT Assessment Results

ELL

Group Summary Report

CRT (New NV Standards), Year 2015-2016, Grades 3-8

					Mathematics							Reading							
Group	Year	Grade	Number Enrolled	Number Tested	Mean Scale Score	% Proficient	% Above Target	% Emergent/ Developing	% Approaches Standard	% Meets Standard	% Exceeds Standard	Number Tested	Mean Scale Score	% Proficient	% Above Target	% Emergent/ Developing	% Approaches Standard	% Meets Standard	% Exceeds Standard
State	2015-2016	3	37925	37400	2423.3	44.9	TBD	28	27.1	29	15.9	37439	2420.3	46	TBD	27.7	26.2	24	22
ELL	2015-2016	3	9946	9887	2395.1	27.9	TBD	39.4	32.7	22.2	5.8	9891	2385	25.6	TBD	40	34.3	19	6.6
Not ELL	2015-2016	3	27979	27513	2433.4	51	TBD	23.9	25.1	31.4	19.6	27548	2432.9	53.3	TBD	23.3	23.3	25.8	27.5
WCSD	2015-2016	3	5447	5242	2431.4	48.9	TBD	24.2	27	30.2	18.7	5249	2423.5	47.3	TBD	26.8	25.9	23.5	23.8
ELL	2015-2016	3	1432	1396	2395.4	27.9	TBD	38.5	33.6	21.7	6.2	1397	2380.3	22.5	TBD	42.8	34.7	17.2	5.3
Not ELL	2015-2016	3	4015	3846	2444.5	56.5	TBD	19	24.5	33.3	23.2	3852	2439.1	56.3	TBD	21	22.7	25.8	30.5
State	2015-2016	4	36547	36012	2459.8	38	TBD	26.3	35.7	24.7	13.3	36070	2462.8	47.1	TBD	29.9	23	24.8	22.3
ELL	2015-2016	4	8567	8515	2426.2	19.1	TBD	41.2	39.7	15	4.1	8524	2420.6	24.8	TBD	47.6	27.5	18.7	6.1
Not ELL	2015-2016	4	27980	27497	2470.2	43.9	TBD	21.7	34.5	27.7	16.2	27546	2475.9	54	TBD	24.5	21.6	26.6	27.3
WCSD	2015-2016	4	5268	5068	2469.8	42.7	TBD	21.5	35.8	27.2	15.5	5073	2464.5	47.2	TBD	28.1	24.8	24.8	22.3
ELL	2015-2016	4	1253	1218	2426.3	16.6	TBD	40.1	43.3	13	3.6	1219	2411.3	18.5	TBD	51.8	29.8	15.3	3.1
Not ELL	2015-2016	4	4015	3850	2483.6	51	TBD	15.6	33.4	31.7	19.3	3854	2481.3	56.2	TBD	20.6	23.2	27.8	28.4
State	2015-2016	5	35855	35229	2485.6	32.2	TBD	36.7	31.1	17.6	14.6	35263	2500.1	50.6	TBD	25.9	23.5	32.7	17.9
ELL	2015-2016	5	5733	5671	2428.5	8.1	TBD	66.8	25.1	6.3	1.8	5675	2434.2	14.6	TBD	55.8	29.6	13.1	1.5
Not ELL	2015-2016	5	30122	29558	2496.5	36.9	TBD	30.9	32.3	19.8	17	29588	2512.7	57.6	TBD	20.2	22.3	36.5	21

WCSD	2015-2016	5	5101	4907	2499.5	38.2	TBD	31.2	30.6	18.8	19.4	4909	2504.8	53.1	TBD	23.3	23.6	35.3	17.8
ELL	2015-2016	5	779	738	2425.7	6	TBD	71.1	22.9	4.5	1.5	738	2427.8	9.6	TBD	61.5	28.9	8.9	0.7
Not ELL	2015-2016	5	4322	4169	2512.6	43.9	TBD	24.1	32	21.3	22.6	4171	2518.4	60.8	TBD	16.5	22.7	40	20.8
State	2015-2016	6	35000	34387	2498.4	30.3	TBD	36.8	32.9	18.8	11.5	34435	2508.7	41.9	TBD	27.7	30.4	32.5	9.4
ELL	2015-2016	6	4746	4672	2420.4	4.8	TBD	73.2	22	4	0.8	4681	2433.1	6.1	TBD	65.2	28.7	5.7	0.4
Not ELL	2015-2016	6	30254	29715	2510.7	34.3	TBD	31	34.6	21.1	13.2	29754	2520.6	47.6	TBD	21.8	30.6	36.7	10.9
WCSD	2015-2016	6	4892	4730	2526.9	41.8	TBD	26.1	32.1	23.9	17.9	4742	2526.8	50.2	TBD	19.3	30.6	38.2	12
ELL	2015-2016	6	566	544	2430.9	4.4	TBD	69.7	25.9	3.5	0.9	545	2436.9	3.9	TBD	61.1	35	3.9	0
Not ELL	2015-2016	6	4326	4186	2539.4	46.7	TBD	20.5	32.8	26.6	20.1	4197	2538.5	56.2	TBD	13.8	30	42.6	13.5
State	2015-2016	7	35316	34189	2509.4	29.3	TBD	39.8	30.9	18.2	11.1	34665	2540.8	46.9	TBD	24.8	28.3	35	11.8
ELL	2015-2016	7	4765	4702	2432	5.3	TBD	75.4	19.3	4.3	1	4711	2457.2	7.6	TBD	61.9	30.5	7.1	0.6
Not ELL	2015-2016	7	30551	29487	2521.8	33.1	TBD	34.2	32.7	20.5	12.7	29954	2553.9	53.1	TBD	19	28	39.5	13.6
WCSD	2015-2016	7	4983	4754	2535.4	38.4	TBD	28.7	32.8	22.2	16.3	4807	2554.9	53.2	TBD	18.1	28.8	40.2	13
ELL	2015-2016	7	596	567	2441.2	5.5	TBD	71.6	22.9	4.6	0.9	567	2461.3	6.9	TBD	61	32.1	6.7	0.2
Not ELL	2015-2016	7	4387	4187	2548.2	42.9	TBD	22.9	34.2	24.6	18.3	4240	2567.5	59.4	TBD	12.3	28.3	44.6	14.7
State	2015-2016	8	35973	28403	2497.3	17.6	TBD	54	28.3	12.7	4.9	34703	2552.2	47	TBD	26.1	26.9	35.9	11.2
ELL	2015-2016	8	4881	4679	2440.7	3.9	TBD	81.6	14.5	3.1	0.8	4747	2464	7.6	TBD	64.5	27.8	7.4	0.2
Not ELL	2015-2016	8	31092	23724	2508.4	20.4	TBD	48.6	31	14.6	5.7	29956	2566.2	53.3	TBD	20	26.7	40.4	12.9
WCSD	2015-2016	8	4983	3558	2510.4	21.1	TBD	48.4	30.5	15.3	5.8	4806	2568.7	53.8	TBD	18.9	27.2	41.1	12.7
ELL	2015-2016	8	726	685	2449.8	4.8	TBD	79.4	15.8	3.2	1.6	693	2478.5	8.5	TBD	56.6	34.9	8.2	0.3
Not ELL	2015-2016	8	4257	2873	2524.8	25	TBD	41	34	18.2	6.8	4113	2583.9	61.5	TBD	12.6	25.9	46.7	14.8

Averages:

ELL	13.01666667
Not ELL	55.775
State	46.58333333
WCSD	50.8

IEP

Group Summary Report

CRT (New NV Standards), Year 2015-2016, Grades 3-8

					Mathematics								Reading							
Group	Year	Grade	Number Enrolled	Number Tested	Mean Scale Score	% Proficient	% Above Target	% Emergent/ Developing	% Approaches Standard	% Meets Standard	% Exceeds Standard	Number Tested	Mean Scale Score	% Proficient	% Above Target	% Emergent/ Developing	% Approaches Standard	% Meets Standard	% Exceeds Standard
State	2015-2016	3	37925	37400	2423.3	44.9	TBD	28	27.1	29	15.9	37439	2420.3	46	TBD	27.7	26.2	24	22
ELL	2015-2016	3	9946	9887	2395.1	27.9	TBD	39.4	32.7	22.2	5.8	9891	2385	25.6	TBD	40	34.3	19	6.6
Not ELL	2015-2016	3	27979	27513	2433.4	51	TBD	23.9	25.1	31.4	19.6	27548	2432.9	53.3	TBD	23.3	23.3	25.8	27.5
WCSD	2015-2016	3	5447	5242	2431.4	48.9	TBD	24.2	27	30.2	18.7	5249	2423.5	47.3	TBD	26.8	25.9	23.5	23.8
ELL	2015-2016	3	1432	1396	2395.4	27.9	TBD	38.5	33.6	21.7	6.2	1397	2380.3	22.5	TBD	42.8	34.7	17.2	5.3
Not ELL	2015-2016	3	4015	3846	2444.5	56.5	TBD	19	24.5	33.3	23.2	3852	2439.1	56.3	TBD	21	22.7	25.8	30.5
State	2015-2016	4	36547	36012	2459.8	38	TBD	26.3	35.7	24.7	13.3	36070	2462.8	47.1	TBD	29.9	23	24.8	22.3
ELL	2015-2016	4	8567	8515	2426.2	19.1	TBD	41.2	39.7	15	4.1	8524	2420.6	24.8	TBD	47.6	27.5	18.7	6.1
Not ELL	2015-2016	4	27980	27497	2470.2	43.9	TBD	21.7	34.5	27.7	16.2	27546	2475.9	54	TBD	24.5	21.6	26.6	27.3
WCSD	2015-2016	4	5268	5068	2469.8	42.7	TBD	21.5	35.8	27.2	15.5	5073	2464.5	47.2	TBD	28.1	24.8	24.8	22.3
ELL	2015-2016	4	1253	1218	2426.3	16.6	TBD	40.1	43.3	13	3.6	1219	2411.3	18.5	TBD	51.8	29.8	15.3	3.1
Not ELL	2015-2016	4	4015	3850	2483.6	51	TBD	15.6	33.4	31.7	19.3	3854	2481.3	56.2	TBD	20.6	23.2	27.8	28.4
State	2015-2016	5	35855	35229	2485.6	32.2	TBD	36.7	31.1	17.6	14.6	35263	2500.1	50.6	TBD	25.9	23.5	32.7	17.9
ELL	2015-2016	5	5733	5671	2428.5	8.1	TBD	66.8	25.1	6.3	1.8	5675	2434.2	14.6	TBD	55.8	29.6	13.1	1.5
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WCSD	2015-2016	5	5101	4907	2499.5	38.2	TBD	31.2	30.6	18.8	19.4	4909	2504.8	53.1	TBD	23.3	23.6	35.3	17.8
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WCSD	2015-2016	6	4892	4730	2526.9	41.8	TBD	26.1	32.1	23.9	17.9	4742	2526.8	50.2	TBD	19.3	30.6	38.2	12
ELL	2015-2016	6	566	544	2430.9	4.4	TBD	69.7	25.9	3.5	0.9	545	2436.9	3.9	TBD	61.1	35	3.9	0
Not ELL	2015-2016	6	4326	4186	2539.4	46.7	TBD	20.5	32.8	26.6	20.1	4197	2538.5	56.2	TBD	13.8	30	42.6	13.5
State	2015-2016	7	35316	34189	2509.4	29.3	TBD	39.8	30.9	18.2	11.1	34665	2540.8	46.9	TBD	24.8	28.3	35	11.8
ELL	2015-2016	7	4765	4702	2432	5.3	TBD	75.4	19.3	4.3	1	4711	2457.2	7.6	TBD	61.9	30.5	7.1	0.6
Not ELL	2015-2016	7	30551	29487	2521.8	33.1	TBD	34.2	32.7	20.5	12.7	29954	2553.9	53.1	TBD	19	28	39.5	13.6
WCSD	2015-2016	7	4983	4754	2535.4	38.4	TBD	28.7	32.8	22.2	16.3	4807	2554.9	53.2	TBD	18.1	28.8	40.2	13
ELL	2015-2016	7	596	567	2441.2	5.5	TBD	71.6	22.9	4.6	0.9	567	2461.3	6.9	TBD	61	32.1	6.7	0.2
Not ELL	2015-2016	7	4387	4187	2548.2	42.9	TBD	22.9	34.2	24.6	18.3	4240	2567.5	59.4	TBD	12.3	28.3	44.6	14.7
State	2015-2016	8	35973	28403	2497.3	17.6	TBD	54	28.3	12.7	4.9	34703	2552.2	47	TBD	26.1	26.9	35.9	11.2
ELL	2015-2016	8	4881	4679	2440.7	3.9	TBD	81.6	14.5	3.1	0.8	4747	2464	7.6	TBD	64.5	27.8	7.4	0.2
Not ELL	2015-2016	8	31092	23724	2508.4	20.4	TBD	48.6	31	14.6	5.7	29956	2566.2	53.3	TBD	20	26.7	40.4	12.9
WCSD	2015-2016	8	4983	3558	2510.4	21.1	TBD	48.4	30.5	15.3	5.8	4806	2568.7	53.8	TBD	18.9	27.2	41.1	12.7
ELL	2015-2016	8	726	685	2449.8	4.8	TBD	79.4	15.8	3.2	1.6	693	2478.5	8.5	TBD	56.6	34.9	8.2	0.3
Not ELL	2015-2016	8	4257	2873	2524.8	25	TBD	41	34	18.2	6.8	4113	2583.9	61.5	TBD	12.6	25.9	46.7	14.8

Averages:

IEP:	13.89166667
Not IEP	53.13333333
State	46.58333333
WCSD	50.8

Ethnicity

CRT (New NV Standards), Year 2015-2016, Grades 3-8

		Mathematics										Reading						
Group	Grade	Number Enrolled	Number Tested	Mean Scale Score	% Proficient	% Above Target	% Emergent/ Developing	% Approaches Standard	% Meets Standard	% Exceeds Standard	Number Tested	Mean Scale Score	% Proficient	% Above Target	% Emergent/ Developing	% Approaches Standard	% Meets Standard	% Exceeds Standard
State	3	37925	37400	2423.3	44.9	TBD	28	27.1	29	15.9	37439	2420.3	46	TBD	27.7	26.2	24	22
Am In/AK Native	3	338	333	2400.1	28.2	TBD	36.6	35.1	19.8	8.4	335	2389.6	29.6	TBD	41.2	29.3	20.9	8.7
Black	3	4015	3930	2384.2	25.9	TBD	46.9	27.3	20.2	5.6	3938	2383.6	28.5	TBD	44	27.5	18.2	10.3
Hispanic	3	16300	16163	2407.5	35.4	TBD	33.9	30.7	26.1	9.4	16178	2402.5	36.1	TBD	33.4	30.5	22.5	13.5
White	3	12363	12131	2447.5	58.5	TBD	17.8	23.7	33.8	24.7	12143	2446.8	60.2	TBD	18.2	21.6	26.8	33.4
Two or More Races	3	2540	2496	2436.9	53.3	TBD	22.3	24.4	32.8	20.5	2497	2436.8	54.9	TBD	22.2	22.9	25.2	29.7
Asian	3	1816	1802	2472.3	71.1	TBD	9.8	19.1	37	34.2	1803	2463.7	69	TBD	11.6	19.4	29.3	39.7
Pacific Islander	3	553	545	2425.7	45.7	TBD	26.1	28.3	33	12.7	545	2421	45.1	TBD	23.9	31	25.7	19.4
WCSD	3	5447	5242	2431.4	48.9	TBD	24.2	27	30.2	18.7	5249	2423.5	47.3	TBD	26.8	25.9	23.5	23.8
Am In/AK Native	3	86	85	2397.3	24.7	TBD	34.1	41.2	20	4.7	85	2378.2	15.3	TBD	40	44.7	10.6	4.7
Black	3	122	108	2397.4	31.5	TBD	38.9	29.6	25	6.5	108	2386.6	26.9	TBD	43.5	29.6	16.7	10.2
Hispanic	3	2197	2134	2407.8	35.9	TBD	33.4	30.7	26.4	9.5	2137	2397.2	32.5	TBD	35.8	31.7	20.8	11.7
White	3	2418	2312	2451.2	60.5	TBD	16.6	22.9	33.8	26.6	2316	2447.5	61.2	TBD	18.4	20.3	27	34.2
Two or More Races	3	337	327	2439.3	51.1	TBD	20.2	28.7	30.9	20.2	327	2432.9	52.3	TBD	25.7	22	20.2	32.1
Asian	3	224	215	2479.7	73.5	TBD	7.4	19.1	36.7	36.7	215	2458	66	TBD	11.2	22.8	28.8	37.2
Pacific Islander	3	63	61	2405	29.5	TBD	29.5	41	23	6.6	61	2387.7	24.6	TBD	42.6	32.8	14.8	9.8
State	4	36547	36012	2459.8	38	TBD	26.3	35.7	24.7	13.3	36070	2462.8	47.1	TBD	29.9	23	24.8	22.3
Am In/AK Native	4	368	359	2424.3	20.3	TBD	44.6	35.1	16.7	3.6	360	2433.4	29.2	TBD	45.8	25	16.7	12.5
Black	4	3867	3766	2417.2	17.9	TBD	46.2	35.9	14.2	3.7	3784	2421.4	28	TBD	48.5	23.5	18	9.9
Hispanic	4	15476	15346	2442.7	27.9	TBD	32.9	39.2	20.3	7.6	15359	2444.4	37.7	TBD	36.5	25.7	23.3	14.4
White	4	12166	11931	2486.5	52.8	TBD	15	32.2	31.9	21	11948	2490.1	60.7	TBD	18.8	20.5	28	32.6

Two or More Races	4	2355	2315	2474.5	45.7	TBD	19.3	35	29.1	16.6	2321	2481.8	56.4	TBD	23	20.6	26.9	29.4
Asian	4	1795	1781	2504.8	61.7	TBD	9.9	28.4	32.2	29.5	1783	2506.1	68.1	TBD	14.4	17.5	27.6	40.5
Pacific Islander	4	520	514	2465.3	38.7	TBD	22	39.3	24.3	14.4	515	2465.3	48.9	TBD	28.9	22.1	26	22.9
WCSD	4	5268	5068	2469.8	42.7	TBD	21.5	35.8	27.2	15.5	5073	2464.5	47.2	TBD	28.1	24.8	24.8	22.3
Am In/AK Native	4	79	77	2426.9	20.8	TBD	42.9	36.4	13	7.8	77	2427.5	28.6	TBD	49.4	22.1	19.5	9.1
Black	4	106	92	2436.8	25	TBD	33.7	41.3	18.5	6.5	92	2434.4	31.5	TBD	40.2	28.3	18.5	13
Hispanic	4	2118	2059	2445.3	27.4	TBD	31.1	41.4	20.3	7.1	2061	2437	32.7	TBD	38.7	28.7	20.9	11.7
White	4	2366	2267	2491.1	56.1	TBD	13	30.9	34.2	21.9	2270	2488.4	59.3	TBD	18.2	22.5	28.7	30.7
Two or More Races	4	282	269	2482.1	48.7	TBD	15.6	35.7	27.9	20.8	269	2477.8	53.9	TBD	24.5	21.6	23.4	30.5
Asian	4	245	233	2504.6	62.2	TBD	8.6	29.2	31.8	30.5	233	2498.8	67.4	TBD	15.5	17.2	30.9	36.5
Pacific Islander	4	72	71	2430.3	19.7	TBD	38	42.3	14.1	5.6	71	2415	26.8	TBD	53.5	19.7	14.1	12.7
State	5	35855	35229	2485.6	32.2	TBD	36.7	31.1	17.6	14.6	35263	2500.1	50.6	TBD	25.9	23.5	32.7	17.9
Am In/AK Native	5	356	341	2458.8	18.5	TBD	50.4	31.1	10.9	7.6	341	2469.8	36.1	TBD	38.1	25.8	27.3	8.8
Black	5	3855	3764	2439.9	13.3	TBD	59	27.7	9	4.3	3773	2463.4	33.1	TBD	41.5	25.4	25.3	7.8
Hispanic	5	15125	14951	2466.6	22.3	TBD	44.9	32.8	14.1	8.2	14964	2481.9	41.2	TBD	31.8	27	30.5	10.7
White	5	11925	11634	2514.6	46.3	TBD	23	30.7	23.7	22.6	11642	2525.7	63.8	TBD	16.3	20	36.9	26.8
Two or More Races	5	2221	2187	2500.8	39.6	TBD	30.4	29.9	19.8	19.9	2191	2517.2	58.6	TBD	20.1	21.4	35	23.6
Asian	5	1865	1851	2536.6	55.6	TBD	16	28.4	22.7	32.9	1850	2546	73.4	TBD	11.6	15.1	37.7	35.6
Pacific Islander	5	508	501	2485.9	33.1	TBD	35.3	31.5	23.2	10	502	2501.1	51.4	TBD	25.9	22.7	32.9	18.5
WCSD	5	5101	4907	2499.5	38.2	TBD	31.2	30.6	18.8	19.4	4909	2504.8	53.1	TBD	23.3	23.6	35.3	17.8
Am In/AK Native	5	102	99	2471.6	22.2	TBD	45.5	32.3	10.1	12.1	99	2479.4	41.4	TBD	31.3	27.3	32.3	9.1
Black	5	129	120	2451.2	20.8	TBD	55	24.2	17.5	3.3	120	2467.7	35	TBD	38.3	26.7	30.8	4.2
Hispanic	5	2009	1943	2471.8	24.1	TBD	43.2	32.7	14.3	9.8	1944	2477.6	38.3	TBD	32.8	28.9	30.3	8
White	5	2288	2202	2523.1	50.2	TBD	19.9	29.9	22.9	27.3	2203	2528.2	65.7	TBD	14.7	19.6	39.8	26
Two or More Races	5	302	286	2515.5	46.9	TBD	27.3	25.9	19.6	27.3	286	2522.8	60.8	TBD	18.9	20.3	36.4	24.5
Asian	5	218	207	2537.6	54.1	TBD	17.4	28.5	22.2	31.9	207	2531.3	68.6	TBD	14	17.4	41.1	27.5
Pacific Islander	5	53	50	2456.2	18	TBD	52	30	14	4	50	2457.4	28	TBD	46	26	20	8
State	6	35000	34387	2498.4	30.3	TBD	36.8	32.9	18.8	11.5	34435	2508.7	41.9	TBD	27.7	30.4	32.5	9.4
Am In/AK Native	6	358	347	2478.5	19	TBD	43.8	37.2	14.1	4.9	345	2487.6	24.9	TBD	35.1	40	22	2.9
Black	6	3650	3543	2441.7	11.5	TBD	62	26.5	8.4	3.1	3542	2467.3	22.4	TBD	47.1	30.4	19	3.4

Hispanic	6	14827	14615	2477.4	20.7	TBD	45	34.4	14.7	6	14643	2490.3	32	TBD	34	34	27.3	4.7
White	6	11618	11391	2530.5	43.7	TBD	22.9	33.3	25.8	17.9	11412	2534.2	55.5	TBD	17.4	27.1	41.3	14.2
Two or More Races	6	2095	2060	2511.2	35	TBD	31	34.1	21.3	13.7	2054	2523	49.1	TBD	22.1	28.8	36.5	12.6
Asian	6	1935	1922	2562.3	55.9	TBD	15.6	28.5	24.9	31	1930	2562.1	69	TBD	10.6	20.4	42.7	26.2
Pacific Islander	6	517	509	2500.1	29.1	TBD	34.4	36.5	19.4	9.6	509	2506.4	38.7	TBD	26.5	34.8	31.2	7.5
WCSD	6	4892	4730	2526.9	41.8	TBD	26.1	32.1	23.9	17.9	4742	2526.8	50.2	TBD	19.3	30.6	38.2	12
Am In/AK Native	6	92	89	2483.1	19.1	TBD	38.2	42.7	15.7	3.4	89	2495.8	27	TBD	27	46.1	24.7	2.2
Black	6	98	90	2485.6	28.9	TBD	42.2	28.9	20	8.9	90	2498.5	33.3	TBD	34.4	32.2	25.6	7.8
Hispanic	6	1936	1886	2498.6	27.7	TBD	36.6	35.6	18	9.8	1888	2502.3	35.7	TBD	26.4	37.9	30.3	5.4
White	6	2211	2132	2550.2	53.6	TBD	17.5	28.9	29.4	24.2	2136	2546.1	61.9	TBD	13.4	24.7	45.1	16.8
Two or More Races	6	285	275	2540.4	46.5	TBD	22.5	30.9	21.1	25.5	275	2542.3	57.5	TBD	16	26.5	37.8	19.6
Asian	6	213	204	2571.4	62.7	TBD	10.8	26.5	31.9	30.9	209	2563.7	71.3	TBD	8.1	20.6	50.7	20.6
Pacific Islander	6	57	54	2499.8	25.9	TBD	29.6	44.4	22.2	3.7	55	2502.1	40	TBD	21.8	38.2	38.2	1.8
State	7	35316	34189	2509.4	29.3	TBD	39.8	30.9	18.2	11.1	34665	2540.8	46.9	TBD	24.8	28.3	35	11.8
Am In/AK Native	7	334	318	2486.6	18.6	TBD	50.6	30.8	12.6	6	317	2518.2	34.4	TBD	31.9	33.8	27.8	6.6
Black	7	3790	3635	2457.6	12.1	TBD	62.6	25.3	8.9	3.2	3660	2496.7	26.8	TBD	42.7	30.5	22.2	4.6
Hispanic	7	14689	14446	2486.8	19.8	TBD	48.8	31.5	13.9	5.9	14525	2520.6	36.7	TBD	31.1	32.2	29.9	6.8
White	7	11865	11376	2542	42.3	TBD	25.9	31.9	25.3	17	11605	2568.9	60.7	TBD	14.8	24.5	43	17.6
Two or More Races	7	2091	2001	2524.5	34.3	TBD	32.3	33.4	20.7	13.6	2037	2557.9	55.9	TBD	18.5	25.6	41.3	14.6
Asian	7	2010	1890	2573.8	55.3	TBD	18.1	26.6	25.7	29.6	1992	2592.8	71.1	TBD	10.5	18.4	43.5	27.7
Pacific Islander	7	537	523	2507.9	24.3	TBD	38.6	37.1	17.4	6.9	529	2535	43.9	TBD	23.1	33.1	37.6	6.2
WCSD	7	4983	4754	2535.4	38.4	TBD	28.7	32.8	22.2	16.3	4807	2554.9	53.2	TBD	18.1	28.8	40.2	13
Am In/AK Native	7	76	73	2509.7	28.8	TBD	37	34.2	19.2	9.6	73	2527.7	38.4	TBD	31.5	30.1	30.1	8.2
Black	7	111	106	2490.3	22.6	TBD	47.2	30.2	17.9	4.7	107	2521.7	35.5	TBD	33.6	30.8	29.9	5.6
Hispanic	7	1987	1929	2505.1	24.2	TBD	40.9	35	16.1	8.1	1933	2530.3	39.9	TBD	25.1	35	33.5	6.4
White	7	2234	2099	2560.2	49.7	TBD	18.7	31.5	27.7	22.1	2137	2576.6	64.7	TBD	11.5	23.8	46.1	18.6
Two or More Races	7	291	275	2555.3	46.2	TBD	18.5	35.3	21.8	24.4	279	2570.9	62.7	TBD	11.8	25.4	47.7	15.1
Asian	7	233	222	2579.1	59.5	TBD	16.7	23.9	27.5	32	228	2575.9	64.9	TBD	12.3	22.8	45.2	19.7
Pacific Islander	7	51	50	2495.9	26	TBD	40	34	18	8	50	2508.1	26	TBD	36	38	18	8
State	8	35973	28403	2497.3	17.6	TBD	54	28.3	12.7	4.9	34703	2552.2	47	TBD	26.1	26.9	35.9	11.2

Am In/AK Native	8	345	303	2486.6	13.9	TBD	57.8	28.4	7.9	5.9	329	2532.1	38	TBD	30.4	31.6	31	7
Black	8	3875	3380	2454.4	6.4	TBD	73.4	20.2	5.2	1.2	3699	2505.1	26.6	TBD	43.7	29.7	22.8	3.8
Hispanic	8	15128	12879	2482	12.1	TBD	61	27	9.3	2.7	14778	2531.5	37.3	TBD	32.7	29.9	30.9	6.5
White	8	11991	8675	2525.6	26.5	TBD	40.8	32.7	18.5	8	11433	2582.1	60.6	TBD	15.9	23.4	43.5	17.2
Two or More Races	8	1989	1500	2511.6	21	TBD	47.3	31.7	15.1	5.9	1911	2569.7	54.6	TBD	19.4	26	41.5	13.1
Asian	8	2104	1234	2555.8	40.2	TBD	30.9	28.9	25.5	14.7	2025	2606.8	72	TBD	10.4	17.6	47.7	24.3
Pacific Islander	8	541	432	2510.4	21.8	TBD	47.5	30.8	15.7	6	528	2556.1	48.9	TBD	20.5	30.7	39.4	9.5
WCSD	8	4983	3558	2510.4	21.1	TBD	48.4	30.5	15.3	5.8	4806	2568.7	53.8	TBD	18.9	27.2	41.1	12.7
Am In/AK Native	8	84	66	2491	13.6	TBD	56.1	30.3	7.6	6.1	79	2539.1	39.2	TBD	25.3	35.4	30.4	8.9
Black	8	107	88	2477.7	14.8	TBD	61.4	23.9	11.4	3.4	99	2533.7	35.4	TBD	33.3	31.3	31.3	4
Hispanic	8	2030	1655	2490.1	13.8	TBD	58.4	27.8	10.3	3.5	1967	2540.2	40.2	TBD	27.4	32.4	33.9	6.4
White	8	2194	1387	2533	28.6	TBD	36.8	34.5	20.7	7.9	2111	2594.2	66.3	TBD	11.2	22.5	47.6	18.8
Two or More Races	8	298	197	2521.8	26.4	TBD	43.7	29.9	19.8	6.6	285	2582.5	60.7	TBD	14.7	24.6	45.6	15.1
Asian	8	213	120	2554.1	37.5	TBD	33.3	29.2	23.3	14.2	208	2597.5	65.9	TBD	10.6	23.6	49	16.8
Pacific Islander	8	57	45	2486.1	13.3	TBD	62.2	24.4	8.9	4.4	57	2537.5	36.8	TBD	28.1	35.1	33.3	3.5

Averages

Am/Indian	20.64166667	White	47.4
Asian	57.44166667	Two or More Races	41.225
Black	19.225	State	32.05
Hispanic	24.275	WCSD	38.51666667
Pacific Islander	27.09166667		

School Policies

Parental Involvement

PURPOSE

The purpose of this policy is to comply with federal law to encourage a school-home partnership that will help all students at Athlos Academy succeed.

POLICY

A. The Governing Board will direct the Lead School Administrator or designee to develop jointly with, agree upon with, and distribute to, parent/guardian(s) of Athlos students this policy that will be incorporated into Athlos Academy's *Title I, Parental Involvement* plan.

B. Athlos Academy's *Title I, Parental Involvement* plan will:
   1. Provide the coordination, technical assistance, and other support necessary to assist Athlos Academy in planning and implementing an effective school-home partnership;
   2. Build the schools' and parent/guardians' capacity for strong parental involvement;
   3. Conduct, with the involvement of parent/guardian(s), an annual evaluation of the content and effectiveness of the parental involvement policy and identify barriers to greater participation, particularly with parent/guardian(s) who are economically disadvantaged, disabled, have limited literacy or English proficiency, or who are of a racial or ethnic minority.
   4. Use the findings of the evaluations to design strategies for improving and revising, if necessary, the school-level parental involvement plan; and
   5. If Athlos Academy's *Title I, Parental Involvement* plan is not satisfactory to the parent/guardian(s) of participating children, the school will submit any comments from parent/guardian(s) with the plan when the plan is submitted to the state.

C. To carry out the requirements of parental involvement, Athlos Academy will provide full opportunities for the participation of parent/guardian(s) with limited English proficiency or with disabilities, including providing information and school profiles in a language and form that is understandable by the parent/guardian(s).

   1. This policy ensures that information about school and parent meetings, programs, and activities is sent home in the language used in the homes of the participating children.

D. Athlos Academy shall develop with parent/guardian(s) a school/parent compact that outlines how parent/guardian(s), staff, and students will share the responsibility for improved student achievement and attainment of state standards.

E. As partners in the educational process, parent/guardian(s) will be asked in the compact:
   1. To set rules, times, and limits so children go to bed early on school nights; arrive at school on time and are picked up on time at the end of the day; complete class assignments on time; and eat a nutritious breakfast and lunch each day (no soda or candy).
   2. To actively participate in school activities, fundraisers, Student Led conferences, Back-to-School Night, and Open House.
   3. To attend school events with their children.
   4. To see that students cares for school property and take ownership of any damage to school books or property due to carelessness or neglect by paying for that damage.
   5. To notify the school with a phone call by 9:00 a.m. when a student is absent.
   6. To inform the school of any special situation regarding the student's well-being, safety and health.
   7. To complete and return to school any requested information promptly.

F. This policy will be updated periodically to meet the changing needs of parent/guardian(s) and the school.

Community Use of School Facilities Policy

1) **POLICY**

a) School facilities are available for public use at the discretion of the Lead School Administrator and under the following conditions:

i) The proposed use concerns supervised civic, educational, recreational, or community activities.

ii) The proposed use does **not** interfere with Athlos Academy's program or school activities at the time of scheduling, and shall be subject to change or cancellation should the school require the space.

iii) Long- term contracts may be negotiated and shall be approved by both the Lead School Administrator and the Governing Board, and shall include a rental fee, service fees (custodial, etc.), and proof of liability insurance.

2) **PROCEDURE**

a) School facilities use shall be supervised under the following conditions:

i) The organization/individual(s) using the facilities shall provide supervision at no less than 1 adult to 25 children;

ii) The organization/individual(s) shall ensure that order is maintained for the duration of the event(s), including arrival to and dismissal from the grounds.
(1) All supervising adults shall be 18 or older.

(2) All supervising adults as well as any additional adults with unsupervised access to children shall pass a background check prior to approval of the application. Proof of background clearance shall be on file with all approved applications.

(3) Responsibility for injury, incident, or damage to school property shall be assumed by the organization/individual(s) using the school space. A signed waiver and/or proof of insurance shall be kept on file with all approved applications.

b) School facilities use by the public shall be approved by the Lead School Administrator with the guidance and advisement of the Board of Directors under the following conditions.
(1) Applications shall be made at least four-weeks prior to an event or the first occurrence of a repeating event, and shall be approved by the Lead School Administrator.
(2) The Application shall describe days, times, areas of the building, and any specific equipment (such as furniture) the organization is allowed to use. The organization or group shall be held accountable to ensure that the terms are followed.
(3) Fees for use of school facilities may be charged, shall be determined by the Lead School Administrator, and shall take into consideration building security, public safety, cost to the school and any other factors unique to the Applicant's proposed use.
(4) The Application shall outline cleaning responsibilities of the Applicant and an agreement by the applicant to reimburse the school for any cleaning costs.

Parent-Teacher Organization Policy

1) **PURPOSE**
   a) This policy establishes the responsibilities and guidelines to be followed by an approved Parent-Teacher Organization.
2) **DEFINITIONS**

   a) Approved Parent-Teacher Organization: An organization consisting of parents of students attending Athlos Academy of Reno and school staff that follows the guidelines outlined in this policy in exchange for rights outlined in this policy. An approved Parent-Teacher Organization is considered a school-allowed group.

3) **POLICY**

   a) Purpose of a Parent-Teacher Organization:
      1. The Governing Board encourages the formation and operation of approved parent-teacher organizations at Athlos Academy of Reno to provide financial support and volunteer assistance to the school.

      2. An approved parent-teacher organization should:
         i. Support the mission and vision and educational programs of Athlos Academy of Reno;

         ii. Support collaborative relationships between parents or other caregivers and the staff and faculty of Athlos Academy of Reno;

         iii. Support the teachers and administration of Athlos Academy of Reno; and

         iv. Raise funds to support these goals.

   b) In order to become and remain an Approved Parent-Teacher Organization, an organization must:

      i) Submit to the Governing Board Bylaws and Operating Procedures that outline:
         (1) The officer positions within the organization and their terms and means of election;
         (2) A mission statement that aligns with the purposes in Section A;
         (3) Membership guidelines that are non-discriminatory;
         (4) Provisions for the maintenance of liability insurance; and
         (5) Internal financial controls and policies that, at a minimum, require the organization to have its own bank account, to not store money on school grounds, and to require two signatures for disbursements.

4) Financial control procedures shall be approved by Athlos Academies' Director of School Finance.
   i) Submit to the Governing Board any amendments to the Bylaws or Operating Procedures, as well as names, positions, and contact information for current officers.

   ii) Agree to comply with Governing Board Policies, including the following:
      (1) Background Checks

(2) Visitors

(3) School Facilities Use

(4) Fundraising

(5) Grant Writing

(6) Student Records Confidentiality

(7) Confidentiality of Employee Records

b) In exchange for agreeing to follow the above guidelines, an organization may be approved by the Governing Board as an approved Parent-Teacher Organization.

c) As an approved Parent-Teacher Organization, an organization is entitled to:

i) Status as a school-approved organization;

ii) Use of the school's name, logo, and/or mascot subject to approval by the Lead School Administrator; and

iii) Distribution of PTO correspondence through school communications channels with prior approval by the Lead School Administrator or designee.

d) The Governing Board shall only endorse one organization as an approved Parent-Teacher Organization at any given time.

Safety Plan

See the Big Picture

Keeping the children in our care safe is a primary duty for every school. Athlos schools implement several safety measures, including:

- A safe walking/biking plan
- A visitor background check program (Raptor)
- Facilities safety measures
- A safe drop-off and dismissal plan for drivers and students (Driveline)
- A comprehensive school safety plan (School Safety Plan)

The school leader works diligently with Athlos HQ, community volunteers, and city officials to ensure each of these safety measures are well-designed and work together.

While your school leader will take care of the first 4 bullet points, the comprehensive school safety plan, sometimes called a crisis management plan, is best developed with a team. Thank you for volunteering to help! This plan is a crucial part of the big picture of student safety at Athlos.

This course is intended to walk you through the process of finalizing the plan. You'll meet together 6 times to complete 9 exercises, and your work will result in 4 final products.

Understand Your Role

As many teams are involved with the development of this plan, let's review the roles each team plays in the big picture.

- Community Volunteer Team - This is you! Your role is to complete9 exercises that make this plan specific to your school and your community. These details are the core of the plan.
- Athlos School Success Team - This team, based in Boise, has developed
- a process to guide the community volunteer team to a high quality final product. Our role is to prepare a draft and final copies of your plan based on the work you do in the exercises.
- Emergency Responders - Once the plan is drafted, your team will invite members of your local emergency responders (firefighters or police officers or EMTs, etc.) to review and give final feedback on the plan.
- Incident Command Team - This is a school-based team with specific roles and responsibilities for leading the school's actions in the event of an
- emergency. Assigning specific names to each defined role is one of the exercises the community volunteer team will complete.
- Governing Board - The school's governing board ultimately needs to adopt the plan. The governing board is bound by the regulations of open meetings law, and will need this plan on their meeting agenda as an action item no later than their regularly scheduled July meeting.
- Administrative Team - Your school's administrative team is tasked with overseeing that the development of the safety plan stays on schedule and that teachers are trained, families are informed, and students practice. This team is also responsible for reviewing the plan each year.

Review the Sections of the Plan

The school safety plan defines various hazards and threats that might occur at the school, and outlines what to do if such events actually happen. It summaries the role that each type of person in the school community plays in preparing for, getting through, and recovering from any emergencies that might occur. It also outlines a clearly defined chain of command including emergency responders in the event of a crisis.

The basic sections of the school safety plan include:

Section I. Office Staff Tools

Includes the emergency drill tracking form, emergency contact information sheet, etc.

Section II. School Safety Plan

Includes the roles and responsiblities sheet, the warning and communication plan, training assignments, etc.

This section of the plan considers how warnings about emergencies might be received by the school, how that information will travel throughout the school, and how communications are delivered to emergency responders, communities, and families. It also considers how training and practicing will take place.

Section III. Recovery and Resources

Includes the emergency recovery plan, handouts for families about how children process grief, training materials for teachers to help them look for signs of students who may need counseling services, etc.

Section IV. Action Plans

While we can prepare for the most common threats and hazards, we cannot predict every emergency. For that reason, this section highlights the 5 basic action plans that teachers and students need to practice. The action plans are:

1. Active Intruder
2. Fire Evacuation
3. Lockdown
4. Shelter in Place
5. Family Reunification

These 5 action plans are the basic elements of each of the threats and hazards protocols (described below). Knowing these 5 action plans will prepare teachers for an unpredictable emergency in which he/she may have to use professional discretion to navigate an emergency with the greatest degree of safety.

Section V. Threats and Hazards Protocols

These protocols consider the most common emergencies and establish a plan that outlines an order of action specific to that threat. Threats and hazards are divided into 4 categories:

1. Natural
2. Technological
3. Biological
4. Human-Caused

This part of the plan considers a before, during, and after aspect of the most likely kinds of emergencies in each of these 4 categories. These protocols reference the 5 action plans.

For example, a protocol for an earthquake may include the shelter in place action plan followed by the fire evacuation action plan, and may have a few steps specific to earthquakes in between.

Pillar Implementation Guide

PILLAR IMPLEMENTATION GUIDE

Three pillars define the Athlos model: **Prepared Mind, Healthy Body, and Performance Character**. Under each pillar, there are 12 strategies broken down into the categories of **Curriculum, Instruction, Assessment, and Family and Community**. Additionally, Athlos has designated eight school-wide structures which are key elements of our model that impact all three pillars. (See Pillar Mission, Beliefs, and Strategies document.)

Building an excellent school takes time. Realizing that this process is not easy, Athlos Academies has established a rubric-based implementation system to help you master these strategies and structures one step at a time.

NAVIGATING THE GUIDE

ORIENTING YOURSELF TO THE RUBRICS:

This implementation guide contains 44 rubrics. There is one rubric for each strategy within each of the three pillars and one for each of the school-wide structures. Think of these rubrics as your road map to excellent implementation.

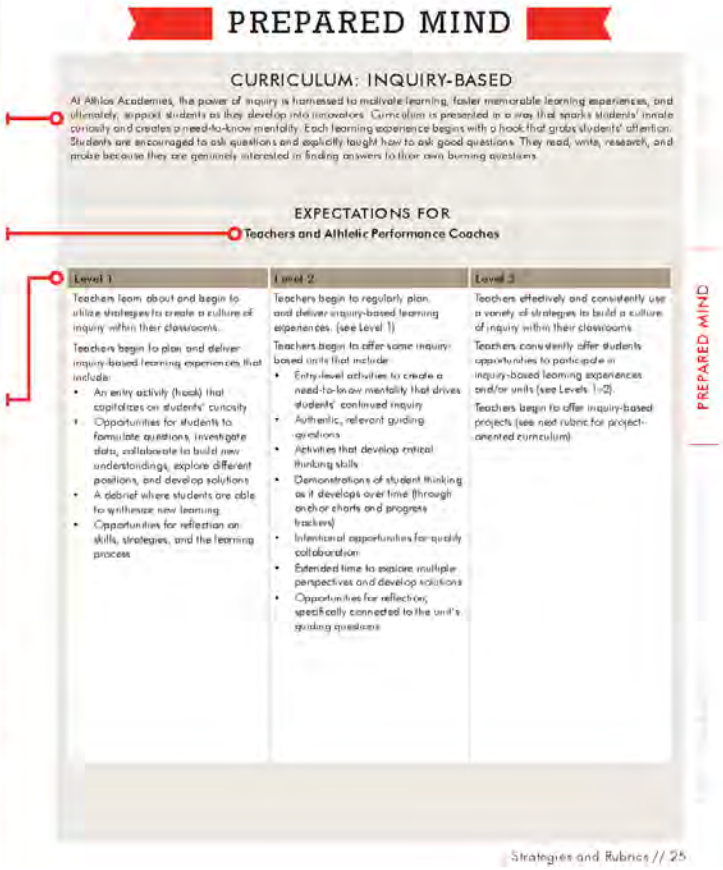
Above the rubric for each strategy, you will find a paragraph-long description of that strategy.

Each rubric is divided into two parts. The first part lists responsibilities of school leaders which include: administrators, instructional coaches, Performance Character coaches, and lead athletic performance coaches. The second rubric lists the responsibilities of teachers and athletic performance coaches.

The rubrics are further divided into three levels: Level 1, Level 2, and Level 3. The activities listed in level three represent what that strategy would look like when it is fully implemented. No school is expected to be at this advanced level right away. Levels 1–2 describe a step-by-step progression that, if followed, will help you achieve the advanced level over time.

PURPOSE OF THE RUBRICS:

The purpose of these rubrics is to guide the implementation of each strategy, allow for self-assessment, and focus individual/group goal-setting. School leaders and the Athlos home court team will use the rubrics to support the implementation of each strategy, plan professional development, and help schools or individuals set and achieve their goals.



PREPARED MIND

CURRICULUM: INQUIRY-BASED

At Athlos Academies, the power of inquiry is harnessed to motivate learning, foster memorable learning experiences, and ultimately, support students as they develop into innovators. Curriculum is presented in a way that sparks students' innate curiosity and creates a need-to-know mentality. Each learning experience begins with a hook that grabs students' attention. Students are encouraged to ask questions and explicitly taught how to ask good questions. They read, write, research, and make because they are genuinely interested in finding answers to their own burning questions.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers learn about and begin to utilize strategies to create a culture of inquiry within their classrooms. Teachers begin to plan and deliver inquiry-based learning experiences that include: • An entry activity (hook) that capitalizes on students' curiosity • Opportunities for students to formulate questions, investigate data, collaborate to build new understandings, explore different positions, and develop solutions • A debrief where students are able to synthesize new learning • Opportunities for reflection on skills, strategies, and the learning process	Teachers begin to regularly plan and deliver inquiry-based learning experiences. (see Level 1) Teachers begin to offer some inquiry-based units that include: • Entry-level activities to create a need-to-know mentality that drives students' continued inquiry • Authentic, relevant guiding questions • Activities that develop critical thinking skills • Demonstrations of student thinking as it develops over time (through anchor charts and progress trackers) • Intentional opportunities for quality collaboration • Extended time to explore multiple perspectives and develop solutions • Opportunities for reflection, specifically connected to the unit's guiding questions	Teachers effectively and consistently use a variety of strategies to build a culture of inquiry within their classrooms. Teachers consistently offer students opportunities to participate in inquiry-based learning experiences and/or units (see Levels 1–2). Teachers begin to offer inquiry-based projects (see next rubric for project-oriented curriculum).

PREPARED MIND

Strategies and Rubrics // 25

USING THE RUBRICS

HOW TO READ THE RUBRICS:

In any one school year, you will be expected to focus only on the strategies that you have been trained on or that have been deemed by your school leaders to be a focus. It is unrealistic to attempt mastery of all 36 strategies and all eight school-wide structures in one year.

While the rubrics are meant to be read from left to right, it may be beneficial to begin by reading the description of Level 3 to get a vision of the goal you will be working toward. Then, focus on Level 1 and try to master all of those tasks before moving on to Level 2. If you think you have mastered all of the Level 1 tasks for a particular strategy, focus your energy on Level 1 tasks in another strategy before moving on to any Level 2 tasks.

CHECKLIST FOR IMPLEMENTATION:

After you learn about each strategy, use the rubric like a checklist to guide your implementation. Staff trainings are planned to support the implementation of each strategy. Resources are available at your school and on Canvas to support your work. Focus only on the strategies that you have been trained on.

SELF-ASSESSMENT, REFLECTION, AND GOAL SETTING:

The final pages of this implementation guide contain self-assessment/goal-setting templates for you. Begin by assessing your current level of implementation for all of the strategies within a pillar. Use the rubric for each strategy to understand what Level 1, Level 2, or Level 3 look like. Thinking about consistent, high-quality implementation of each strategy, be honest about the level in which you are currently operating at least 75 percent of the time.

Once you have assessed your implementation level for each of the strategies within a pillar, use the back side of the template to focus your reflection/goal-setting on just one or two strategies. Take time to reflect on what is working/not working related to your focal strategies. List evidence of your current level of implementation (or you could list the evidence that you plan to collect) and then set one to two specific, realistic, measurable goals.

Use your self-assessment, reflection, and goals to initiate conversations with the leadership team at your school and your PLC. Discuss the training you might need and collaborate on ways to support each other with strategy-implementation.

Self-assessment should occur at least twice a year. However, depending on your personal, team, or school goals, this self-assessment/reflection process could occur more frequently.

PROGRESS THROUGH THE RUBRICS:

Once you are consistently meeting all of the Level 1 criteria for a specific strategy, you are ready to move on to Level 2. Content presented during staff trainings will continue to support your work.

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PILLAR MISSION, BELIEFS, & STRATEGIES

PILLAR MISSION: The Athlos three pillar approach weaves together a model for educational excellence. Believing that intelligence, athleticism, and character are malleable, a growth mindset is integral to the design. Prepared Mind, Healthy Body, and Performance Character all depend on each other to help students reach their maximum potential and build strong schools and communities.

PREPARED MIND

Overarching Statement: A Prepared Mind is adaptable, reflective, and ready to embrace new challenges.

Beliefs

- Curriculum provides authentic opportunities for students to construct understanding, think critically, and collaborate.
- The best instructional practices spark curiosity, positively engage all students, and consider different types of learners.
- Healthy assessment practices involve clear directions, effective feedback and explicit steps towards mastery.
- Family and community involvement in the academic process leads to more successful students.

Strategies

Curriculum
- Inquiry-based
- Project-based
- Integrated (interwoven, interdisciplinary, connected)

Instruction
- Culture of growth and positivity
- Active, student-centered
- Technology strategically utilized

Assessment
- Learning targets frame learning
- Formative and summative tasks used to inform instruction
- Effective use of data

Family & Community
- Consistent, quality communication
- Family engagement in the learning process
- Use of community experts

HEALTHY BODY

Overarching Statement: Mind and body are inextricably linked.

Beliefs

- Structured athletic curriculum and creative play develop physical literacy.
- Coaches help develop student athleticism through positive and effective instruction.
- Assessments are integrated routinely and promote student growth in fitness and athleticism.
- A culture of wellness is developed as families and communities partner to support healthy lifestyles.

Strategies

Curriculum
- Athlos athletic curriculum knowledge and methodology
- Unstructured free play
- Integration of Healthy Body into classroom content

Instruction
- Culture of growth and positivity
- Differentiated instruction
- Modeling effective practices

Assessment
- Athlos athletic curriculum assessment protocols
- Formative and summative tasks used to inform instruction
- Student disposition data

Family & Community
- Extracurricular activities
- Community and wellness events
- Promote school team building

PERFORMANCE CHARACTER

Overarching Statement: Performance Character is a key indicator of future success.

Beliefs

- Performance Character curriculum gains relevancy when integrated into every facet of a student's school day.
- Safe, engaging classrooms result when teachers weave Performance Character into their daily instruction.
- Self-assessing Performance Character builds student mindfulness, motivation, and metacognition.
- The greatest Performance Character growth occurs when families and communities partner with schools to support and mentor students.

Strategies

Curriculum
- Kickoffs
- Huddles
- Prepared Mind and Healthy Body integration

Instruction
- Performance Character building protocols
- Integrated trait opportunities
- Performance Character based classroom management and modeling

Assessment
- Self-assessments
- Celebrations of growth
- Performance Character showcase presentations

Family & Community
- Trait conversations
- Performance Character community events
- Athlos Roots integration

SCHOOL-WIDE STRUCTURES

Athlos schools have school-wide structures in place that support excellence. These structures represent key components of the model that occur across all three pillars. Full implementation of these structures are evidenced by positive school culture, high expectations for both staff and students, clear communication with the community, and progressive implementation of the pillars.

THE EIGHT SCHOOL-WIDE STRUCTURES

Athlos behavioral support system

Standards-based grading

Student-led conferences

Student portfolio system

Teacher professionalism

Professional learning communities (PLCs)

Student work exhibitions

School portfolios



School-wide structures are not limited to one particular pillar. Instead they are interwoven throughout the Athlos model to create a positive school culture and set school-wide expectations.

SCHOOL-WIDE STRUCTURES

BEHAVIORAL SUPPORT SYSTEM

Establishing a safe, caring environment with a focus on learning frames the Athlos behavioral support system. The school staff consistently follows behavior protocols to ensure common understanding. Recognizing the importance of teacher presence, norms, routines, and communication, classroom management is seen holistically and results in a respectful, engaging learning environment. Athlos schools utilize restorative practices when dealing with misbehavior.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders provide training for teachers about purpose and process for using restorative practices and Positive Behavioral Interventions and Support (PBIS). Leaders explain purpose and process for using PBIS and restorative practices with parents and families and ensure that families attend. Leaders provide resources for students and teachers that support an understanding of the school's behavioral support system. Leaders collect data on behavioral incidents and reflect on management of student offenses. Leaders debrief on the effectiveness of PBIS and restorative practices and strategize next steps to improve implementation. Leaders guide the implementation of Tier 1 PBIS.	Leaders provide training for teachers regarding effective PBIS and restorative practices integration. Leaders inform parents about the intricacies of PBIS and restorative practices, finding opportunities for families to practice and find ways to integrate both PBIS and restorative practices in their home environment. Leaders collect data on behavioral incidents and reflect on management of student offenses. Leaders debrief on the effectiveness of PBIS and restorative practices and strategize next steps to improve implementation. Leaders guide the implementation of Tier 2–3 PBIS.	Leaders provide advanced training for teachers regarding effective PBIS and restorative practices integration. Leaders ensure that all families are well versed in PBIS and restorative practices and provide trainings for families and the community. Leaders collect data on behavioral incidents along with teacher documentation that reflects on management of student offenses. Leaders debrief on the effectiveness of PBIS and restorative practices and strategize next steps to improve implementation. Leaders continue to guide Tier 2–3 PBIS implementation.

SCHOOL-WIDE STRUCTURES

BEHAVIORAL SUPPORT SYSTEM

Establishing a safe, caring environment with a focus on learning frames the Athlos behavioral support system. The school staff consistently follows behavior protocols to ensure common understanding. Recognizing the importance of teacher presence, norms, routines, and communication, classroom management is seen holistically and results in a respectful, engaging learning environment. Athlos schools utilize restorative practices when dealing with misbehavior.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers utilize PBIS and restorative practices both in and out of the classroom, focusing on affective statements and restorative questions. Teachers use huddles to explain and practice the purpose and process of PBIS and restorative practices. Teachers consider teacher presence, norms, routines, and effective communication while establishing management in the active classroom. Teachers submit data to administration that reflects student behavior.	Level 1 + Teachers utilize PBIS and restorative practices both in and out of the classroom, demonstrating proficiency with affective statements, restorative questions and proactive circles. Teachers are metacognitive regarding teacher presence, norms, routines, and effective communication while managing an active classroom. Teachers use data on student behaviors to make decisions that support positive behavior.	Teachers utilize PBIS and restorative practices both in and out of the classroom, demonstrating proficiency with affective statements, restorative questions, circles, and restorative conferencing. Teachers use huddles to explain and practice the purpose and process of PBIS and restorative practices. Teachers document (through journaling and/or video recording) classroom practices around presence, norms, routines, and effective communication while managing an active classroom. Teachers use data on student behaviors to make decisions that support positive behavior and document the effectiveness of these decisions.

SCHOOL-WIDE STRUCTURES

STANDARDS-BASED GRADING

Using content standards to frame evaluation is at the heart of standards-based grading. Classroom behavior, effort, punctuality, and other school elements often included in "grades" are represented in an alternative method to clearly delineate the standards being met. Standards-based grading facilitates transparency and the growth mindset, as students are able to easily see and understand how to improve.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders train teachers on what standard-based grading is and help establish its value and relationship to a growth mindset. Leaders train teachers on why and how to develop high-quality learning targets and effectively utilize a variety of assessment strategies. Leaders train the staff on the recording, calculating, and reporting process of both formative and summative assessments using the Athlos Academies standards-based grading assessment format. Leaders establish the process through which academic progress is communicated with families. Leaders share this process with teachers and families.	Leaders continue to support teachers in the development and implementation of standards-based grading: clear learning targets, rubrics, effective assessments. Leaders continue to train and support teachers on how to record and calculate standards-based grades, including the roles of formative and summative assessments. Leaders work with teachers and families to ensure that communication regarding academic progress is clear and helpful.	Leaders begin documenting the quality of learning targets, assessments, and feedback given by each teacher. Leaders continue to facilitate staff discussions around standards-based grading to ensure consistency among the staff in regards to recording, calculating, and reporting summative assessments. Leaders utilize effective methods to share academic progress with outside audiences, including families and the broader community.

SCHOOL-WIDE STRUCTURES

STANDARDS-BASED GRADING

Using content standards to frame evaluation is at the heart of standards-based grading. Classroom behavior, effort, punctuality, and other school elements often included in "grades" are represented in an alternative method to clearly delineate the standards being met. Standards-based grading facilitates transparency and the growth mindset, as students are able to easily see and understand how to improve.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers learn the what, why and how of standards-based grading and set up their grading system using the Athlos Academies standards-based grading assessment format. Teachers begin to develop and use learning targets, rubrics, and a variety of assessments to set clear expectations and support student progress. Teachers begin to organize and report assessments by learning target, not assessment type. Teachers begin calculating, reporting, and discussing standards-based grades. This means grades: • Are based on pre-set standards, not the work of other students • Are calculated using high-quality assessments aligned to learning targets • Do not include practice assignments, formative assessments, or student behaviors Teachers share this process with students and families.	Teachers continue to articulate clear expectations through the use of learning targets, rubrics, and a variety of high quality assessments. All assessments are organized and reported by learning target, not assessment type. Teachers continue calculating, reporting and discussing standards-based grades that: • Are based on pre-set standards, not the work of other students • Are calculated using high-quality assessments aligned to learning targets • Do not include practice assignments, formative assessments, or student behavior Teachers continue to share this process with students and families to ensure that communication regarding progress is clear and helpful.	Teachers consistently articulate clear expectations and support student growth through the effective use of learning targets, rubrics, and a variety of high-quality assessments. Teachers consistently and effectively calculate, report, and discuss standards-based grades that: • Are based on pre-set standards, not the work of other students • Are calculated using only high-quality summative assessments aligned to learning targets • Do not include practice assignments, formative assessments, or student behavior

SCHOOL-WIDE STRUCTURES

STUDENT-LED CONFERENCES

At Athlos Academies, student-led conferences (SLCs) take the place of traditional parent-teacher conferences. Through the process of planning for and facilitating their own SLCs, students are empowered to honestly reflect on their learning, take ownership of their successes and challenges, and set specific goals for the future. Portfolios used during conferences contain artifacts from all three Athlos pillars, Prepared Mind, Healthy Body, and Performance Character, and are shared with families as evidence of growth. All parents/guardians are expected to attend the SLCs and the coordinating teacher does everything possible to ensure that the 15–20 minute meeting happens with success.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders schedule student-led conferences twice a year and manage all logistics necessary for student-led conferences to run smoothly. (e.g. communicate with families, schedule times that allow for all families to attend, provide translators, etc.). Leaders clearly explain to families the purpose, process, and expectations around SLCs. Leaders begin to collect data on family attendance and administer surveys for families to give feedback. Leaders provide training and support for teachers on the purpose, process, and expectations of student-led conferences. This includes providing a template (appropriately differentiated for different grade levels) for students that ensures all three pillars are addressed during SLCs. Leaders debrief the SLC process and strategize steps for improvement.	Leaders continue to schedule and facilitate student-led conferences twice a year on days/times that allow for all families to attend. All logistical issues are managed (e.g. effectively communicated, translators as needed, etc.). Leaders continue to champion the value of SLCs and explain to families the purpose, process, and expectations. Leaders continue to collect data on family attendance and administer surveys for families to give feedback. Leaders continue to train/support teachers as they prepare students to effectively lead SLCs. Leaders record some SLCs to be used for feedback and training. Leaders debrief the process of SLCs with staff along with feedback from families. Leaders and teachers begin working together to strategize steps for improvement.	Leaders effectively schedule and facilitate student-led conferences twice a year on days/times that allow for all families to attend. All logistical issues are managed effectively (e.g. effectively communicated, translators as needed, etc.). Leaders consistently champion the value of SLCs and clearly explain to families the purpose, process, and expectations. Leaders consistently collect data on family attendance and administer surveys for families to give feedback. Leaders consistently train/support teachers and ensure that new staff members are well-prepared to guide students through SLCs (using videotape and role-playing as necessary). Leaders continue to record SLCs to be used for feedback and training. Leaders continue to facilitate faculty conversations about lessons learned from the SLC process and family feedback. Leaders and teachers strategically plan for improvement.

SCHOOL-WIDE STRUCTURES

STUDENT-LED CONFERENCES

At Athlos Academies, student-led conferences (SLCs) take the place of traditional parent-teacher conferences. Through the process of planning for and facilitating their own SLCs, students are empowered to honestly reflect on their learning, take ownership of their successes and challenges, and set specific goals for the future. Portfolios used during conferences contain artifacts from all three Athlos pillars, Prepared Mind, Healthy Body, and Performance Character, and are shared with families as evidence of growth. All parents/guardians are expected to attend the SLCs and the coordinating teacher does everything possible to ensure that the 15–20 minute meeting happens with success.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers explain the purpose and process of student-led conferences to students. Teachers help students prepare for SLCs using the template provided by school leaders. Time is set aside for students to prepare and practice their presentations, addressing all three Athlos pillars. Evidence from working folders is organized into three-ring binders and used to demonstrate growth and set goals. Teachers co-facilitate SLCs with students. At least 75 percent of families participate in SLCs.	Teachers ensure students understand the purpose and process of student-led conferences. Teachers model an effective SLC and help students practice and receive feedback, using role-plays and fish bowls. Teachers help students prepare for SLCs using the template provided by school leaders. Students reflect on their work and share goals related to all three Athlos pillars, using their portfolios as evidence. Teachers support students as they facilitate their own SLCs and ask questions to deepen student and family reflection. At least 90 percent of families participate in SLCs.	Teachers empower students to plan and lead their own student-led conferences by ensuring they clearly understand the purpose and process. Teachers support students in refining their ability to reflect on and speak articulately about their work. Students effectively use portfolios to guide reflections and set goals related to all three Athlos pillars. Student reflection focuses on the overall learning process, not just individual assignments. Teachers continue to support students and families as students facilitate their own SLC and families ask probing questions to deepen reflection. At least 95 percent of families participate in student-led conferences

SCHOOL-WIDE STRUCTURES

STUDENT PORTFOLIO SYSTEM

The Athlos student portfolio system offers students a formal way to showcase their work. Portfolios have sections for each Athlos pillar (Prepared Mind, Healthy Body, and Performance Character) and display evidence of students meeting standards. The portfolios also offer an opportunity to highlight growth and development. Portfolios will be used during the student-led conferences and also during a formal Performance Character portfolio presentation.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders provide training for teachers on the types and purposes of portfolios. Leaders articulate expectations for portfolios: length, sections, use at student-led conferences, etc. Leaders help teachers work through the logistics of working folders, portfolio storage, scheduling and management of portfolio work days, etc.	Leaders continue to provide training and support on the development and use of student portfolios, especially the effective integration of portfolios into student-led conferences. Leaders continue to support teachers with the logistics of working folders, portfolio storage, scheduling and management of portfolio work days, etc. Leaders solicit and analyze feedback from staff, students, and families on the entire portfolio process.	Leaders continue to provide training and support on the development and use of student portfolios, especially the intricacies of an effective portfolio that includes annotations and reflections and is used to guide discussion at student-led conferences. Leaders consistently support teachers with the logistics of working folders, portfolio storage, scheduling and management of portfolio work days, etc. Leaders continue to solicit and analyze feedback from staff, students, and families and use portfolio data to improve instruction.

SCHOOL-WIDE STRUCTURES

STUDENT PORTFOLIO SYSTEM

The Athlos student portfolio system offers students a formal way to showcase their work. Portfolios have sections for each Athlos pillar (Prepared Mind, Healthy Body, and Performance Character) and display evidence of students meeting standards. The portfolios also offer an opportunity to highlight growth and development. Portfolios will be used during the student-led conferences and also during a formal Performance Character portfolio presentation.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers learn about the types and purposes of student portfolios. Teachers clearly articulate to students the purpose of and expectations for portfolios and their use at student-led conferences. Teachers help students set up and use working folders to gather evidence of progress and growth in all three Athlos pillars. Teachers schedule and manage portfolio work days where students organize artifacts into a portfolio that will be shared at student-led conferences.	Teachers continue to learn about effective use of portfolios to demonstrate depth of knowledge relative to learning targets in all three Athlos pillars. Teachers continue to clearly communicate purpose and expectations for student portfolios. Teachers provide time and support for students to develop portfolios used at student-led conferences. Portfolios include: • Artifacts from all three Athlos pillars • Evidence of mastery or growth relative to specific learning targets • Student reflections and goals	The quality and depth of student portfolios continues to grow under the guidance and support of teachers. Portfolios are well organized and include annotations, reflections, and goals related to all three Athlos pillars. Portfolios are effectively used to guide discussion during student-led conferences.

SCHOOL-WIDE STRUCTURES

TEACHER PROFESSIONALISM

Displaying professionalism as a teacher is a high priority in Athlos schools. Professionalism looks like teachers that have effective lessons prepared, follow school norms and routines, engage fully in professional development, find ways to support colleagues, contribute to school improvement, and demonstrate a growth mindset. Being a professional means you recognize that you are always a model and others follow your lead, both on school grounds and beyond.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders facilitate the creation and implementation of a community understandings document to articulate the school's mission, values, and goals along with the responsibilities of different community members. Leaders provide time for staff members to build positive community culture based on respect, trust, open dialogue, and a growth mindset. Leaders develop a set of staff norms to ensure clear roles and expectations. Leaders model a culture of professionalism in the way meetings are facilitated, teachers' perspectives are sought, and school decision-making is a shared process. Leaders consider teachers' time and work load when planning professional development and assigning teacher responsibilities. Leaders meet their own professional opportunities on time. Leaders begin to provide opportunities for teachers to reflect on their practice, give/seek feedback, develop a growth mindset, assume leadership roles, and form committees.	Leaders monitor the implementation of community understandings to articulate the school's mission, values, and goals along with the responsibilities of different community members. Leaders solicit feedback on the community understandings document from all community members and facilitate a revision process as necessary. Leaders continue to model and support the development of positive staff culture and ensure the confidentiality of all staff members, students, and families is honored and protected. Leaders continue to revisit staff norms, seeking feedback for improvement. School decision-making continues to be a shared process. Leaders continue to provide opportunities for teachers to reflect on their practice, give/seek feedback, develop a growth mindset, assume leadership roles, and form committees. Leaders honor teachers' time and work load when planning professional development and assigning responsibilities. Leaders meet their own professional responsibilities on time. Leaders begin to seek out professional development opportunities for themselves and teachers, demonstrating leadership within the professional community.	Leaders support the school's mission, values, goals, and responsibilities (as outlined in the school's community understandings document) through their actions and words. Leaders ensure the school's mission, values, goals, and responsibilities are upheld by all community members. Leaders continue to foster positive staff culture, ensuring the confidentiality of all staff members, students, and families is honored and protected. Shared decision-making is the norm. Leaders continually provide opportunities for teachers to assume leadership roles and join committees. Leaders thoughtfully reflect on practices and decisions (their own and those of staff members), give and seek feedback, model a growth mindset, and focus on improvement. Leaders continue to honor teachers' time and work load and continue to meet their own professional responsibilities on time. Leaders consistently seek out professional development opportunities for themselves and teachers, demonstrating and supporting leadership within the professional community.

SCHOOL-WIDE STRUCTURES

TEACHER PROFESSIONALISM

Displaying professionalism as a teacher is a high priority in Athlos schools. Professionalism looks like teachers that have effective lessons prepared, follow school norms and routines, engage fully in professional development, find ways to support colleagues, contribute to school improvement, and demonstrate a growth mindset. Being a professional means you recognize that you are always a model and others follow your lead, both on school grounds and beyond.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers participate in the creation of a community understandings document to articulate the school's mission, values, and goals along with the responsibilities of different community members. Teachers help facilitate the implementation of the community understandings document by sharing and discussing it with students and family members. Teachers fully participate in professional development and team-building activities with the goal of building a positive community culture based on respect, trust, open dialogue, and a growth mindset. Teachers follow staff norms and meet professional responsibilities on time (e.g. duties, record keeping, meetings, etc.).	Teachers continue to support the implementation of community understandings that articulate the school's mission, values, and goals along with the responsibilities of different community members. Teachers continue to work together to support development of positive staff culture. Teachers take advantage of opportunities to reflect on their practice, give/seek feedback, develop a growth mindset, assume leadership roles, and form committees. Teachers continue to follow staff norms and meet professional responsibilities on time (e.g. duties, record keeping, meetings, etc.). Teachers begin to attend professional development, demonstrating leadership within the professional community.	Teachers support the school's mission, values, and goals (as outlined in the school's community understandings document) through their actions and words. Teachers meet their own professional responsibilities. Teachers are collaborative and respectful, sharing ideas and expertise to support others. Teachers honor the confidentiality of students, families, and staff while advocating for all students' growth and learning. Teachers thoughtfully reflect on practices and decisions, give/seek feedback, demonstrate a growth mindset, and focus on improvement. Teachers consistently follow staff norms and meet professional responsibilities on time (e.g. duties, record keeping, meetings, etc.). Teachers attend and begin to facilitate professional development opportunities within and outside of the school, demonstrating leadership in the professional community.

SCHOOL-WIDE STRUCTURES

PROFESSIONAL LEARNING COMMUNITIES

Professional learning communities (PLCs) are designed to give small groups of teachers the opportunity to work on common tasks related to improving their practice. Individuals within PLCs take on different roles, helping to facilitate and document learning. PLCs consistently meet and follow an agreed upon agenda, leading to a great way for groups of teachers to grow and develop.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders provide training for teachers on the purpose, value, structure, and effectiveness of professional learning communities (PLCs). Leaders ensure time is set aside for grade-level collaborative meetings. Leaders facilitate regular PLC meetings focused on one of the pillar strategies or school-wide structures. Leaders model effective PLCs through the use of an agenda, learning targets, a growth mindset, time for reflection, and openness to feedback/ questions.	Level 1 + Leaders begin working with PLCs to analyze data, set priorities, articulate goals, seek solutions, and develop plans of action. Leaders begin to empower teachers to choose the focus of their PLCs.	Level 1-2+ Leaders continue to provide training, support, and feedback for PLCs, recognizing them as critical structures for change. Leaders empower teachers to plan and facilitate their own PLC meetings.

SCHOOL-WIDE STRUCTURES

PROFESSIONAL LEARNING COMMUNITIES

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EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers learn about the purpose, value, structure, and effectiveness of PLCs. Teachers learn about growth mindset and its importance in effective PLCs for teacher development. Teacher teams commit to regular collaborative meetings to discuss curriculum, instructional practices, assessments, and resources during collaborative time. Teachers begin to set personal and team goals for PLC-driven change.	Teachers continue learning and growing within their PLCs. Teacher teams continue regular PLC meetings. Agendas, learning targets, and other strategies are utilized to focus discussions and manage time. PLCs begin to incorporate: • Focus on teacher-chosen strategies • Analysis of student work • Sharing of effective practices • Plans for integrating connections between disciplines and pillars • Reflections on pedagogy • Dialogue modeling respect, openness and trust • Personal and team goal-setting based on data analysis	Teachers continue to seek out new learning and growth opportunities. Teachers plan and facilitate their own PLC meetings with the support and encouragement of leaders. PLCs are valuable, organized, and efficient. PLCs reflect a culture of respect, trust, openness, and growth mindset. PLCs regularly incorporate: • Teacher-chosen topics/foci • Analysis of data from a variety of sources • Celebrations of success and best practices • Interdisciplinary planning • Time for personal and peer feedback/reflection • Development of personal and team goals based on data analysis

SCHOOL-WIDE STRUCTURES

STUDENT WORK EXHIBITIONS

Presenting and displaying high-quality work is a top priority for Athlos schools. Visitors will be able to see quality work in classrooms, in hallways, and at formal exhibition events. Recognizing the importance of craftsmanship, student work exhibitions often include the standards, rubrics, and processes involved. Observers instantly recognize the depth of understanding expected of students when interacting with displayed student work.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders begin to train teachers on the value of student work exhibitions and types of exhibitions. Leaders train teachers on the value and types of student work displays. Leaders discuss and share expectations for posting student work in classrooms and hallways. These expectations should include: • Each display has a clear purpose and demonstrates the values of Athlos Academies • All displays include a learning target • Displayed work rotates so that different students' work is highlighted • The three Athlos pillars are integrated into work exhibitions	Leaders continue to provide training, support, and feedback to teachers regarding displays of student work in classrooms and hallways. Continue Level 1 expectations and include: • All displays include learning target, rubric, or student explanation/ reflection • Work shows progress (earlier drafts displayed with final product) Leaders train teachers on the purpose and value of exhibition events to celebrate student learning. Leaders train teachers on expectations for student engagement in displays of work and exhibition events (e.g. guidelines for giving presentations, demos, performances; protocols for students to plan displays) and begin to document student exhibitions with photos/videos. Leaders manage the scheduling and logistics required for each team of teachers to host at least one exhibition event. Leaders provide time/help/ encouragement for teacher teams to plan and prepare for student work exhibition events.	Leaders maintain high standards around displayed student work and consistently provide training, support and feedback to teachers and students. Leaders continue to offer training and support on the purpose of and expectations for exhibition events. Leaders manage the scheduling and logistics required for exhibition events where family and community members are invited to see high-quality demonstrations of student work related to all three Athlos pillars. Leaders provide time/help/ encouragement for teacher/student teams to plan and prepare for exhibition events. Events are planned to exemplify the three Athlos pillars and guide audience members through the process of learning, not just the products. Leaders facilitate staff debrief/peer feedback protocols with the goal of continuing to improve student work exhibitions.

SCHOOL-WIDE STRUCTURES

STUDENT WORK EXHIBITIONS

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EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers learn about the value of student work exhibitions, the types of exhibitions, and expectations for displaying student work. Teachers begin to collect and display student work. These expectations should include: • Each display has a clear purpose and demonstrates the values of Athlos Academies • All displays include a learning target • Displayed work rotates so that different students' work is highlighted • The three Athlos pillars are integrated into work exhibitions	Teachers continue to collect and display student work following the Level 1 expectations. Additionally: • All displays include learning target, rubric, or student explanation/ reflection • Work shows progress (earlier drafts displayed with final product) The quality of work displayed by students continues to improve. Teachers begin to include students in the planning and set-up of student work displays in classrooms/hallways. Teacher teams plan and host at least one exhibition event.	School-wide expectations around student work displays are consistently met. These expectations include: • All displays include a learning target, rubric, or student reflection • Displayed work rotates so that different students' work is highlighted • The three Athlos pillars are intentionally woven throughout all work exhibitions • Work shows progress (earlier drafts displayed with high-quality final products) Teachers support/encourage students to increasingly take ownership of classroom/hallway displays that highlight both the process and products of learning. Teacher teams work with students to plan and host exhibition events that celebrate the process and products of student growth related to all three Athlos pillars. Family and community members are invited to these exhibition events.

SCHOOL-WIDE STRUCTURES

SCHOOL PORTFOLIOS

Considering the Athlos pillar implementation system, designated school individuals will share evidence documenting development. Evidence will align with Athlos strategies and could be in the form of pictures, videos, surveys, lessons, agendas, and more. Schools will share this evidence throughout the school year. Athlos will build their portfolio and share a finished product in the summer.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders learn about Athlos Academies school portfolio expectations. General information and big-picture goals are shared with all staff members. Leaders create a school portfolio team and determine roles/ responsibilities for collecting and organizing artifacts, documenting the school's pillar implementation progress. The school portfolio team begins to collect and submit evidence of pillar implementation.	Leaders provide training and support to the portfolio team and teachers on the development of a high-quality school portfolio and the process of submitting evidence. Leaders ask teachers to consider which assignments and lessons to submit as evidence (in the form of documents, photos, and videos) of pillar implementation. Leaders begin to collect and submit evidence from observations, coaching cycles, and learning walks from classrooms, turf, and hallways and collect copies or pictures for Athlos home court. The school portfolio team continues to collect, organize and submit evidence that documents the implementation of all 36 Athlos pillar strategies and eight school-wide structures.	Leaders continue to support the school portfolio team, encourage teachers to submit high-quality evidence of pillar implementation, and submit evidence from observations, coaching cycles, learning walks, etc. The school portfolio team continues to collect, organize, and submit evidence that documents the implementation of all 36 Athlos pillar strategies and eight school-wide structures. The school portfolio is published (by staff at Athlos home court in Boise) on the school website. The portfolio shows evidence of pillar implementation and showcases high-quality student work.

SCHOOL-WIDE STRUCTURES

SCHOOL PORTFOLIOS

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EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers learn the basics of Athlos school portfolio expectations and goals. Teachers alert the school portfolio team when they have assignments or lessons that might serve as evidence of pillar implementation.	Expectations for the school portfolio are clarified for teachers. Teachers begin submitting evidence (documents, photos, and videos) of pillar implementation.	Teachers continue to submit evidence (documents, photos, and videos) of high-quality pillar implementation.

PREPARED MIND

A PREPARED MIND IS ADAPTABLE, REFLECTIVE, AND READY TO EMBRACE NEW CHALLENGES.

BELIEFS:

Curriculum provides authentic opportunities for students to construct understanding, think critically, and collaborate.

The best instructional practices spark curiosity, positively engage all students, and consider different types of learners.

Healthy assessment practices involve clear directions, effective feedback and explicit steps towards mastery.

Family and community involvement in the academic process leads to more successful students.

STRATEGIES:

Curriculum
- Inquiry-based
- Project-based
- Integrated (interwoven, interdisciplinary, connected)

Instruction
- Culture of growth and positivity
- Active, student-centered
- Technology strategically utilized

Assessment
- Learning targets frame learning
- Formative and summative tasks used to inform instruction
- Effective use of data

Family and Community
- Consistent, quality communication
- Family engagement in the learning process
- Use of community experts

PREPARED MIND

CURRICULUM: INQUIRY-BASED

At Athlos Academies, the power of inquiry is harnessed to motivate learning, foster memorable learning experiences, and ultimately, support students as they develop into innovators. Curriculum is presented in a way that sparks students' innate curiosity and creates a need-to-know mentality. Each learning experience begins with a hook that grabs students' attention. Students are encouraged to ask questions and explicitly taught how to ask good questions. They read, write, research, and probe because they are genuinely interested in finding answers to their own burning questions.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders introduce the inquiry process, model how inquiry can be integrated into learning experiences, and share strategies for creating a culture of inquiry. Leaders model the inquiry process in professional development.	Leaders continue to model inquiry and support teachers in building a culture of inquiry. Leaders introduce the inquiry process at the unit level. Leaders identify effective exemplars of inquiry-based learning experiences within the school and showcase these models.	Leaders continue to support and model a school culture of inquiry and utilize the inquiry process when evaluating school's progress and development (i.e. using data and guiding questions to investigate student achievement). Leaders introduce the inquiry process as a component of project-based learning (see rubric for project-based curriculum). Leaders ensure that effective inquiry-based learning experiences are the norm and continue to showcase exemplars.

PREPARED MIND

CURRICULUM: INQUIRY-BASED

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EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers learn about and begin to utilize strategies to create a culture of inquiry within their classrooms. Teachers begin to plan and deliver inquiry-based learning experiences that include: • An entry activity (hook) that capitalizes on students' curiosity • Opportunities for students to formulate questions, investigate data, collaborate to build new understandings, explore different positions, and develop solutions • A debrief where students are able to synthesize new learning • Opportunities for reflection on skills, strategies, and the learning process	Teachers begin to regularly plan and deliver inquiry-based learning experiences. (see Level 1) Teachers begin to offer some inquiry-based units that include: • Entry-level activities to create a need-to-know mentality that drives students' continued inquiry • Authentic, relevant guiding questions • Activities that develop critical thinking skills • Demonstrations of student thinking as it develops over time (through anchor charts and progress trackers) • Intentional opportunities for quality collaboration • Extended time to explore multiple perspectives and develop solutions • Opportunities for reflection, specifically connected to the unit's guiding questions	Teachers effectively and consistently use a variety of strategies to build a culture of inquiry within their classrooms. Teachers consistently offer students opportunities to participate in inquiry-based learning experiences and/or units (see Levels 1–2). Teachers begin to offer inquiry-based projects (see rubric for project-oriented curriculum).

PREPARED MIND

CURRICULUM: PROJECT-BASED

Project-based learning refers to an educational philosophy where students plan, design, and create a high-quality product (e.g. project, publication, presentation) throughout a learning experience. The creation of the project is the learning, not just a way to assess learning at the end. Teachers play the role of facilitator as students construct their own understanding of content knowledge throughout all stages of the product: brainstorm, research, plan, development, revision, publish.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders introduce project-based learning and show exemplars. Leaders introduce and model the revision process and how to create high-quality products. This includes: • Clear expectations/criteria • Use of exemplars and rubrics • Feedback (using self, peer, and teacher critique protocols) • Revision • Reflection • An authentic audience	Leaders provide training on the "how-tos" of project-based learning (e.g. assessment, management, resources, exemplars, etc.). Leaders model how high-quality products can be integrated into the curriculum and support teachers using professional development time to plan and develop project-based learning experiences. Leaders identify the effective development of high-quality products within the school and showcase these models within the school.	Leaders establish clear expectations around project work and ensure that project-based learning is integrated into the curriculum at all grade levels where appropriate. Leaders support using professional development time for planning, implementation, and assessment of true project-based learning experiences. Leaders identify effective uses of project-based learning and the creation of high-quality products within the school and showcase these models in the larger community.

CURRICULUM: PROJECT-BASED

Project-based learning refers to an educational philosophy where students plan, design, and create a high-quality product (e.g. project, publication, presentation) throughout a learning experience. The creation of the project is the learning, not just a way to assess learning at the end. Teachers play the role of facilitator as students construct their own understanding of content knowledge throughout all stages of the product: brainstorm, research, plan, development, revision, publish.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers learn the difference between doing projects and project-based learning. Teachers begin to develop project-based learning experiences. Teachers learn about and begin to implement the revision process for high-quality products in their classrooms.	Teachers continue to learn about project-based learning and how to effectively plan, implement and assess project-based learning experiences. Teachers begin to implement project-based learning experiences. Teachers begin to lead students through the revision process to create high-quality products. A variety of self, peer, and teacher critique protocols begin to be implemented.	Project-based learning is integrated into the curriculum in meaningful ways where appropriate. At least one project-based learning experience is part of every teacher's year-long curriculum plan. Craftsmanship is a top priority and teachers help facilitate an iterative process that leads to high-quality projects. This includes: • Clear expectations/criteria • Use of exemplars and rubrics • Feedback (self, peer, teacher critique protocols) • Revision • Reflection • An authentic audience

PREPARED MIND

CURRICULUM: INTEGRATED

Students construct deeper understanding when curriculum is meaningful to them. At Athlos Academies, integrated curriculum means that key ideas are interwoven throughout all areas of learning; concepts are not taught in isolation. Curriculum is interdisciplinary and content area teachers look for connections and opportunities for collaboration. New content is connected to real world situations, to previous topics, and to the Healthy Body and Performance Character pillars so students understand that what they are learning at school really matters. Integrated curriculum is important because nothing in everyday life (in nature, in business, etc.) can be confined to just one subject area. In addition, certain skills (e.g. critical thinking, literacy, seeing multiple perspectives, research) will help students find success in all areas of their lives.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders introduce the idea of integrated curriculum and model the use of big ideas, guiding questions, and anchor texts. Leaders support teachers in analyzing the Common Core ELA standards in order to incorporate reading/writing into content-based units. Leaders provide time for collaborative planning focused on integrated curriculum.	Leaders continue to support teachers in their understanding and effective use of big ideas, guiding questions, and anchor texts. Leaders continue to support teachers in analyzing Common Core ELA and finding opportunities to incorporate literacy activities into content-based learning experiences. Leaders continue to provide time for collaborative planning where teachers discuss content standards and look for and capitalize on opportunities for integration.	Level 1–2+ Leaders support teachers in analyzing and evaluating their implementation of integrated curriculum.

PREPARED MIND

CURRICULUM: INTEGRATED

Students construct deeper understanding when curriculum is meaningful to them. At Athlos Academies, integrated curriculum means that key ideas are interwoven throughout all areas of learning; concepts are not taught in isolation. Curriculum is interdisciplinary and content area teachers look for connections and opportunities for collaboration. New content is connected to real world situations, to previous topics, and to the Healthy Body and Performance Character pillars so students understand that what they are learning at school really matters. Integrated curriculum is important because nothing in everyday life (in nature, in business, etc.) can be confined to just one subject area. In addition, certain skills (e.g. critical thinking, literacy, seeing multiple perspectives, research) will help students find success in all areas of their lives.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers learn about and begin to use guiding questions and big ideas throughout learning experiences. Teachers identify opportunities for integrating Common Core ELA standards into content-based learning experiences (e.g. anchor texts, content-area writing, literature circles, presentation skills) and begin to implement some reading/writing activities within different content areas. During collaborative planning time, teachers/teams discuss content standards, look for opportunities for integration. Each teacher collaborates with at least one team member to plan and implement an interdisciplinary learning experience. (e.g. all the first grade teachers, middle school math and science teachers, classroom teacher and art or technology teacher.) When teaching content-area standards, teachers look for and begin to facilitate classroom discussions on connections across disciplines (i.e. connections to other pillars, other content areas, previous learning, real world situations).	Teachers continue to use guiding questions and big ideas throughout learning experiences. Teachers begin to intentionally integrate a variety of activities related to Common Core ELA standards into content-based learning experiences. Teachers continue to collaborate with team members to find and utilize opportunities for interdisciplinary learning experiences. Teachers begin to intentionally integrate connections across disciplines into content-area learning experiences.	Teachers consistently use guiding questions and big ideas throughout learning experiences. Literacy is intentionally woven into content-based units. This includes: • The use of anchor texts • Literature circles (fiction and nonfiction) • Informational writing and/or content-specific technical papers • Refined presentation and listening skills Connections across disciplines are intentional. Teachers consistently offer students integrated learning experiences. This could include: • Clear expectations/criteria • Collaboration with other content area teachers (math, science, ELA, social studies, art, technology) • Meaningful integration of the Healthy Body and Performance Character pillars • Intentionally building on previous learning • Projects connected to real world concerns/issues

PREPARED MIND

INSTRUCTION: ACTIVE, STUDENT CENTERED

Good teachers know that in any setting, the person doing the most speaking, writing, reading, and moving is the one doing the most learning. In a traditional setting where the teacher is found lecturing to a room full of students, the teacher is the one most likely to learn that content well. One of the foundational beliefs of Athlos Academies is that the mind and body are inextricably linked. This means that Athlos classrooms must be the home of active, student-centered instruction. In practice, this means that active teaching and assessment practices (e.g. protocols) are utilized, movement breaks occur in every classroom at every grade level, time is set aside for unstructured free play at every grade level, and the Healthy Body and Performance Character pillars are integrated at every opportunity.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders train staff on the effective use of active teaching/assessment strategies including instructional protocols which ensure active engagement of all students. Examples: games, role-plays, simulations, and walks/hikes. Leaders model these practices with active, engaging, teacher-centered professional development. Leaders model Performance Character trait integration and movement breaks during professional development.	Leaders continue to train staff on additional strategies and protocols. Professional development models new strategies/protocols with teacher-centered, active teaching and learning. This includes movement breaks and in-depth discussions of how Performance Character trait development/reflection can easily be integrated (e.g. norms, collaboration skills, social intelligence, etc.). Leaders coach and observe teachers, giving feedback on how to improve classroom strategies and protocols.	Level 1-2+ Leaders provide time during professional development for teachers to share successful protocols and strategies. Leaders facilitate time/coverage for teachers to observe each other. This time is spent looking for new protocols and instructional strategies and offering feedback to each other.

INSTRUCTION: ACTIVE, STUDENT CENTERED

Good teachers know that in any setting, the person doing the most speaking, writing, reading, and moving is the one doing the most learning. In a traditional setting where the teacher is found lecturing to a room full of students, the teacher is the one most likely to learn that content well. One of the foundational beliefs of Athlos Academies is that the mind and body are inextricably linked. This means that Athlos classrooms must be the home of active, student-centered instruction. In practice, this means that active teaching and assessment practices (e.g. protocols) are utilized, movement breaks occur in every classroom at every grade level, time is set aside for unstructured free play at every grade level, and the Healthy Body and Performance Character pillars are integrated at every opportunity.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers learn about and begin to utilize a variety of active teaching/assessment strategies including instructional protocols which ensure active engagement of all students. Examples: games, role-plays, simulations, and walks/hikes. Teachers plan and implement movement breaks throughout the day (at least five two-minute breaks per day). Teachers look for opportunities to discuss and reflect on students' Performance Character trait development related to active teaching/assessment strategies (e.g. set and check in on classroom norms, debrief a process, trait reflections, etc.).	Teachers continue to utilize a variety of active teaching/ assessment strategies. Teachers work together during professional development time to brainstorm ideas for protocols and strategies, try them out in class, and reflect on their effectiveness. The Healthy Body pillar is considered when determining which protocols and class activities to use. Teachers plan and consistently implement at least five two-minute movement breaks per day. Teachers frequently integrate discussions on how Performance Character traits are developed through active classroom processes.	Level 1–2+ Teachers use an intentional blend of active instructional strategies and protocols, strategically balancing the time students spend working individually, in groups, and as a whole class. Teachers consider the Healthy Body and Performance Character pillars when determining which protocols and class activities to use.

PREPARED MIND

INSTRUCTION: TECHNOLOGY STRATEGICALLY UTILIZED

The 21st century is a digital world filled with ever-evolving technologies that have the potential to enhance or even transform classroom experiences by motivating students and expanding the boundaries of what a "classroom" is. Teachers need to be creative in making sure technology enhances learning by allowing students to experience new ways of exploring, collaborating, and creating; at the same time, they must be careful to ensure that it is not a distraction. 21st century learning does not mean that technology is used all the time, for every task. In fact, online time should be balanced with time away from screens and devices. Teachers need to think strategically about their space, tools, and practices and about the goal and purpose of each student task.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders ensure students have access to devices and that technology is used appropriately—not overused. Leaders provide training on effective use of technology, strategies for classroom management with technology, and digital citizenship.	Leaders continue to ensure access to devices along with necessary/appropriate upgrades. Leaders seek opportunities for staff to receive training on current trends in technology and education. Leaders continually ensure that technology is used appropriately and that digital citizenship is a focus throughout the school.	Leaders work with teachers and students to find increasingly innovative ways to appropriately and strategically use the latest technology to enhance learning. Leaders provide opportunities for staff to train colleagues on how they have successfully used technology and tech-friendly classroom management strategies to enhance learning. Leaders continue to ensure that a positive culture of digital citizenship occurs throughout the school.

INSTRUCTION: TECHNOLOGY STRATEGICALLY UTILIZED

The 21st century is a digital world filled with ever-evolving technologies that have the potential to enhance or even transform classroom experiences by motivating students and expanding the boundaries of what a "classroom" is. Teachers need to be creative in making sure technology enhances learning by allowing students to experience new ways of exploring, collaborating, and creating; at the same time, they must be careful to ensure that it is not a distraction. 21st century learning does not mean that technology is used all the time, for every task. In fact, online time should be balanced with time away from screens and devices. Teachers need to think strategically about their space, tools, and practices and about the goal and purpose of each student task.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers learn about ways that technology can be used to enhance but not distract from learning. Teachers begin to design and implement learning experiences that utilize technology. Teachers begin to implement tech-friendly classroom management strategies and lessons on digital citizenship.	Technology is used to enhance but not distract from learning. Technology is leveraged in order to promote experiences with, and exposure to, the world outside of the classroom as well as allow for learning to take place outside of class time. Teachers continue to develop a culture of digital citizenship, utilizing tech-friendly classroom management strategies.	Technology is strategically utilized to enhance learning, provide universal access to materials, adapt curricular resources, and promote experiences with, and exposure to, the world outside of the classroom. It is also used to allow for student learning outside of class time. Teachers provide opportunities for students to participate in projects and create products that use and develop their technology skills. Teachers continue to foster a culture of digital citizenship, utilizing tech-friendly classroom management strategies (including student reflections and self-management).

PREPARED MIND

INSTRUCTION: CULTURE OF GROWTH AND POSITIVITY

Students need to feel safe and supported before they can excel in the classroom. This means a classroom culture of growth and positivity is a foundational element of student success. The biggest key to the development of this culture is teaching and fostering a growth mindset in teachers, students, and family members. Under the umbrella of this growth mindset, there are many aspects of classroom culture to consider. Setting high expectations for student behavior and intentionally setting up classroom norms and routines are an important place to start. All Athlos teachers are encouraged to establish positive classrooms built on key Performance Character traits.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders offer training on setting high expectations for student behavior and developing norms and routines. (See Performance Character rubrics).	Leaders continue to offer training on setting high expectations for student behavior and developing norms and routines. (See Performance Character rubrics).	Leaders continue to offer training on setting high expectations for student behavior and developing norms and routines. (See Performance Character rubrics).
Leaders offer training on growth mindset. This includes current research, the importance of a growth mindset in staff/students, and strategies for fostering a growth mindset in students.	Leaders continue to offer training on growth mindset, including research on the brain's malleability.	Research related to a growth mindset continues to be integrated into professional development. In addition, leaders conduct school-wide book club discussions on growth mindset (e.g. *Mindsets in the Classroom* by Mary Ricci).
Leaders facilitate discussions around the use of "praise" in relation to achievement.	Leaders begin to monitor, evaluate, and review school strategies/protocols that relate to a growth mindset.	Leaders continue to monitor, evaluate, and review school strategies/ protocols that relate to a growth mindset and begin collecting data on growth mindset implementation in the classroom
Leaders model strategies and word-choice that support the development of a growth mindset.	Leaders continue to facilitate discussions around language and the use of "praise" in relation to achievement. Teachers have opportunities to share best practices in fostering classroom growth mindset.	Leaders continue to facilitate discussions around language and the use of "praise" in relation to achievement. Teachers continue to share best practices.
	Professional collaboration continues to build a community of trust where the goal is growth and development.	Professional collaboration continues to foster a community of trust where the goal is growth and development.

INSTRUCTION: CULTURE OF GROWTH AND POSITIVITY

Students need to feel safe and supported before they can excel in the classroom. This means a classroom culture of growth and positivity is a foundational element of student success. The biggest key to the development of this culture is teaching and fostering a growth mindset in teachers, students, and family members. Under the umbrella of this growth mindset, there are many aspects of classroom culture to consider. Setting high expectations for student behavior and intentionally setting up classroom norms and routines are an important place to start. All Athlos teachers are encouraged to establish positive classrooms built on key Performance Character traits.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers learn about and begin setting high expectations for student behavior and developing classroom norms/ routines. (See Performance Character rubrics).	Teachers continue to set high expectations for student behavior and develop classroom norms/ routines. (See Performance Character rubrics).	Teachers consistently set high expectations for student behavior and develop classroom norms/routines. (See Performance Character rubrics).
Teachers begin to use language that reflects a growth mindset where "process praise" is used to highlight effort and strategies.	Teachers often use language that reflects a growth mindset where "process praise" is used to highlight effort, strategies, positive choices, and perseverance.	Teachers consistently use language that reflects a growth mindset where "process praise" is used to highlight effort, strategies, positive choices, perseverance and healthy behavior.
Teacher instruction helps students begin to accept mistakes as opportunities.	Teacher instruction helps students accept mistakes as opportunities and deal with setbacks constructively.	Teacher instruction helps students consistently accept mistakes as opportunities and deal with setbacks constructively.
Teachers find themselves highlighting positive behaviors.	Teachers find themselves highlighting positive behaviors more than negative ones.	Teachers find themselves consistently highlighting positive behaviors more than negative ones.
	Teachers begin to teach students about the brain's malleability.	Teachers continue to teach students about the brain's malleability.
		Teachers support student self-assessment of growth mindset.

PREPARED MIND

ASSESSMENT: LEARNING TARGETS FRAME LEARNING

Students cannot be successful if they are not clear about what is expected of them. At Athlos Academies, learning targets are powerful tools that guide student learning and allow for inquiry, self-assessment, and ownership. Learning targets consist of clear, concise, student-friendly statements about what students will know, understand, or do by the end of a learning experience.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders model the use of both content and Performance Character learning targets in all professional development. Leaders provide support, training and direction on the development of learning targets (both long-term and supporting targets) and expectations for their use.	Leaders provide training and model the use of different types of learning targets (i.e. knowledge, skill, reasoning, Performance Character, long-term, and supporting targets). Leaders begin to check classrooms for learning targets and give feedback on their quality.	Leaders focus training and modeling on learning target word choice, paying particular attention to precise verbs and the creation of clear targets. Leaders regularly check classrooms for knowledge, skill, reasoning, and Performance Character learning targets and give feedback on their quality.

ASSESSMENT: LEARNING TARGETS FRAME LEARNING

Students cannot be successful if they are not clear about what is expected of them. At Athlos Academies, learning targets are powerful tools that guide student learning and allow for inquiry, self-assessment, and ownership. Learning targets consist of clear, concise, student-friendly statements about what students will know, understand, or do by the end of a learning experience.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers write long-term and supporting learning targets for their curriculum units based on state standards. Student-friendly learning targets are displayed and discussed in every classroom. Both academic and Performance Character learning targets are highlighted in each learning experience. Progress on learning targets is reflected on report cards and during student-led conferences.	Student-friendly long-term and supporting learning targets are written to inform both method of instruction and method of assessment (e.g. knowledge, skill, reasoning, and Performance Character). Both academic and Performance Character learning targets are consistently used and discussed for every learning experience. Progress on learning targets is reflected on report cards and during student-led conferences. Students begin to self-assess and monitor their own progress on learning targets.	Knowledge, skill, reasoning, and Performance Character learning targets are used effectively for every learning experience. Long-term and supporting targets are consistently and efficiently used to inform classroom experiences as well as formative and summative assessments. Particular attention is paid to verb choice and specificity. Students track their own progress on long-term and supporting learning targets and share their progress and reflection during student-led conferences.

PREPARED MIND

ASSESSMENT: FORMATIVE AND SUMMATIVE TASKS USED TO INFORM INSTRUCTION

At Athlos Academies, assessment is an ongoing process used to improve instruction and support students. Both formative and summative tasks are used to do this. Formative assessment is assessment for learning. These are various activities in which students demonstrate what they know and can do so far. The purpose of formative assessment is for teachers to gauge where students are and to adapt subsequent tasks accordingly. Summative assessment is assessment of learning. These are activities that take place at the end of a learning experience in which students demonstrate what they have learned. Summative assessments are meant to be evaluative, and have the power to drive big changes in curriculum choice or instructional practice.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders model and share resources on a variety of formative and summative assessment strategies. Leaders provide support and direction on how to best use formative and summative assessments to inform instruction. Leaders provide time during professional development for grade-level teams to learn about common assessments.	Leaders provide training on new methods of formative and summative assessment, including the use of new technology platforms. Leaders offer support, feedback, and direction on teachers' use of formative and summative assessment strategies to inform instruction. Leaders provide time during professional development for grade-level teams to develop common assessments.	Leaders continue to seek out training opportunities for themselves and for staff on new formative and summative assessment strategies and help to implement them in the school. Leaders continue to offer support, feedback, and direction on teachers' use of both formative and summative assessment to inform and improve instruction (including choices in curriculum and instructional strategies). Leaders provide time for grade-level teams to administer and analyze results of common assessments.

ASSESSMENT: FORMATIVE AND SUMMATIVE TASKS USED TO INFORM INSTRUCTION

At Athlos Academies, assessment is an ongoing process used to improve instruction and support students. Both formative and summative tasks are used to do this. Formative assessment is assessment for learning. These are various activities in which students demonstrate what they know and can do so far. The purpose of formative assessment is for teachers to gauge where students are and to adapt subsequent tasks accordingly. Summative assessment is assessment of learning. These are activities that take place at the end of a learning experience in which students demonstrate what they have learned. Summative assessments are meant to be evaluative, and have the power to drive big changes in curriculum choice or instructional practice.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers learn about and begin to use a variety of formative assessment strategies. Teachers learn about and begin to use a variety of summative assessment strategies. Teachers learn about and begin to discuss common assessments.	Teachers consistently use a variety of formative assessment strategies (informal and formal) to determine next steps in lessons and support student improvement. Teachers continue to develop and implement a variety of summative assessments, including authentic and performance assessments, to measure students' depth of understanding. Grade-level teams collaborate to develop common assessments.	Teachers skillfully use a variety of timely, clear, specific formative assessments to determine next steps in lessons and to support student improvement. Teachers design and implement a variety of authentic, summative assessments. These assessments are used to measure students' depth of understanding and inform choices in curriculum and instructional strategies. Grade-level teams administer and begin to analyze data from common assessments.

PREPARED MIND

ASSESSMENT: EFFECTIVE USE OF DATA

In an effort to keep improving their practice, teachers and school leaders at Athlos Academies gather and analyze data from a variety of sources. Building on a school-wide culture of growth and positivity, teachers and school leaders are able to give honest, constructive, no-blame feedback to each other and ultimately do what is best for Athlos student learning.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders begin to develop school work plans and goals on the effective use of data. Leaders begin to build a data culture based on trust, honesty, and humility while training teachers on the value of and strategies for effective use of data. School leaders develop and implement a school assessment plan (screening, diagnostic, progress monitoring).	School work plans and goals are developed based on data derived from a variety of sources (e.g. standardized tests, interim assessments, student work, classroom observations, school surveys, etc.). Data teams are formed. Leaders continue to build a data culture based on trust, honesty, and humility while beginning to work with teachers and teams to collect and use data with intentionality and purpose. School leaders effectively utilize the school assessment plan (screening, diagnostic, progress monitoring) to support student progress.	School work plans are implemented and goals are revised as needed. Data teams continue to meet, reflect on their work, and grow/improve. Leaders continue to foster a data culture of trust, honesty, and humility while working with teachers and teams to collect and use data with intentionality and purpose. School leaders continue to effectively utilize the school assessment plan (screening, diagnostic, progress monitoring) to inform and improve instruction.

ASSESSMENT: EFFECTIVE USE OF DATA

In an effort to keep improving their practice, teachers and school leaders at Athlos Academies gather and analyze data from a variety of sources. Building on a school-wide culture of growth and positivity, teachers and school leaders are able to give honest, constructive, no-blame feedback to each other and ultimately do what is best for Athlos student learning.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers learn about types of data available and how to use data effectively to improve instruction. Teachers begin to look at student work during professional development and offer feedback to improve instruction. Teachers have the opportunity to look at a variety of assessments and learn to analyze the information for patterns, strengths, and weaknesses.	Data team meetings occur to collaboratively analyze data from standardized tests and interim assessments. Teachers continue to look at student work during professional development and offer feedback to improve instruction. Teachers understand how to interpret information from standardized tests and interim assessments and intentionally use it to guide instruction. Teachers work with students in analyzing their own data a few times a year.	Data teams meet regularly to collaboratively analyze data to identify and address needs or plan interventions. Information is communicated to teachers on a regular basis. Teachers routinely look at student work during professional development and offer feedback to improve instruction. Teachers consistently interpret information from standardized tests and interim assessments and intentionally use it to guide instruction. Students are regularly involved in analyzing their own data to identify trends, strengths, needs, and to set goals.

PREPARED MIND

FAMILY AND COMMUNITY: CONSISTENT, QUALITY COMMUNICATION

Athlos Academies understands the importance of frequent, high-quality communication between school and home. Consequently, school leaders have the responsibility of creating and implementing a school-wide communication plan that is effective, timely, culturally-responsive and innovative. Teachers are expected to implement the communication plan and work collaboratively with leaders to foster a culture of frequent, high-quality school/home communication.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders create a communication plan (including platforms, norms, frequency, tracking, language, and culturally-responsive communication) for the school staff to follow. The communication plan includes: • Within school communication (leader/teacher, teacher/teacher) • School-home communication • Classroom-home communication • Individual teacher-individual parent communication Leaders introduce and train teachers on communication strategies and expectations. Leaders introduce the communication plan to parents.	Leaders help to facilitate effective communication by implementing and adhering to the communication plan, revising the plan when necessary. Leaders gather and disseminate families' and staff's feedback to staff on quality of communication and translate that into changes in practice, if needed.	Level 1–2+ Leaders support and ensure effective implementation of the communication plan, making improvements as necessary.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers begin to implement communication plan developed by school leaders. Teachers and students help keep parents up to date and informed on classroom activities as well as students' academic progress. Teachers develop their classroom webpage on the school website and regularly update it with assignments, news, and reminders.	Level 1+ Teachers continue to implement communication plan developed by school leaders. Teachers share best practices in regards to family communication.	Level 1–2+ Teachers continue to implement communication plan developed by school leaders and share best practices.

FAMILY AND COMMUNITY: ENGAGEMENT IN THE LEARNING PROCESS

Families know their students best, so engaging parents in the learning process is essential to student success. Beyond simply communicating with families about what's going on in the classroom and on the turf, Athlos teachers look for meaningful ways to involve families in the learning process, both in school and at home.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders provide training on the why/how to engage families in the learning process. Leaders help teachers find or design supplemental learning opportunities to share with families.	Leaders and staff members collaborate to implement strategies that support a school-wide culture of family engagement. Leaders research and offer quality supplemental learning opportunities, along with monitoring what is being recommended at a teacher level. Leaders help design systems that track family involvement (e.g. homework completion; student-led conference attendance; family volunteers in classroom).	Leaders and staff members continue to implement strategies that support a school-wide culture of family engagement. Leaders help to coordinate family classroom visits and make sure that visits support (and do not detract from) learning. Leaders help implement systems that track family involvement (e.g. homework completion; student-led conference attendance; family volunteers in classroom).

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers intentionally plan and implement activities to promote family engagement (e.g. beginning of the year surveys, student/family interview assignments, etc.). Teachers begin sharing academic resources with parents to support and supplement student learning.	Teachers continue to plan and implement activities that promote family engagement (e.g. beginning of the year surveys, student/family interview assignments, etc.). Family members are offered opportunities to visit the classroom, participate in activities, and share expertise. Teachers continue to share academic resources with parents to support and supplement student learning.	Teachers consistently plan and implement activities that promote family engagement (e.g. beginning of the year surveys, student/family interview assignments, etc.). Family members are consistently seen in the classroom, participating in activities and sharing their expertise. Teachers consistently share cutting-edge academic resources with parents to support and supplement student learning.

PREPARED MIND

FAMILY AND COMMUNITY: USE OF COMMUNITY EXPERTS

Our communities are full of content-area specialists who are willing and excited to collaborate with teachers to support student learning. Athlos teachers know how the meaningful integration of community experts into learning experiences can deepen students' understanding of concepts, help them see real-world applications, and motivate them to dig deeper and more fully engage with their work at school. Additionally, work with specialists can motivate the production of high-quality products, help students gain self-confidence, and build 21st century skills like time-management, communication, and professionalism.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders facilitate the finding and hosting of community experts for school events and classroom activities. Community experts are vetted by school leaders. Leaders ensure that teachers are not overwhelmed by the number of community experts interested in assisting. Community experts present at key events hosted by the school.	Level 1+ Leaders continue to help teachers find community experts for school events and classroom activities.	Level 1-2+ As needed, leaders support teachers in finding community experts for school events and classroom activities.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers begin to plan how to integrate community experts (local or global via Skype) into classroom learning experiences. Teachers explicitly teach and model how to interact with experts and guests (e.g. greeting, showing respect, helping the expert orient to the building and the learning).	Teachers begin to invite experts (local or global via Skype) into classroom learning experiences. Teachers continue to teach and model how to interact with experts and guests.	Teachers regularly and meaningfully integrate experts (local or global via Skype) into classroom learning experiences. Students interact appropriately with experts and guests with little coaching from teachers.

HEALTHY BODY

MIND AND BODY ARE INEXTRICABLY LINKED.

BELIEFS:

Structured athletic curriculum and creative play develop physical literacy.

Coaches help develop student athleticism through positive and effective instruction.

Assessments are integrated routinely and promote student growth in fitness and athleticism.

A culture of wellness is developed as families and communities partner to support healthy lifestyles.

STRATEGIES:

Curriculum

- Athlos athletic curriculum (AAC) knowledge and methodology
- Unstructured free play
- Integration of Healthy Body into classroom content

Instruction

- Culture of growth and positivity
- Differentiated instruction
- Modeling effective practices

Assessment

- AAC assessment protocols
- Formative and summative tasks used to inform instruction
- Student disposition data

Family and Community

- Extracurricular activities
- Community and wellness events
- Promote school team building

HEALTHY BODY

CURRICULUM: ATHLOS ATHLETIC CURRICULUM KNOWLEDGE AND METHODOLOGY

Athlos athletic curriculum (AAC) knowledge and methodology is the foundational knowledge needed to effectively implement the AAC. It encompasses the long term athletic development model, movement methodology in the forms of linear and multi-directional speed, pediatric resistance training methodology, and the current national standards from SHAPE America. Sound scientific research formed the foundation on which each of these areas of the AAC were selected and incorporated. Each level requires a different skill set and a specific level of content knowledge.

EXPECTATIONS FOR

Leaders: Administrators, Lead AP Coaches

Level 1	Level 2	Level 3
Administration supports Healthy Body staff in pursuing content knowledge associated with AAC and holds staff accountable for attending home court professional development. Lead APC identifies areas of support needed for staff growth.	Lead athletic performance coach meets with administration team to review staff goals and evaluate delivery of the AAC.	Lead athletic performance coach leads AAC planning huddles with staff.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Athletic performance coaches set goals surrounding their development of content knowledge and methodology (i.e. obtaining their CSCS, creating a relevant staff reading list, etc.) Athletic performance coaches demonstrate sufficient knowledge in AAC methodology.	Level 1 + Athletic performance coaches show evidence of growth in AAC methodology knowledge. Athletic performance coaches provide feedback in the form of effective external coaching cues. Athletic performance coaches provide age appropriate progressions and regressions of prescribed drills, exercises, and games. Athletic performance coaches are able to transition between each lesson segment seamlessly maximizing the majority of class time.	Level 1–2 + Lesson plan adaptations reflect expertise in AAC methodology.

HEALTHY BODY

CURRICULUM: UNSTRUCTURED FREE PLAY

Unstructured free play refers to periods of physical activity throughout the day where students can play and move without it being overly structured or programmed by adults. These 15 minute breaks occur at least two times per day, ideally up to three to four times. During unstructured free play, all students are engaged in a form of activity they enjoy. This time is protected because teachers value the benefits it provides students.

EXPECTATIONS FOR

Leaders: Administrators, Lead AP Coaches

Level 1	Level 2	Level 3
Administration schedules two or three fifteen-minute free play recess breaks for all students daily. Administration provides research to the staff on the value and importance of free play as an element of school culture.	Level 1 + Administration looks to increase free play opportunities for all students. Administration provides feedback to teachers on their transitions and free play experiences.	Level 1–2 + Administration helps to gather data on the effectiveness of free play experiences (both during recess and in classrooms). Administration helps to provide resources and support to teachers for increasing the quality of free play experiences.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers facilitate smooth transitions in order to maximize free play time. Teachers protect free play time for students.	Level 1 + Teachers facilitate quality free play time by avoiding adult interaction, and promoting student problem solving and creative design.	Level 1–2 + Teachers help to track "on-task" behavior in the classroom in relation to the amount of quality free play experiences. Unstructured free play reflections occur during grade level PLCs

HEALTHY BODY

CURRICULUM: INTEGRATION INTO CLASSROOM CONTENT

The Athlos model truly comes alive when all three pillars are integrated simultaneously. Integration of Healthy Body into classroom content means that students are moving throughout the school day, not just on the turf. Because movement and cognition are powerfully linked, classroom movement breaks are used in every classroom to enhance students' learning potential. We also know that the field of exercise science has exploded in the last 20 years. This also includes building students' knowledge in areas such as anatomy, physiology, kinesiology, nutrition, etc. The goal is to put healthy habits into motion on the turf, while integrating these topics into our academic teaching in order to teach students to stay healthy.

EXPECTATIONS FOR

Leaders: Administrators, Lead AP Coaches

Level 1	Level 2	Level 3
Administration highlights the importance and celebrates Healthy Body integration into classroom instruction. Administration models the use of movement breaks during staff professional development time.	Level 1+ Administration requires evidence of Healthy Body integration into classroom instruction and focuses on quality implementation.	Level 1–2+ Administration considers Healthy Body integration into teacher evaluation process.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Athletic performance coaches begin to develop a specific plan on how to support the integration of movement breaks into the classroom. Teachers sometimes integrate Healthy Body content into subject units. Students experience two to three movement breaks per day within the classroom.	Athletic performance coaches begin to implement a specific plan on how to support integration of movement breaks into the classroom. Teachers often integrate Healthy Body content into subject units. Students experience three to four movement breaks per day within the classroom.	Athletic performance coaches continue to support integration of movement breaks into the classroom. Teachers regularly integrate Healthy Body content into subject units. Students experience four to five movement breaks per day within the classroom.

HEALTHY BODY

INSTRUCTION: CULTURE OF GROWTH AND POSITIVITY

A culture of growth and positivity is about more than just classroom culture; it is the school culture, staff culture, and the classroom culture all wrapped into one. It is empowering students, staff, and communities to take risks, make mistakes, learn, and grow. This takes careful and intentional planning to make happen. Culture is delicate—it is something that is difficult to develop and easy to lose control of. This development of positivity and growth must be interwoven in every interaction with students and staff.

EXPECTATIONS FOR

Leaders: Administrators, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders offer research and direction on the importance of a growth mindset.	Level 1+ Administrator and lead coach reflect on culture with implementation of teacher/coach/student/parent surveys. A school-wide book club on *Mindset in the Classroom* by Mary Ricci happens at some point in the school year.	Continue with Level 1–2

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Athletic performance coaches begin to use language that reflects a growth mindset where "process praise" is used to highlight effort, strategies, positive choices, healthy behavior, and perseverance. Athletic performance coach instruction helps students begin to accept mistakes as opportunities, helping to deal with setbacks constructively. Athletic performance coaches find themselves highlighting a majority of positive behaviors.	Athletic performance coaches frequently use language that reflects a growth mindset where "process praise" is used to highlight effort, strategies, positive choices, healthy behavior, and perseverance. Athletic performance coach instruction frequently helps students accept mistakes as opportunities, helping to deal with setbacks constructively. Athletic performance coaches find themselves highlighting a majority of positive behaviors.	Athletic performance coaches consistently use language that reflects a growth mindset where "process praise" is used to highlight effort, strategies, positive choices, healthy behavior, and perseverance. Athletic performance coach instruction consistently helps students accept mistakes as opportunities, helping to deal with setbacks constructively. Athletic performance coaches find themselves highlighting a majority of positive behaviors.

HEALTHY BODY

INSTRUCTION: DIFFERENTIATED INSTRUCTION

For Healthy Body, differentiated instruction is the ability of the athletic performance coach to adjust a lesson, drill, activity, or game in order to maximize learning for the student. Athlos Academies believes that movement is a skill, meaning that proper movement mechanics can be taught. All Athlos athletic performance coaches need to understand the importance of modifying the curriculum and/or equipment to include all students.

EXPECTATIONS FOR

Leaders: Administrators, Lead AP Coaches

Level 1	Level 2	Level 3
Lead coach introduces coaching staff to effective strategies for differentiating instruction.	Lead coach incorporates curriculum methodology into weekly team planning huddle.	Lead coach establishes a rotation for other coaches to lead team planning huddles.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Coaches become aware of opportunities to differentiate instruction. Athletic performance coaches collaboratively plan AAC lesson plans in advance.*	Level 1+ Athletic performance coaches collaboratively create AAC lesson plans in advance and submit suggestions via Athlos Tools.* Athletic performance coaches are able to evaluate and customize lesson plans to maximize class engagement.*	Level 1–2+ Athletic performance coaches differentiate AAC lesson plans for individuals with varying abilities.*

*Including adaptive physical education

HEALTHY BODY

INSTRUCTION: MODELING EFFECTIVE PRACTICES

Modeling is simply practicing what you preach. Modeling is an effective way of teaching, since students are always watching what you say and what you do—both on the turf and also throughout the school. As an athletic performance coach, you must be prepared to routinely model on many levels—you must model movements on the turf as well as lifestyle choices that lead to health and wellness. On the turf, the effective use of modeling utilizes three modes of learning—auditory, visual, and kinesthetic—and helps students to acquire new skills. Throughout the school day, modeling positive behavior choices teaches students how to treat each other and themselves.

EXPECTATIONS FOR

Leaders: Administrators, Lead AP Coaches

Level 1	Level 2	Level 3
Lead coach facilitates rehearsal of drills/exercises associated with the AAC throughout the week. Lead coach and administration develop a culture that considers healthy lifestyle choices.	Level 1+ Lead coach and administration develop a culture that frequently models healthy lifestyle choices. (Teacher professionalism)	Level 1–2+ Lead coach and administration develop a culture that embraces healthy lifestyle choices. (Teacher professionalism)

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Athletic performance coaches develop goals surrounding healthy lifestyle choices and have the ability to model movements within the AAC.	Level 1+ Athletic performance coaches' lifestyle choices reflect their healthy lifestyle goals as an example for students, staff, and families. Athletic performance coaches are able to model all of the exercises associated with the AAC.	Level 1–2+ Athletic performance coaches embrace a healthy lifestyle. Athletic performance coaches are able to effectively model all of the exercises associated with the AAC and continue to refine demonstration of the AAC.

HEALTHY BODY

ASSESSMENT: ATHLOS ATHLETIC CURRICULUM ASSESSMENT PROTOCOLS

The Athlos athletic curriculum assessment protocols are comprised of the fitness-focused and athleticism-focused assessment phases. Modeled after Fitness Gram, the fitness assessments include BMI, pacer, 90 degree push-up, curl-up, trunk lift, and shoulder flexibility. These tests are performed in first quarter and toward the end of the fourth quarter. The athleticism assessments include BMI, 300 yard shuttle, 20 yard sprint, hexagon agility, vertical jump, and standing long jump. These are performed at the end of the second and third quarters.

EXPECTATIONS FOR

Leaders: Administrators, Lead AP Coaches

Level 1	Level 2	Level 3
Lead coach designs a yearly AAC assessment plan to include dates and daily schedule of assessments. School leaders protect this time to facilitate testing.	Level 1+ Lead coach facilitates the incorporation of Healthy Body scorecards into instruction.	Level 1–2+ Lead coach runs reports on Healthy Body data to be considered as a part of the lesson planning process.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Athletic performance coaches set goals surrounding completion of testing and overall implementation. Athletic performance coaches implement all assessment phases of the AAC and submit data on Athlos Tools. Eighty-five percent of students complete each phase of assessment.	Level 1+ AAC assessment implementation is organized and facilitates physical activity for students pre/post assessment. Ninety percent of students complete each phase of assessment.	Level 1–2+ Athletic performance coaches consider AAC assessment data as part of the lesson planning process. Ninety percent or more of students complete each phase of assessment

HEALTHY BODY

ASSESSMENT: STUDENT DISPOSITION DATA

Athletic performance coaches ensure students are not only developing the competencies to be life-long movers, but the confidence to do so as well. The success of the Healthy Body pillar is apparent not only when students start to become more efficient movers, but when students' attitudes and dispositions toward physical activity start to change. Coaches seek to develop a student body that believes their level of athleticism is not fixed. By reinforcing a growth mindset and implementing activities such as student surveys and peer sharing, the benefits of a pillar dedicated to developing healthy bodies are realized when there is evidence of a mindset shift in students.

EXPECTATIONS FOR

Leaders: Administrators, Lead AP Coaches

Level 1	Level 2	Level 3
Administrator collaborates with coaching staff to create a Healthy Body disposition survey to capture student beliefs surrounding Healthy Body pillar.	Administrator collaborates with coaching staff to incorporate student families into Healthy Body disposition survey.	Level 1–2+ Administrator and lead coach collaborate with classroom teachers to integrate academic content into Healthy Body projects.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Athletic performance coaches set timeline for distribution of survey and completion date. Eighty-five percent of students complete disposition survey. Athletic performance coaches deliver a Healthy Body disposition survey and facilitate student tracking of physical activity outside of the school day.	Level 1+ Athletic performance coaches facilitate student goal creation and evaluation surrounding the Healthy Body disposition survey, the Healthy Body scorecard, and outside of school day physical activity tracking. Ninety percent of students complete disposition survey. Sixty to seventy-five percent of families complete disposition survey.	Level 1–2+ Students incorporate their Healthy Body goals into a personal wellness project. More than eighty-five percent of families complete disposition surveys.

HEALTHY BODY

ASSESSMENT: FORMATIVE AND SUMMATIVE TASKS USED TO INFORM INSTRUCTION

At Athlos Academies, assessment is an ongoing process used to improve instruction and support students. Both formative and summative tasks are used to do this. Formative assessment is assessment for learning. These are various activities in which students demonstrate what they know and can do so far. The purpose of formative assessment is for coaches to gauge where students are and to adapt subsequent tasks accordingly. Summative assessment is assessment of learning. These are activities that take place at the end of a learning experience in which students demonstrate what they have learned. Summative assessments are meant to be evaluative, and have the power to drive big changes in curriculum choice or instructional practice.

EXPECTATIONS FOR

Leaders: Administrators, Lead AP Coaches

Level 1	Level 2	Level 3
School leaders and lead coach offer both formative and summative feedback to athletic performance coaches through use of coach observation tools. Leaders/lead athletic performance coaches model the use of learning targets during meetings and professional development. Leaders provide support and direction on how to best integrate formative assessments into the learning process.	Level 1+ Coaches peer-evaluate through the use of coach observation tools. Leaders provide training on new methods of formative and summative assessment, including the use of new technology platforms. Athletic performance coaches check for consistency among coach learning targets as well as the implementation at the beginning and end of each class.	Level 1–2+ Coaches self-evaluate through the use of videoing class periods and the coach observation tools. Leaders continue to seek out training opportunities for themselves and for staff on new formative and summative assessment strategies and help to implement them in the school.

HEALTHY BODY

ASSESSMENT: FORMATIVE AND SUMMATIVE TASKS USED TO INFORM INSTRUCTION

At Athlos Academies, assessment is an ongoing process used to improve instruction and support students. Both formative and summative tasks are used to do this. Formative Assessment is assessment for learning. These are various activities in which students demonstrate what they know and can do so far. The purpose of formative assessment is for coaches to gauge where students are and to adapt subsequent tasks accordingly. Summative Assessment is assessment of learning. These are activities that take place at the end of a learning experience in which students demonstrate what they have learned. Summative assessments are meant to be evaluative, and have the power to drive big changes in curriculum choice or instructional practice.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Athletic performance coaches begin to use a variety of formative assessment strategies (informal and formal) to determine next steps in AAC lessons and support student improvement. Learning targets inform classroom experiences and instruction as well as formative and summative assessments. Teachers begin to design a variety of summative assessments to measure students' depth of understanding. These assessments are based on learning targets and serve as evidence for what students can do and know.	Level 1+ Athletic performance coaches consistently uses a variety of formative assessment strategies (informal and formal) to determine next steps in AAC lessons and how to support student improvement. Student-friendly learning targets are displayed and discussed at the beginning and end of instruction (part of last word). Students begin to self-assess and monitor their progress on learning targets.	Level 1–2+ Teachers skillfully use a variety of formative assessment strategies (informal and formal) to determine next steps in AAC lessons and how to best support student improvement. Students track their own progress on learning targets and share them during student-led conferences. Teachers design a variety of summative assessments to measure students' movement and skill competency. These assessments are based on learning targets and serve as evidence for what students are able to execute (movement and sport techniques and tactics).

HEALTHY BODY

FAMILY AND COMMUNITY: EXTRACURRICULAR ACTIVITIES

Extracurricular activities encourage student involvement and provide teaching and learning opportunities beyond what happens during the school day. Whether it be competing on the soccer or the debate team, extracurriculars are an additional opportunity to develop Performance Character. Extracurricular choices that adhere to the Healthy Body pillar also allow students to practice the skills they're learning on the turf.

EXPECTATIONS FOR

Leaders: Administrators, Lead AP Coaches

Level 1	Level 2	Level 3
School administration identifies school community interest in after school extracurriculars. Administrator establishes a timeline for introducing school extracurriculars.	Level 1+ School administration educates themselves on the long term athletic development model and its implications on extracurriculars. Information is provided to parents regarding the Athlos approach to extracurriculars. Extracurricular accomplishments are routinely on display (i.e. added in exhibition night).	Level 1–2+ School administration considers and applies the long term athletic development model when expanding the extracurricular program. School leaders and lead athletic performance coaches find opportunities for extracurricular teams/clubs to participate in community service.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
The extracurricular program is supported by athletic performance coaches (i.e. team sports or Healthy Body related club)	Level 1+ The extracurricular program is supported by both athletic performance coaches and classroom teachers.	Continue Level 1–2 expectations

HEALTHY BODY

FAMILY AND COMMUNITY: COMMUNITY AND WELLNESS EVENTS

School events focused on wellness provide an opportunity to model the Athlos three pillar approach to families and the larger community. These events provide an opportunity to highlight the learning taking place both in the classroom and on the turf, while also involving family and community members.

EXPECTATIONS FOR

Leaders: Administrators, Lead AP Coaches

Level 1	Level 2	Level 3
Lead athletic performance coaches organize an AAC curriculum night for families within the first semester.	Lead athletic performance coaches organize multiple AAC curriculum nights as well as wellness education opportunities for families.	Level 1–2+ Lead athletic performance coaches organize a school and community Healthy Body newsletter. (digital or print)

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Athletic performance coaches set goals surrounding family attendance at events. Athletic performance coaches lead AAC curriculum night for families.	Level 1+ Athletic performance coaches assist in recruiting members of the health and wellness community to present to families.	Level 1–2+ Athletic performance coaches provide routine after school fitness opportunities for families. Athletic performance coaches regularly contribute to a Healthy Body newsletter. (digital or print)

HEALTHY BODY

FAMILY & COMMUNITY: SCHOOL TEAM BUILDING

The promotion of school team building through physical activity is an integral component of the Healthy Body pillar. It helps develop strong school culture and gives coaches the opportunity to serve as the experts in exercise science for the rest of the staff. The first piece of this involves learning opportunities on the turf; these experiences help the staff better understand the AAC. Additionally, providing staff opportunities for physical activity through movement and resistance training is a key piece to creating a culture of wellness. Both of these pieces develop school culture. This type of collaboration and communication is important for the success of the school and three pillar approach.

EXPECTATIONS FOR

Leaders: Administrators, Lead AP Coaches

Level 1	Level 2	Level 3
School leaders establish routine staff-wide team building opportunities on the turf.	Level 1+ School leaders create opportunities for staff to establish health and fitness accountability partners.	Level 1–2+ School leaders organize off-site Healthy Body related team building opportunities.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Athletic performance coaches set goals surrounding staff participation in school team building events. Athletic performance coaches plan and lead school wide staff team building events on the turf.	Level 1+ Athletic performance coaches serve as exercise science experts and mentor staff in setting reaching health and fitness goals.	Level 1–2+ Athletic performance coaches lead off-site Healthy Body related team building opportunities.

PERFORMANCE CHARACTER

PERFORMANCE CHARACTER IS A KEY INDICATOR OF FUTURE SUCCESS.

BELIEFS:

Performance Character curriculum gains relevancy when integrated into every facet of a student's school day.

Safe, engaging classrooms result when teachers weave Performance Character into their daily instruction.

Self-assessing Performance Character builds student mindfulness, motivation, and metacognition.

The greatest Performance Character growth occurs when families and communities partner with schools to support and mentor students.

STRATEGIES:

Curriculum
- Kickoffs
- Huddles
- Prepared Mind and Healthy Body integration

Instruction
- Performance Character building protocols
- Integrated trait opportunities
- Performance Character based classroom management and modeling

Assessment
- Self-assessments
- Celebrations of growth
- Performance Character showcase presentations

Family and Community
- Trait conversations
- Performance Character community events
- Athlos Roots integration

PERFORMANCE CHARACTER

CURRICULUM: KICKOFFS

Kickoffs take place quarterly at Athlos schools. These school-wide events intend to inform and excite students about the 12 Performance Character traits. The first quarter kickoff introduces students to all 12 traits. The remaining three kickoffs each focus on one of the overarching traits: grit, leadership, or social intelligence.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Administrators and Performance Character coaches ensure kickoffs take place quarterly for all students.	Administrators and Performance Character coaches ensure kickoffs take place quarterly for all students and integrate student recognition and involvement	Level 1–2+ Administrators and Performance Character coaches ensure that planned kickoff activities are creative, engaging, and age-appropriate.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers and/or Athletic Performance coaches participate as needed to involve students in quarterly kickoffs.	All teachers and/or Athletic Performance coaches help facilitate meaningful student involvement in quarterly kickoffs.	Teachers and/or Athletic Performance coaches take leadership roles in helping plan quarterly kickoffs. All teachers participate or facilitate these kickoffs with enthusiasm and clarity. Teachers empower students to help lead kickoffs when appropriate.

PERFORMANCE CHARACTER

CURRICULUM: HUDDLES

A central component to the Athlos Performance Character program is the morning huddle. This is the time teachers explicitly focus on the 12 traits. This 15-30 minute time each morning follows a suggested meeting structure (as described in *The Morning Meeting Book*) and includes activities and tasks that highlight or allow students to actively practice and reflect on one of the traits. During the first quarter of the school year, students are introduced briefly to all 12 traits through their morning huddles. The remaining quarters focus in detail on four traits at a time, one of the overarching traits and three of the supporting traits.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Performance Character coaches begin to support huddle implementation using student-centered coaching practices and prepare (by studying the huddle framework and participating in professional development) to lead full staff professional development in Level 2.	Performance Character coaches support huddle implementation using student-centered coaching practices and lead professional development for staff.	Performance Character coaches continue to support implementation through on-going student-centered coaching and professional development based on need and school-wide goals.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers and/or Athletic Performance coaches familiarize themselves with the huddle framework, huddle activity guide and lesson plans, and are able to plan and implement a huddles a few times each week.	Teachers and/or Athletic Performance coaches implement regular huddles throughout the week using the huddle activity guide and lesson plans. Teachers begin to integrate restorative circles into huddles weekly.	Teachers and/or Athletic Performance coaches implement regular huddles and restorative circles throughout the week. Huddles are engaging and student-centered.

PERFORMANCE CHARACTER

CURRICULUM: PILLAR INTEGRATION

At Athlos schools, the Performance Character program is not a standalone or add-on. It is an integral part of the school culture and of the other two pillars, Prepared Mind and Healthy Body. Teachers and coaches at Athlos schools regularly incorporate the 12 traits into their daily curriculum. On the turf, at the end of nearly every session, coaches bring students together to recognize and review trait(s) students displayed during the session. In the classroom, teachers embed activities and conversations focused on the 12 traits into academic content. This holistic approach helps make the traits even more relevant for students.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Performance Character coaches begin to support Prepared Mind and Healthy Body Integration by providing relevant resources and preparing to lead professional development in Level 2. Examples include: • Research articles • Lesson ideas • Reflection activities	Level 1+ Performance Character coaches support Prepared Mind and Healthy Body Integration using student-centered coaching practices and lead professional development for staff. Professional development focus may include: • Trait integration • Lesson planning • Reflection activities	Level 1–2+ Performance Character coaches seek to deepen integration through continued coaching and professional development.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers and/or athletic performance coaches regularly look for opportunities to integrate Performance Character into their lessons.	Teachers and/or athletic performance coaches regularly integrate Performance Character into lessons and identify meaningful opportunities for integration during the lesson planning process. Lesson plans demonstrate thoughtful integration of Performance Character.	Level 1–2+ Teachers and/or athletic performance coaches continue deepen integration with Performance Character coach support.

INSTRUCTION: PERFORMANCE CHARACTER BUILDING PROTOCOLS

Athlos teachers are encouraged and expected to incorporate instructional protocols in their classroom that target Performance Character development. These protocols encourage collaboration and communication amongst groups of students. These collaborative, cooperative environments naturally elicit and build up the 12 traits in student behavior. Examples of such protocols include: gallery walks, final words, admit and exit tickets, jigsaws, interactive word walls, peer critiques, and more.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Performance Character coaches introduce teachers and/or athletic performance coaches to Performance Character building protocols and provide support and resources as needed.	Performance Character coaches continue to support implementation using student-centered coaching practices and lead professional development for staff.	Level 1–2+ Performance Character coaches seek to deepen integration through continued coaching and professional development.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers and/or athletic performance coaches learn about performance character building protocols and how they support student growth in the Performance Character traits and begin to implement. Examples include: • Using protocols during huddles • Incorporating protocols into lesson plans • Using protocols to debrief in the classroom and on the turf	Teachers and/or athletic performance coaches regularly implement Performance Character building protocols that support trait growth in their instruction. Lesson plans demonstrate thoughtful integration of protocols.	Level 1–2+ Teachers and/or athletic performance deepen integration with Performance Character coach support.

PERFORMANCE CHARACTER

INSTRUCTION: INTEGRATED TRAIT OPPORTUNITIES

While explicit focus on the 12 traits during morning huddles and kickoffs is important to a student's understanding and development of the traits, Athlos teachers are also encouraged to embed opportunities for students to practice the traits into their classroom instruction. Instruction that is project-oriented and inquiry-based naturally allows for leadership opportunities in the classroom and encourages curiosity, creativity, social intelligence, courage, and more.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Performance Character coaches introduce teachers and/or athletic performance coaches to strategies that provide opportunities for students to practice Performance Character throughout their day.	Performance Character coaches continue to support implementation using student-centered coaching practices and lead professional development for staff.	Level 1–2+ Performance Character coaches seek to deepen integration through continued coaching and professional development.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers and/or athletic performance coaches learn about the types of work, strategies, and opportunities they can provide students in order to support trait growth and begin to implement. Examples include: • Social-emotional learning activities • Mindfulness • Problem-solving and conflict resolution strategies • Goal-setting	Teachers and/or athletic performance coaches regularly integrate trait opportunities for students.	Teachers and/or athletic performance coaches successfully structure their classroom environments to allow students to engage in meaningful practice of all 12 traits while adding breadth and depth to their experience.

PERFORMANCE CHARACTER

INSTRUCTION: PERFORMANCE CHARACTER BASED CLASSROOM MANAGEMENT AND MODELING

All Athlos teachers have access to and are encouraged to use the resource *Management in the Active Classroom* to establish positive classrooms built on key Performance Character traits. This resource supports teachers in using instructional approaches that help build a respectful, active, collaborative, growth-oriented, and self-managed classroom. It is broken into six key sections: teacher presence, norms, routines, communication, group work, and deeper support for challenging behaviors.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Performance Character coaches familiarize themselves with the *Management in the Active Classroom* prepare to lead professional development for staff in Level 2.	Performance Character coaches continue to support implementation using student-centered coaching practices and lead professional development for staff.	Level 1–2+ Performance Character coaches seek to deepen integration through continued coaching and professional development.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers and/or athletic performance coaches familiarize themselves with the *Management in the Active Classroom* resource and begin to implement related practices into their classroom management plans. Teachers and/or athletic performance coaches connect practices to the Athlos positive behavior support plan.	Teachers and/or athletic performance coaches fully integrate practices from the *Management in the Active Classroom* resource into their classroom management plans and reflect on their implementation. Teachers and/or athletic performance coaches fully integrate practices with the Athlos positive behavior support plan.	Level 1–2+ Teachers and/or athletic performance coaches deepen integration with Performance Character coach support.

PERFORMANCE CHARACTER

ASSESSMENT: SELF-ASSESSMENTS

At Athlos schools, students are encouraged to regularly reflect on their Performance Character growth. Sometimes this happens organically, in the moment, or in the context of positive or negative behavior. However, Athlos schools also intentionally and formally dedicate time to allow students to self-assess on a quarterly basis. At the conclusion of each quarter, Athlos students spend time filling out a self-assessment scorecard. They score themselves anywhere from one to five and provide a few reasons to support their score.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Performance Character coaches provide support for the quarterly self-assessment process in classrooms and provide teachers with feedback. Performance Character coaches lead teachers and/or athletic performance coaches in an annual staff self-assessment reflection.	Performance Character coaches continue to support implementation using student-centered coaching practices and lead professional development for staff.	Level 1–2+ Performance Character coaches seek to deepen implementation through continued coaching and professional development.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers and/or athletic performance coaches model how to accurately self-assess through self-reflection and the use of reflection activities. Teachers ensure all students self-assess their Performance Character traits quarterly using the Athlos scorecard. Teachers and/or Athletic Performance Coaches provide support and opportunities for students to identify and collect evidence of Performance Character.	Teachers and/or athletic performance coaches regularly implement Level 1 expectations for student self-assessment and deepen students' self-reflection through ongoing support and modeling. Teachers and/or athletic performance coaches support student development of the Performance Character portfolio sections.	Level 1–2+ Teachers and/or athletic performance coaches deepen integration with Performance Character coach support.

PERFORMANCE CHARACTER

ASSESSMENT: CELEBRATIONS OF GROWTH

At Athlos schools, students are regularly recognized for embodying the 12 traits. One key way to showcase students when they demonstrate one of the traits is to award a "shout-out" card. This card includes the name of the trait the student demonstrated in addition to an explanation (written by an administrator, teacher, or fellow student) regarding what the student did to warrant the recognition. These "shout-outs," along with other methods of recognition the school may incorporate, serve as a great platform to celebrate Performance Character growth.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders and Performance Character coaches find opportunities to recognize and celebrate both teachers and student growth when they demonstrate one of the 12 Performance Character traits. Leaders and Performance Character coaches integrate celebrations of growth into school-wide events such as kickoffs.	Performance Character coaches continue to support implementation using student-centered coaching practices and lead professional development for staff.	Performance Character coaches continue with Level 1–2 expectations and seek to deepen implementation through continued coaching and professional development.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers and/or athletic performance coaches create opportunities to celebrate student growth when they demonstrate Performance Character. Examples include: • Using "shout-outs" to recognize students • Identifying examples of Performance Character in the classroom and on the turf • Modeling recognition of growth for students to recognize each other	Teachers and/or athletic performance coaches regularly implement Level 1 expectations for celebrations of growth and develop consistent recognition opportunities for students.	Teachers and/or athletic performance coaches continue with Level 1–2 expectations and deepen implementation with Performance Character coach support.

ASSESSMENT: PERFORMANCE CHARACTER SHOWCASE PRESENTATION

In their final year of elementary school (typically 5th grade), middle school (8th grade), and high school (12th grade), Athlos students create a formal, focused portfolio that highlights their growth in a select few traits. Students prepare and showcase this portfolio to a panel of community members. This process serves as a "passage" of sorts as students progress to the next level of schooling.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Performance Character coaches introduce the concept of Performance Character showcase presentations (5th, 8th, and 12th grade presentations of portfolios to a group of community members for review and feedback) to staff and strategically plan for roll-out for Level 2. Coaches brainstorm and plan a process for rubric development for Performance Character showcase presentations and how teachers will help students prepare for them.	Performance Character coaches train and support 5th, 8th, and 12th grade teachers in developing Performance Character showcase presentations requirements and rubrics. Coaches recruit school panel members, coordinate and facilitate these presentations for all students during the final quarter of the school year. Coaches gather feedback from the school community (students, families, teachers, panelists) about how to improve the process.	Performance Character coaches train and support 5th, 8th, and 12th grade teachers in developing Performance Character showcase presentations requirements and rubrics. Coaches recruit panel members from the local community and train them on being audience members. Coaches schedule and facilitate these presentations for all students during the final quarter of the school year.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers familiarize themselves with the Performance Character showcase presentation components and provide students with opportunities to engage in presentation activities in preparation for 5th, 8th, and 12th grade presentations.	Grade 5, 8 and 11 teachers begin to implement basic Performance Character showcase presentations components and help students prepare for presentation (preserve time to develop presentations and give feedback).	Grade 5, 8, and 11 teachers fully implement Performance Character showcase presentation components and support student preparation throughout the school year.

FAMILY AND COMMUNITY: TRAIT CONVERSATIONS

While learning about and practicing the 12 traits certainly helps students develop, another key component is encouraging conversations about trait growth with multiple parties, including families. Teachers are expected to have a strong grasp of the 12 traits and be ready to discuss with students openly and often. However, it is the intentional conversations about the traits with students' families that brings the Performance Character program full circle. This often happens at student-led conferences when students have the opportunity to present their self-assessments and discuss their growth with both their teachers and parents/guardians.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Administrators and Performance Character coaches introduce the importance of student/teacher/parent conversations around student Performance Character trait self-assessments and portfolios.	Administrators and Performance Character coaches provide platforms (including student-led conferences and community meetings) and training for teachers to facilitate conversations between students, families, and teachers regarding student Performance Character trait self-assessments and evidence portfolios.	Level 1–2+ Performance Character coaches seek to deepen implementation through continued coaching and professional development.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers initiate informal conversations with students and families about trait growth.	Teachers begin to facilitate formal discussions regarding trait self-assessments with families and students (including trait reflections and student-led conferences).	Teachers fully implement trait conversations into student-led conferences and/or other platforms. Teachers encourage students to share their reflections at school and community events about their Performance Character growth.

PERFORMANCE CHARACTER

FAMILY AND COMMUNITY: PERFORMANCE CHARACTER COMMUNITY EVENTS

Athlos schools are encouraged to plan and execute community events that focus on Performance Character traits. This might mean bringing in a guest speaker and inviting families and community members to attend, or it might include students participating in a community event such as a 9/11 remembrance ceremony. The goal is twofold: 1) that students are active in the community and practicing the 12 traits, and 2) community members are able to learn about and experience the 12 traits in meaningful ways.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders and Performance Character coaches ensure that topic of Performance Character is integrated into at least one community event (like Athlos athletic curriculum night).	Leaders and Performance Character coaches ensure that at least one community event (planned and executed) focuses predominantly on Performance Character.	Leaders and Performance Character coaches consistently integrate Performance Character into all community events and continue to hold specific Performance Character community events.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
n/a	Teachers participate in the Performance Character focused community event.	Teachers help plan and participate in the Performance Character focused community event.

PERFORMANCE CHARACTER

FAMILY AND COMMUNITY: ATHLOS ROOTS INTEGRATION

Athlos Roots is a concept implemented at Athlos schools to help students learn about and gain an appreciation for their cultures of origin, ancestors, family history, etc., particularly through the lens of Performance Character. Athlos Roots elements are incorporated wherever they fit best (typically in the social studies curriculum or morning huddles). Teachers encourage students to add any Athlos Roots experiences, assignments, or projects in the Performance Character section of their student portfolios.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Performance Character coaches familiarize themselves with the Athlos Roots concept and plan to lead professional development in Level 2.	Performance Character coaches introduce Athlos Roots to teachers and/or athletic performance coaches and provide professional development. Performance Character coaches support Athlos Roots implementation using student-centered coaching practices. Level 2 examples include: • Huddle activities • Athlos Roots portfolio projects	Performance Character coaches continue with Level 1–2 expectations and seek to deepen implementation through continued coaching and professional development.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers incorporate Athlos Roots activities into their huddle curriculum throughout the year.	Teachers incorporate Athlos Roots activities into their huddle curriculum throughout the year and begin to integrate the Athlos Roots portfolio project into their curriculum.	Level 1–2+ Teachers deepen implementation with Performance Character coach support.

SELF-ASSESSMENT AND REFLECTION

Using the rubric for each strategy (found in the implementation guide), please identify which best describes your current level of implementation for each strategy. Think about consistent, high-quality implementation of each level and choose where you would place yourself most (at least 75 percent) of the time.

SCHOOL-WIDE STRUCTURES	Not Yet 0	Level 1	Level 2	Level 3
Athlos behavioral support system				
Standards-based grading Student portfolio system				
Student-led conferences				
Student portfolio system				
Teacher professionalism				
Professional learning communities (PLCs)				
Student work exhibitions				
School portfolios				

One **school-wide structure** I want to focus on: _____

Reflection (What worked/what didn't?):
Refer to the implementation guide for what the strategy should look/sound like.

Evidence (What are/will students be saying/doing?):

Goals moving forward:

What resources or professional development is needed to meet my goals?:

One **school-wide structure** I want to focus on: _____

Reflection (What worked/what didn't?):
Refer to the implementation guide for what the strategy should look/sound like.

Evidence (What are/will students be saying/doing?):

Goals moving forward:

What resources or professional development is needed to meet my goals?:

SELF-ASSESSMENT AND REFLECTION

Using the rubric for each strategy (found in the implementation guide), please identify which level best describes your current level of implementation for each strategy. Think about consistent, high-quality implementation of each level and choose where you would place yourself most (at least 75 percent) of the time.

PREPARED MIND				
Curriculum:	Not Yet 0	Level 1	Level 2	Level 3
Inquiry-based				
Project-based				
Integrated				
Instruction:	Not Yet 0	Level 1	Level 2	Level 3
Culture of growth/positivity				
Active, student-centered				
Technology strategically utilized				
Assessment:	Not Yet 0	Level 1	Level 2	Level 3
Learning targets frame learning				
Formative and summative tasks used to inform instruction				
Effective use of data				
Family and Community:	Not Yet 0	Level 1	Level 2	Level 3
Consistent, quality communication				
Family engagement in the learning process				
Use of community experts				

One **Prepared Mind** strategy I want to focus on: _____

Reflection (What worked/what didn't?):
Refer to the implementation guide for what the strategy should look/sound like.

Evidence (What are/will students be saying/doing?):

Goals moving forward:

What resources or professional development is needed to meet my goals?:

One **Prepared Mind** strategy I want to focus on: _____

Reflection (What worked/what didn't?):
Refer to the implementation guide for what the strategy should look/sound like.

Evidence (What are/will students be saying/doing?):

Goals moving forward:

What resources or professional development is needed to meet my goals?:

SELF-ASSESSMENT AND REFLECTION

Using the rubric for each strategy (found in the implementation guide), please identify which best describes your current level of implementation for each strategy. Think about consistent, high-quality implementation of each level and choose where you would place yourself most (at least 75 percent) of the time.

HEALTHY BODY				
Curriculum:	Not Yet 0	Level 1	Level 2	Level 3
AAC knowledge and methodology				
Unstructured free play				
Integration of Healthy Body into classroom content				
Instruction:	Not Yet 0	Level 1	Level 2	Level 3
Culture of growth/positivity				
Differentiated instruction				
Modeling effective practices				
Assessment:	Not Yet 0	Level 1	Level 2	Level 3
AAC assessment protocols				
Formative and summative tasks used to inform instruction				
Student disposition data				
Family & Community:	Not Yet 0	Level 1	Level 2	Level 3
Extracurricular activities				
Community and wellness events				
Promote school team building				

One **Healthy Body** strategy I want to focus on: _____

Reflection (What worked/what didn't?):
Refer to the implementation guide for what the strategy should look/sound like.

Evidence (What are/will students be saying/doing?):

Goals moving forward:

What resources or professional development is needed to meet my goals?:

One **Healthy Body** strategy I want to focus on: _____

Reflection (What worked/what didn't?):
Refer to the implementation guide for what the strategy should look/sound like.

Evidence (What are/will students be saying/doing?):

Goals moving forward:

What resources or professional development is needed to meet my goals?:

SELF-ASSESSMENT AND REFLECTION

Using the rubric for each strategy (found in the implementation guide), please identify which best describes your current level of implementation for each strategy. Think about consistent, high-quality implementation of each level and choose where you would place yourself most (at least 75 percent) of the time.

PERFORMANCE CHARACTER				
Curriculum:	Not Yet 0	Level 1	Level 2	Level 3
Kickoffs				
Huddles				
Prepared Mind and Healthy Body integration				
Instruction:	Not Yet 0	Level 1	Level 2	Level 3
Performance Character building protocols				
Integrated trait opportunities				
Performance Character based classroom management and modeling				
Assessment:	Not Yet 0	Level 1	Level 2	Level 3
Self-assessments				
Celebrations of growth				
Performance Character showcase presentations				
Family & Community:	Not Yet 0	Level 1	Level 2	Level 3
Trait conversations				
Performance Character community events				
Athlos Roots integration				

One **Performance Character** strategy I want to focus on: _____

Reflection (What worked/what didn't?):
Refer to the implementation guide for what the strategy should look/sound like.

Evidence (What are/will students be saying/doing?):

Goals moving forward:

What resources or professional development is needed to meet my goals?:

One **Performance Character** strategy I want to focus on: _____

Reflection (What worked/what didn't?):
Refer to the implementation guide for what the strategy should look/sound like.

Evidence (What are/will students be saying/doing?):

Goals moving forward:

What resources or professional development is needed to meet my goals?:

Professional Development Plan

Spring/Summer Leadership Training Topics			
School Leader(s)	**Leadership Team**	**Instructional Coaches & Lead Athletic Performance Coach**	**Front Office/ Support Staff**
New Employee Paperwork/Logistics; Orientation Manual on Canvas			
Introduction to Athlos: Mission, Vision, History			
Roles/Responsibilities of H.C. & Roles/Responsibilities at the School			
Technology: Office 365, Canvas, PowerSchool,			
Staff Recruitment & Hiring			
Calendars and Scheduling			
Work Plan Overview and Expectations			
Growth Mindset: Culture & Community			
Policies, Procedures, & Protocols			
Charter Goals Overview		N/A	
Board Reports & Subcommittees		N/A	
Facility Rental Agreement		N/A	
PTA/PTO		N/A	
FERPA/Student Access to Internet		N/A	
ExtraCurriculars		N/A	
Copy Machines/Office Supplies			
Brand Guide			
Media Relations			
Introduction to the Pillars: Overview of Pillar Implementation Guide, Pillar Rollout Plan			N/A
Finance role, purchasing, invoicing, back office relationships, grants/grant process, payroll	Purchasing, invoicing, grants/grant process		Finance role, purchasing, invoicing, back office relationships, grants/grant process, payroll
PowerSchool: Enrollment Process, new hire process, state reporting		PowerSchool & PowerTeacher: What teachers need to know	PowerSchool: Enrollment Process, new hire process, state reporting
Leadership Skills and Team Building			
Managing Conflict (with families, students, staff, etc.)			
Overview of School-Wide Structures			

Driveline			
Behavior Plan			
Assessment Plan			N/A
Pupil Progression Plan			N/A
Teacher Evaluation & Improvement Plan			N/A
Teacher Professionalism, PLC Year One Plan			N/A
Administrator Evaluation Plan	N/A		
SPED Plan: process, case load, staffing, training staff			
ELL Plan: process, case load, staffing, trainings			
Multi-Tiered Systems of Support: Data Team, Differentiation			
School Communication Plan			
Customer service - school culture, greeting, phone etiquette, FAQ, Org Chart			
School Breakfast/Lunch Program, Schedule, Logistics, Training, Communication			
Spaces & Places: Expectations & Ideas for Physical Environment			N/A
Curriculum Overview: What & Why			N/A
N/A	N/A	Supporting Teachers: Classroom Culture, Classroom Management, Growth Mindset	N/A
N/A	N/A	Deep Dive into Curriculum: Canvas, Resources, How-to upport Teachers, Supports, Materials Needed	N/A
Standards-Based Grading: Philosophy & Big Picture			N/A
Huddles: Purpose, Expectations, Schedule			N/A
N/A	N/A	Huddles: Supporting Teachers	N/A
N/A	N/A	Standards-Based Grading: Day to Day Implementation	N/A
N/A	N/A	PowerSchool & Report Cards	N/A
Active, Student-Centered Instruction: Modeling Movement Breaks & Protocols			N/A
Plan On-Site Training Days with Staff			

Boise Summer Institute				
Year One	**Year Two**	**Year Three**	**Year Four**	**Year Five**
Athlos Mission, Vision, & History				
Growth Mindset	Growth Mindset			
Huddles	Huddles	Kick-Offs	Kick-Offs	
Culture & Community	Culture & Community	Culture & Community	Culture & Community	Culture & Community
		Athlos Roots	Athlos Roots	Athlos Roots
Leadership Skills	Leadership Skills	Leadership Skills	Leadership Skills	Leadership Skills
	Differentiation	Differentiation 2	Differentiation 3	Differentiation 4
Assessment Practices (SBG) 1	Assessment Practices (SBG) 2	Assessment Practices (SBG) 3	Assessment Practices (SBG) 4	Assessment Practices (SBG) 5
Behavior Support System & Classroom Management	Behavior Support System & Classroom Management	Behavior Support System & Classroom Management	Behavior Support System & Classroom Management	Behavior Support System & Classroom Management
Curriculum What & Why	Lesson/Unit Planning	Integrated Curriculum	Integrated Curriculum	Local Connections, Community Experts
	Inquiry-Based Learning	Inquiry 2		
	High Quality Work & the Revision Process	Project-Based Learning (outside contractor)	Project-Based Learning (outside contractor)	Project-Based Learning (outside contractor)
	Math (outside partnership)	Math (outside partnership)	Math (outside partnership)	Math (outside partnership)
Turf Experiences				
Movement Breaks				
Use of Protocols				
Debrief and Reflection				

On-Site Teacher Training Days (Year One)											
Day:	**Day 1**	**Day 2**	**Day 3**	**Day 4**	**Day 5**	**Day 6**	**Day 7**	**Day 8**	**Day 9**	**Day 10**	**Day 11**
Facilitated By:	Athlos School Success Team	Athlos School Success Team with School Leadership Team	Athlos Pillar Team	Athlos School Success & Pillar Teams	School Leadership Team	Athlos Pillar Team	Athlos Pillar Team	Athlos Pillar Team	School Leadership Team	School Leadership Team	School Leadership Team
Morning Huddle/Team-Building											
Morning Session 1	Logistics Part 1: Welcome to Athlos: Intro to Athlos, Overview of next two weeks, New hire paperwork; Overview of tools/resources; Where to find policies and handbooks	Logistics Part 2: Q&A; Purchasing processes; Substitutes and time off; Technology check	Intro to the Athlos model: Pillar implementation Guide and School Wide Structures	PowerSchool: attendance, lunch alerts,	MTSS, Sped, and ELL - Case Load. specific review of accommodations and who are your kids.	Bridges Math training/ Coaches on the turf	Balanced Literacy Overview/ Lucy Calkins/ Coaches on the turf	Whole Staff intro to Athlos Athletic Curriculum	PLCs: Expectations, schedule	Teacher Work Time with Floating School Staff Support	Teacher Work Time with Floating School Staff Support
Movement Break											
Morning Session 2	School Calendar and Daily Schedule Review. What extra duties to expect?	School Safety: Arrival and Dismissal; Duties Assignments	School/classroom culture: PBIS, Management in the Active Classroom	Continue Structures and Strategies Overview - Standards Based Grading Guide	State mandated trainings: mandatory reporting, bullying and suicide prevention trainings	Bridges Math training/ Coaches on the turf	Reading: K-2 - foundational literacy; 3-5 - reading/ Coaches on the turf	Staff Turf Experience	Teacher Work Time with Floating School Staff Support	Teacher Work Time with Floating School Staff Support	Teacher Work Time with Floating School Staff Support
Lunch											
Afternoon Session 1	Employee payroll, benefits	School Safety: Emergency Plan Training with practice	School Culture: school procedural expectations, duties assignments, daily protocols; develop class schedule (playground, lunch, hallways. .)	PowerTeacher Grade Book, Report Cards, Standards-Based Grading Practical Implementatoin	School Assessment Plan: awareness of tools used, schedule	Bridges Math training/ Coaches on the turf	Spaces and Places Classroom Walk Through	Science and Social Studies Overview and Teacher Planning Time	Afternoon: Kick off team building experience	Afternoon: Kick off team building experience	Afternoon: Kick off team building experience
Movement Break											
Afternoon Session 2	CLassroom Part: provided supplies list, overview of curriculum, overview of suggested classroom set up	Plan Back to School Night. (what happens in your classroom, what happens in common spaces, documents to print/online access, map and coordinating volunteerspresentation.	Morning Huddles; First two weeks	Report Card Domains, State Standards Review, Begin Unit Mapping	Communication Plan: Expectations; Set up classroom webpages	Teacher Planning Time with Instructional Guides.	DINNER BREAK	Teacher Planning Time with Instructional Guides.	Teacher Planning Time with Instructional Guides.	Teacher Planning Time with Instructional Guides.	Teacher Planning Time with Instructional Guides.
Focused Teacher Work Time	Explore materials from today's sessions (i.e. employee handbook, family handbook, finish new hire paperwork,	Set up your safety materials. Make sure all of your technology is working. Explore Canvas.	Develop classroom managment plan, Plan first week of morning huddles	Continue standards review and curriculum mapping	Teacher Planning Time-first 2 weeks of building classroom culture	Set up Number Corner, plan first weeks of math lessons	Back to School Night	Teacher Planning Time with Instructional Guides	Teachers' Choice	Teachers' Choice	Teachers' Choice

Ongoing Support During Year One				
School Leader/HomeCourt Ongoing Support	**Instructional Coach/HomeCourt Ongoing Support**	**Lead APC/HomeCourt Ongoing Support**	**PC Coach/HomeCourt Ongoing Support**	**Fall Staff Meeting Topics/Trainings**
Check-ins, Q&As, What's Working?, Troubleshooting	Check-ins, Q&As, What's Working?, Troubleshooting	Check-ins, Q&As, What's Working, Troubleshooting	Check-ins, Q&As, What's Working?, Troubleshooting	Culture & Community
Leadership Skills	Leadership Skills	Leadership Skills- Coach observation, coach mentorship, crucial conversation	Leadership Skills	Team-Building
Culture & Community	Culture & Community	Culture & Community	Culture & Community	Check-ins, Q&As, What's Working?, Troubleshooting
School Policies & Procedures	Team-Building	AAC Knowledge & Methodology- AAC Overview	Classroom Management	Behavior Support Plan
Communication (w/ staff, families, communities)	Standards-Based Grading	AAC Knowledge & Methodology- Linear Speed	12 Traits	PBIS & Restorative Questions
Operational Items	PLCs: Expectations, Coaching Cycles, Schedule	AAC Knowledge & Methodology- Multi Directional Speed	Huddles	Operational Check-ins & Updates
State-Mandated Trainings/Reports	Teacher Evaluation & Improvement Plan	AAC Knowledge & Methodology- Resistance Training	PC Based Protocols in Huddles & Content	Assessment Plan/Schedule
Behavior Support Plan	Student-Led Conferences	Culture of Growth & Positivity- First Two Weeks	Trait Conversations	School-Home Communication
PBIS & Restorative Questions	Report Card Logistics	Differentiated Instruction- Lesson Planning	Celebrations of Success	Standards-Based Grading
Teacher Evaluation & Improvement Plans	Content Area/Curriculum Support	Culture of Growth & Positivity- External Cuing		PLCs: Expectations, Coaching Cycles, Schedule
Recruitment, hiring, onboarding		Culture of Growth & Positivity- Performance Character Integration		Teacher Evaluation & Improvement Plan
Leadership Team Meetings		Formative & Summative Assessment on the Turf		Student-Led Conferences
Transportation				Report Card Logistics
Contracts				Math Training
Staff Professionalism				Literacy Training
Student/Parent/Community Relations				Standards, Targets, Assessments
Board Relations				Lesson & Unit Planning
Understanding the Role of School Leader				
Technology				

Multi-Tier System of Supports Plan

Athlos' Academy Schools' Response To Intervention (RtI) in the Academic Program

"Only when schools create a tiered, systematic intervention program can the promise of certain access be realized. A systematic response begins with the school's ability to identify students who need help. After students are identified, the school must determine the right intervention to meet the child's learning needs, and then monitor each student's progress to know if the intervention is working. If the evidence demonstrates that the intervention is not meeting the intended outcome for a specific student, the school must revise the student's support by providing more intensive and targeted assistance; alternatively, if students reach grade-level expectations, the same flexible time and resources are used to extend students to even higher levels of achievement."
Austin Buffum, Simplifying Response to Intervention: Four Essential Guiding Principles

Multi-tiered System of Support (MTSS) for Academic and Behavior Support (Refer to Athlos' Positive Behavior Support Plan)

In order to establish a positive school culture and learning environment, Athlos' Academy Schools utilize a Multi-tiered System of Support (MTSS) built upon the foundation of Response to Intervention (RTI). Response to Intervention (RtI) is a multi-tier academic approach focused on providing early identification and support for students whose learning or behavior needs are not being met. It is an equitable pathway in identifying students who may require special education services. RtI involves "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educating decisions" (Batsche et al., 2005). The multi-tiered system of support and service delivery is grounded in the belief that ALL students can learn and achieve high standards. Athlos' Academy Schools embrace this approach in order to effectively target students' academic achievement and behavioral needs.

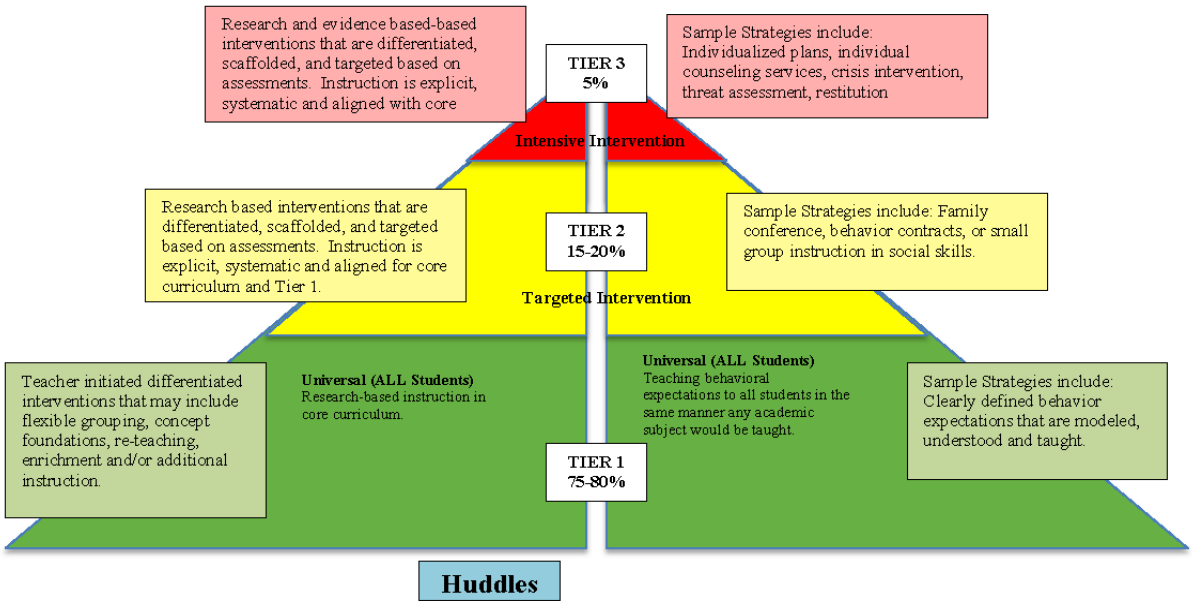
Successful implementation of the multi-tiered system of support includes the following five key components.

1. All students receive **research-based, standards-aligned instruction** in the general education classroom.
2. All students receive **universal benchmark screening** to determine if grade-level benchmarks are being met.
3. Student achievement and outcomes encompass **shared responsibility** among staff.
4. **Data-informed decision-making** is used as a framework for analyzing student performance and guide instructional decisions.
5. **Parental engagement and participation** is integral to the process.



RTI (Response To Intervention)
3 Tiers of Support

Source: http://www.naset.org/4354.0.htmlhttp://www.naset.org/4354.0.html



Defining the Three-Tiered Approach (Refer to Athlos' Positive Behavior Support Plan for Behavioral Supports)

Tier I is universal, meaning that ALL students receive the same academic and behavior supports within the classroom. This tier focuses on the core curriculum components and is aligned to Athlos' three pillars of *Prepared Mind, Healthy Body and Performance Character.* The classroom teacher generally provides supports at this tier. She may change her method of instruction or intervention by implementing differentiated practices, provide the student extra help or offer accommodations as soon as a student begins to struggle.

Assessment at this level includes a process for routinely reviewing students' progress on state mandated (when available) and benchmark assessments. Grade level teams analyze class-wide and grade-wide data to determine overall trends. Once students are identified as needing intervention at this level, an intervention plan is created and implemented and progress is monitored on a regular basis using class-wide assessment data (i.e. classroom curriculum assessments that include pre/post tests, performance based assessments, check-lists for skill mastery, etc.) *It is expected that 80% of students in a grade level will make adequate progress within Tier 1.*

NOTE: A student should be in attendance during core instruction and intervention at least 90% of the time prior to receiving Tier 2 instruction.

Tier 2 allows students to access additional instruction beyond Tier 1. Tier 2 instruction is more intense and requires more time and narrows the focus of instruction and intervention. Interventions are strategic, targeted supports that are individualized for small groups of students with more significant academic concerns or who have been identified as underachieving. Research and/or evidence based instructional strategies and interventions are developed based on the student's specific learning need. Multiple school personnel may provide interventions to the students at this level, including the classroom teacher, intervention specialist, or other qualified staff personnel.

Assessment at this level includes a process for routinely reviewing students' progress on state mandated (when available), benchmark and progress monitoring assessments as well as any other pertinent data. Further assessments given at this level are based on individual need resulting directly to intervention needs of the individual student. Once an intervention is in place, the response to intervention is monitored on a regular basis (i.e. every other week). If the learning need is difficult to identify, a diagnostic assessment may be given to determine the focus of the intervention.

Problem solving and following student progress at this level will most likely occur formally in MTSS Data Team meetings, however, informal discussion should take place on a weekly basis with the classroom teacher and the person providing the intervention and monitoring student progress. *Up to 15% of students in a grade level may require Tier 2 intervention.*

Tier 3 encompasses the most intensive services a school provides to a small group of students and/or individuals. Interventions supports are intended for students with significant and/or chronic deficits as well as students with significant underachievement. Interventions at this level are skill specific and evidenced based. Interventions increase in intensity and often require small group (three or less) or one-to-one instruction. The MTSS Data Team determines if a student should be moved to Tier 3 interventions after several individual interventions have resulted in a lack of progress and the gap between current progress and expected growth continues to widen.

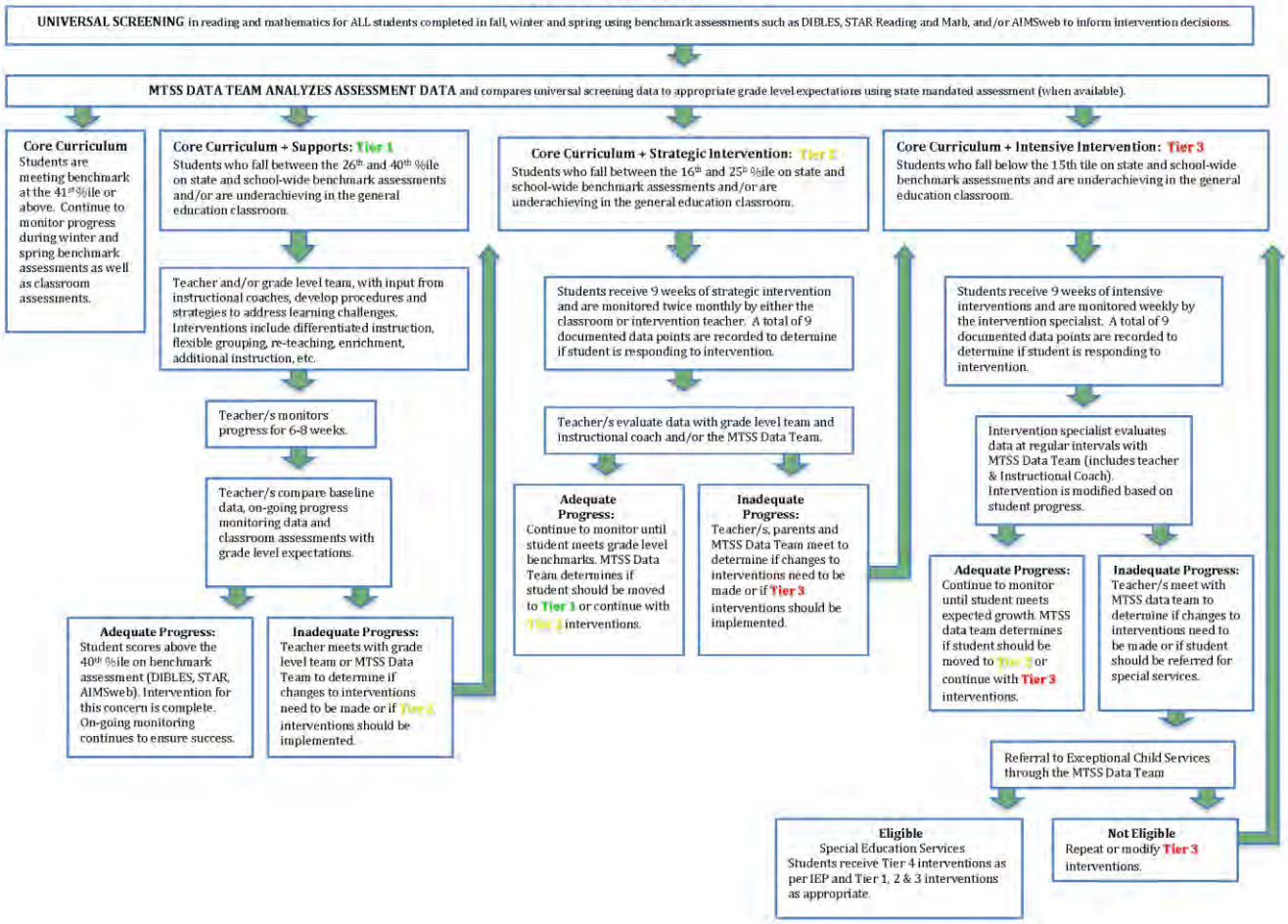
As in Tier 2, assessment at this level includes a process for routinely reviewing students' progress on state mandated (when available), benchmark and progress monitoring assessments as well as any other pertinent data. Further assessments given at this level are based on individual need resulting directly in interventions that meets those needs. If the learning need is difficult to identify, a diagnostic assessment may be given to determine the focus of the intervention. The underlying expectation continues to be that assessments provide information on how to meet the student's need instructionally.

Once an intervention is in place, the response to intervention is monitored on a weekly basis over an extended period of time to determine if the student is responding to the intervention. Problem solving within the MTSS Data Team helps in determining if a student is responding to interventions and if the interventions needs to be changed in any way. *Approximately 5% of students in a grade-level may need Tier 3 intervention. Tier 3 is not synonymous with Special Education.*

Multi-Tiered Support System (MTSS) at a Glance			
Tier I	**Tier 2**	**Tier 3**	**Tier 4**
Who Receives Intervention: Students who fall between the 26th and 40th percentile on state and school-wide benchmark assessments.	**Who Receives Intervention:** Students who fall between the 16th and 25th percentile on state and school-wide benchmark assessments.	**Who Receives Intervention:** Students who fall below the 15th percentile on state and school-wide benchmark assessments.	**Exceptional Child Services:** Evaluation for Special Education
Who Provides Intervention: Classroom teacher and possible push-in support from paraprofessional.	**Who Provides Intervention:** Classroom teacher, paraprofessional and/or intervention specialist.	**Who Provides Intervention:** Intervention specialist	
Location of Support: Classroom	**Location of Support:** Classroom or other small group location outside of the classroom.	**Location of Support:** Location outside of the classroom.	
Tier Structure: Universal, research-based instruction in core curriculum and teacher-initiated differentiated interventions that may include small group, concept foundations, re-teaching, lesson study, enrichment and or additional instruction, etc.	**Tier Structure:** Research-based interventions that are differentiated, scaffolded, and targeted based on assessments. Instruction is explicit, systematic and aligned to core curriculum and Tier 1.	**Tier Structure:** Research and evidence-based interventions that are differentiated, scaffolded, and targeted based on assessments. Instruction is explicit, systematic and aligned with core curriculum, Tier 1 and Tier 2.	
Time for Intervention: As required by building schedule for core curriculum.	**Time of Intervention:** Core curriculum plus a minimum of three times per week/30 minutes or more **or** as prescribed by the intervention as designed **or** recommended by the MTSS Data Team.	**Time of Intervention:** Minimum of four times per week/30 minutes or more or as prescribed by the intervention as designed **or** recommended by the MTSS Data Team.	
Group Size: Flexible groups as needed for lessons and activities within the general education classroom.	**Group Size:** Homogenous small group, no more than 6 students **or** as determined appropriate by the MTSS Data Team.	**Group Size:** Homogeneous group of no more than three students **or** as determined appropriate by the MTSS Data Team. Some students may require one-to-one instruction.	
Frequency of Progress Monitoring: Monthly utilizing school-wide benchmark and classroom wide assessments (i.e. Core Phonics Survey, student work samples, pre/post assessments, curriculum based measures such as DIBLES or AIMSweb, etc.). Continuous measuring and comparing of student learning to determine progress and adjust instruction.	**Frequency of Progress Monitoring:** Twice per month using short probes (DIBLES, AIMSweb, etc.) in the deficit skill area/s along with daily anecdotal/observational notes **or** as recommended by the MTSS Data Team. Additional diagnostic assessments may be needed.	**Frequency of Progress Monitoring:** Weekly using short probes (DIBLES, AIMSweb, etc.) in the deficit skill area/s along with daily anecdotal/observational notes **or** as recommended by the MTSS Data Team. Additional diagnostic assessments may be needed.	
Length of Intervention: If the student's performance does not improve following a 6-8 week cycle of differentiated instruction, the teacher should consult with the Grade-Level Team for next steps (Change in instructional strategies, providing a variety of accommodations, change in group size, etc.) **or** referral to MTSS Data Team.	**Length of Intervention:** Minimum of 9 weeks. After nine documented data points, review student progress to determine if student is responding to intervention. **Good Progress Shown** if trend line is positive and the last four data points are at or above the aim line, continue the intervention until progress is commensurate with grade level expectations and/or skill is attained. Return student to Tier I instruction/differentiation. **Questionable Progress Shown** if trend line is positive but the last four data points are inconsistent, consider modifying the intervention (extended time, another day, smaller group, further diagnostic assessment to pin-point exact learning issue, change in program, teacher, etc.). Reassess progress in 6-9 weeks. **Poor Progress Shown** if trend line is flat, negative, or positive but the last four data points are below the aim line, request a meeting with the MTSS Data Team for assistance.	**Length of Intervention:** After nine documented data points, review student progress with members of the MTSS data team to determine if student is responding to intervention and ways in which to move the students forward. **Good Progress Shown** if trend line is positive and the last four data points are at or above the aim line, return student to Tier 2. **Questionable Progress Shown** if trend line is positive but the last four data points are inconsistent, consider modifying the intervention (extended time, another day, smaller group, further diagnostic assessment to pin-point exact learning issue, change in program, teacher, etc.). Reassess progress in 6-9 weeks. **Poor Progress Shown** if trend line is flat, negative, or positive but the last four data points are below the aim line, meet with the MTSS Data Team and consider referral for an Exceptional Child Services evaluation.	
Staff/Parental Involvement: Information about student progress provided to parents via, but not limited to progress reports, report cards, conferences and email correspondence.	**Staff/Parental Involvement:** Student progress on targeted skills frequently communicated between general education teacher, intervention teacher and/or MTSS Data Team. Communication/meetings with parents regarding intervention decisions at the commencement and conclusion of each intervention cycle or change and ongoing communication regarding progress on targeted skills.		

Response to Intervention (RtI): Roles and Responsibilities				
Athlos' Home Court	**School Leadership Assessment Coordinator**	**Classroom and Intervention Teachers and/or Grade Level Teams**	**Multi-Tiered Support System (MTSS) Data Team**	**Parent/Guardian**
Facilitate Professional Development and implementation of the RTI process and procedures.	• Ensure universal screening for all K-8 students in reading and mathematics three times per year at equal intervals (fall, winter, spring) • Ensure adherence to all testing policies. • Ensure there is a year-long meeting schedule in place in August for MTSS meetings. • Ensure there is a school-wide plan for collecting and entering progress monitoring data. • Attend, participate and support the MTSS Data Team. • Ensure that the appropriate staff attend and participate in MTSS Data Team meetings. • Ensure that meetings are focused on problem-solving strategies and analyzing data to make sound instructional decisions that support student learning. • Ensure all staff is provided with necessary training. • Assure fidelity of core instruction and interventions through "learning walks" and more formal classroom observations. • Provide for flexible scheduling opportunities and resources to allow for effective intervention to occur. • Initiate creative problem solving strategies in order to remove barriers so that appropriate interventions can occur. • Identify content and behavior "specialist/s" within the building (i.e. Instructional Coaches, Reading Specialists, etc.) • Maintain parental/family participation, engagement. And communication • Communicate needs to Athlos' Home Court.	• Deliver standards-aligned and research based classroom instruction. • Meet in grade level teams as required to determine which students need support, what the support will entail and how achievement will be monitored. Collect and discuss Tier I data. • Adapt instruction to provide differentiation and accommodations that meet the needs of students requiring additional support (Tier 1 and some Tier 2) • Administer formative and summative assessments on a regular basis. • Maintain appropriate communication with parents/guardians on student's progress (phone calls, emails, letters home, growth graphs, conferences, etc.). Contact student's parent/guardian at least twice prior to seeking assistance from the MTSS Data Team. • Complete MTSS Data Team referral packet when appropriate. State concerns in observable and measureable terms. • Collaborate with MTSS Data Team to problem solve solutions. • Implement and progress monitor interventions designed by MTSS Data Team when specified. Deliver intervention with fidelity. • Any other responsibilities assigned by the building principal at his/her discretion. • Update data wall on a regular basis for Tier 1 and Tier 2 students.	The MTSS data team is comprised of a variety of educators (teacher/s and specialist/s) who possess a diverse set of skills and expertise and the student's parent/guardian. In some circumstances, the student may be part of this team as well. The MTSS Data Team consistently reviews and utilizes all school-wide standardized assessments to include those required by the state and school-wide administered benchmark assessments and facilitates the identity of potential concerns in student achievement. The team also oversees progress monitoring at some points in Tier 2 and all points in Tier 3. • Analyze fall, winter, and spring state mandated assessments, universal benchmark screening and progress monitoring data at Tiers 2 and 3. • Ensure appropriate data is collected by the classroom teacher/specialists before proceeding with the MTSS Data Team meeting. • Prepare data for the MTSS meeting • Formally invite parents/guardians to the appropriate meetings. • Manage the case file throughout the MTSS process. • Support referring teacher through the process. • Assign a case manager to follow-up on actions plans to ensure intervention implementation and fidelity and students' response to the intervention. • Document meetings. • Follow all MTSS Data Team protocols. • Update data wall on a regular basis for Tier 2 and 3 students.	• Share perspective – developmental history, contributing factors, etc. • Share students likes, dislikes, strengths and challenges • Share interventions implemented in the home and progress made • Share students' concerns and perceptions • Collaborate with team to problem solve solutions based on information gathered and data presented. • Support and communicate during monitoring period.

Academic RtI Flow Chart



6

The Multi-tiered Support System (MTSS) Data Team

A Problem Solving Approach Through Data-Informed Decision-Making

The single most powerful influence on enhancing achievement is feedback.
Hattie, J. (2009). Visible Learning: A synthesis of over 800 meta analyses relating to achievement. New York: Routledge

Data-informed decision-making offers schools a framework to examine assessment data of student achievement and apply the outcomes to effective instructional practices. Critically studying student performance data on standardized, benchmark, progress monitoring and other forms of assessments allows educators to make informed instructional decisions that benefit all learners.

Collecting, organizing, analyzing and sorting data can be very time consuming and a drain on human resources so it becomes vital for schools to approach this work with a clear vision of the data inquiry process that contributes to student achievement and a positive school spirit.

Empowering data practices takes school personnel out of the position of being "data driven" and places them in the driver's seat, actively viewing data collaboratively in order to effect positive outcomes. Following are some characteristics of empowering data practices:

- Internal school goals and priorities, and internal accountability shape the work. The school community understands and supports the work; the tone is collaborative and positive.
- Data collection is not an end in itself but is in the service of action. Data inquiry is centered on specific strategies (affecting teaching practices, curriculum, school structures and culture) and their effectiveness.
- Data are collected both on the extent to which a strategy is actually being used, and its effectiveness.
- Multiple indicators of effectiveness are pursued, quantitative where appropriate (tests, grades, numbers of students) and qualitative (interviews, observations, surveys) where appropriate.
- Data are disaggregated, sorted and analyzed until they are diagnostically useful for school improvement.
-

The MTSS Data Team comprised of a variety of educators (classroom teacher, Instructional Coaches, Intervention Specialists, parents, and individuals who possess a set of skills and expertise such as school counselor, psychologist, behavior interventionist, etc.) uses a six-step process in its approach to positive outcomes for students.

1. **Collect and chart data:** The MTSS Data Team gathers and displays data from standardized, benchmark and formative data sets. Through disaggregation, the MTSS Data Team is able to plan for the acceleration of learning.
2. **Analyze data and prioritize needs:** The MTSS Data Team identifies strengths and needs of student performance, then forms inferences based on the data. The most urgent needs of learners are prioritized.
3. **Set, review, and revise incremental goals:** The MTSS Data Team collaboratively sets incremental goals. These short-term goals are reviewed and revised throughout the data cycle.
4. **Select common instructional strategies/interventions:** The MTSS Data Team collaboratively identifies research/evidence-based materials, instructional strategies/interventions based on Step 2 analysis.
5. **Determine results indicators:** The MTSS Data Team creates descriptors of successful strategies/interventions as well as expected improvements in ongoing student achievement indicating indicate effectiveness of selected strategies/interventions.
6. **Monitor and evaluate results:** The MTSS Data Team facilitates progress monitoring for some Tier 2 and all of Tier 3 students in collaboration with the interventions teacher/s. Team members help in determining next action steps. The following sites give pertinent information on ways to monitor student progress.

   Doing What Works: This site outlines steps for conducting progress monitoring, including writing goals and objectives, making data collection decisions (e.g. tools and schedule), evaluating and visually representing data, adjusting instruction, and communicating progress. https://dwwlibrary.wested.org/system/resources/documents/000/000/332/original/2588956-5380247-Steps_for_Monitoring_and_Graphing_Progress-primary.pdf?1466819562

   This site provides various scenarios or "case studies" that walk people through what the progress monitoring may look like for students: http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_rtipm.pdf

   This site provides different images for progress monitoring:
   https://www.google.com/search?q=RTI+progress+monitoring&safe=active&client=safari&rls=en&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwie9NvbnJrRAhVkxVQKHbLSDDIQsAQIYw&biw=2560&bih=1342

   Pintrest provides some great progress monitoring ideas for classroom teachers:
   https://www.pinterest.com/explore/progress-monitoring/

   This site provides many tools by content area (goals, progress monitoring tools, etc.). It is mainly for IEP goals but also works for many Tier 2 and 3 students. http://www.onsetasc.org/resources.cfm?subpage=830112

This PDF document has links to several RtI graphing tools: https://www.sde.idaho.gov/assessment/iri/files/teacher-resources/Online-Progress-Monitoring-Resources.pdf

This site gives examples of many RtI forms: https://www.google.com/search?q=progress+monitoring+forms&safe=active&client=safari&sa=X&rls=en&biw=2560&bih=1342&tbm=isch&imgil=9VLeugipVkN0AM%253A%253BrHg3BYxRviCoDM%253Bhttp%25253A%25252F%25252Fwww.art4search.com%25252Fsample-student-progress-monitoring-forms&source=iu&pf=m&fir=9VLeugipVkN0AM%253A%252CrHg3BYxRviCoDM%252C_&usg=__yzn2Y7ELT8tw6lM6gC6d8gjbqB0%3D&ved=0ahUKEwiCw-G2n5rRAhUfiVQKHSahA-8QyjcILw&ei=h3IlWMLiL4iS0gKmwo74Dg#imgrc=9VLeugipVkN0AM%3A

Videos on progress monitoring: https://www.youtube.com/results?search_query=RtI+progress+monitoring

MTSS Data Team meetings are scheduled in August for the entire year. Meetings are held on a weekly basis, or as needed, for approximately one hour with the exception of the following three meetings, which are scheduled no more than two weeks after each universal benchmark assessment is complete (fall, winter and spring). These meetings are scheduled for approximately one-half day.

- **Initial/Fall Goal Setting and Instructional Planning Session**
- **Winter Benchmark Follow-up Session**
- **Spring Benchmark Follow-up Session:** Celebrate, Review, Reflect and Plan

After each of the above meetings, it is imperative information be formulated in a teacher friendly format and communicated back to grade level teachers by the teacher attending the planning and follow-up benchmark sessions.

The following templates have been created to facilitate the RtI process. They have been created in word in order to be modified as desired by your school team.

RtI T 1 – Initial Teacher Paperwork for Beyond Tier 1 Intervention

RtI T 2 – Fall Universal Screening Data Management: List of Student "At Risk"

RtI T 3 – Assignment of Interventions of Students "At Risk" (may or may not want to utilize)

RtI T 4 – Student Intervention Documentation Form for Tiers 2 and 3

RtI T 5 – Intervention Plan Mid Point Evaluation

RtI T 6 – Gap Analysis Worksheet

RtI T 7 – Tier 2 Decision Tree

RtI T 8 – Tier 3 Decision Tree

RtI T 9 – Sample Parent Letter

RtI T 10 – A Family Guide to Response to Intervention (RtI)

RtI T 11 – Student RtI Documentation Folder

The following tables outline the process utilized for both weekly and benchmark follow-up meetings.

MTSS Data Team Weekly Meetings: (Tier 2 and 3)

Step 1: Collect and Chart the Data

Expectation	Guiding Questions	Documentation
• At least three days prior to the meeting, teacher or intervention specialist provides the MTSS Data Team facilitator the completed **RtI T 1** paperwork (for initial meetings) or **RtI T4** (intervention documentation) if student has been receiving interventions. • Teacher(s) come prepared for a 60-minute meeting. • Team facilitator provides each team member with the data in paper form shown in a table or graph or displayed using a document camera or other viewing device. • Teacher shares presenting problem and summarizes interventions implemented and length of time for interventions as well as the results of ongoing progress monitoring (Tiers 2 & 3) • A Tier 2 (**RtI T 9**) or Tier 3 (**RtI T 10**) Decision Tree may be used to guide the team in in deciding movement into a Tier 2 or 3 intervention)	1. What is the concern? Why are you recommending this student for Tier 2 (3) interventions? 2. How does this student compare to others in his/her grade level or group? 3. Have there been any extenuating circumstances in which this student is not making progress (divorce, death, depression, etc.). 4. Has the student been in attendance during core instruction and intervention at least 90% of the time (Tier 1)? 5. What interventions have been used thus far? What progress has been made? Is this student following his/her trend line?	Completed RtI T 1 document if an initial referral beyond Tier 1 RtI T 4 – Student Intervention Documentation Form (Tier 2 & 3) Other relevant data and paper work that may be appropriate (student work samples, classroom assessments, discipline records, etc.).

Step 2: Analyze Strengths and Obstacles

Expectation	Guiding Questions	Documentation
• The team examines student work, behavior records, and assessment data to determine strengths, obstacles and anything that stands out in relation to the learning discrepancy. • The team looks for trends, patterns and underlying misconceptions. • Inferences are made to determine reasons for the discrepancy.	1. How close is this student to proficiency or expected growth? 2. What instructional strategies work best for this student? 3. What kind of a learner is this student (visual, auditory, kinesthetic)? 4. What patterns and trends do we notice? 5. What areas should be celebrated and what adult actions may have contributed to the performance? 6. Which areas have greatest potential for growth? 7. Which areas are of most urgent need?	Record trends, patterns and underlying misconceptions in relation to student's learning discrepancy.

Step 3: Setting Goals

Expectation	Guiding Questions	Documentation
• Based on obstacles and misconceptions, team members create attainable, yet challenging data-based, measureable goals to address the need of the learner. A Gap Analysis worksheet may be used in determining rate of improvement (ROI) needed in order for the student to attain grade-level benchmarks (**RtI T 6**). **RtI T 5** may be used for a mid-point review.	1. Is this student ready for Tier 2 (if initial referral) intervention or would s/he benefit from a 15-minute one-on-one session three times a week to work with a paraprofessional and continue in Tier 1? 2. Would this student benefit from a shortened work load? 3. According to this student's learning style, what goal/s make sense in developing skill deficiency? 4. What is the rate of improvement this student would need to show in order to meet benchmark expectations? Is this an attainable goal?	Complete templates RtI T 6 and RtI T 5 (if appropriate) Summarize and document relevant information.

Step 4: Select Research/Evidence Based Instructional Strategies/Interventions

Expectation	Guiding Questions	Documentation
• The team uses the results from Step 2 to determine instructional strategies/interventions that are research/evidence based. • The team matches the instructional strategies/interventions to the individual or groups of students. • Strategies/interventions chosen address the skill discrepancy and improves student learning.	1. What materials are available to address the student's learning needs? 2. How can we best schedule interventions to meet the students' learning needs? 3. Who will provide the interventions? How often? Where? 4. How will we ensure the intervention is provided with fidelity?	Summarize and document relevant information.

Step 5: Determine Results Indicators

Expectation	Guiding Questions	Documentation
• The team develops results indicators to clearly describe student and adult behaviors if success is achieved in relation to the instructional strategy or intervention. • "Look fors" in student work are also established.	1. What should the results look like? From the teacher? From the student/s? 2. What should we be seeing in student work? In progress monitoring data?	Summarize and document relevant information.

Step 6: Monitor and Evaluate Results

Expectation	Guiding Questions	Documentation
Monitoring is continuous, not only at the end of the intervention. This allows for adjustments along the way. Mid-point reviews (**RtI T 5**) should take place every 4 ½ weeks with the MTSS Data team to determine if any intervention adjustments need to be made. Not only are student successes and challenges monitored; adult actions and implementation fidelity are also monitored.	1. What monitoring tools should be used for this particular intervention? Who is responsible? 2. How often should the student be monitored? 3. When will we know if a change in intervention needs to take place? 4. Who will monitor fidelity of the intervention? 5. When should the team meet on this student to determine if the intervention is improving student learning at expected rates?	Summarize and document relevant information. Document agreed upon action plan. Assign roles & responsibilities through "case managers" (teacher check-in, look at progress monitoring data together, monitor fidelity, scheduling is honored, etc.). Place notes on a secure network in an RtI file folder created for students in which all involved staff have access. Send notes via email, paper copy or other form of communication to appropriate staff not in attendance.

Interim Steps (between meeting): RtI folders created for each student (update relevant information on student's personal RtI Document Folder (**RtI T 11**), monitor fidelity of intervention, monitor student progress, change (fine tune) intervention (may or may not require team meeting – teachers are encouraged to continue to adjust instructional "practice" based on classroom performance and observation. Complete data wall card for student.

MTSS Data Team Benchmark Meetings

Part I. Initial/Fall Goal Setting and Instructional Planning Session (To be scheduled at least two weeks after the universal benchmark screening)

NOTE: At least one half-day should be planned for this meeting. Participants should include the principal, one teacher from each grade level team, an intervention specialist, special education teacher and instructional coach/es as well as any other school personnel deemed appropriate (school counselor, school social worker, school psychologist, nurse). One member is assigned as facilitator (a permanent position throughout the year) by the principal.

Prior to data team meeting:

- Data sets/packets (e.g., statewide mandated assessment data, DIBELS, STAR Reading and Math, or AIMSweb) are prepared for the MTSS Data Team meeting in a teacher-friendly format by building Principal or designee 3-5 days in advance of the meeting.
  According to their universal screening benchmark assessment scores, students are placed into the following categories by teacher and grade level:
  1. Students who fall above the 40th %ile
  2. Students who fall between the 26th and 40th %ile **Tier 1**
  3. Students who fall between the 16th and 25th %ile **Tier 2**
  4. Students who fall below the 15th %ile **Tier 3**
- Substitute teachers are scheduled in advance by the principal for all teachers participating in any of the MTSS Data Team meetings that happen during instructional hours.
- Meeting logistics, including the date/time, place, and an agenda, are arranged by principal or designee and sent out several days prior to the meeting.

NORMS: Developing team norms before the meeting begins, systemizes team expectations around task completion, team processes and interpersonal interactions.

During the meeting:

Team uses school-provided data sets that include results of state mandated assessments, and universal fall benchmark data.

Essential Questions:

1. How many students are successful in reading and mathematics?
2. Within these subjects, what are the areas of strengths and weaknesses?
3. How can I/we establish and sustain a culture and process for strategic instructional decision-making across our building, teams and classrooms?

Tier 1: Students who fall between the 26th and 40th %ile

Expectation	Guiding Questions	Documentation
Team identifies which students will be considered for Tier 1 interventions (**RtI T 2**). • Review all available data for students who fall between the 26th and 40th %ile (e.g., DIBELS/AIMSweb, STAR or data spreadsheet containing all assessment data). • Identify students who are at the upper and lower ends. • Check for corroboration across different subtest or assessment measures. • Identify which students would benefit from Tier 1 interventions.	1. How many of our students are falling between the 26th and 40th %ile in reading and math? What are their deficits areas? 2. How many of these students are on a 504 plan? How many are identified special education, ELL, Gifted & Talented? 3. How many of these students are close to the cut score of the 41st %ile? How many fall near the 26th % ile? 4. Do we have these students assigned to the correct classroom (too many special education students in one classroom – if so, are we providing the support the teacher needs such as a paraprofessional, etc.) 5. What information do we know that the assessments do not show?	Summarize and document relevant data.
Team sets suggested school and class wide measurable goals to achieve by winter benchmark review session. Team reviews either item analysis to identify specific skills that large numbers of students missed OR subscale averages, which provide broad information about group strengths and needs. This will help in identifying skills to address. Team sets goals based on data. Goals should be stated in terms of students making x (number) progress toward identified benchmark. (80% of third grade students will reach expected benchmark at or above the 41st %ile in mathematics by winter benchmark assessment.)	1. What big holes do we need to be aware of throughout each grade level? (i.e. in 3rd grade students are low in computation skills). 2. What goal/s shall we aim for by our next review point?" 3. In order to meet our goal target, what must we do?	Specific grade level deficits are documented. Measureable school and classroom goals are documented and shared.
Team selects instructional strategies and assessment practices that directly address benchmark deficits.	1. What strategies/interventions should be implemented at each grade-level?	Record ideas.
Team analyzes suggested interventions according to the following: • Research/evidence based • Practical Curricular materials are available to implement intervention or can easily be created.	From these ideas, 1. Which ones have a good research/evidence base? 2. Of those, which ones are most practical? 3. What materials do we have available? What materials do we need? What professional development do we need? How do we provide it (on-line, grade-level teachers studying together (lesson study), mentor classes, learning walks, etc.)	Record ideas.
Team selects strategies to implement during intervention.	Based on what is recorded, what strategies/interventions should be implemented at each grade level?	Document strategies/interventions to be implemented at each grade level.

Team plans logistics of implementing intervention/s: •Team assists all teachers in learning intervention (if not already used) using: ➢ peer modeling and coaching ➢ grade-level "chats" regarding implementation ➢ assistance by instructional coaches, intervention specialists, etc. ➢ Campus courses •Team locates or creates instructional materials. •Team plans for monitoring of intervention. • Time to create/adapt materials • Scheduling for teaching strategies to novice teachers (e.g., peer coaching, modeling)	1. As a team, how can we make this really happen for our teachers and students? 2. What do we have to do to make sure we all use the intervention as planned? 3. Who can help us with implementation and how will we know that we are on track? 4. What data source/s will be used to monitor progress so we're not surprised at winter benchmark?	Summarize and document relevant information.
Teachers plan for progress monitoring (at least monthly)	1. What assessments will be used for classroom monitoring? 2. Who will be doing the monitoring (teacher, paraprofessional, other person)?	Summarize and document relevant information)
Place ALL Tier 1 students on the data wall as a starting point for intervention. The data wall is updated at the end of weekly meetings when appropriate. Document agreed upon action plan. Assign roles & responsibilities through "case managers" (teacher check-in, look at progress monitoring data together, monitor fidelity, scheduling is honored, communication with parents, etc.). Place notes on a secure network in which all involved staff have access. Send notes via email, paper copy or other form of communication to appropriate staff not in attendance.		
Tier 2: Students who fall between the 16th and 25th %ile		
Expectation	**Guiding Questions**	**Documentation**
Team identifies which students may be considered for Tier 2 interventions. • Review all available data for students who fall between the 16th and 26th %ile (e.g., DIBELS/AIMSweb, STAR or data spreadsheet containing all assessment data). • Identify students who are at the upper and lower ends of this cut score. • Check for corroboration across different subtest or assessment measures. • Identify which students would benefit from Tier 2 intervention	1. How many of our students are falling between the 16th and 25th %ile in reading, math, written expression? 2. How far behind are these students? 3. What has been their slope since the last assessment (if not school's first year)? 4. How do the DIBELS/AIMSweb/STAR scores compare with our state assessment (for intermediate grades and above)? 5. Which students do we think will get to benchmark if they are kept in Tier 2 intervention? 6. Which students will need Tier 2 supports this benchmark session?"	Summarize and document relevant data.
Team sets school and class-wide measurable goals to achieve by winter benchmark review session. Team reviews either item analysis to identify specific skills that large numbers of students missed OR subscale averages, which provide broad information about group strengths and needs. This will help in identifying skills to address. Team sets goals based on data. Goals should be stated in terms of students making x (number) progress toward identified benchmark. (90% of Tier 2 students will show expected growth as evidenced by progress monitoring graphs and spring benchmark assessment).	1. What big holes do we need to be aware of throughout each grade level? (i.e. in 3rd grade students are low in computation skills). 2. Is there a classroom with more Tier 2 students? If so, how will we support that teacher? 3. What goal/s shall we aim for by our next review point?" 4. In order to meet our goal target, what must we do?	Specific grade level deficits are documented. Measureable school and classroom goals are documented and shared.
Team selects instructional strategies and assessment practices that directly address benchmark deficits.	1. What strategies/interventions should be implemented at each grade-level?	Record ideas.
Team analyzes suggested interventions according to the following: • Research/evidence based • Practical Curricular materials are available to implement intervention or can easily be created.	From these ideas, 1. Which ones have a good research/evidence base? 2. Of those, which ones are most practical? 3. What materials do we have available? 4. What materials do we need? 5. What professional development do we need? How do we provide that (on-line, grade-level teachers studying together (lesson study), mentor classes, learning walks, etc.)	Record ideas.
Team selects strategies to implement during intervention.	2. Based on what is recorded, what strategies/interventions should be implemented at each grade-level?	Document strategies/interventions to be implemented at each grade level.
Team plans logistics of implementing intervention: • Team identifies the instructional group in which the intervention will occur. • Team identifies frequency and duration (amount of time each day) of the intervention. • Team plans for monitoring of intervention.	1. What intervention group shall we use for these students?" 2. When and how often will the intervention be delivered? 3. Who will provide the intervention? 4. Where will the intervention take place? 5. What do we have to do to make sure the intervention is implemented as planned?	Document logistics of intervention.
Team plans for progress monitoring (at least twice per month).	1. What assessment/s will be used to monitor progress? 2. Who is responsible for the progress monitoring?	Summarize and document relevant information.
Place ALL Tier 2 students on the data wall as a starting point for intervention. The data wall is updated at the end of weekly meetings when appropriate. Document agreed upon action plan. Assign roles & responsibilities through "case managers" (teacher check-in, look at progress monitoring data together, monitor fidelity, scheduling is honored, communication with parents, etc.). Place notes on a secure network in which all involved staff have access. Send notes via email, paper copy or other form of communication to appropriate staff not in attendance.		

Tier 3: Students who fall below the 15th %ile		
Expectation	**Guiding Questions**	**Documentation**
Team identifies which students will be considered for Tier 3 interventions. • Review all available data for students who fall below the 15th %ile (e.g., DIBELS/AIMSweb, STAR or data spreadsheet containing all assessment data). • Check for corroboration across different subtest or assessment measures. • Identify which students may be candidates for Exceptional Child Services.	1. How many of our students are falling below the 15th %ile in reading and math? 2. How far behind are these students? 3. What has been their slope since the last assessment (if not school's first year)? 4. How do the DIBELS/AIMSweb/STAR scores compare with our state assessment (for intermediate grades and above)? 5. How many students do we believe we can move into Tier 2 or Tier 1 interventions? 6. Which students may need referral to Exceptional Child Services?	Summarize and document relevant data.
Team sets school and class-wide measurable goals to achieve by winter benchmark review session. Team reviews either item analysis to identify specific skills that large numbers of students missed OR subscale averages, which provide broad information about group strengths and needs. This will help in identifying skills to address. Team sets goals based on data. Goals should be stated in terms of students making x (number) progress toward identified benchmark.	1. What big holes do we need to be aware of throughout each grade level? (i.e. in 3rd grade students are low in computation skills). 2. Is there a classroom with more Tier2 students? If so, how will we support that teacher? 3. What goal/s shall we aim for by our next review point?" 4. In order to meet our goal target, what must we do?	Specific grade level deficits are documented. Measureable school and classroom goals are documented and shared.
Team selects instructional strategies and assessment practices that directly address benchmark deficits.	1. What strategies/interventions should be implemented at Tier 3?	Record ideas.
Team analyzes suggested interventions according to the following: • Research/evidence based • Practical • Curricular materials are available to implement intervention or can easily be created.	From these ideas, 1. Which ones have a good research/evidence base? 2. Of those, which ones are most practical? 3. What materials do we have available? 4. What materials do we need? 5. What professional development do we need? How do we provide that (on-line, grade-level teachers studying together (lesson study), mentor classes, learning walks, etc.)	Record ideas.
Team selects strategies to implement during intervention.	1. Based on what is recorded, what strategies/interventions should be implemented at each grade-level?	Document strategies/interventions to be implemented at each grade level.
Team plans logistics of implementing intervention: • Team identifies the instructional group in which the intervention will occur. • Team identifies frequency and duration (amount of time each day) of the intervention. • Team plans for monitoring of intervention.	1. What intervention group shall we use for these student?" 2. When and how often will the intervention be delivered? 3. Who will provide the intervention? 4. Where will the intervention take place? 5. What do we have to do to make sure the intervention is implemented as planned?	Document logistics of intervention.
Team plans for progress monitoring (at least weekly).	1. What assessment/s will be used to monitor progress? 2. Who is responsible for the progress monitoring?	Summarize and document relevant information.
Place ALL Tier 3 students on the data wall as a starting point for intervention. The data wall is updated at the end of weekly meetings when appropriate. Document agreed upon action plan. Assign roles & responsibilities through "case managers" (teacher check-in, look at progress monitoring data together, monitor fidelity, scheduling is honored, communication with parents, etc.). Place notes on a secure network in which all involved staff have access. Send notes via email, paper copy or other form of communication to appropriate staff not in attendance.		

Part II. Winter Benchmark Follow-up Session (To be scheduled at least two weeks after the winter universal benchmark screening)

- Team will use winter benchmark, progress monitoring assessments, and updated data wall for this meeting.
- Meeting logistics, including the date/time, place, and an agenda, are sent out several days prior to the meeting.

During the meeting:

Team uses school-provided data sets that include universal winter benchmark data, progress monitoring graphs and any other pertinent data deemed significant.

Essential Questions:

1. How many students have made progress since the fall benchmark assessment? Are we updating this progress on our data wall on a consistent basis?
2. What subject have students made the most progress? Have identified skills in grade levels improved?
3. Which classrooms have we seen make the most progress?
4. How many students have we moved from one Tier to the other – either up or down? Why have we done so well, or not so well (fidelity of program/services/scheduling, keeping progress monitoring promises and changes in instruction when necessary, collaboration among staff, etc.)
5. How can I/we continue to establish and sustain a culture and process for strategic instructional decision-making across our building, teams and classrooms?

Tier 1: Students who fall between the 26th and 40th %ile

Expectation	Guiding Questions	Documentation
Team reviews progress of students who have received Tier 1 interventions. • Review student scores using the appropriate assessments. • Check for corroboration across different subtest or assessment measures.	1. How are our students doing on the winter benchmark assessment compared to the fall? 2. Have we moved any students out of Tier 1? How many? Have there been any students who have moved to Tier 2? How many? 3. Are there any classrooms that are losing ground? If so, how can we support?	Summarize and document relevant information.
Team evaluates effectiveness of strategies/interventions used to determine if: • Gains are clearly linked to interventions. • Interventions worked for some students but not others. • Interventions overall were ineffective. • Interventions were not implemented as planned. Team decides which students need • To discontinue Tier 1 interventions • Continue Tier 1interventions • Move to Tier 2 interventions (**RtI T 7** – Tier 2 Decision Tree)	1. Are the interventions we are using having a positive effect on student learning? 2. Were the gains clearly linked to interventions for all students? 3. Did the interventions work for some students and not for others? 4. Did some interventions work poorly? Were these interventions used with fidelity? Did we have a change in teachers?	Summarize and document any relevant information. Record successful and unsuccessful interventions.
Team sets measurable goal/s to achieve by the next review period. Goal/s should be stated in terms of % of students making *x* (give a number) progress toward identified benchmark.	1. What are the goals to aim for by spring benchmark review session?	Document measureable goals.
Team decides on continuation of existing interventions or selects new ones. If new interventions are implemented, they should be: • Research/evidence based. • Practical. • Curricular materials available to implement intervention or can easily be created.	1. Based on where our students are now, shall we keep our existing interventions or plan for different ones? 2. Are we supporting teachers in the best way possible? 3. Is a change of intervention teacher needed for certain students?	Document existing or new intervention. If intervention has changed, state the reason/s why.
Team plans logistics of implementing intervention/s: •Team assists all teachers in learning intervention (if not already used) using: ➢ peer modeling and coaching ➢ grade-level "chats" regarding implementation ➢ assistance by instructional coaches, intervention specialists, etc. ➢ Campus courses •Team locates or creates instructional materials. •Team plans for monitoring of intervention. •Time to create/adapt materials •Scheduling for teaching strategies to notice teachers (e.g. peer coaching, modeling, etc.)	1. Are classroom teachers differentiating instruction, providing accommodations and using flexible groupings? 2. What do we have to do to make sure the intervention is implemented as planned? 3. Is there a teacher who needs more support? How can we help?	Summarize and document relevant information.
Team plans for progress monitoring (at least monthly).	1. Are we using the appropriate progress monitoring tools? 2. Is progress being monitored on a regular basis for Tier 1 students? 3. Are we changing instruction after a certain number of data points if the interventions are not showing expected growth? 4. Are charts, graphs, etc. being updated on a regular basis? 5. Who is responsible for the progress monitoring?	Document progress-monitoring plan (e.g. AIMSweb reading CBM).
Document agreed upon action plan. Assign roles & responsibilities through "case managers" (teacher check-in, look at progress monitoring data together, monitor fidelity, scheduling is honored, communication with parents, etc.). **Update Data Wall** if needed. Place notes on a secure network in which all involved staff have access. Send notes via email, paper copy or other form of communication to appropriate staff not in attendance.		

Tier 2: Students who fall between the 16th and 25th %ile		
Expectation	**Guiding Questions**	**Documentation**
Team reviews progress of students who have received Tier 2 interventions. • Review student scores using the appropriate assessments. • Check for corroboration across different subtest or assessment measures.	1. How are our students doing on the winter benchmark assessment compared to the fall? 2. Have we moved any students out of Tier 2? How many? Have there been any students who have moved to Tier 3? How many? 3. Are there any classrooms that are losing ground? If so, how can we support?	Summarize and document relevant information.
Team evaluates effectiveness of strategies/interventions used to determine if: • Gains are clearly linked to interventions. • Interventions worked for some students but not others. • Interventions overall were ineffective. • Interventions were not implemented as planned. Team decides which students need: • To discontinue Tier 2 interventions • Continue Tier 2 interventions • Move to Tier 3 interventions (**RtI T 8** – Tier 3 Decision Tree)	1. Are the interventions we are using having a positive effect on student learning? 2. Were the gains clearly linked to interventions for all students? 3. Did the interventions work for some students and not for others? 4. Did some interventions work poorly? Were these interventions used with fidelity? Did we have a change in teachers?	Summarize and document any relevant information. Record successful and unsuccessful interventions.
Team sets measurable goal/s to achieve by the next review period. • Goal/s should be stated in terms of % of students making *x* (give a number) progress toward identified benchmark.	1. What are the goals to aim for by spring benchmark review session?	Document measureable goals.
Team decides on continuation of existing interventions or selects new ones. If new interventions are implemented, they should be: • Research/evidence based. • Practical. • Curricular materials available to implement intervention or can easily be created.	1. Based on where our students are now, shall we keep our existing interventions or plan for different ones? 2. Are we supporting teachers in the best way possible? 3. Is a change of intervention teacher needed for certain students?	Document existing or new intervention. If intervention has changed, state the reason/s why.
Team plans logistics of implementing intervention: • Team identifies the instructional group in which the intervention will occur. • Team identifies frequency and duration (amount of time each day) of the intervention. • Team plans for monitoring of intervention.	1. Are the intervention groups we're using for our students the appropriate groups? 2. Is the time and frequency for our interventions groups effective for most students? 3. Do results indicate a teacher change? 4. What do we have to do to make sure the intervention is implemented as planned?	Document logistics of intervention.
Team plans for progress monitoring (at least twice per month).	6. Are we using the appropriate progress monitoring tools? 7. Is progress being monitored every other week on our Tier 2 students? 8. Are we changing instruction after a certain number of data points if the interventions are not showing expected growth? 9. Are charts, graphs, etc. being updated on a regular basis? 10. Who is responsible for the progress monitoring?	Document progress-monitoring plan (e.g. AIMSweb reading CBM).
Document agreed upon action plan. Assign roles & responsibilities through "case managers" (teacher check-in, look at progress monitoring data together, monitor fidelity, scheduling is honored, communication with parents, etc.). **Update Data Wall** if needed. Place notes on a secure network in which all involved staff have access. Send notes via email, paper copy or other form of communication to appropriate staff not in attendance.		
Tier 3: Students who fall below the 15th %ile		
Expectation	**Guiding Questions**	**Documentation**
Team reviews progress of students who have received Tier 3 interventions. • Review student scores using the appropriate assessments. • Check for corroboration across different subtest or assessment measures.	1. How are our Tier 3 students doing on the winter benchmark assessment compared to the fall? 2. Have we moved any students from Tier 3 back to Tier 2? If we have not, are they at least making expected growth according to their growth trend line? 3. How many students, if any, have been referred to Exceptional Child Services?	Summarize and document relevant data.
Team evaluates effectiveness of strategies/interventions used to determine if: • Gains are clearly linked to interventions. • Interventions worked for some students but not others. • Interventions overall were ineffective. • Interventions were not implemented as planned. Team decides which students need: • To discontinue Tier 3 interventions • Continue Tier 3 interventions • Refer student to Exceptional Child Services	1. Are the interventions we are using having a positive effect on student learning? 2. Were the gains clearly linked to interventions for all students? 3. Did the interventions work for some students and not for others? 4. Did some interventions work poorly? Were these interventions used with fidelity? Did we have a change in teachers?	Summarize and document any relevant information. Record successful and unsuccessful interventions.
Team sets measurable goal/s to achieve by the next review period. • Goal/s should be stated in terms of % of students making *x* (give a number) progress toward identified benchmark.	1. What are the goals to aim for by spring benchmark review session?	Document measureable goals.
Team decides on continuation of existing interventions or selects new ones. If new interventions are implemented, they should be: • Research/evidence based. • Practical. Curricular materials available to implement intervention or can easily be created.	1. Based on where our students are now, shall we keep our existing interventions or plan for different ones? 2. Are we supporting teachers in the best way possible? 3. Is a change of intervention teacher needed for certain students?	Document existing or new intervention. If intervention has changed, state the reason/s why.

Team plans logistics of implementing intervention: • Team identifies the instructional group in which the intervention will occur. • Team identifies frequency and duration (amount of time each day) of the intervention. • Team plans for monitoring of intervention.	1. Are the intervention groups we're using for our students the appropriate groups? 2. Is the time and frequency for our interventions groups effective for most students? 3. Do results indicate a teacher change? 4. What do we have to do to make sure the intervention is implemented as planned?	Document logistics of intervention.
Team plans for progress monitoring (at least weekly).	1. Are we using the appropriate progress monitoring tools? 2. Is progress being monitored every other week on our Tier 2 students? 3. Are we changing instruction after a certain number of data points if the interventions are not showing expected growth? 4. Are charts, graphs, etc. being updated on a regular basis? 5. Who is responsible for the progress monitoring?	Document progress-monitoring plan (e.g. AIMSweb reading CBM).
Document agreed upon action plan. Assign roles & responsibilities through "case managers" (teacher check-in, look at progress monitoring data together, monitor fidelity, scheduling is honored, communication with parents, etc.). **Update Data Wall** if needed. Place notes on a secure network in which all involved staff have access. Send notes via email, paper copy or other form of communication to appropriate staff not in attendance.		

Part III. <u>Spring Benchmark Follow-up Session</u>: This meeting is to celebrate, review and reflect on student achievement for the current year and set goals for the coming year based on end of year data.

Data Walls

Athlos Academy Schools use data walls for organizing school-wide data. A data wall is a visual, interactive representation of data that displays results over a period of time.

The purpose of a data wall is to be able to look "at a glance" and identify patterns and trends in strengths and weaknesses in:

- School-wide data
- Grade level data
- Classroom data
- Individual student data
- Certain populations

Data walls are also used to make instructional decisions, facilitate team engagement and learning, and support the belief that we have a shared responsibility to support learning for all students.

The benefits of a school wide data wall help in determining choices in instructional strategies and interventions for individuals and groups of students, promote collaboration and encourages reflection.

After initial universal benchmark assessment in the fall, results are evaluated and reveal information needed to plan for instruction. Inputting this type of information onto data walls on a consistent basis leads to higher accountability and ultimately to an increase in student achievement.

Individual students cards are displayed in different colors depending on tier instruction the student is receiving. Generally Tier 1 cards are represented in green, Tier 2 in yellow and Tier 3 in red. Each student card contains information the school deems necessary (i.e. medical alert, ELL, 504, etc.). Each school will have their own system for a data wall the best meets the school's needs and logistics.

It is important that a school's data wall be visible for all staff to view on a consistent basis and that it be regularly updated after the weekly MTSS Data Team meetings. Data walls can be displayed on a wall in the school or digitally on a secure network that can be viewed from staff computers and during the MTSS Data Team meetings. It is important that confidentiality of student data be secured and that no students or parents have access to the data wall (FERPA Law).

Examples of school-wide data walls can be found at:

https://www.google.com/search?q=data+wall+examples&sa=X&espv=2&biw=2560&bih=1317&tbm=isch&tbo=u&source=univ&ved=0ahUKEwjeIJGL4ZfRAhVL4WMKHU9IDZQQ7AkIPw#tbm=isch&q=school+wide+data+wall+examples

Videos that discuss and show school-wide data walls can be found at:

https://www.youtube.com/results?search_query=school+wide+data+wall+examples

Resources

Batsche, G., Elliott, J., Graden, J. L., Grimes, J., Kovaleski, J. F., Prasse, D., et al. (2005). *Response to Intervention Policy Considerations and Implementation*. Reston, VA: National Association of State Directors of Special Education.

Web-Based Resources on RtI

General

A Cultural, Linguistic, and Ecological Framework for Response to Intervention with English Language Learners:
http://www.centeroninstruction.org/files/Framework for RTI.pdf
This pdf document discusses the benefits of the RtI process for ELLs.

Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide:
http://www.ed.gov/rschstat/research/pubs/rigorousevid/index.html
This site links to publications that provide educational practitioners with user-friendly tools to distinguish practices supported by rigorous evidence from those that are not.

Intervention Central: RtI Wire
http://www.jimwrightonline.com/php/rti/rti_wire.php
Link Description:
This section of Jim Wright's extensive Intervention Central website provides access to a wide variety of free Response to Intervention Resources. These include an RtI Training Kit as well as a broad array of Internet Resources. Web resources are categorized as: Understanding the RtI Model, Using Teams to Problem Solve, Selecting the Correct Interventions, Monitoring Student Progress, and Graphing Data for Visual Analysis. Each section contains links to materials, resources, and tools developed across the nation.

National Center for Learning Disabilities
http://www.ncld.org/images/stories/downloads/parent_center/rti_final.pdf
NCLD provides a variety of resources targeted at parents and others advocating in the field of learning disabilities. They recently published this 'Parents Guide to Response-to-Intervention'.

National Center for Response to Intervention http://www.RTI4Success.org
This site has a variety of resources including information about universal screeners, progress monitoring, interventions, papers and presentations on RtI topics and a discussion forum.

National Center on Student Progress Monitoring
www.studentprogress.org
Progress monitoring at several levels is a critical feature of RtI. The NCSPM contains a variety of presentations, articles, webinars, FAQs, etc. related to efficient, reliable monitoring of student progress. A tool reviewing many of the commercially available progress monitoring packages is a valuable component of the website.

Interventions

Best Evidence Encyclopedia (BEE)
http://bestevidence.org
This site includes detailed program overviews and reviews, broken down into categories: Mathematics programs, Reading programs, Science programs, Comprehensive School Reform programs, and Early Childhood programs. In each program category there are program ratings; you can find top-rated programs for school or district use – these have strong or moderate evidence of effectiveness – as well as limited evidence programs and other programs.

What Works Clearinghouse website: www.w-w-c.org
This site publishes reviews on the research of different programs, products, practices, and policies in educations and tries to answer the questions, "What works in education?" based on high-quality research. The goal of the site is to provide educators with the information they need to make evidence-based decisions.

Intervention Central website: http://www.interventioncentral.org
This site includes ideas for both academic and behavioral interventions, as well as information on curriculum-based measures and a behavioral Intervention Planner.

Early Childhood

Frameworks for Response to Intervention in RtI: Description and Implementation:
http://www.naeyc.org/files/naeyc/RTI%20in%20Early%20Childhood.pdf
This pdf document defines the frameworks for RtI in Early Childhood Education and was made to promote a broad understanding and discussion of the topic.

Literacy

Florida Center for Reading Research: www.fcrr.org
The FCRR site explores all aspects of reading research – basic research into literacy-related skills for typically developing readers and those who struggle, studies of effective prevention and intervention, and psychometric work on formative assessment.

Early Literacy Resources: http://free-reading.net
This site contains activities and intervention materials for the following early literacy skills, including: print concepts, phonological awareness, letter sounds, sounding out, word recognition, etc. The site is primarily useful for Tier 1 and 2 interventions.

Improving Adolescent Literacy: Effective Classroom and Intervention Practices (Grades 4-12):
http://www.ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8
This site links a pdf document that presents strategies for classroom teachers and specialist to use in increasing the reading ability of adolescent students.

Other Quick Links

Oregon Reading First: http://oregonreadingfirst.uoregon.edu/

Pikes Peak Literacy Strategies Project: www.pplsp.org

Recognition and Response: http://www.recognitionandresponse.org/

RTI Action Network http://www.RtInetwork.org/

The Center for Data Driven Reform in Education http://www.cddre.org/

Office of Special Education Programs (OSEP) - Responsiveness to Intervention in the SLD Determination Model: http://www.osepideasthatwork.org/toolkit/ta_responsiveness_intervention.asp

Advances in Progress Monitoring – University of Minnesota
http://cehd.umn.edu/EdPsych/SpecialEd/CBMConference/handouts.html

Many of the above resources were taken from the Mississippi State Department of Education, Office of Elementary Education and Reading Student Intervention Services Pre-K - 12 Published 2010

Student Code of Conduct

Athlos Academy

Anti-Bullying Policy

I. PURPOSE

Athlos Academy of Reno is committed to making our school a safe and caring place for all students. We will treat each other with respect, and we will refuse to tolerate bullying of any kind at our school.

II. POLICY

A. Bullying occurs in the following situations:

1. When someone intentionally commits, or conspires to commit an act of harassment, intimidation, or bullying against another student.
2. When an individual repeatedly hurts, frightens, threatens, or intentionally excludes another individual.
3. Any intentional gesture or written, verbal, or physical act by a student that causes harm or fear of harm to another student or that student's property, or that is severe or persistent enough to create an intimidating, threatening, or abusive educational environment for a student.
4. When an act of hazing occurs.
5. Cyberbullying (the use of technology to commit an act of harassment, intimidation, or bullying).

B. Bullying behaviors include, but are not limited to the following:

1. Hurting someone physically by hitting, kicking, tripping, or pushing;
2. Stealing or damaging another person's things;
3. Ganging up on someone;
4. Teasing someone in a hurtful way;
5. Using put-downs, such as insulting someone's race, religion, or gender;
6. Limiting a student's access to educational tools;
7. Spreading rumors or untruths about someone;
8. Intentionally excluding someone else, or trying to get other kids not to play with someone;
9. Engaging in behaviors meant to physically or mentally harm an individual prior to their acceptance in a social group (hazing); or
10. Using any form of technology to engage in cyber-bullying activities.

C. School employees at Athlos Academy of Reno shall commit to the following to prevent bullying and help children feel safe at school:

1. Closely supervise students in all areas of the school and playground; and
2. Watch for signs of bullying and stop the behavior when it happens.

D. Any student who feels that he/she is being bullied or harassed should immediately contact his/her teacher or the Lead School Administrator.

1. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited and subject to disciplinary action including in-school suspension, out of school suspension, or expulsion.
   a. The Lead School Administrator or designee shall maintain contact with reporters for a reasonable period of time following their report in order to determine if retaliation has occurred.
2. Students who engage in bullying behaviors will be subject to disciplinary action, not limited to revocation of technology privileges, in-school suspension, out of school suspension, or expulsion in severe cases.
3. Students found to have submitted a false report of bullying, cyberbullying, hazing, harassment, or retaliation shall be subject to disciplinary action in accordance with *Student Policy 5502 – Discipline Policy*.

E. In accordance with *tudent Policy 5504 – Parental Notificaation of Certain Incidents*, parent/guardian(s) shall be notified by Athlos Academy of Reno in the event their child becomes a victim of bullying.

F. The School Administrator shall ensure appropriate staff oversight of common areas in order to reduce the incidence of bullying.

1. Athlos Academy of Reno shall collect information annually as a part of its stakeholder survey aimed at determining the prevalence of bullying, cyber-bullying, hazing and harassment in schools, specifically such locations as playgrounds, hallways, and lunch areas.

G. Athlos Academy of Reno shall provide annual training in order to reduce bullying, cyberbullying, hazing, and harassment to staff, students, and applicable volunteers.

1. Training shall include the following types of aggression:

   a. Overt aggression (physical fighting such as punching, shoving, kicking, and verbal threatening behavior such as name calling, or both physical and verbal aggression or threatening behavior);

b. Relational aggression or indirect, covert, or social aggression (rumor spreading, intimidation, enlisting a friend to assault a child, and social isolation); and

c. Sexual aggression or acts of sexual nature or with sexual overtones

2. Additionally, this training shall cover the following topics:

a. Cyber-bullying (using email, webpages, text messaging, instant messaging, three-way calling or messaging or any other electronic means for aggression inside or outside of school);

b. Civil right violations with accompanying reporting and investigative procedures based upon the students' actual or perceived identities and conformance or failure to conform with stereotypes consistent with Section 53A-1-402 and Sections 53A-11-901,902; and

c. Awareness and intervention skills such as social skills training for students and staff.

3. Training under this section shall complement the suicide prevention program required for students under R277-620 and the suicide prevention training required for licensed educators consistent with Section 53A-609(9).

4. Training for students shall be age-appropriate, as determined by the Lead School Administrator.

H. Prior to implementing a school-sponsored athletic program, Athlos Academy of Reno shall collaborate with the Utah High School Activities Association to develop and provide annual training to students, employees, and coaches that meets the following requirements:

1. Student athletes and extracurricular club members shall be informed of prohibited bullying, cyber-bullying, harassment, hazing, and retaliation behaviors as well as potential consequences for engaging in such behaviors.

2. Training materials shall instruct coaches in the professional standards of R277-515 and in the disciplinary actions associated with failing to act consistently with R277-515 toward students, colleagues, and parents, which may result in termination of the volunteer services.

3. Training curriculum outlines, training schedules, and participant lists of signatures shall be maintained by Athlos Academy of Reno and shall be accessible by USBE upon request.

I. This policy shall be reviewed in conjunction with the discipline plan by administration, staff, students, parents, community council and other community members.

1. Review of this policy and the discipline plan shall occur no less than once every three years.

II. ATHLOS ACADEMY OF RENO ANTI-BULLYING PLEDGE

A. We will not accept bullying at Athlos Academy. Our goal is to create a safe, caring, and respectful school environment. We agree that it is everyone's responsibility to STOP bullying.

B. Students at Athlos Academy of Reno will do the following things to prevent bullying:

1. Treat each other respectfully.
2. Refuse to bully others.
3. Refuse to let others be bullied.
4. Try to include everyone in play, especially those who are often left out.
5. Report bullying to an adult.

I. PURPOSE

Electronic devices in the classroom can serve both to enhance and disrupt a student's learning opportunities. Athlos Academy acknowledges that the landscape of educational technology is ever-changing and has put the following policy in place to properly govern the permitted uses of electronic devices at Athlos Academy.

II. DEFINITIONS

A. Electronic Device: A device that is used for audio, video, or text communication or any other type of computer or computer-like instrument. Any device, whether or not it is owned by Athlos Academy of Reno, that is connected to the school's network is covered by this policy.

B. Personal Electronic Device: An electronic device not owned by Athlos Academy of Reno.

C. The Children's Internet Protection Act (CIPA): Regulations enacted by the Federal Communications Commission (FCC) and administrated by the Schools and Libraries Division of the FCC. CIPA requires recipients of federal technology funds to comply with certain Internet filtering and policy requirements.

III. POLICY

A. Students may possess electronic devices at school subject to the following conditions:

1. Students may carry and possess electronic devices to and from school.
2. Personal electronic devices must be turned off and kept in backpacks during school hours except if otherwise allowed by a school teacher or administrator for educational purposes.
3. Students shall be personally and solely responsible for the security of personal electronic devices brought to school.
4. Athlos Academy shall not assume responsibility for theft, loss, damage, or unauthorized calls made with a student's personal electronic device.
5. Students may use their personal electric device if the use is established by the appropriate administrator to be necessary for other special circumstances, health-related reasons, or emergency.

B. Students may not use electronic devices pursuant to the following:

1. For gaming, personal social media, watching videos, listening to music, or during lunch, between classes or before or after school on school premises without adult supervision;
2. For taking photographs in restrooms, locker rooms or dressing rooms;
3. Posting photographs of another person to social media or online without his/her permission;
4. For accessing inappropriate content or for disallowed behaviors as outlined in the *Acceptable Use of Technology Policy 7401*;
5. In ways that bully, humiliate, harass, or intimidate students or school employees consistent with the school's *Anti-Bullying Policy 5401*; and/or
6. During standardized assessments unless specifically permitted by statute, the student's IEP, or assessment directions.

C. If a student violates this policy, his/her electronic device may be confiscated by any Athlos Academy teacher or school administrator.

1. After the first confiscation, the device will be returned to the student at the end of the school day.
2. On subsequent confiscations, the device will be released only to the student's parent/guardian(s), after the student has complied with the disciplinary consequences.
3. The school may examine a student's personal device and search its contents if there is a reason to believe that school policies or state laws have been violated.
4. In extreme cases, law enforcement may be alerted if the student has misused an electronic device in violation of the law.
5. Additionally, students may be subject to disciplinary action in accordance with the school's *Discpline Policy 5502.*

CI. Students are personally responsible for devices assigned or provided to them by the LEA, both for loss or damage and for use of the devices consistent with this policy and the *Acceptable Use of Technology Policy 7401.*

CII. Pursuant to R277-495-4(B)(5), this policy shall be published in the Family Handbook.

I. PURPOSE

Athlos Academy recognizes that a student's right to freedom of speech and religion is guaranteed protected under the First Amendment and as a result, ensures that religion is neither promoted nor inhibited.

II. POLICY

A. Athlos Academy shall neither promote nor disparage any religious belief or non-belief. Instead, it encourages all students and employees to have appreciation for and tolerance of each other's views.

B. Athlos Academy recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature which may have a religious basis or origin as well as a secular importance, but fundamentally is intrinsic to the overall learning experience of its students.

C. Two obligations of Athlos Academy regarding a student's right to freedom of speech and religion are:

1. Athlos Academy may not endorse religious practices or doctrine, nor may religious activity be coerced; and
2. Athlos Academy may not forbid students acting on their own from expressing their personal religious views solely because they are of a religious nature.

D. Regarding a student's right to partake in or decline to partake in the Pledge of Allegiance:

1. Students are to recite the Pledge once a day;
2. Notices shall be posted in conspicuous places noting a student's right not to participate; and
3. If a student does not wish to participate, he/she may opt out via a written request from his/her parent/guardian.

E. Times when free exercise of religious practices may be prohibited:

1. The conduct/speech unreasonably interferes with the ability of school officials to maintain order and discipline;
2. Violates school rules;
3. Impinges on the rights of others;
4. Unreasonably endangers persons/property;

5. Creates a coercive atmosphere;
6. When student dominates classroom instruction time with religious talk; and/or
7. Violates concepts of civility/propriety appropriate to a school setting.

F. Times when free exercise of religious practices may not be prohibited, unless it violates the standards above, includes, but is not limited to the following:

1. Reading the Bible or other religious texts or scripture;
2. Saying grace before meals;
3. Praying with friends in cafeterias, hallways, around flagpoles, or at an athletic event and other extracurricular activities;
4. Discussing religious views with other students, attempting to persuade peers about religious topics as long as persuasive speech does not constitute harassment; and/or
5. In homework/classroom discussions, presentations, or assignments as long as the topic remains objective and informative and does not put other beliefs down.

G. Religion in curriculum:

1. Teaching and researching religion/beliefs of conscious is a legitimate part of academic education;
2. Significance of holidays, whether religious or secular, may be explained/discussed in an objective manner as part of classroom instruction or as questions arise from students so as to promote a better understanding among all students;
3. May display religious symbols as part of holiday/cultural heritage (as a teaching resource);
4. Religious music is allowed as long as it is seasonally appropriate;
5. Sacred music may be performed as long as there is a focus on overall quality and educational/historical value; and
6. Parent/guardian(s) may request a waiver of participation in any portion of the curriculum or school activity which the requesting party believes to be an infringement upon a right of conscience or the exercise of religious freedom.

H. Expressions of personal belief from school employees:

1. An employee may not attempt to use his/her position to influence a student regarding the student's religious beliefs or lack thereof.

2. An employee may respond in an appropriate and restrained manner to a spontaneous question from a student regarding the employee's personal belief or perspective.

    a. Nevertheless, because of the special position of trust held by school employees, employees may not advocate or encourage acceptance of a belief or perspective; but may explain or define personal religious beliefs or perspectives, etc.



ATHLOS ACADEMIES

POSITIVE BEHAVIOR SUPPORT PLAN

"Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioral consequences."

-Dr. Dan Singel, The Whole Brain Child

The Athlos Academies Positive Behavior Support Plan (PBSP) focuses on creating a safe, supportive, and caring school environment; addresses conflict; and endeavors to build a positive school culture. The PBSP is framed around Athlos' overarching pillars of Prepared Mind, Healthy Body and Performance Character. These three pillars provide a school-wide foundation of shared cultural values.

The Athlos approach is to create an inclusive environment that will empower students to grow and change as they become immersed in engaging curriculum, planned daily physical activity, and opportunities to participate in a strong performance character development program. Building positive relationships of mutual respect and a sense of community that connects all stakeholders are conditions that allow students to learn and grow toward self-regulation, self-discipline, reflection, and collaborative problem solving. The ultimate goal of the PBSP is that each day students will leave our school buildings better people than when they entered and model pro-social behaviors not only within our school walls, but also in their homes, neighborhoods, and communities.

Multi-tiered System of Support (MTSS)

In order to establish a positive school culture and learning environment, we have chosen to implement a Multi-tiered System of Support (MTSS) built upon the foundation of Response to Intervention (RTI). Response to Intervention (RTI) is a multi-tier academic approach focused on providing early identification and support for students whose learning needs are not being met. It is an equitable pathway in identifying students who may require special education services. RTI involves "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educating decisions" (Batsche et al., 2005).

Defining the Three-tiered Approach

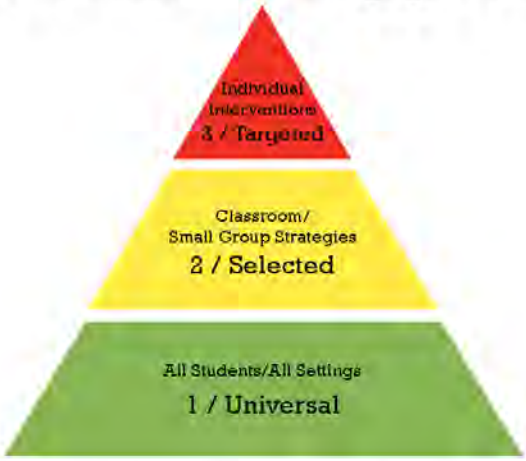
Tier 1 is universal, meaning that ALL students receive the same academic and behavior supports within the classroom. This tier focuses on the core curriculum components and is aligned to Athlos' three pillars of Prepared Mind, Healthy Body and Performance Character. Approximately 75-80% of the student population does not need instruction and intervention above the Tier 1 level.

Tier 2 allows students to access additional instruction beyond Tier 1. Services in Tier 2 are what "some" students receive. Tier 2 instruction is more intense, requires more time, and narrows the focus of instruction and intervention. Services at this level may be provided by a variety of professionals that may include the general education teacher, remedial teachers, behavior support personnel, or educational assistants. Services may be provided in the student's classroom or in a separate setting. Approximately 15-20% of the student population receives Tier 2 instruction and intervention.

Tier 3 encompasses the most intensive services a school provides. Tier 3 supports provide services to a very small group of students and/or individuals. Services at this level require effective levels of collaboration and coordination among general and specialized staff in order to help students overcome barriers to academic success and positive behavior outcomes. Tier 3 interventions and instruction is reserved for approximately 5% of the student population.

RTI (Response to Intervention)

3 Tiers of Support



In combination with RTI, our multi-tiered system of support includes two compatible approaches that support positive student behaviors and encourage healthy relationships. Positive Behavioral Interventions and Support (PBIS) and restorative practices use school-wide data for improvement and utilize progressive interventions and responses to discipline. According to an article written by staff at the Minnesota Department of Education, prevention programs in schools are most effective when they provide tiered levels of support (Minnesota Department of Education, page 1). Both PBIS and restorative practices encompass this approach.

PBIS is a systematic approach to teaching and managing behavior using school-wide norms for behavior that are modeled, taught, understood by all stakeholders and positively reinforced. The goal of PBIS is to create and maintain a positive school environment in order for all students to have opportunities for success.

School staff using PBIS practices examine factors that impact behavior and highlight proactive, instructive, and restorative approaches on a consistent basis school-wide.

PBIS is data driven when making decisions in regard to student needs in the educational environment. It also employs school-wide evidence based practices and the tiered systems approach to maximize student outcomes.

Restorative Practices focus on repairing harm to relationships instead of assigning blame and dispensing punishment (Lucille Eber, 7th Annual PBIS Leadership Summit, June 13, 2014).

> *The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things with them, rather than to them or for them. -Ted Wachtel, International Institute for Restorative Practices*

PBIS and restorative practices look dissimilar in theory. However, in practice, the two models compliment and enhance one another in ways that address the needs of the entire school community and the needs of the whole child.

PBIS and RESTORATIVE PRACTICES DIFFERENCES

	PBIS	RESTORATIVE PRACTICES
Practices	Behavioral	Relational and structural problem solving
Primary Focus	Teaching, acknowledging and rewarding pro-social behaviors	Affirming relationships; teaching empathy; resolving conflict and harm; and restoring or re-building relationships
Decision Making Process	Team- and data-based, attention to fidelity of implementation	Problem-solving using affective questions, small impromptu conferences and group class circles to re-affirm common agreements and expectations
Responsive to Culture	Team make-up and behavioral expectations	The community building process of reaffirming relationships acknowledges and builds upon the cultures of the students in the classroom, as well as the culture of the school

PBIS and RESTORATIVE PRACTICES SIMILARITIES

Shared Core Features

- Whole school approach to create environments for optimal learning
- Aligned with the Three-Tiered Framework of Response to Intervention and Instruction (RTI2)
- Effective strategies to lower discipline referrals by changing adult behavior in response to student misconduct
- Engage students, teachers, parents/guardians and administrators in the process
- Avoids labeling
- Support student achievement and reinforces positive behavior

Complimentary Features

- Restorative practices provide early and/or intensive interventions to restore harm and repair relationships
- The Circle process provides a way of delivering content, especially social emotional learning, that strengthens relationships at the same time as helping adults see each child
- The PBIS framework provides data for team-decision making
- PBIS reflects best practices in implementation science (or common principles of effective practice)

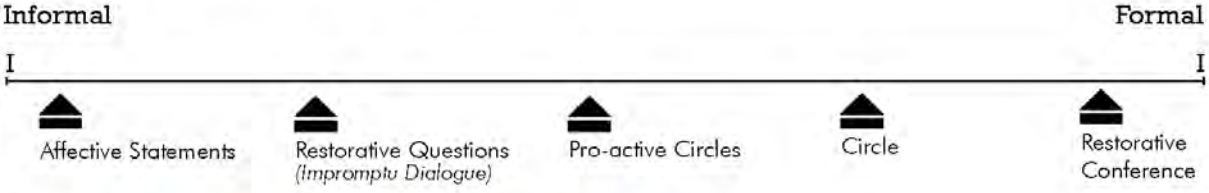
Source for both tables: Minnesota Department of Education: Positive Behavioral Interventions and Supports (PBIS) and Restorative Measures (RM): Compatibility and Collaboration, page 8

http://nyspbis.org/RegionalForum1516/Articles/PBIS%20and%20Restorative%20Measures%20Compatibility%20and%20Collaboration.pdf

Restorative Practices

Diversity is a hallmark of any community. Diverse cultural and family backgrounds, abilities, interests, and viewpoints can provide a community with great strength and energy. When people feel accepted, valued, respected, and included, they are more apt to build a positive connection to the school. Using restorative practices moves schools toward achieving this goal.

Restorative practices are progressive in nature and move from informal to more formal as students exhibit behaviors that require more intensive interventions.



Source: http://www.healthiersf.org/RestorativePractices/WhatIsRP/continuum.php

Although a formal restorative process might have dramatic impact, informal practices have a cumulative impact because they are part of everyday life. -Hanson, 2005

Affective statements fall on the most informal side of the continuum. Affective statements are the starting point for all restorative processes and are at the core of all the practices. These statements allow students and staff to build and maintain relationships by sharing thoughts and feelings. Using affective statements in day-to-day situations is one of the first steps in creating positive classroom and school environments.

Affective statements provide authentic opportunities for students and adults to express their feelings. The statements are in the form of "I" statements. This provides a structure for looking at a situation without assigning blame. Affective statements are best used privately with a student or small group of students, but in certain situations they may be used for an entire group.

Examples of Affective Statements:

I'm sorry that I misunderstood the situation…

I feel really proud of you when I heard…

I feel really pleased and encouraged that…

I respect your honesty, thank you.

I want to thank you for your cooperation.

I was disappointed when you …

I feel (describe action) was disrespectful.

I feel disrespected when you ignore me.

Restorative questions (impromptu dialogue) are used to process an incident of wrongdoing or conflict. When a situation has occurred, the person/s who created the conflict takes time to answer questions that focus on the incident. This allows the person to think about how his/her actions affected others and supports feelings of empathy, accountability, expression of feeling and thoughts, and problem solving. Restorative questions are also answered by those who were impacted by the incident, to help them process their feelings and determine what they need to make things right.

The International Institute for Restorative Practices (2015) offers a set of restorative questions used to address students exhibiting challenging behaviors. Use may range from all the questions to only several, depending on the intervention.

Restorative Questions:

What happened?

What were you thinking at the time?

What have your thoughts been since?

Who has been affected by what you did?

In what way have they been affected?

What do you think you need to do to make things right?

Those who have been harmed also have an opportunity to be heard as both parties come together (in most circumstances) to come to an understanding and be part of the solution.

Examples of Restorative Questions to Those Who Have Been Harmed:

What did you think when you realized what happened?

What impact has this incident had on you or others?

What has been the most difficult for you?

What do you need to happen to make things right?

Impromptu dialogue is used to quickly solve a problem in the moment. These can be minor issues in the cafeteria, hallways, etc. Teachers and staff should use all or some of the restorative questions when dealing with these minor issues.

The **circle process** provides inclusionary opportunities to get to know one another on a personal level, while building social norms of mutual respect and trust. The circle process engages students in personal relationships as they share their feelings, ideas, and experiences in a non-crisis situation. When there is wrongdoing, circles play an active role in addressing the wrong and making things right.

> *When used as an intervention measure to address inappropriate student behavior, restorative circles empower community members to take responsibility for the well-being of others; prevent or deal with conflict before it escalates; address underlying factors that lead youth to engage in inappropriate behavior and build resiliency; increase the pro-social skills of participants, particularly those who have harmed others; and provide wrongdoers with the opportunity to be accountable to those they have harmed and enable them to repair the harm to the extent possible. A circle can also be used in response to a particular issue that affects the school community. (Citywide Behavioral Expectations to Support Student Learning, New York City Department of Education, pg. 8)*

During circle time, students sit in a circle so that everyone can see one another. The inside of the circle should be clear of desks, chairs, etc. Many times, students sit on the floor. Most circle activities include a talking piece. This is a tool that keeps the conversation running in an orderly fashion, and the only person to speak is the one holding the talking piece. The talking piece is often an object students have chosen together (e.g. a hand sized stuffed animal, a favorite rock, etc.)

For more information on circles and circle formats, a great resource is, "Teaching Restorative Practices with Classroom Circles," which can be found on the Restorative Practices Resource webpage under Circles http://www.ocde.us/HealthyMinds/Pages/RP_Resources.aspx

Restorative conference is the most formal of the restorative practices. It has a prescribed structure and requires pre-conference preparation. It involves the participant(s) who have caused the harm, as well as those they have harmed. The purpose of the conference is to seek understanding from each participant's perspective. It is a victim sensitive process; thus, it is of paramount importance that the mental and physical health and welfare of the individual who was harmed be considered before such a conference is held. The goal is to come to a mutual agreement, which will repair the harm as much as possible. Often, both sides bring supporters who have also been affected in some way by the incident (other students, family members, staff, administration). Only experienced individuals should conduct restorative conferences.

The Classroom

One of the first steps in any positive behavior support plan is to prevent the behavior from happening in the first place. Classrooms should be places where learning is meaningful and engaging, where the environment is comfortable and organized for learning, and where the people within are respected and respectful.

Effective Classroom Management Practices (Minnesota Department of Education, April 2014):

According to James Stronge (2002), "Effective teachers establish responses to common classroom issues of order that allow them to focus maximum time and energy on the instructional process. When teachers make the classroom experience engaging, there is little time or inclination for students to misbehave" (26).

The Minnesota Department of Education (April 2014) summarized research of effective classroom management practices. They posit that the list of effective classroom management practices listed below "help to build a sense of community and foster relationships between teachers, students and among students." They further state, "Effective classroom management strategies help to prevent student misbehavior and missed instructional time."

Foster Positive Relationships in the Classroom Community (Hattie, 2012)

- Positive, empathetic teacher-student relationships are powerful moderators of classroom management
- Welcome students to class by name and encourage classmates to greet each other (Greet students each morning at pick-up or when they enter the classroom)
- Call or send positive notes home to acknowledge positive behavior (Huddles are a great time to build on this concept)
- Learn about students' strengths, needs, interests, families, and accomplishments outside of school
- Build positive relationships among students providing multiple opportunities to work in varying groups
- Create the sense that teacher and all students are working together to learn and grow

Establish an Inclusive Environment (APA, 2008)

- Use and reinforce language that is respectful, gender neutral, and free of bias
- Learn about and honor cultures that are represented in your classroom
- Select curricular materials that reflect the cultures and life experiences of the students
- Hold high expectations and provide high levels of support for all students
- Ensure instruction is matched to students' skill level
- Encourage and expect participation from all students
- Provide additional support to the students who need it

Make Data-Based Decisions to Support Positive Behavior

- Collect and maintain data on student behavior
- Examine student behavior data by:
    - Time of day
    - Time of year
    - Location
    - Type of task
    - Day of the week
    - Students involved
- Use data to identify positive classroom management strategies that effectively support classroom engagement and strategies to address potential problems
- Monitor data to evaluate the effectiveness of the classroom management strategies

Teach, Review and Reinforce Clear Expectations (Newcomber, 2009)

- State classroom behavior expectations positively (e.g. raise your hand)
- Establish and maintain consistent behavioral expectations and procedures
- Teach behavior expectations in the context and in the location they occur
- Remind students of expectation prior to the routine or context
- Monitor student behavior and provide frequent and specific feedback
- Praise or reinforce students for following expectations
- Provide at least four positive comments for every directive or corrective comment
- Review procedures/expectations periodically and preventatively

Optimize the Physical Space of the Classroom (Newcomber, 2009)

- Arrange furniture to allow easy traffic flow and make high traffic areas easily accessible
- Ensure that students are supervised in all areas
- Ensure that seating arrangements and lighting are conducive to work

Create Routines for Common Activities/Tasks (Newcomber, 2009)

- Working in groups vs. independently
- Communicating with students and families
- Turning in homework, grading, and returning homework to students
- Getting permission to use the restroom, go to the nurse, etc.
- Getting and returning classroom materials

Provide Engaging Instruction (Kratochwill, 2014; Newcomber, 2009)

- Establish clear learning goals and encourage higher-order thinking skills
- Vary the method (lecture, audio, video, etc.) and response format (group vs. individual)
- Vary responses (oral, written, active)
- Move around the room, scan the room and interact with students
- Positively and warmly acknowledge effort and participation
- Use media and technology

Responding to Potential Problems (Newcomber, 2009)

- Identify the issue and act quickly, calmly, and emotionally objective
- Make simple, positively stated requests to help develop the child's self-control and self-regulation skills
- Acknowledge students who are engaging in appropriate behavior
- Identify the function of the behavior and any related skill deficits
- Develop a plan that addresses the function and skill deficits with the student
- Teach, model and reinforce skills or replacement behaviors
- Recognize the student's positive attempts at changing behavior
- Objectively follow school procedures for major behavior issues
- Preserve student's dignity

Progressive Intervention and Responses to Discipline

All students enrolled in an Athos school should receive interventions and disciplinary actions that are equitable, fair, impartial, and correspond to the severity of the student's behavior. When determining disciplinary actions, it is imperative that those who interact with students in this capacity make every reasonable effort to correct inappropriate student behavior using school-based strategies that include logical consequences and restorative practices. These "teachable moments" are fundamental to a positive approach to discipline and a desire to keep students in their classrooms.

Utilizing a progressive approach to discipline allows students the space to make mistakes and learn from them as they are supported to make necessary changes. It is expected that most students will change their behavior at the lowest identified level of intervention or discipline. In cases when this does not occur, the next level of intervention/disciplinary response is utilized. Significant disciplinary responses, such as out-of-school suspensions, must be paired with one or more documented interventions. In most cases, depending on the violation, the progressive approach to intervention and discipline does not apply to those being considered for expulsion.

Essential to the implementation of progressive discipline, all interventions and responses should be selected, implemented, and assessed to help students:

- Understand why the behavior is unacceptable and the harm it has caused
- Take responsibility for their action
- Understand what they could have done differently in the same situation
- Be given the opportunity to learn pro-social strategies and skills to use in the future
- Understand the progression of more stringent consequences if the behavior reoccurs

Source: Madison Metropolitan School District Behavior Education Plan, Madison, Wisconsin, Page 20. Student Behavior Manual – Rochester City School District, NY, page 4

Prior to any interventions and responses, the following factors need to be considered:

- Age, maturity, health, and disability or special education status of the student
- Appropriateness of a student's academic placement
- Students' prior conduct, record of behavior and attitude
- Students' willingness to repair the harm caused by their behavior
- Seriousness of the behavior offense and the degree of harm caused
- Impact of the incident on overall school community
- Whether the student's violation threatened the safety of any student or staff member
- The likelihood that a lesser intervention would adequately address the violation
- Underlying circumstances student may be experiencing (divorce, death, homelessness, etc.)

Source: Student Behavior Manual – Rochester City School District, NY, page 4

Students who fall under the Individuals' With Disabilities Act (IDEA) are afforded certain rights and protections by state and federal law. Nothing in the PBSP replaces any of these rights and protections. All disciplinary actions for these students will be in accordance with the law and aligned to the matrix as law permits.

A progressive discipline matrix is utilized in grouping behaviors within a three-tiered system. Each tier provides appropriate response supports, guidance interventions, problem solving, and assessments where appropriate. It is important to note that the matrix serves as a guide; it is left up to each school to determine the supports, interventions, and action steps to be implemented. It is also important to note that, depending on the circumstances, some behaviors may fall within two tiers. Schools will need to determine how best to handle each situation.

Definitions for response strategies, guidance interventions, and problem solving and assessments can be found on pages 14-16 of this document.

PROGRESSIVE DISCIPLINE MATRIX

LEVEL 1: School and classroom-wide systems for all students and staff (100% of students).
Level 1 behaviors do not require administrator involvement, do not significantly violate the rights of others or cause a safety issue, and do not appear to be chronic.
(In school, on Fieldwork, or on Extended School Trips or Activities)

Possible Response Strategies	Possible Guidance Interventions	Restorative Practices

• Teach, model, and reinforce behavior expectations and social/emotional learning competencies
• Embed culturally responsive practices and instruction
• Redirection
• Verbal warning
• Take a break (TAB)
• Regulate student inside or outside the classroom
• Buddy room/ Take a break (TAB) out
• Restitution
• Loss of classroom privilege
	• Home-school connection
	• Replacement behavior/coping
	• Regulation breaks
	• Collaborative problem solving THINK:Kids
	• Check-in check-out (CICO)
	• Short-term behavior progress report
	• Problem solving conference
		• Affective statements
		• Restorative questions
		• Circles to:
		  • Establish positive relationships and get to know one another
		  • Set norms
		  • Understand behavioral expectations
		  • Discuss successes and challenges
		  • Practice social/emotional skills
		  • Discuss curricular topics

The above response strategies, guidance interventions. and restorative practices definitions can be found on pages 14-16

BEHAVIOR TO BE ADDRESSED	FIRST OCCURRENCE	REPEATED OCCURRENCE
• Excessive school absences or being late for class • Dress code violation • Pouting for attention, yelling, calling out, inappropriate noises, excessive talking, tantrums, out of seat, throwing materials, crawling on floor etc. • Refusing to follow directions or complete class work • Not paying attention during instruction or work time • Engaging in rude or disrespectful behavior • Use of electronic devices during unauthorized times • Minor damage or defacement of school property or equipment (writing with pencil on a desk, a key taken from a keyboard, etc.) • Unauthorized use of school equipment (iPad, computer, paper cutter, telephone, copy machine, etc.) • Arguing with the teacher/talking back • Teasing, tattling • Non-serious but inappropriate physical contact (hitting, poking, pulling, pushing, tripping, or other behaviors that demonstrate low level hostile conduct)	• Inform student of the violation • Describe expected behavior • Conference with student to provide opportunity to tell his/her version of the incident • Affirmative statements and restorative questions • Incident and intervention/s are documented (if appropriate)	• Inform student of the violation • Describe expected behavior • Teacher and/or student notifies parent/ guardian • A conference is scheduled by the teacher to include parent/guardian and student to provide consistent support for correcting the misbehavior. Include appropriate staff members when appropriate. • One or more interventions are initiated as appropriate • All incidents and intervention(s) are documented • Meeting notes are documented with action plan and progress follow-up

LEVEL 2: Level 2 behaviors may significantly violate the rights of others or self and include chronic Level 1 behaviors. May require administrator involvement.
(In school, on fieldwork, on extended school trips, or on activities)

Possible Response Strategies	Possible Guidance Interventions	Restorative Practices
• Parent/Guardian outreach • Take a break (TAB) • Regulate student inside or outside the classroom • Buddy room/ Take a break (TAB) out • Removal from classroom • Refer to administration • Refer to student support team • Detention • In or out-of-school suspension	• Home-school connection • Regulation breaks • Collaborative problem solving THINK:kids • Check-in check-out (CICO) • Social emotional learning groups • Mentoring • Individual behavior contract • Referral to pupil personnel team • Intervention by counseling staff	• Small impromptu conversations and circles to address a targeted group need • Circles to address a targeted group need (e.g. misbehavior, conflicts, etc.) • Formative conference • Re-entry circle/Conference for new or returning students

The above response strategies, guidance interventions. and restorative practices definitions can be found on pages 14-16

BEHAVIOR TO BE ADDRESSED	FIRST OCCURRENCE	REPEATED OCCURRENCE
• Continued use of profane, obscene, vulgar, lewd or abusive language • Lying to, giving false information to, and/or misleading school personnel • Leaving class or school premises without permission or supervision • Use/possession of tobacco • Bullying (verbal and/or written aggression or intimidation) • Harassment based on race, ethnicity, sexual orientation, gender identity, disability, or religion (verbal or written harassment) • Sexual harassment (verbal or written) • Physical aggression (fighting) • Inappropriate use of technology • Destruction or theft of school property, including graffiti (under $500.00) • Defiance of authority (demonstrating gross disrespect for school personnel or volunteers) • Drawing pictures that illustrate violent behaviors toward others • Writings or drawings that suggests suicidal behaviors, making threats of suicide • Purposefully hitting a staff person • Engaging in gang-related behavior (wearing gang related accessories, writing graffiti, signs or gestures) • Theft from an individual (under $500.00) • False activation of a fire alarm • Engaging in inappropriate or unwanted physical contact • Knowingly possessing property belonging to another without authorization • Cheating, plagiarizing, or colluding • Other school-based misconduct that disrupts the school and/or learning environment	• Teacher informs administrator/ designee of the violation • Administrator/designee conferences with student and provides an opportunity to tell his/her version of the incident • Administrator/designee contacts parents/guardian • A conference is scheduled by the administrator/designee to include the parent/guardian, student, and appropriate member(s) of the support and teaching staff who work with the student, in order to provide consistent support for correcting the misbehavior • One or more interventions are initiated as appropriate • Meeting notes are documented with action plan and who is responsible for progress follow-up • Incident is formally documented in the student information system (SIS)	• Teacher informs administrator/ designee of the violation • Administrator/designee conferences with student and provides an opportunity to tell his/her version of the incident • Administrator/designee contacts parents/guardian • A conference is scheduled by the administrator/designee to include the parent/guardian, student, and appropriate member(s) of the support and teaching staff who work with the student, in order to provide consistent support for correcting the misbehavior • Formalized restorative conference is conducted • Meeting notes are documented with action plan and who is responsible for progress follow-up • Incident is formally documented in the student information system (SIS)

NOTE: In-school suspension or out-of-school suspension should be utilized only when student behavior is ongoing and escalating and only after restorative practices and interventions used have been documented. A restorative conference must be conducted and documented before re-entry back into the classroom or school.

LEVEL 3: Level 3 behaviors significantly violate the rights of others or self and include chronic Level 2 behaviors. Requires administrator involvement. (In school, on fieldwork, on extended school trips, or on activities)		
Possible Response Strategies	**Possible Guidance Interventions**	**Restorative Practices**
• Parent/guardian outreach • Removal from classroom • Administrative decision • The following problem solving and assessment practices may need to be enacted depending on the situation. • Functional behavioral assessment (FBA) • Violence risk assessment • Alcohol and other drug abuse screener (AODA)	• Home-school connection • Individual behavior contract • Intervention by counseling staff • Refer to student support team • Refer to community-based organization	Formal restorative conference and circles to: • Address serious issues such as bullying, teacher-student issues, destruction of property, threats, stealing, etc. • Reintegrate a student after suspension or incarceration • Support students with disabilities
The above response strategies, guidance interventions, and restorative practices definitions can be found on pages 14-16		
BEHAVIOR TO BE ADDRESSED	**FIRST OCCURRENCE**	**REPEATED OCCURRENCE**
• Bullying (physical acts of aggression or intimidation and repeat of Level 2 bullying offenses) • Harassment based on race, ethnicity, sexual orientation, gender identity, disability, or religion (acts of physical harassment and repeat of Level 2 harassment behavior) • Sexual harassment (acts of physical harassment and repeat Level 2 behaviors) • Fighting (may include incidents that result in injuries such as cuts, scrapes, bloody noses, broken bones, etc.) • Causing a serious injury by either recklessly engaging in behavior and/or using an object that appears capable of causing physical injury (belt buckle, umbrella, etc.) • Arson • Possession of a weapon (knife, gun, sling shot, martial arts objects, etc.) • Engaging in an altercation and/or physically aggressive behavior, other than horseplay, which creates a substantial risk or results in injury • Participating in an incident of group violence • Possession, selling, and/or using controlled substances without appropriate authorization (illegal drugs, drug paraphernalia, and/or alcohol)	• Teacher informs administrator/designee of the violation • Administrator/designee conferences with student and provides an opportunity to tell his/her version of the incident • Administrator/designee contacts parents/guardian • A conference is scheduled by the administrator/designee to include the parent/guardian, student, and appropriate member(s) of the support and teaching staff who work with the student, in order to provide consistent support for correcting the misbehavior • Meeting notes are documented with action plan and who is responsible for progress follow-up • Incident is documented in the student information system (SIS)	• Teacher informs administrator/designee of the violation • Administrator/designee conferences with student and provides an opportunity to tell his/her version of the incident • Administrator/designee contacts parents/guardian • A conference is scheduled by the administrator/designee to include the parent/guardian, student, and appropriate member(s) of the support and teaching staff who work with the student, in order to provide consistent support for correcting the misbehavior • Meeting notes are documented with action plan and who is responsible for progress follow-up • Incident is documented in the student information system (SIS) NOTE: In-school suspension or out-of-school suspension should be utilized only when student behavior is ongoing and escalating and only after restorative practices and interventions used have been documented. A restorative conference must be conducted and documented before re-entry back into the classroom or school.

Behaviors that reach **beyond Level 3** may require law enforcement or, in some states, mandatory expulsion. These behaviors often include:

- Arson of an occupied structure
- Bomb, chemical, or biological threat
- Possessing or using a firearm
- Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity
- Using force to take property belonging to another
- Using force against or attempting to inflict injury against school personnel

Response Strategies, Guidance Interventions and Problem Solving and Assessment Definitions

The following tables include response strategies, guidance interventions, and assessment supports. It is recommended these supports be used as a basis for Athlos' PBSP, realizing that each school may have supports unique to their school culture.

<table>
<tr><th colspan="4">RESPONSE STRATEGIES</th></tr>
<tr><td rowspan="2">Response Strategies are actions used in the moment that behavior is occurring or directly following the behavior. The goal is to stop the behavior while providing an opportunity for the student to regain self-control in a way that maintains their dignity. Depending on the behavior, a response team member may be required inside or outside the classroom.</td><td>Verbal Warning: Discretely remind the student of his/her behavior and the consequences for noncompliance</td><td rowspan="2">Buddy Room/Take a Break (TAB) Out: TAB Out provides an opportunity for students to correct their behavior in a new environment (another teacher's classroom considered "the buddy classroom") where they are able to self-regulate and reflect on their behavior. Once completed, students are welcomed back into the classroom by their teacher. The teacher finds a time to speak with the student about the behavior.</td><td rowspan="2">Regulate Student Inside the Classroom: A behavior response team member is called to join in and provide additional support to the student within the classroom temporarily until the student becomes regulated and is able to re-engage in learning.</td></tr>
<tr><td>Take a Break (TAB): TAB provides an opportunity for students to correct their behavior by moving to a designated space within the classroom where they can gain self-control and rejoin their peers.</td></tr>
<tr><td>Community Project or Service: This is when a student's consequences fit the error in judgment (e.g. a student defaces an outside school wall with marker, chalk, etc. The student would be asked to clean the wall or write a report about graffiti, etc.).</td><td>Redirection: An indication to the student they are not following expectations. Redirection includes proximity, verbal reminders, and non-verbal cues.</td><td colspan="2" rowspan="3">Detention: A student is removed from the classroom to serve time during the remainder of a period or part of a day (e.g. from the end of one recess break to the beginning of another break). Student is expected to complete classroom work during this time.

In-School Suspension: A student is removed from the classroom environment and assigned work within the school for up to one day.

Out-of-School Suspension: It is the Principal's discretion to suspend a student out-of-school and how many days the suspension will take place.

Expulsion: All recommendation for an expulsion will be determined by the principal and appropriate team members.</td></tr>
<tr><td colspan="2">Regulate Student Outside the Classroom: A behavior response team member is called to process with a student outside of the classroom. This may consist of a brief problem solving conversation in the hallway. Other times, a safe and private intervention space within the school building is used where a student can work with a staff member to calm down, reflect on his/her behavior, and develop a plan to make different choices when they return to class.</td></tr>
<tr><td colspan="2">Loss of Classroom Privilege: A student can lose the right to participate in classroom activities on a short-term basis. The privilege lost is directly related to the student's mistake. An example might include use of math manipulatives during an exploration period in which the student tosses the manipulatives or destroys another student's work. The student would sit out of the activity and watch the appropriate way to work with the manipulatives. When he/she is ready to participate appropriately he/she may return to the activity.

Loss of School Activity: Depending on the situation, a student may lose the right to attend activities outside the classroom.</td></tr>
<tr><td colspan="4">Source: Madison Metropolitan School District Behavior Education Plan, Madison, Wisconsin, Pages 22-23</td></tr>
</table>

GUIDANCE INTERVENTIONS		
Interventions address the underlying cause of behavior including unmet needs, lagging skills, instructional strategies and the environment. The following are some examples of interventions.	**Replacement Behaviors/Coping Strategies**: These behaviors are taught to take the place of behaviors that are inappropriate for the situation or setting. An example is teaching a student to ask politely to use a classmate's pencil, rather than taking it without permission. **Problem Solving Conference**: Parent/ guardians, staff and student sit down together to talk about the student's behavior and identify potential solutions to address the cause of the behavior.	**Regulation Breaks:** Proactive breaks may be scheduled for students when there is a pattern of behavior or upset, preventing behavior incidents from occurring. A student engages in activities that promote self-regulation. Regulation breaks can take place in a variety of locations, including within the classroom or a safe and private intervention space
Short-Term Behavior Progress Report: Teachers and/or principals may send behavioral progress reports to parents on a regular basis until they feel the student is in control of his/ her behavior and working in the classroom successfully.	**Cross-Age Mentoring:** An older student is matched with a younger student one-on-one for the purpose of guiding and supporting the mentee in targeted areas of academic, social and emotional development, such as responsible decision-making.	**Restorative Practices:** 1. Affective statements 2. Restorative questions/impromptu dialogue 3. Circle 4. Conference
Collaborative Problem Solving THINK: Kids: A trained staff member engages in an evidence-based conversation that varies in intensity, frequency, and length and involves four basic steps: 1) Identify and understand the student's concern, 2) Share the adult's concerns about the same issue, 3) Generate solutions, 4) Explore solutions and choose one that is realistic and satisfies both the student and the adult.	**Check-In Check-Out (CICO):** Students check in with designated CICO facilitators before the beginning and at the end of each school day to receive positive contact, pre-corrects, reminders of school-wide expectations, etc. At the end of each class period, teachers provide behavioral feedback on a daily progress monitoring report. For some students, the check in times may be more frequent until the behavior decreases.	**Social Emotional Learning Groups:** Group interventions focus on skill development and coping strategies to promote healthy social and emotional development and prevent potential problems. Examples of skills targeted through group intervention include managing emotions, coping with stress, problem solving, and communicating effectively.
Home-School Communication System: This system is designed to ensure that staff and parents/ guardians are "on the same page" with respect to student behavior at home and at school. The goal is for ongoing, meaningful sharing of information and may include a communication notebook, daily mails, etc.	**Mentoring:** A trained adult provides time one-on-one with a student to develop a positive relationship and target development of specific social emotional and academic skills, such as self-efficacy. This person may also provide transition support for a student returning from a suspension or prolonged absence.	**Development of Individual Behavior Contract:** The student meets with teachers to create a written contract that includes learning targets and the specific performance tasks that the student will accomplish to meet those targets. The contract is signed by the student and teacher and, where appropriate, the parent/ guardian.

GUIDANCE INTERVENTIONS, continued		
Guidance Conference: Principals and teachers may request a guidance conference with the student, and where appropriate, with the parent. The purpose of the conference is to review the behavior, find solutions to the problems, and address academic, personal, and social issues that might have caused or contributed to the behavior.	Referral to Pupil Personnel Team: These are school-based teams that use a multidisciplinary approach to encourage student success through prevention and intervention strategies and supports. A case manager is identified for each student referral and an individualized plan is created for each student to help the student overcome his/her challenges.	Referral to a Community-Based Organization (CBO): Students may be referred to a community-based organization for a wide range of services including after-school programming, individual or group counseling, leadership development, conflict resolution, and tutoring.
Referral to Appropriate Substance Abuse Counseling Services: In the case where a students is presenting problems with substance abuse, including the use, possession, or distribution of illegal drugs, drug paraphernalia, and/or alcohol, referrals should be made to counseling services that are either inside the school or through an outside community-based organization.		Intervention by Counseling Staff: Where available, school-based counseling personnel and/or school-based mental health programs offer a wide range of comprehensive and confidential mental health services and interventions including, but not limited to, assessments; individual, group, and family therapy; teacher consultation; and educational strategies for parents and staff.
Sources: Madison Metropolitan School District Behavior Education Plan, Madison, Wisconsin, Pages 24-25 Citywide Behavioral Expectations to Support Student Learning, NYC Department of Education, Page 7		

PROBLEM SOLVING AND ASSESSMENT		
Problem solving and assessment practices come into play when students demonstrate a pattern of behaviors. This may be a time to examine the underlying function(s) of the behavior and the context in which it occurs. In these situations, a referral may be made to the school's problem solving team or student support and intervention team.	**Student Support and Intervention Team:** This is an interdisciplinary team of adults, including the parent/guardian, that uses a problem solving process to serve two primary functions: 1. Analyze data to support, develop, select, and evaluate social emotional and behavioral interventions 2. Address the needs of individual students who are not making expected progress.	**Functional Behavioral Assessment (FBA):** A formal assessment of a student's behavior focused on identifying the function or purpose behind the student's behavior. A FBA is used to better understand why a student is behaving inappropriately.
Violence Risk Assessment: A procedure and set of tools used when a student may pose a risk to the safety of others that may require immediate action, including aggression toward others, threats of aggression or harm toward others, and/or a pattern of behavior that raises suspicion of risk for violence (e.g., violent drawings, stories, internet communications). The purpose is to determine the degree of risk (high, moderate, low) in order to guide an intervention plan that results in a safe school environment.	**Alcohol and Other Drug Abuse (AODA) Screener:** A procedure and set of tools used when a student is suspected of potential alcohol and other drug abuse. 1. Identify students for screening based on behavioral concerns related to abuse 2. Screen for AODA, 3. Provide for efficient referral for the appropriate level of interventions	Source: Madison Metropolitan School District Behavior Education Plan, Madison, Wisconsin, Page 23

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Additional Resource

MTSS Implementation Components: Ensuring Common Language and Understanding. Retrieved from: https://www.pbis.org/common/cms/files/pbisresources/MTSS_Paper_ImplCompDec2011.pdf

ATHLOS ACADEMIES

Staff Recruitment and Retention Plan

Overarching statement: Quality teachers and leaders form the backbone of an excellent school. Recognizing the importance of starting a school with phenomenal teachers, Athlos Academies will employ numerous strategies to attract and retain top teachers and support the conditions that encourage staff members to be dedicated to their Athlos school.

Belief statements:

- Excellent teachers and leaders believe in all students' abilities and recognize that building strong, healthy relationships is at the heart of student empowerment.
- Excellent teachers and leaders help students monitor their growth and development and provide appropriate opportunities for students to be challenged and inspired.
- Excellent teachers and leaders find ways to actively involve all students in the learning process, using strategies that promote collaboration and deep learning.
- Excellent teachers and leaders are creative and innovative in how they approach teaching, solving problems, and reflecting on their craft.
- Excellent teachers and leaders are passionate for their profession and seek feedback on how they can continue to grow and learn.
- Retaining great teachers is essential to the long-term success of an excellent school.

Attracting top teachers to the model

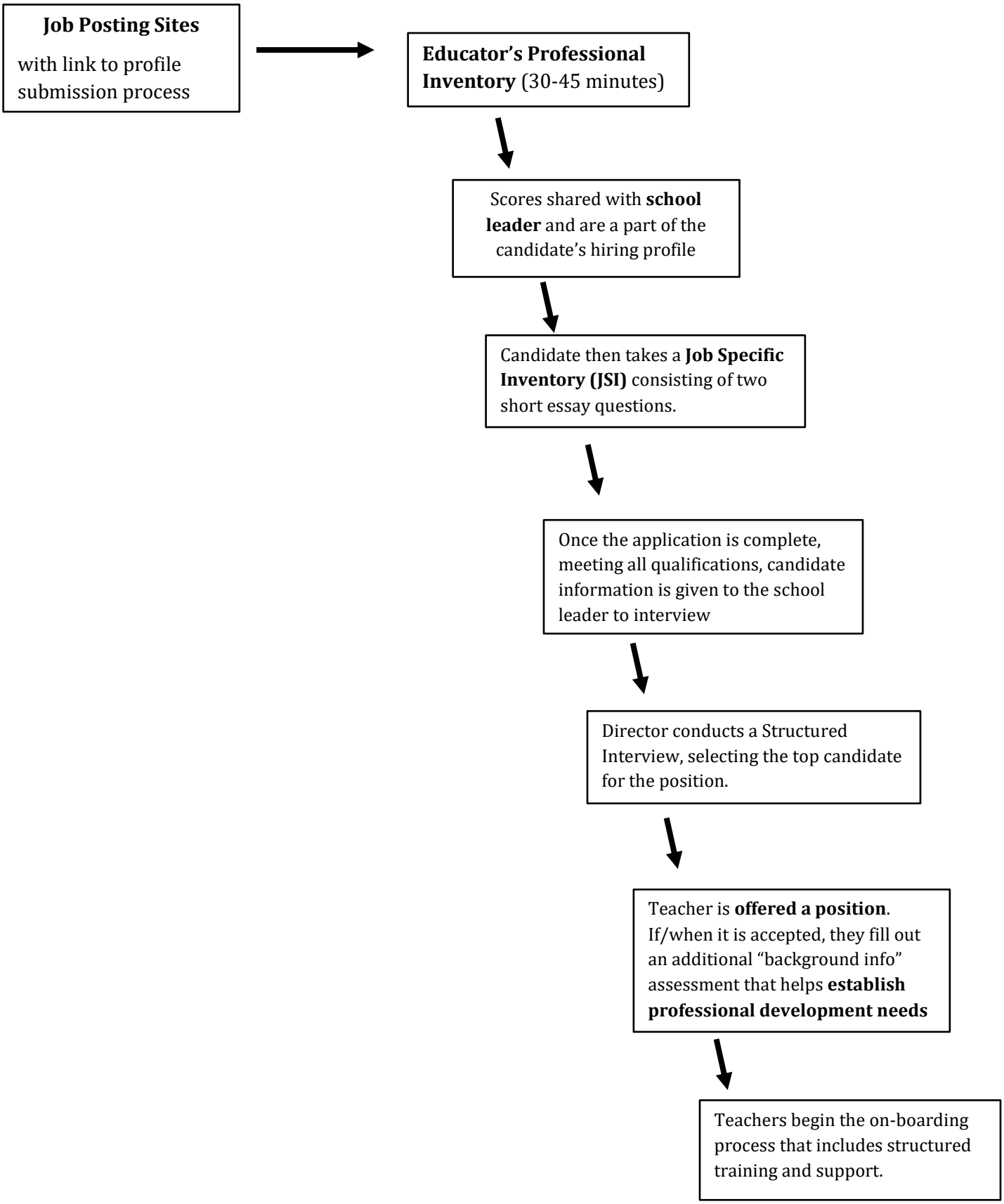
Recruiting phenomenal teachers involves helping educators be aware of the opportunities

- Athlos 101/102 201 2016-17 School Year (Nov/Jan/Feb) & (March/April/May)
- Athlos Summer Institute
- Website section specifically on "Why top teachers love Athlos!"
- Presentation/Conferences
- Partnerships with Universities
- Recruitment Fairs
- Social Media connections (blogs, Facebook, Twitter, Instagram, etc.)
- Videos that capture "excellence" in action at our schools
- Job Posting Sites (quality job descriptions)
- Quality Benefits Package (Salary & Benefits)

Retaining top teachers:

- Consistent and transparent communication
- Providing adequate planning time
- Realistic and differentiated expectations
- Empowering teachers as leaders
- Providing high-quality professional development
- Offering opportunities to communicate and collaborate throughout a network
- Providing clear avenues for growth
- Strengthening a sense of purpose
- Compensation and benefits that are competitive

Application / Hiring Process



ATHLOS ACADEMIES

INITIAL REVIEW – SCHOOL LEADER

RESUME #	
CRITERIA	**SCORE** (circle one)
School Leadership Experience	0 1 2
Certification	0 1 2
Educational Experience	0 1 2
Budget Supervision	0 1 2
Experience with expected student population	0 1 2
TOTAL SCORE	

Additional Notes:

Athlos School Leader Structured Interview

Interviewer:_____ Interviewee:_____ Date:_____

Grit –Focus / Self-Control – Growth Mindset 1.Task Dedication

What is the most challenging thing you have done? How did you prepare? What would you have done differently? How did you modify your approach midstream?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Social Intelligence (Creativity) 2.Interpersonal Effectiveness

Tell me about a meeting in which you had to tell others things they did not want to hear. How did you communicate those ideas to them? What was the result of that communication? If you could do it again, is there anything you would change in what you communicated, or the way in which you communicated it? Why would you make those changes?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Leadership (Integrity) 3.Organizational Stewardship

Tell me specifically what you have done to create an atmosphere of trust and empowerment within your sphere of influence. What tangible results have you seen from your efforts?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Leadership (Humility) 4.Technical Skills

Compare what you know about the job you are interviewing for and your own knowledge and skill. What areas of development do you feel you will need to meet the job expectations?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

5. Our first impression and quickness in making connections

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Additional Notes

Summary Score: _____

Top Tier 75-100

Middle Tier 50-74

Bottom Tier Under 50

Athlos School Leader Panel Interview

Interviewer:_____ Interviewee:_____ Date:_____

Grit (Focus / Self-Control) 1.Task Dedication

Recognizing the challenge of building a healthy, excellence oriented staff culture, what steps do you see as most essential for making that happen? Share how you have built staff culture and the challenges of making that happen. What could you envision being some of your early steps in building staff culture at this Athlos school?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Social Intelligence (Creativity) 2.Interpersonal Effectiveness

What do you look for when recruiting and interviewing quality teachers? How would you go about finding a staff that aligns both with your and Athlos' educational philosophy?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Leadership (Integrity) 3.Organizational Stewardship

How have you effectively used data in the past? When can data be debilitating? When is it most useful? What data do you find the most valuable?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Leadership (Courage) 4.Systems & Structures

Describe a positive behavior management system in a school. What have you seen been most effective? What philosophy/structure do you most align with?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

5. Our first impression and quickness in making connections

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Additional Notes

Summary Score: _____

Top Tier 75-100

Middle Tier 50-74

Bottom Tier Under 50

Athlos Academies

School Leader Professional Growth Plan

Name Date

The Professional Growth Plan is a way for an administrator to set and pursue professional growth goals and plan connected learning activities as part of the annual review cycle. The Professional Growth Plan is intended to:

- Guide individual learning activities throughout the year;
- Empower an administrator to plan his/her own individual professional learning; and
- Ensure that each administrator is making adequate yearly progress towards license renewal, if applicable.

Reflection on my administrative practice (Visionary Leadership, Teaching & Learning, Management for Learning, Community Collaboration, Ethical Leadership, and Systems Leadership) for areas for growth:
Type text here
Professional goals related to identified areas for growth
Type text here
Resources, professional development, and action steps needed to meet my goals:
Type text here
Evidence that can be used to evaluate progress toward goals:
Type text here
Activities needed to make adequate yearly progress towards license renewal:
Type text here

ATHLOS PARTNERSHIPS

Athlos Partner School	Year of Partnership	Facilities	Healthy Body Pillar	Performance Character Pillar	Prepared Mind Pillar	Management Services
Compass Charter School *(Meridian, ID)*	2007	✓				
Candeo Schools *(Peoria, AZ)*	2008	✓				
Hawthorn Academy *(West Jordan, UT)*	2008	✓				
Legacy School *(Mesa, AZ)*	2009	✓				
Legacy Traditional *(Queen Creek/Ironwood, AZ)*	2010	✓				
Legacy Traditional *(Casa Grande, AZ)*	2010	✓				
Athlos Traditional Academy *(Chandler, AZ)*	2011	✓				
Legacy Traditional *(Avondale, AZ)*	2011	✓				
Legacy Traditional *(Oro Valley, AZ)*	2011	✓				
Providence Hall *(Herriman, UT)*	2011	✓				
Legacy Traditional *(Laveen, AZ)*	2012	✓				
Legacy Traditional *(Gilbert, AZ)*	2013	✓				
Athlos Leadership Academy *(Austin, TX)*	2014	✓	✓	✓		
Athlos Leadership Academy *(Brownsville, TX)*	2014	✓	✓	✓		
Athlos Leadership Academy *(San Antonio, TX)*	2014	✓	✓	✓		
ILTexas, Powered by Athlos *(Arlington, TX - K8)*	2014	✓	✓	✓		
ILTexas, Powered by Athlos *(Fort Worth, TX - K8)*	2014	✓	✓	✓		
ILTexas, Powered by Athlos *(Garland, TX - K8)*	2014	✓	✓	✓		
ILTexas, Powered by Athlos *(Garland, TX - HS)*	2014	✓	✓	✓		
Athlos Leadership Academy *(Brooklyn Park, MN)*	2014	✓	✓	✓	✓	✓
Legacy Traditional *(Surprise, AZ)*	2015	✓				
Athlos Academy of Utah *(Herriman, UT)*	2016	✓	✓	✓	✓	✓
Athlos Academy of St. Cloud *(St. Cloud, MN)*	2016	✓	✓	✓	✓	✓
Athlos Leadership Academy - Premier *(San Antonio, TX)*	2016	✓	✓	✓		
ILTexas, Powered by Athlos *(Grand Prairie, TX - K8)*	2016	✓	✓	✓		
ILTexas, Powered by Athlos *(Grand Prairie, TX - HS)*	2016	✓	✓	✓		
ILTexas, Powered by Athlos *(North Richland Hills, TX - K8)*	2016	✓	✓	✓		
ILTexas, Powered by Athlos *(Katy, TX - K8)*	2016	✓	✓	✓		
ILTexas, Powered by Athlos *(Houston, TX - K8)*	2016	✓	✓	✓		

ATHLOS PARTNERSHIPS

Athlos Partner School	Year of Partnership	Facilities	Healthy Body Pillar	Performance Character Pillar	Prepared Mind Pillar	Management Services
ILTexas, Powered by Athlos *(Richmond, TX - Katy-Westpark HS)*	2017	✓	✓	✓		
ILTexas, Powered by Athlos *(Lancaster, TX - K8)*	2017	✓	✓	✓		
ILTexas, Powered by Athlos *(Saginaw, TX - K8)*	2017	✓	✓	✓		
ILTexas, Powered by Athlos *(Saginaw, TX - HS)*	2017	✓	✓	✓		
ILTexas, Powered by Athlos *(East Fort Worth, TX - K8)*	2017	✓	✓	✓		
ILTexas, Powered by Athlos *(Houston, TX - Windmill Lakes K8)*	2017	✓	✓	✓		
Athlos Academy of Jefferson Parish *(Jefferson Parish, LA)*	2018	✓	✓	✓	✓	✓

ATHLOS ACADEMIES

CHRIS O'NEIL
address: 140 W. Huffaker Lane | Reno, NV
phone: (775) 287-7285
email: chris.oneil.0@gmail.com

ATHLOS ACADEMY OF RENO

Charter Application

SPCSA CHARTER PROPOSAL COVER SHEET

Identify the **primary point of contact** for your team. Barring a change in the makeup of the founding group, this will likely be the liaison identified in the Notice of Intent. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The Primary Contact is expected to ensure that your team receives all general communications promptly. Please note that, as with all aspects of your application, names and contact information of the Primary Contact will become public information.

Primary contact person: **Chris O'Neil**

Mailing address: ***Street/PO Box: 140 W. Huffaker Lane***

City: Reno ***State: NV*** ***Zip: 89511***

Phone Number: ***day: 775-287-7285***

Email: chris.oneil.0@gmail.com

Name of team or entity applying: **Athlos Academy of Reno**

- ☐ **Track A**
- ■ **Track B**
- ☐ **Track C**
- ☐ **Track D**

Provide a brief description of your school that includes the name, the mission, grades served and other information you would like to include in a brief communication of this type. Your description will be used by the sponsor to provide information to the public about applicants and, for approved schools, new charter schools.

Athlos Academy of Reno's mission is to provide high quality educational opportunities for the whole child based on three foundational pillars of Prepared Mind, Healthy Body, and Performance Character. The Athlos model is rooted in the belief that each pillar is innately dependent on the strength of the other pillars and that children have the best opportunity for success in college, career and life when they are supported by high quality programs in the three interconnected pillar areas.

Athlos Academy of Reno will serve grades K-8 in a new facility in South Reno

Names, roles, and current employment of all persons on applicant team (*add lines as needed)*:

Full Name	Current Job Title and Employer	Position with Proposed School
Chris O'Neil	Vice President Operations/Acquisitions at Bailey & Dutton Development; Managing Director at AssetLogic	Board Chair
Adriana Publico	Staffing Coordinator at WCSD	Board Member
Shane Dyer	Civil Engineer at Dyer Engineering	Board Member
James Pickett	Developer at Ladera, LLC	Board Member
Jennifer Freeman	Former WCSD Teacher and Mother/Community Activist	Board Member
Doug Rands	Legal Partner (and founder) at Rands, South, and Gardner	Board Member
Marcus Culpepper	Dean of Students at Swope Middle School	Board member

Does this applicant team, charter management organization, or education management organization have charter school applications under consideration by any other authorizer(s) in the United States? [X] Yes [ ] No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
LA	Louisiana Board of Elementary and Secondary Education	Athlos Academy of Caddo, Athlos Academy of Lafayette, Athlos Academy of East Baton Rouge	6/10/16	10/12/16
TX	Texas Education Agency	Athlos Academy of Texas	11/1/15	7/22/16

Does this applicant team, charter management organization, or education management organization have new schools scheduled to open elsewhere in the United States in the 2015-16 or 2016-17 school years? [X] Yes [ ] No

If yes, complete the table below, adding lines as needed.

Proposed School Name	City	State	Opening Date
Athlos Academy of Utah	Herriman	UT	8/2016
Athlos Academy of St. Cloud	St. Cloud	MN	8/2016
Athlos Academy of Jefferson Parish	Terrytown	LA	8/~~2017~~ *2018*

School Name *(add lines as needed):*

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity
Athlos Academy of Reno	2017-18	K-8	K-8

Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	100	100	100	100	100	100
1	140	140	140	140	140	140
2	140	140	140	140	140	140
3	140	140	140	140	140	140
4	140	140	140	140	140	140
5	140	140	140	140	140	140
6	140	140	140	140	140	140
7	140	140	140	140	140	140
8	140	140	140	140	140	140
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	1220	1220	1220	1220	1220	1220

Nevada law currently permits an operator to contract with for-profit and non-profit education management organizations and education service providers.

Does the proposed school intend to contract or partner with an education management organization (EMO) or education service provider (EMO) or other organization to provide school management services? [X] Yes [ ] No

If yes, identify the EMO/ESP:	Athlos Academies

Effective January 1, 2016, Nevada law will also permit authorizers to enter into charter contracts to nonprofit charter management organizations which directly hold a charter in another state as well as to Nevada non-profit corporations formed for the purpose of applying for a charter in conjunction with such a CMO.

Is the applicant for the proposed school a charter management organization (CMO) or a Nevada non-profit corporation formed for the purpose of applying for a charter in conjunction with a CMO? [ ] Yes [X] No

If yes, identify the CMO and any affiliated NV non-profit:	

Applicant Certification:



Signature

7/15/16

Date

Chris O'Neil

Printed Name:

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Executive Summary

4 Page Limit

Provide a brief overview of your proposed school, including:

- **An overview of the mission and vision for the school**

Athlos Academy of Reno's mission is to provide high-quality educational opportunities for the whole child based on three foundational pillars of Prepared Mind, Healthy Body, and Performance Character. The Athlos model is rooted in the belief that each pillar is innately dependent on the strength of the other pillars and that children have the best opportunity for success in college, career, and life when they are supported by high-quality programs in the three interconnected pillar areas.

The vision of Athlos Academy of Reno is to produce students who are well-prepared to face life's challenges and who have developed critical thinking and problem-solving skills as well as a broad knowledge base and healthy lifestyle habits. The school's culture celebrates high academic achievement, fosters individual growth in athletics and *Performance Character* ~~performance character~~, and promotes regular family engagement.

- **Proposed model and target community**

Athlos Academy of Reno's model is built on *the three pillars* ~~The Three Pillars of Performance~~ of Prepared Mind, Healthy Body, and Performance Character. The school's culture celebrates high academic achievement, fosters individual growth in healthy lifestyle habits and *P*erformance *C*haracter, and promotes regular family engagement. Graduates of Athlos Academy of Reno will embody the *P*erformance *C*haracter traits research ~~identifies as~~ *shows are* more predictive of a person's success than intellectual talent or educational attainment.[1] The purposeful development of grit, leadership, and social intelligence prepares all students for the rigor of advanced high school and college courses and instills in them the self-confidence and social ability necessary to be successful in a competitive world.

Athlos Academy of Reno plans to ~~target~~ *enroll* K-8 students of South Reno who face persistent overcrowding and insufficient facilities in their *zoned* schools.

- **The outcomes you expect to achieve**

Every student will be expected to develop a Prepared Mind, Healthy Body, and strong Performance Character over the course of their educational experiences at Athlos Academy of Reno. In the short term, this means elementary and middle school students at Athlos are instilled with the belief that they are capable of great feats. Upon finishing eighth grade, students will be confident they have the critical-thinking skills, knowledge base, lifestyle habits, physical abilities, and *Performance Character* ~~performance character~~ necessary to face the challenges of high school and college and emerge victorious. Over time, students from Athlos will mature into active citizens who understand that learning, wellness, and strong *Performance Character* ~~performance character~~ are inextricably

---

[1] (Duckworth, Peterson, Matthews, & Kelly, 2007)
(Tough, 2013)

connected. As a result, these young adults will be courageous, persevering, humble leaders who contribute to a better society and inspire others in their careers and communities to live fulfilling, responsible, *and* resilient lives.

- **The key components of your educational model**

Prepared Mind

The Prepared Mind pillar ~~contains~~ *includes* research-based academic curricula that have strong track records of student achievement. The Athlos instructional model follows the belief that students should be engaged participants in their learning and encouraged every day to ~~participate in~~ *be a part of* a school culture where they investigate and take ownership of their education. The academic curriculum's critical inquiry approach is student-centered and promotes critical thinking and deep understanding. By deploying a variety of instructional strategies such as project-based, active, and cooperative learning*;* differentiated instruction*;* and backward unit design, Athlos teachers will fully support students while simultaneously inspiring them to develop the autonomy and integrity necessary to be successful as independent, self-motivated learners. The complementary relationship of these instructional methods will ensure students receive high-level instruction that can then be applied to real-world situations. Athlos Academy of Reno will ~~maintain~~ *support* a curriculum that promotes literacy in core subjects and helps foster healthy bodies and strong *Performance Character.* ~~performance character.~~

Healthy Body

The Healthy Body pillar is a scientifically designed program that supports academics, prevents obesity, and provides an excellent platform for *Performance Character* ~~performance character~~ development. All students will have diverse opportunities to build athletic, nutritional, and wellness habits essential to living a healthy life. The innovative Healthy Body pillar was developed to improve student health in the face of a nationwide decline in physical education courses.[2] The Healthy Body pillar is designed to celebrate every student as an athlete *and* build~~ing~~ confidence and a sense of team, while physically activating the brain in ways that research proves will lead to greater academic achievement.[3] This pillar includes curriculum on physical fitness as well as health and nutrition and promotes a culture of wellness throughout the school for students as well as staff.

Performance Character

The Performance Character pillar was inspired by research from Angela Duckworth, Paul Tough, and Martin Seligman and will be the basis of school culture at Athlos Academy of Reno.[4] The program promotes traits~~,~~ *(*including grit, leadership, and social intelligence*),* ~~,~~ that are vital to success in college, career, and community life. Promoting these traits will help students embrace both success and failure by developing the humility to learn from their mistakes and the courage to take risks. Developing well-balanced students who ~~are able to~~ *can* overcome obstacles and realize their potential for excellence in the classroom and beyond rests heavily on the development of these traits.

---

[2] (Centers for Disease Control and Prevention, 2015)

[3] (Strong, Malina, & al., 2005)

[4] (Duckworth, Peterson, Matthews, & Kelly, 2007) (Seligman, 2007) (Tough, 2013)

- **The values, approach, and leadership accomplishments of your school leader or leadership team**

Although leadership for Athlos Academy of Reno for a 2018 opening has not yet been chosen, there is a clear vision driving the selection of the school leader and leadership team. The chosen school leadership team will have not only a strong history of student achievement, but also a compelling interest in developing school culture through the Athlos three pillar model.

- **Key supporters, partners, or resources that will contribute to your school's success**

Athlos Academy of Reno's partnership with Athlos Academies *(EMO)* is a critical component of school success. The EMO partnership will provide support and infrastructure for *the* start-up and life of the school. The partnership support is outlined in the MSA section of this application document.

There are also local community partnerships with the school that will support the program model of Prepared Mind, Healthy Body, and Performance Character. These partnerships will be discussed in more depth in the Community Partners section, but they are all integral to the life of the school. Without local community partners, the outreach and ability to support the students at Athlos Academy of Reno will be far less.

Partner	*Preliminary Support/Service*	*Pillar Alignment*
Dyer Engineering	*To support the approval of Athlos Academy of Reno and to provide mentorship to future students consisting of volunteer time at the school and/or time for students to visit the business for learning opportunities.*	*Prepared Mind, Performance Character*
Tricor Construction	*To support the approval of Athlos Academy of Reno and to provide mentorship to future students consisting of volunteer time at the school and/or time for future students to visit the business for learning opportunities.*	*Prepared Mind, Performance Character*
Key Medical	*To support the approval of Athlos Academy of Reno and to provide support for, and partnership with, the Healthy Body program through activities, sponsorships, or mentoring.*	*Healthy Body, Performance Character*
D4 Advanced Media	*To support the approval of Athlos Academy of Reno and to provide mentorship to future students interested in digital media and careers in the marketing/advertising industry. D4 provides support opportunities at select K-12 campuses in the area and are excited for Athlos to be on their partnership list*.	*Prepared Mind, Performance Character*

Reno 5000	*To support the approval of Athlos Academy of Reno and to provide support for, and partnership with, the Healthy Body program through activities, sponsorships, or mentoring. Specifically, to develop a partnership that inspires the community as a whole–outside of the school day–to stay active.*	*Healthy Body, Performance Character*

MEETING THE NEED

TARGETED PLAN

(1) Identify the community you wish to serve and describe your interest in serving this specific community.

~~Athlos Academy of Reno will serve students in South Reno faced with the deleterious effects of overcrowding and insufficient facilities in their schools.~~

~~There is a critical need for more classrooms in Washoe County School District, and specifically South Reno. A handful of Washoe County School District schools, including two South Reno elementary schools, Brown and Double Diamond, are scheduled to go on a multi-track calendar beginning in the 2017-18 school year to manage overcrowding. Both of those schools, as well as two middle schools in South Reno, Pine and Depoali, will exceed capacity in the fall of 2016.[5]~~

~~Many neighborhoods in Washoe County, including South Reno, are only projected to grow in population, with many housing developments under construction and approved for construction in the near term. The county's population will continue to grow by more than 1 percent for the foreseeable future.[6]~~

~~WCSD does not have funding or plans to construct any new schools in the near term. Even with additional funding, WCSD doesn't include any of the above listed schools as part of the first three phases of construction and repairs that could happen by 2025.[7]~~

Elementary and middle school students in South Reno, a growing part of Washoe County, deserve to learn in facilities that are not outdated or overcrowded. Athlos Academy of Reno has the capability to build a new facility and offer innovative instruction for these students.

Athlos Academy of Reno's target community is South Reno, where Washoe County School District (WCSD) has a critical need for more classrooms due to overcrowding and insufficient facilities for its students. The community of South Reno would benefit greatly from Athlos Academy of Reno because it would alleviate some of these issues and provide more educational choice for the community.

WCSD has had to come up with solutions for overcrowding, which include shifting several elementary schools to year-round or double-session scheduling. In South Reno, Double Diamond Elementary School will move to a multi-track calendar school year due to being over capacity by 14 percent for classrooms and having a student overcapacity of 6 percent. Brown Elementary School is also over capacity for classrooms more than 19 percent and over its capacity of students by 4 percent. Both of those schools, as well as two middle schools in South Reno (Pine Middle School and Depoali Middle School) exceeded capacity for classroom spaces in the fall of 2016.[8]

The Reno area is growing rapidly due to businesses such as Tesla's Gigafactory, Amazon, and Apple's expanding data center. Tesla recently announced another expansion, which will add 550 workers to the 1,000 workers already at its Gigafactory.[9] These companies are bringing families to the area, which will continue to add to the existing overcrowding problem at WCSD schools.

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[5] (Washoe County School District, 2016)

[6] (Nevada State Demographer's Office, 2014)

[7] (Washoe County School District, 2016)

[8] (Washoe County School District, 2017)

[9] (Sprillman & Richardson, Seth A., 2017)

Washoe County voters approved a sales tax increase for public schools in November 2016. The tax will not be collected until April 2017. WCSD will not begin receiving the funds until June or July of 2017.[10] The added sales tax will provide some, but not all, of the funding needed to provide adequate space and facilities, including new buildings and repairs, in WCSD.[11] WCSD plans to build a new elementary school in the South Meadows area close to Double Diamond Elementary School. The new school is not expected to be finished until December 2018.[12] Considering WCSD's timeline to meet part of the overcrowding issues in the community, and larger funding gap for facilities, opening Athlos Academy of Reno by the fall of 2018 is necessary. Athlos Academy of Reno will add 1,200 elementary and middle school seats, which will provide not only more choice, but an immediate solution to the persistent, problematic overcrowding in the district.

(2) Explain how your model, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.

~~The Board of Directors for Athlos Academy of Reno is committed to serving the population of South Reno because its members live and work in the area, know the challenges facing the community and want to meet its needs and improve outcomes for students.~~

~~Athlos Academy of Reno will help lower dropout rates by instilling students with strong academic skills, healthy bodies, and resilient performance character. Developing that strong performance character has been shown to improve outcomes for students in college and their careers. While dropping out is more common in high school, discipline and truancy in elementary and middle school students reliably lead to problems in later years. Though the causes of dropout, discipline, grades three and truancy often vary, two important factors are poor student health and lack of engagement, both academically and socially.[14] Failure to adequately address these factors in earlier grades contributes to multiple social challenges for high school students, and these challenges serve as reliable predictors for lower academic performance and higher dropout rates.~~

As mentioned in the previous response, South Reno is growing rapidly. In addition to overcrowding, there is also an achievement gap adversely affecting minority students. According to the Criterion-Referenced Tests (CRT) for 2015-2016, Hispanic/Latino students scored an average proficiency rate of 24 percent on mathematics and 37 percent on reading. African American students in Washoe County achieved an average proficiency on reading of 19 percent and 30 percent on mathematics, compared to their Caucasian peers, who scored an average of 47 percent on mathematics and 62 percent on reading. The CRT also shows that students who are English Language Learners (ELLs) and students with Individualized Education Plans (IEPs) are not achieving academically compared to their peers. English Language Learners scored an average proficiency rate of 11 percent on mathematics and 13 percent on reading compared to non-English Language Learners, who scored 40 percent on mathematics and 56 percent on reading. Students with Individualized Education Plans scored on mathematics of 12 percent versus those without of 38 percent and on reading of 14 percent and 53 percent on mathematics. The CRT data demonstrates the academic need for Athlos Academy of Reno to help with the achievement gaps in the Reno area. The data used for this analysis is found at the beginning of the Supporting Documents.

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[10] (Milliard, 2016)

[11] (Building Community Plan, 2017)

[12] (WCSD Infrastructure Plan New Schools, 2017)

[14] (Brown, Corliss, Campbel, & Guy, 2009)

Athlos Academy of Reno aligns with SPCSA's mission because, through the implementation of the three Pillars (Healthy Body, Prepared Mind, and Performance Character) it will prepare students for college and career success. Athlos Academy of Reno would help meet the needs of WCSD by not only helping with overcrowding, but also helping with ~~their~~ academic achievement gaps through the implementation of the Prepared Mind pillar, which is designed based on best teaching practices. The curriculum chosen helps students to become critical thinkers, effective communicators, and have strong literacy skills. Athlos Academy of Reno fits with SPCSA's mission because it is a research-driven model that will improve the community of South Reno.

PARENT AND COMMUNITY INVOLVEMENT

(1) Describe the role to date of any parents, neighborhood, and/or community members involved in the development of the proposed school.

~~The members of the Board of Athlos Academy of Reno have been involved in developing the school. The businesses affiliated with each board member are proponents of the project and of school choice. Each member of the board is driven by their role in the community and also their role as parents. Among the members of Athlos Academy of Reno are 18 school aged children who are in dire need of a better learning environment. The surrounding community affiliated with our board members are facing a lack of choice, and space, for students to have a functioning learning environment. The result of this means considering high tuition costs at private schools, driving children across town and out of district zoning with special approval to get a better option, and to be involved with supporting projects like this to bring innovation, space for more students in a growing community, and a more accessible option for all. Community members involved with the project, including local health care organizations and businesses, have submitted their support for this new school in our community.~~

The Committee to Form (CTF) is dedicated to opening Athlos Academy of Reno to help strengthen the community. The CTF consists of members of diverse professional backgrounds who are driven by their roles in the community and as parents. Among the CTF are parents of 18 school-age children who want more choices when it comes to public education. As the CTF began to learn about Athlos, they were intrigued by the model and how the facility is designed to support the model's implementation. The CTF saw how Athlos Academies (EMO) could help provide services to the school, use curriculum driven by research that is implemented with training from EMO staff, and occupy a new facility that will ultimately be owned by the CTF. The CTF has played a major role in trying to bring Athlos Academies (EMO) to Reno. The CTF has shared information and helped to spread the word about the school. Community members involved with the project, including local health care organizations and businesses, have voiced support for this new school in the South Reno community. Their letters of support are included in the appendices. The letters demonstrate that the community and the CTF want to see Athlos Academy of Reno open and help students succeed.

(2) Describe how you will engage parents, neighborhood, and community members from the time that the application is approved through the opening of the school. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

~~Athlos Academy of Reno recognizes the importance of parental participation in the educational process in allowing for students to achieve and maintain high levels of performance. The following plan is designed to help build consistent and effective communication among parent/guardian(s), teachers, and administrators.~~

~~Athlos Academy encourages parent/guardian(s) to provide a home environment that values education and send their children to school prepared to learn.~~

~~Athlos Academy shall provide opportunities for parent/guardian(s) to be involved in establishing and implementing educational goals for the school and its students, including:~~

~~Volunteering in the classroom or at school events; and~~

~~Groups and organizations, like the Parent-Teacher Organization (PTO), that may provide instruction and training to parent/guardian(s) to take on leadership responsibilities in their child's academic success.~~

~~The EMO partnership supports and trains community members, board members, and school staff to do home visits, door-to-door recruitment, media advertising, and any other community specific endeavor that will support and engage parents and citizens.~~

~~Athlos Academy will provide parent surveys and contact options at parent information meetings, events, and on the website to gather feedback/input/interest from current/future Athlos families to better customize engagement efforts for the Athlos Academy of Reno community.~~

Athlos Academy of Reno recognizes the importance of parental participation in the educational process as it allows for students to achieve and maintain high levels of performance. During the transition process and through opening, the CTF will work with school leadership to develop a parental involvement plan. The plan will be designed to help build consistent and effective communication among parents/guardians, teachers, and administrators. Athlos Academy of Reno believes this effective communication plan will promote a positive school culture for all.

Athlos Academy of Reno encourages parents/guardians to provide a home environment that values education and to send their children to school prepared to learn. Athlos Academy will provide opportunities for parents/guardians to be involved in establishing and implementing educational goals for the school and its students. Parents/guardians will have the opportunity to volunteer in classrooms, at school events, or in groups and organizations like the Parent Teacher Organization (PTO), which may provide instruction and training for parents/guardians to take on leadership responsibilities in their child's academic success. The EMO partnership supports and trains community members, board members, and school staff to do home visits, door-to-door recruitment, media advertising, and any other community-specific endeavor that will support and engage parents and citizens. Athlos Academy of Reno will provide parent surveys and contact options at parent information meetings, events, through social media, and on the school's website to gather feedback, input, and interest from current and future Athlos families to better tailor engagement efforts for the community.

A safety committee will form to assist with developing the school safety plan. This committee will consist of the school leader and parents and will partner with local emergency management agencies. Families will also be invited to engage in the school's health and wellness committee. The committee will meet in the spring of the school's first year of operation to review the overall practices of the school, make recommendations for improvement, review school policy, and engage in projects related to health and wellness. The CTF will also define parameters for community use of facilities (see School Policies).

(3) Describe how you will engage parents in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

~~Athlos Academy of Reno believes that family and community involvement in the academic process leads to more successful students. Being an Athlos family means being participating in learning opportunities with your children, their schoolmates and the community. Continued family support includes learning about bringing the three pillars into the home, being welcomed into the school and classrooms, and working with the board on parent committees. Athlos encourages families to learn together and practice the culture of the school in their everyday lives.~~

~~Parents and community members will be involved in the life of Athlos Academy of Reno in many ways. Families will be directly engaged in the classroom with the Athlos Roots program, which is part of the Social Studies and Performance Character curriculum. Athlos Roots facilitates structured, intentional connections between students' personal and family identities and historical events that help to build self-worth and interest in learning. Athlos Academy of Reno will also expand and enrich the focus of the classroom by engaging family members through student-led conferences and student work exhibitions, which will celebrate their work.~~

~~Athlos Academy of Reno will also survey all parents every year to determine their levels of satisfaction and to obtain their input on how the school can improve. The school will utilize satisfaction surveys to provide a high quality survey instrument and the ability to compare our results with other schools. Students will also be surveyed using satisfaction surveys. Survey results will be reviewed annually by the faculty, administration, and the Board. Survey results will help determine and drive changes necessary to improve the school for the coming year.~~

Athlos Academy of Reno believes that family and community involvement in the academic process leads to more successful students. Athlos families are encouraged to be actively involved with the school through opportunities to work with the CTF on committees, being welcomed into the school and classrooms, and learning about how the three pillars will lead to their children's success. Athlos parents can also be engaged with the life of the school through the school's website and social media accounts. Families will know what is happening on a daily basis, as well as realize the importance of Athlos in their daily lives. Athlos encourages families to learn together and practice the culture of the school in their everyday lives.

Athlos Academy of Reno will also survey all parents every year to determine their level of satisfaction and to obtain their input on how the school can improve. These satisfaction surveys are high-quality survey instruments that offer the ability to compare the results with other schools. The survey is used as an instrument to develop the school climate. Students will also be surveyed using satisfaction surveys. Survey results will be reviewed annually by the faculty, administration, and board. Survey results will help determine and drive changes necessary to improve the school year.

Parents and community members will be involved in the life of Athlos Academy of Reno in many ways. Families will be directly engaged in the classroom with the Athlos Roots program, which is part of the social studies and Performance Character curriculum. Athlos Roots facilitates structured, intentional connections between students' personal and family identities and historical events that help to build self-worth and interest in learning.

Athlos Academy of Reno will also expand and enrich the focus of the classroom by engaging family members through student-led conferences and student work exhibitions to celebrate learning. Athlos Academies (EMO) will assist with implementing student-led conferences by training staff, providing LMS courses to help facilitate conferences, and providing a guide designed to fit the model. Parents and students come away from student-led conferences understanding the growth that takes place in the classroom, both academically and pertaining to

character. During student-led conferences, students share a portfolio containing examplesfrom all three Athlos pillars that provides evidence of their growth. These conferences allow families to continually engage with the school.

Athlos Academy of Reno will engage with families through community and school related events. After approval of Athlos Academy of Reno, families will be invited to a preview to learn about the school. Athlos schools across the nation have shared effective strategies to encourage parent attendance at family events. For example, Athlos Academy of St. Cloud had a Somali culture night in the fall where families taught the staff about the culture. Athlos Academy of Herriman had a math night that fostered family involvement in their child's learning. These are two examples of events tailored to the specific school and community. Athlos Academy of Reno will have open houses, information nights, and events designed specifically to fit the school and the community. These events, as well as parent volunteerism at the school or involvement in a parent-teacher organization (PTO), will build on the previous strategies mentioned. These events and the plan discussed in this prompt will lead to meaningful relationships between the school and families.

(4) Discuss the community resources that will be available to students and parents. Describe any strategic partnerships the school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than the EMO identified in the application or dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, as Attachment 1, existing evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Community engagement and partnerships will be a fundamental support for the success of the school as a whole. Local area partnerships are purposeful in bringing an added value to the learning environment for students and parents at Athlos Academy of Reno. The parameters of this type of partnership are approved by the CTF to support each pillar of the Athlos model. The following chart (also referenced in the Executive Summary) shows the alignment of the partnership entity, support being considered preliminarily in this pre-approval phase, and the alignment to the Athlos three pillars. The details of these partnerships will continue to be developed upon approval of the charter so that leadership staff and the CTF will be able to align the partnership commitments to the overall operational plan for the school. As described in the Meeting the Need section, the CTF has developed criteria for partnership decisions to ensure the partnerships add value to the program, have sustainable impact with the community being served, and provide opportunities for both students and families.

Partner	***Preliminary Support/Service***	***Pillar Alignment***
Dyer Engineering	*To support the approval of Athlos Academy of Reno and to provide mentorship to future students consisting of volunteer time at the school and/or time for students to visit the business for learning opportunities.*	*Prepared Mind, Performance Character*
Tricor Construction	*To support the approval of Athlos Academy of Reno and to provide mentorship to future students consisting of volunteer time at the school and/or time for future students to visit the business for learning opportunities.*	*Prepared Mind, Performance Character*

Key Medical	*To support the approval of Athlos Academy of Reno and to provide support for, and partnership with, the Healthy Body program through activities, sponsorships, or mentoring.*	*Healthy Body, Performance Character*
D4 Advanced Media	*To support the approval of Athlos Academy of Reno and to provide mentorship to future students interested in digital media and careers in the marketing/advertising industry. D4 provides support opportunities at select K-12 campuses in the area and are excited for Athlos to be on their partnership list.*	*Prepared Mind, Performance Character*
Reno 5000	*To support the approval of Athlos Academy of Reno and to provide support for, and partnership with, the Healthy Body program through activities, sponsorships, or mentoring. Specifically, to develop a partnership that inspires the community as a whole – outside of the school day – to stay active.*	*Healthy Body, Performance Character*

(5) Describe the group's ties to and/or knowledge of the target community. What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city?

The ~~board~~ *CTF* is representative of the target community, with long-standing ties to the community at large. Members of the ~~board~~ *CTF* have lived and worked in South Reno for many years. Several members attended the local schools themselves and now their children are enrolled in schools in this same area. In the neighborhoods and businesses~~,~~ the ~~board~~ *CTF* is associated with, they hear all too often about the overcrowding issues at their local schools. The ~~board~~ *CTF* plans to engage the rest of the target community through existing personal and professional networks to tap into the unmet demand for all families in the area to have more options for their children.

(6) Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If much of the founding group and/or the EMO contractor is new to Nevada, describe how your previous work has prepared you to establish relationships and supports in this new community.

~~Athlos Academy of Reno is currently working with and seeking out strong community partnerships to support the success of students and the school. The governing board is not new to Reno and the connections and experiences of the board (as noted throughout the application) are integral to the success of the school. The EMO is in partnership with the board. As seen in Attachment 13: EMO Agreement Documentation, the partnership between the EMO and the board is designed to provide supportive services for the educational and operational aspects of the day-to-day and life of the school. It is also designed to support the local governing board through training, partnership support, and more. This relationship will help to ensure that the local board can focus on bringing partnerships to life for the students and families they are serving and have the time and inspiration to truly govern.~~

~~The local community effort is so important, which is why the infrastructure provided by the EMO partnership provides support and room for the local board to truly integrate with the South Reno area. The following is an outline of the process by which the board will consider, select, and partner with community organizations.~~

Athlos Academy of Reno supporters, as discussed in prompt 4 of this section, will help the CTF establish the school as an integral part of the community. The CTF has chosen to partner with Athlos Academies (EMO). The partnership of the EMO with the local CTF is designed to provide supportive services for the educational and operational aspects of the school. This relationship will help to ensure that the local board can focus on bringing partnerships to life for the students and families they are serving and have the time and inspiration to truly govern.

To see Athlos Academy of Reno be successful, the EMO partnering with the CTF is key. The partnership between the CTF and the EMO creates a relationship that can use resources both locally and nationally to support Athlos Academy of Reno. By working with an EMO that has a national network of charter school partnerships, the CTF is providing the local community with resources that will strengthen not only the school, but the community.

Partnership Philosophy

~~They say it takes a village to raise a child and we agree.~~ *Raising a child does require a village, and* that's why school partnerships are so important for our students in their ~~experience at school~~ *school experience*. School is *about* more than learning the basics; it's about learning lifelong skills for a successful future. *The implementation of the three pillars throughout the application demonstrates how each pillar helps a child achieve lifelong success.*

~~It is the ultimate goal of this board~~ *The CTF's goal is* that Athlos students become engaged citizens who understand that learning, wellness, and strong *Performance Character* ~~performance character~~ are inextricably connected, and will apply these attributes as each of them graduate *to* high school, and the rest of their lives. Ultimately, our vision is that students who graduate from our school will be courageous, persevering, humble leaders who contribute to a better society and inspire others in their careers and communities to live fulfilling, responsible, and successful lives.

Continued efforts for community partnerships are guided by this vision to support student success. ~~Athlos Academies has prepared as an EMO to support a school in Nevada by having meetings to get know people in the local community as well as at the state level.~~ *Athlos Academies (EMO) has prepared to support a school in Nevada by meeting with local and state level community members to understand the needs of the area. The CTF will seek partnerships that align with the values of Athlos Academy of Reno to help further their students' goals. The partnerships mentioned in prompt 4 align with the model of Athlos Academy of Reno and were formed using the school's criteria for identifying partner organizations.*

Criteria for Identifying Partner Organizations

- Partner organization commits to supporting the mission and vision of Athlos Academy of Reno.
- Partner organization is willing and able to have volunteer presence in the school to support at least three activities throughout the year.
- Partner organization is willing and able to donate financially or through material resources that support the mission and vision of the school.
- Partner organization has a track record of successfully upholding programming in at least one other school (reference call/letter may be requested by the Athlos ~~Governing Board~~ *board of directors*).
- Partner organization fits the niche of at least one of the Three Pillars (Healthy Body, Prepared Mind, and Performance Character) for added support in reaching student performance goals.

ACADEMIC PLAN

MISSION & VISION

The mission of your school should describe the purpose of your school, including the students and community to be served and the values to which you will adhere while achieving that purpose. The vision of your school should describe what success looks like for students, for the school as a whole, and for any other entities that are critical to your mission. The mission and vision statement should align with the purposes of the Nevada charter school law and the mission of the State Public Charter School Authority and serves as the foundation for the entire proposal.

(1) Provide the mission of your proposed school and describe how that mission will inform your school's daily activities and students' classroom experience.

As stated in the Executive Summary on page 1, Athlos Academy of Reno's mission is to provide high quality educational opportunities for the whole child based on three foundational pillars of Prepared Mind, Healthy Body, and Performance Character.

~~Athlos Academy of Reno provides research-based academic programs that promote standards-based learning and are rich with personal relevance and real-world application. The school implements high-quality instructional and assessment practices and uses data to drive instructional decisions and differentiation. Athlos Academy of Reno integrates scientifically designed physical activity and wellness programs into all students' daily experience to promote an active, healthy lifestyle and contribute to higher academic achievement. Athlos Academy of Reno incorporates a daily focus on essential performance character traits, taught collaboratively to develop a sense of community in the school and support student ownership in their academic and character growth. Teaching the three pillars provides students with the skills and knowledge necessary to be contributing citizens who build healthy relationships in their communities.~~

~~The Athlos model seeks to identify at-risk students—those more likely to drop out during their school career—early and support them through the Three Pillars of Performance educational model. The model will engage students academically via rigorous, relevant curriculum; it will inhibit obesity by providing health and wellness support as well as focused physical activity training; and it will help students develop the Performance Character traits necessary for success in school and life.~~

The Athlos three pillar approach weaves together a model for educational excellence. Believing that intelligence, athleticism, and character are malleable, a growth mindset is integral to the design. The three pillars depend on each other to help students reach maximum potential and build strong schools and communities.

Athlos Academy of Reno will incorporate a daily focus on essential Performance Character traits and promote a culture of positivity and growth. Using Performance Character-based classroom management and social and emotional modeling, classrooms will be safe and respectful. Students will have opportunities to develop a sense of community among diverse learners, experience trait-related activities and protocols, and engage in self-assessment practices, encouraging student ownership in both academic and character development. The Athlos Prepared Mind pillar provides research-based academic programs and materials that promote standards-based learning and are rich with real-world context and application. Teachers use effective and equitable instructional practices that promote critical-thinking skills, inquiry, collaboration, and high-quality work. Balanced, healthy assessment practices and the use of data drive instructional decisions and differentiation.

Athlos Academy of Reno will integrate scientifically-designed athletic movement curriculum and wellness programs into all students' daily experience to promote an active, healthy lifestyle and contribute to higher academic achievement. Teaching the three pillars provides students with the skills and knowledge necessary to be contributing citizens who build healthy relationships in their communities.

The Athlos model seeks to identify at-risk students—those more likely to drop out during their school career—early and support them through the three Pillars of Performance educational model. The model will engage students socially and emotionally by providing a safe, trusting learning environment, and academically via rigorous, relevant curriculum. It will inhibit obesity by providing health and wellness support as well as focused physical activity training. Finally, the Athlos model will help students develop the Performance Character traits necessary for success in school and life.

Performance Character education at Athlos Academy of Reno will also serve as a preventative discipline program and support kids as they become resilient leaders ready to leave a positive ~~mark~~ *impact* on the world. The three pillars together will improve student health, heighten student engagement in school, and lower the chance of future dropouts.

(2) Describe the vision for your school, clearly illustrating what success will look like in terms of life outcomes for students and the impact on the local community and/or larger society.

The vision of Athlos Academy of Reno is to produce students who are well-prepared to ~~face the challenges of life, and who have developed critical-thinking skills, a broad knowledge base, and healthy lifestyle habits. The Athlos school culture will successfully instill students with the key Performance Character traits, including grit, leadership and social intelligence, identified by Athlos Academies as qualities a person must realize to reach his or her highest potential in life. Athlos graduates will embody these traits, which research identifies as more predictive of a person's success than intellectual talent or educational attainment.~~ *embrace any challenges of life. Supported by an academic program that develops a broad knowledge base, a culture of analytical reading, mathematical literacy, communication skills, and critical thinking processes, students will be able to pursue a college or career path that meets their interests and goals. The Athlos school culture will successfully equip students with the key Performance Character traits, including grit, leadership and social intelligence, identified by Athlos Academies (EMO) as qualities a person must realize to reach his or her highest potential in life. Athlos graduates will embody Performance Character. Research has identified these traits as being more predictive of a person's success than intellectual talent or educational attainment as they build a person's social and emotional capacity to develop strong, healthy relationships and persevere through challenges.*[16] *Through a comprehensive athletic curriculum, students will gain the confidence and competence to be more active, fit, and efficient movers.*



[16] (Duckworth, Peterson, Matthews, & Kelly, 2007) (Seligman, 2007) (Tough, 2013)

Partnered with a culture of wellness, graduates will live healthy lifestyles.

Our ultimate goal is that Athlos Academy of Reno students become lifelong learners who understand the crucial connections among learning, wellness, and strong *Performance Character* ~~performance character~~. As a result, our vision is that all students who graduate from the school mature into courageous, humble leaders who contribute to a better society and inspire others daily to live fulfilling, healthy, and successful lives.

(a) Articulate clear guiding purposes and priorities that are meaningful, measurable, and attainable.

Athlos Academy of Reno's *three pillars of performance* ~~Three Pillars of Performance~~ are based in research, showing their value for students in school and, importantly~~,~~ later in life. All three pillars include rigorous assessment measures as part of their strategies of instruction. (For more on assessments, see the response*s* beginning on page 50.)

(3) A charter school must have as its stated purpose at least one of the goals set forth in NRS 386.520. Please identify the statutory purpose(s) of the school and how these align to the mission and vision of the school. The six statutory purposes are:

(a) Improving the academic achievement of pupils;
(b) Encouraging the use of effective and innovative methods of teaching;
(c) Providing an accurate measurement of the educational achievement of pupils;
(d) Establishing accountability and transparency of public schools;
(e) Providing a method for public schools to measure achievement based upon the performance of the schools; and
(f) Creating new professional opportunities for teachers.

Athlos Academy of Reno's mission includes using effective, innovative methods of teaching (b) with the vision of improving academic achievement (a). Through professional development and the uniqueness of school culture, teachers at Athlos Academy of Reno will be given a new professional opportunity to work with an innovative charter school model (f).

TRANSFORMATIONAL CHANGE

The SPCSA is committed to authorizing applicants that seek transformational change for the communities they serve, meaning that the operator:

- *Puts forth a model that will result in double-digit academic gains, and*
- *Has a solid plan to move schools toward the top 25% in Nevada. School progress is evaluated based on the SPCSA's Charter School Performance Framework (CSPF) and the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education.*

(1) Articulate your approach to education. Describe the most essential features of your school that ensure it will meet the SPCSA's ambitious academic goals. Specifically describe how your students, many of whom will not be proficient initially, will experience and practice academic rigor during the first year and subsequent years in which your school is progressing toward the SPCSA's academic goals.

~~The Athlos educational model consists of three foundational pillars: Prepared Mind, Healthy Body, and Performance Character. The three integrated pillars engage and serve the whole child in a manner that encourages connection to self and society. Athlos Academy of Reno will achieve high levels of academic~~

~~achievement while lowering dropout rates by instilling students with strong academic skills, healthy bodies, and resilient performance character traits. A prepared mind can only reach its fullest potential by way of innovative academic curriculum and instruction as well as the inclusion of regular physical activity and health education, and performance character development.~~

~~Research-based academic, athletic, and performance character programs provide tailored opportunities for students to learn and grow. The use of valid, reliable assessments reflects the commitment of Athlos Academy of Reno to continuous growth and personal accountability. Talking openly and honestly about student learning as it relates to academic standards and performance character traits encourages students to set goals as well as reflect upon and take ownership of their learning, and engages families in the process. Studies show that students who engage in a regular and effective physical education program show greater academic achievement gains than their peers who lack such opportunities. Integrating physical activity into the school day is especially important, because more than one in ten Nevada adolescents are obese and more than one in seven are overweight. Athlos Academy of Reno will deliver an engaging curriculum that is aligned vertically, integrated across disciplines, and to standards, and integrates physical activity and character development into daily instruction.~~

~~Athlos Academy of Reno deploys critical inquiry and project-based instructional strategies to ensure students achieve their fullest academic potential. Athlos will utilize research-based curriculum, strong assessment practices, and family engagement. This approach requires significant investment in ongoing professional development for teachers, administrators, and staff. At Athlos Academy of Reno, outstanding teachers, working in partnership with families in a values-rich, data-driven environment, will instruct students.~~

The Athlos model consists of three foundational pillars of performance: Prepared Mind, Healthy Body, and Performance Character. Connected by a common mission statement, each pillar also has its own overarching statement, core beliefs, and 12 strategies categorized by curriculum, instruction, assessment, and family and community (for a full description, see the Pillar Implementation Guide). These strategies were carefully researched and selected to be key features of the Athlos educational model, because they are documented to promote strong school culture, increased physical literacy, and student growth and achievement.

Another integral component of the model is the school-wide structures, which are key elements that affect all three pillars. Recognizing that effective educational organizations have strong systemic alignment, these structures strengthen the Athlos model's framework by supporting all three pillars and the overall mission.

School-Wide Structures:

- *Student-led conferences*
- *Standards-based grading*
- *Student portfolio system*
- *Student work exhibitions*
- *Behavioral support system*
- *School portfolio system*
- *Professional learning communities*
- *Teacher professionalism*

The Pillar Implementation Guide summarizes the eight structures and 36 strategies. It includes a rubric for each strategy and structure detailing levels of implementation and responsibilities for school staff members.

Athlos Academy of Reno will utilize a model founded on research-based curriculum, effective instructional and assessment practices, and family engagement. Given that this model, including its curriculum, strategies, and structures, requires a high level of analysis, collaboration, and planning, it will demand significant investment in ongoing professional development for teachers and school leaders. Both teachers and students will initially experience and practice a beginning level of implementation during the school's first year. The five-year plan is for Athlos Academy of Reno to demonstrate a high level of implementation of all the strategies, yet understand the realistic capacity of a new organization. The model is intended to be implemented in phases (see the Professional Development Plan for more information).

Priorities for first year implementation include:

Prepared Mind	*Math programs (Bridges and College Preparatory Program)* *Lucy Calkins: Reading and Writing Workshop approach* *Foundational skills* *Science and social studies standards mapping*
Performance Character	*Huddles* *Integration with Healthy Body pillar* *Performance Character-based classroom management* *Performance Character-based instructional strategies*
Healthy Body	*Athlos athletic curriculum and methodology* *Modeling effective practices* *Athlos athletic curriculum assessment protocols* *Unstructured free play* *Movement breaks*
School-Wide Structures	*Standards-based grading* *Student-led conferences* *Student working portfolios* *Behavioral support system* *Professional learning communities* *Teacher professionalism*

In the first year, academic learning will be addressed in all content areas. Rigor will primarily be focused on the math program. Using reform-based math programs, students will be taught to use a variety of strategies and models as well as the Nevada standards for mathematical practices. Teachers will be expected to implement math programs with much fidelity. In reading, the emphasis will be on foundational skills and building a balanced literacy culture with particular focus on the reading and writing workshop approach. Teachers will use units and resources for science and social studies content, though the focus will be on supporting teachers with in-depth understanding of the standards and practices and mapping a coherent scope and sequence for alignment. Strategies from both the Performance Character and Healthy Body pillars will support academics, including Performance Character-based classroom management and instructional strategies as well as Healthy Body movement breaks. Continued professional development will support the staff in implementing all

additional structures and strategies for all three pillars in subsequent years. At the end of each year, Athlos Academy of Reno will devote time for data analysis and goal setting (both school-wide and for individuals) to develop a school work plan to support the next school year. Part of the data process is for staff to conduct a self-review using the Pillar Implementation Guide, which outlines the strategies for each pillar and includes comprehensive rubrics for evaluation. (For examples of the structure of the rubrics, see the the full Pillar Implementation Guide.)

(2) Describe the fundamental features of your educational model that will drive outcomes in your proposed school. Key features may include:

- *Programs (e.g., curriculum, PD, afterschool program, parent program, etc.)*
- *Principles (e.g., no excuses, individualized learning, learn at your own pace, etc.)*
- *Structures (e.g., blended learning, small learning communities, small class sizes, etc.)*

~~The school will incorporate curriculum resources designed by Athlos Academies (EMO) and other sources to foster high quality teaching and learning in the school. Curriculum and instruction will be aligned with the Nevada Academic Standards. The curriculum, instructional methods, and associated professional development ensure students are engaged in systematic, explicit, and efficient learning experiences that are relevant to their daily life. Key structures, policies, and practices of Prepared Mind pillar include:~~

~~Curriculum: Athlos academic curriculum content is based on research and standards, and integrates relevant, contextual connections for students. The curriculum includes opportunities for inquiry and performance tasks, which engages student interests, allows students to make connections to outside the classroom and promotes expanding students' depth of knowledge.~~

~~Instruction: Teachers at Athlos Academy of Reno will actively involve students through student-centered workshops, projects, and collaborative tasks. Instruction will be differentiated to meet student needs and will display a developmentally appropriate flow. To ensure teachers are habitually growing and learning in their instructional abilities, regular professional development time will be scheduled and set aside. The yearly calendar includes professional development days, and weekly small group meetings will allow for collaboration and further development.~~

~~Assessment: Teachers will consistently use formative assessment to inform instruction and will ensure summative tasks vary in scope and design in order to engage all students. Purposeful assessments using standards-based grading will promote a growth mindset and support student learning.~~

~~Community and Culture: Athlos Academy of Reno will expand and enrich the focus of the classroom by engaging family members through student-led conferences and student work exhibitions, which will celebrate their work. Teachers will help create classrooms filled with trust, safety, and encouragement. That foundation will allow students to feel safe to take risks, share opinions, and ask each other questions. Athos students will advance this culture by learning, practicing and exhibiting key Athlos Performance Character traits leadership, grit and social intelligence.~~

~~The academic program is designed to address the achievement gap. Moreover, combining~~

The Athlos model is grounded in key cognitive, social and emotional learning, and motivational theories framed by certain guiding principles:

Importance of community: When people feel a nurturing sense of belonging and trust, they will take risks, share opinions, and ask questions. It is important to note that this applies to teachers as well as students. The family and larger community will engage in the school community through a variety of practices and structures so that students, parents, teachers, and school leaders experience a positive and productive partnership.

Use of effective pedagogy: Teachers and coaches will utilize effective instructional practices incorporating elements such as inquiry, modeling, structured investigation, differentiation, and collaboration. Such practices support critical thinking skills, engagement, and high-quality products.

Culture of growth and positivity: Through balanced, healthy assessment practices, students will develop a growth mindset applicable to athleticism, academics, and Performance Character.

Focus on health and wellness: Understanding the connections between the mind and body supports students' ability to learn and achieve.

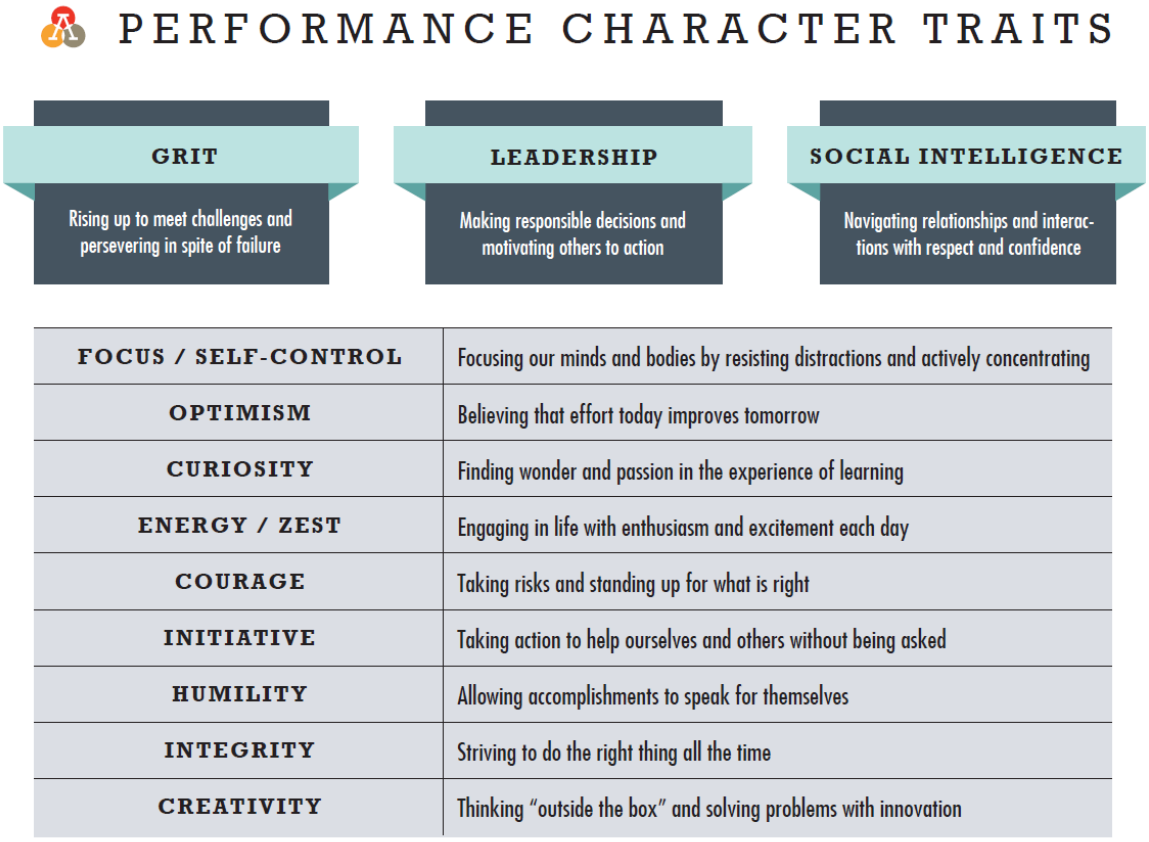
Other key features include:

Professional development: The Athlos staff will experience strategic, well-planned professional development aligned to the Pillar Implementation Guide and the Nevada Educator Performance Framework. The school leadership team, in conjunction with the EMO, will plan on-site and continuous virtual professional development. Resources will include use of the learning management system (LMS), Athlos Academies' online learning platform, Athlos Summer Institute training, and opportunities with outside professional organizations. Ongoing professional learning communities (PLCs) will also support collaboration and further development.

Curriculum and resources: The Prepared Mind curriculum is based on research and aligned to Nevada standards. The chosen programs and materials support teachers' effective pedagogy, sound assessment practices, and development of content knowledge. Students will experience relevant, contextual connections. The Healthy Body pillar utilizes the specially designed Athlos athletic curriculum and developmentally appropriate methodology to instill physical literacy in students.

Three pillars integration: Combining and integrating the Performance Character pillar with the other two pillars at Athlos Academy of Reno is truly innovative. While many schools run physical education and character education programs as a secondary endeavor, Athlos Academy of Reno believes that bringing healthy lifestyle and *Performance Character* ~~performance character~~ education to the forefront of our educational programs will lead to greater academic achievement and engagement for all students.

Performance Character traits: Athlos' Performance Character pillar is a comprehensive social-emotional skills development program built upon evidence-based practices for developing social-emotional competencies in students. While there is no definitive or exhaustive list of such competencies or skills, Athlos has identified the following 12 Performance Character Traits as essential:



Students engage in trait-related activities daily through a variety of best practices. The Collaborative for Academic, Social, and Emotional Learning's (CASEL) description of effective programs found three design elements to be positively associated with student outcomes: explicit social, emotional, and learning skills instruction, integration with academic curriculum areas, and teacher instructional practices.[20]

(3) Describe the mechanisms by which the fundamental features you described in (2) will dramatically influence student success. Please provide evidence from your own experience and/or valid research.

Valid research showing the benefits of the ~~Three Pillars of Performance~~ *three pillars of performance* are referenced throughout this application in footnotes and the Works Cited section on page 159. Specific sources for features of each of the three pillars are listed below.

- Prepared Mind: the following practices and strategies are woven into instruction
  - Inquiry-based learning: *Inquiry-Based Learning: A Review of the Research Literature* by Dr. Sharon Friesen and David Scott[21] and *Teaching for Meaningful Learning: A Review of Research on Inquiry-Based and Cooperative Learning* by Dr. Brigid Barron and Dr. Linda Darling-Hammond.
  - Project-based learning: *Project-Based Instruction: A Review of the Literature on Effectiveness in Prekindergarten through 12th Grade Classrooms* by Margaret Holm.

[20] (Durlak, 2011)

[21] (Friesen, 2013)

- *Leaders of Their Own Learning: Transforming Schools Through Student-Engaged Assessment by Ron Berger, Leah Rugen, Libby Woodfin*
- *Classroom Assessment for Student Learning-Doing it Right, Using it Well by Jan Chappuis, Rick Stiggins, Steve Chappuis, Judith Arter*
- *Making Sense: Teaching and Learning Mathematics with Understanding by Carpenter, T., Fennema, E., Fuson, K., Hiebert, J., Murray, H., Wearne, D.*

Healthy Body

- The connection between physical activity and academic achievement is analyzed extensively in *Spark: The Revolutionary New Science of Exercise and the Brain* by John Ratey.
- *There is widespread evidence about a positive link between physical exercise and academic performance. A CDC meta-analysis found "substantial evidence that physical activity can help improve academic achievement."*[25]
- *Having physical activity and movement outside of traditional physical education classes is also important. Field experiments analyzed in Educational Researcher found that "structured breaks from demanding cognitive tasks seem to facilitate school learning, as well as more general social competence and adjustment to school."*[26]

Performance Character

This pillar is a comprehensive social-emotional program built upon evidence-based practices for developing social-emotional competencies in students. The Athlos Performance Character pillar engages students in SEL skill development through 12 strategies consistent with CASEL's findings (as discussed in prompt 2 of this section).

CASEL Approaches to SEL Skillsets	*Athlos Performance Character Pillar Strategies*
Explicit SEL Skills Instruction	*Huddles* *Student self assessment*
Integration with Academic Curriculum Areas	*Integrated trait opportunities* *Prepared Mind and Healthy Body integration* *Athlos Roots*
Teacher Instructional Practices	*Performance Character-based classroom management* *Performance Character-based instructional strategies*

In addition, the The importance of Performance Character traits is researched and reviewed in Personality Processes and Individual Differences, by Angela Duckworth, et al., How Children Succeed by Paul Tough, and The Optimistic Child, by Martin Seligman

(4) How will you drive growth among students at all achievement levels, accelerating the achievement of those who are most behind?

Supporting student growth at all levels begins with knowing the present level of each student's competency. The Athlos Academy of Reno assessment plan, starting on page 50, outlines what assessment tools will be used every fall to determine students' reading and math levels. Using this information, the multi-tier system of supports (MTSS) team and teachers will be able to determine the instructional needs of the students and use the MTSS plan accordingly (see the complete Multi-Tier System of Supports Plan). For example, the MTSS team will

[25] (Center for Disease Control and Prevention, 2010)

[26] (Pellegrini & Bohn, 2005)

allocate paraprofessional support, using research-based interventions, to work with students who need targeted instruction. Student growth will continue to be monitored as students receive additional support to determine if adjustments need to be made.

Using the fall data as well as pre-assessments for units, teachers will adjust curriculum (content, process, or products) to meet the students' needs and interests.[31] *Through the support of the curricular programs and professional development, teachers will develop strategies to support those who need intervention support and those who need enrichment. Examples of such strategies include small, flexible groupings; center work; the use of leveled readers for shared and guided reading; choice activity boards; book clubs; and extended research opportunities outlined in individual learning contracts. Teachers, with the support of PLCs and the data inquiry team, will continue to analyze summative assessments and mid-year data collection to determine if the program and instructional strategies are supporting student growth and achievement.*

~~Our focus on differentiated instruction in both curricula and instructional practices fosters growth for all students, including those who may be behind their peers. For more on the use of differentiated instruction, see the response to the question beginning on page 41.~~

Additionally, the culture at Athlos Academy of Reno will seek to instill a growth mindset in students and teachers. When teachers ~~hold~~ *possess* and cultivate a growth mindset, students who start out behind in a class can grow to excel.[32]

Athlos Academy of Reno will also support students who may be behind due to special education needs or their status as an English Language Learner. Please see the responses on special education starting on page 68 and the responses on English Language Learners starting on page 74.

CURRICULUM & INSTRUCTIONAL DESIGN

The framework proposed for instructional design must both reflect the needs of the anticipated population and ensure all students will meet or exceed the expectations of the Nevada Academic Content Standards.

(1) Describe the proposed academic program and how it complies with the requirements of NRS 386.550 and NRS 389.018.

Curriculum Overview

The educational model at Athlos Academy of Reno is built on three foundational and interwoven pillars: Prepared Mind, Healthy Body, and Performance Character. The following curricula were selected following deliberate research, and will best support *student growth and achievement* ~~students at an Athlos school~~. The curriculum will comply with the days-of-school requirements of NRS 386.550 and subject-area requirements of NRS 389.018.

CURRICULA AND TOOLS: Prepared Mind Pillar

For the Prepared Mind pillar, which has the strongest focus on academics, Athlos Academy of Reno will align curriculum and instruction with the Nevada Academic Content Standards for English ~~Language Arts, and Mathematics and Common Core State Standards (CCSS). This will ensure students are successful on state and standardized tests, well-prepared for upcoming grade levels, and eventually ready for college and a career. The school will also incorporate curriculum and resources designed by Athlos Academies or outside~~

[31] (Tomlinson, 2014), (Ricci, 2013)

[32] (Dweck, 2007)

~~sources.~~ *language arts, mathematics, science, and social studies. Alignment to the standards will support development of content knowledge and processes assessed by state and standardized tests. Athlos Academy of Reno's curricula will either drive or supplement instruction. School leaders, instructional coaches, and teachers will work together to develop curriculum maps that identify specific content, supporting materials, and cross-curricular integration. Significant curricular resources, mentorship opportunities, and coaching will be provided by the school to support emerging teachers, but the opportunity for more flexibility in the classroom will be offered to teachers who may be approaching master teacher status. Costs for curricular resources and professional development are accounted for in the operational budget.*

Athlos Academy of Reno's ~~Our~~ criteria for all endorsed curricula include the following:

- The program is in alignment with ~~state~~ *Nevada Academic Content Standards* and Common Core standards.
- The program maintains quality vertical and horizontal alignment.
- The program is structured yet allows for significant differentiation.
- The program encourages multiple teaching modalities.
- The program offers interdisciplinary opportunities and contextual learning.
- The program encourages relevant, real-world application of knowledge and skills.
- The program promotes skills to critically analyze and synthesize information in innovative ways.
- The program offers professional development materials or opportunities for teachers.
- *The program promotes critical thinking and reasoning skills: analysis, synthesis, and evaluation.*
- *The program offers a variety of assessment tasks, including performance-based assessments.*

~~Athlos Academy of Reno's curricula will either drive or supplement instruction. Administrators and teachers will work together to develop curriculum maps that identify specific content, context, supporting materials, and cross-curricular integration. Significant curricular resources, mentorship opportunities, and coaching will be provided by the school to support emerging teachers, but the opportunity for more flexibility in the classroom is offered to teachers who may be approaching master teacher status. Costs for curricular resources and professional development are accounted for in the operational budget.~~

~~This approach stems from the idea that every classroom presents its teacher with a different set of strengths and challenges and a unique breadth of culture, interests, and talents. Instructional choices and curriculum incorporation will be guided at a school-wide level, but high quality and well supported teachers know their students best and need sufficient flexibility with curriculum in order to teach well. Teachers will be encouraged and empowered to take ownership of their work and as a result will become stronger, more confident educators.~~

The key to leading each student to academic success is to ensure the ability to differentiate or adapt curriculum and instructional materials. This is especially true for supporting students in need, such as those with disabilities or who are ELL. Special education teachers and ELL staff are essential in the process of identifying those student needs and addressing them through material adaptation. Athlos Academy of Reno will focus on these needs by 1) identifying student's individual goals and objectives in general education activities, 2) ensuring a specific performance expectation in that general education setting, 3) determining what content to teach as a team, 4) determining how to then teach that content without modifications if the student can receive the same outcomes 5) if the student cannot receive those outcomes within non-modified teaching strategies, then alternate adaptations are reviewed, such as instructional arrangement, lesson format, student specific teaching strategies, selecting alternate curricular goals, adapting the physical and social classroom

environment, modifying the materials, or supervision arrangements. Finally, the team supporting these students will work together to measure and continuously evaluate the effectiveness of any adaptations.

In the following narrative, the curricula chosen and suggested to facilitate teaching and learning are described.

Literacy

The literacy program at Athlos Academy of Reno will follow the Balanced Literacy framework in order to support literacy development in all areas. This includes instructional time for reading/writing workshops, independent reading, small group reading, shared/close reading, and word study. All instructional time supports literacy processes, including comprehension of informational text and literature, phonemic awareness, phonics, fluency, and vocabulary development. Recognizing the need to support many strategies and processes, Athlos Academy identified four core programs for the overall framework.

Lucy Calkins Units of Study for Teaching Reading and Writing (K-5) - Teachers will be encouraged to use these units of study as the core of the K-5 writing curriculum to ensure students develop strong reading and writing skills that can be applied across all disciplines. The curriculum provides K-5 grade-specific support for teaching writing workshops that will help students meet and exceed the Nevada Academic Content Standards for English Language Arts. Lucy Calkins' work is based on seven principles of literacy research:

- There are fundamental qualities of all good reading and writing.
- Using a specific process to teach the complexities of writing increases student achievement.
- Students benefit from teaching that offers direct instruction, guided practice, and independent practice.
- To write and read well, students need dedicated time every day with specific expectations of volume and stamina.
- A successful curriculum provides differentiated instruction.
- Writing and reading are a joined process. Students learn best when they are meaningfully connected.
- Students need clear goals and frequent feedback.

Athlos Academy of Reno and the EMO recognizes that Lucy Calkins is a complex reading program, so effective implementation requires the right support and resources. Part of the planned professional development is to provide consistent training including on-site visits and webinars. Teachers will be supported in the development of appropriate literacy schedules, understanding of the workshop approach, and how to navigate the Lucy Calkins lessons. The professional development support for this curriculum will also include sufficient resources to support grade level classroom libraries, a known critical component of the Lucy Calkins implementation. Teachers will be supported beyond professional development with all of the necessary materials for the units of study, including mentor texts, read-alouds, and suggested book clubs. The instructional coaches will be additional supports for effective implementation.

Units of Study for Teaching Writing - The curriculum provides K-5 grade-specific support for teaching writing workshops that will help students meet and exceed state standards. There are four units of study per grade level that are organized around the three types of writing included in Common Core standards:— opinion/argument writing, information writing, and narrative writing. Each unit contains 18 to 22 lessons, including all the teaching points, mini-lessons, student conference guidelines, and small-group activities required to teach writing comprehensively in a writer's workshop style. *Suggestions for how to use conferring and small group instruction to support and respond to students' needs are included in each session.*

The curriculum comes complete with meaningful professional development opportunities, teacher instructional resources, and digital student support materials. It also includes a set of valid, reliable performance assessments and a scope and sequence of learning progressions across opinion, information, and narrative writing that include benchmark student texts, writing checklists, and assessment rubrics. ~~Distinctively, this curriculum supports differentiation through an "If… Then… Curriculum" which offers alternate units of study presented as if/then scenarios that support targeted and differentiated instruction to meet the needs of both excelling and struggling students.~~

Units of Study for Teaching Reading - This curriculum offers resources for teachers to implement rigorous and responsive reading workshops *in order to cultivate a joy for reading.* Teachers will be encouraged to use these units of study or similarly designed units as the core of the K-5 reading curriculum. The carefully organized spiral curriculum and sequential units of study provide K-5 support for teaching students how to read *informational text and literature* with sophistication and engagement. Each unit's books provide a comprehensive roadmap for teaching a reading workshop and help teachers plan goals, mini-lessons, independent reading time, share sessions, and assessment for that unit. *Suggestions for how to use conferring and small group instruction to support and respond to students' needs are included in each session.* As with the Units of Study for Teaching Writing, supplementary materials include professional development opportunities for teachers before the start of each school year, a set of teacher instructional resources, and digital support materials for students.

Open Court Reading Foundational Skills Kits- *The K-3 foundational skills kits provide systemic and explicit instruction to support early literacy skills. The kits include components to address phonemic awareness, phonics, fluency, vocabulary, and comprehension. The program uses concise direct teaching lessons and engaging materials to support a progression of foundational skills. Assessment data is collected to document children's present levels of competence and progress with the skills. This is intended to supplement the Lucy Calkins Units of Study program.*

Words Their Way - This classroom-proven framework for teaching spelling provides detailed directions for teachers working with students in each stage of spelling development, including *additional* instruction in phonics and vocabulary. The program is certified as a valid instructional intervention tool by the National Center on Intensive Intervention Research at the American Institute for Research. Words Their Way has a variety of resources to meet the needs of different types of spellers, including emergent spellers, derivational relations spellers, syllables and affixes spellers, ELL spellers, Spanish-speaking ELL spellers, *and* pre-K and kindergarten spellers. A set of books will be purchased as shared resources for each learning community in the school, including the K-2, 3-5, and 6-8 communities.

Because Lucy Calkins Units of Reading is only a K-5 program, grades 6-8 will transition to EngageNY ELA Curriculum modules. These modules support the balanced literacy approach and use instructional strategies and assessment practices similar to the Lucy Calkins Units of Study.

EngageNY ELA Curriculum Modules (6-8) - EngageNY ELA Curriculum is a free, open-source series of teaching modules developed and managed by the New York State Department of Education to support its implementation of Common Core standards. These modules were developed by Expeditionary Learning, an organization supporting high-performing schools for more than 15 years. These modules will serve as full curriculum for emerging teachers and as curriculum structural guides for advanced educators. This curriculum was chosen to ensure that high-quality curriculum design is incorporated into the learning

experience of students during the school's first years of operation, and that teachers have the opportunity to experience teaching such units.

The curriculum includes four modules for each grade level from 6th to 8th grade. These modules focus on reading, writing, listening, and speaking in response to high-quality texts. The modules sequence and scaffold content aligned to the Common Core standards and associated national tests, including PARCC. An evaluation will be conducted to ensure that these modules also meet the Nevada Academic Content Standards for English Language Arts prior to the start of the school year. If gaps between the modules and state standards are found, modifications will be made before the start of the school year.

Each module concludes with a comprehensive performance task, which provides teachers with detailed feedback on students' performance on key standards. Modules may include more than one unit; each unit includes cohesive learning progressions that help students build knowledge, gain necessary skills, and understand ~~of~~ major concepts. The modules also include suggested daily lesson plans, associated guiding questions, recommended anchor or model texts, scaffolding strategies, examples, and other resources.

Supplementary *Literacy* **Resources** - Other resources will be made available to teachers to assist with facilitating teaching and learning, including Reading A-Z, and Raz-Kids. These programs provide high-quality differentiation resources that teachers can ~~utilize~~ *use* as needed.

Reading A-Z is a web-based reading program that provides easy access to reading materials at a range of instructional levels that help students become proficient readers. The program offers 27 levels of text complexity and support resources such as lesson plans, quizzes, discussion cards, and worksheets. Reading A-Z also includes a phonics program, reader's theater scripts, fluency passages, paired book lessons, close reading packs, and literature circle journals. *Reading A-Z would be used for differentiation needs in the classroom, such as small group instruction for guided and/or independent reading time.* The program is in alignment with the Common Core standards and provides connections to other reading programs and popular leveling systems.

Raz-Kids is a web-based reading program that offers animated e-Books and 27 levels of text complexity. Students can listen to books while reading highlighted phrases, read ~~a~~ book*s* at their own pace, record themselves reading ~~a book~~ out loud to practice fluency, and take comprehension quizzes after completing a book. The program ~~provides~~ *includes* classroom management tools that allow teachers to maintain a roster of up to 36 students, create assignments, and access individual reports. There is also a formative assessment tool that determines areas of student weakness and identifies needed supplemental instruction. Raz-Kids pairs with Reading A-Z to give students the instructional resources and practice they need to be successful. This program will likely serve to provide support for struggling readers ~~also~~ *during small group guided reading time*, but will not be used as core reading curriculum.

Mathematics – ~~The following curricula have been chosen as resources for facilitating teaching and learning. Professional development is incorporated throughout the year. Initial training will focus on implementation procedures and ongoing training will focus on achieving student success in alignment with state standards.~~

Developing Mathematical Thinking (DMT) *– Athlos Academy of Reno will engage with DMT to provide teachers with significant professional development workshops and resources. DMT is led by Dr. Jonathan Brendefur, a mathematical education professor at Boise State University. DMT is committed to improving student learning in mathematics by offering professional development for elementary and middle school*

teachers and has been responsible for ongoing teacher training for more than 12,000 teachers through its partnership with the Idaho State Department of Education and outreach programs across the country.

The framework for this professional development comprises five critical features: taking students' ideas seriously, pressing students conceptually, encouraging multiple strategies and representations, addressing misconceptions, and understanding the relational structure of mathematics. The development of mathematical thinking is focused on developing a student's sense of enactive, iconic, and symbolic processing of mathematics. Long-term implementation of the program leads to increased academic performance results.

This training is designed to help teachers recognize that no curriculum is a panacea, and that completing assignments is not the same as learning the assigned material. Teachers can best support student learning by developing their own abilities to understand how their students are thinking about mathematics and by providing targeted support through a variety of resources.

Athlos has chosen resources that best match ~~state standards~~ *Nevada Academic Content Standards* and current trends in mathematics education. However, teachers~~,~~ at their discretion may supplement instruction with other materials with the end goal of student achievement.

Bridges in Mathematics (K-5) –The Math Learning Center, a non-profit organization, designed Bridges in Mathematics to help students become confident mathematical thinkers and motivated learners with the ability to explore new ideas and effectively articulate their insights and questions. For each grade level, the Bridges curriculum ~~provides~~ *offers* full lesson plans with an emphasis on problem solving. The curriculum focuses on developing students' deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends a variety of teaching methods including direct instruction, structured investigation, and open exploration. Teachers will be encouraged to incorporate Bridges, or similarly designed curriculum, into the K-5 classroom in conjunction with a skills-based partner program called Number Corner, also designed by The Math Learning Center. Number Corner is skill-building program that emphasizes practice in the context of broader mathematical concepts. It uses short daily workouts to introduce, reinforce, and extend skills and concepts.

This curriculum is accompanied by a set of valid, reliable benchmark exams that will be used in the first year of school operations to ensure alignment with Nevada Academic Content Standards for Mathematics. Once alignment is verified, this curriculum will be used as an ongoing series of benchmarks. This program was chosen by the Portland School District in Oregon in 2011 based on carefully monitored pilot programs and significant research into its effectiveness.[33]

~~**Connected Math (6-8)** - Connected Math is a curriculum for grades 6-8 designed by the Connected Mathematics Project at Michigan State University. This program aims to enable all teachers and students to reason and communicate proficiently in mathematics by providing materials that are rich in connection and deep in understanding and skill.~~

~~This curriculum is structured around skill development and "big ideas" in mathematics. Skill, in the Connected Mathematics curriculum, is a student's ability to use mathematical tools, resources, procedures, knowledge, and ways of thinking developed over time to make sense of new situations. "Big ideas" are clusters of important concepts, processes, ways of thinking, skills, and problem-solving strategies. The~~

33 (Hammond, 2011)

~~curriculum emphasizes significant associations across multiple mathematical topics as well as connections to other disciplines. Mathematical concepts are embedded in the curriculum as interesting problems, including real-world applications. The curriculum also emphasizes teaching through student-centered exploration of mathematically rich problems, and using continuous assessment to inform instruction. The curriculum has two unifying themes, proportional reasoning and mathematical modeling, and four mathematical strands: number, operations, rates, and ratio; geometry and measurement; data and probability; and algebra and functions. Units are organized into investigations that explore multiple problems. This problem-centered teaching model consists of three key phases: launching the problem, exploring the problem, and summarizing the problem. Extensive problem sets help students practice, apply, connect, and extend these understandings. Each investigation then concludes with a reflection process, in which students articulate their understandings and connect "big ideas." Assessment resources incorporated in the Connected Mathematics curriculum include check-ups, partner quizzes, projects, unit tests, self-assessments, and question banks. Connect Mathematics or similarly designed investigations will constitute the core of the middle school math curriculum.~~

College Preparatory Mathematics (6-8) *- CPM is designed by a California non-profit dedicated to improving grades 6-12 mathematics instruction. It offers a complete mathematics program, including problem-based instructional materials and ongoing professional development for teachers, designed to engage all students in learning mathematics through problem solving, reasoning, and communication. CPM teaching strategies focus on how students best learn and retain mathematics. Teaching strategies rely on recommendations of the National Council of Teachers of Mathematics. The research-based principles that guide the course are:*

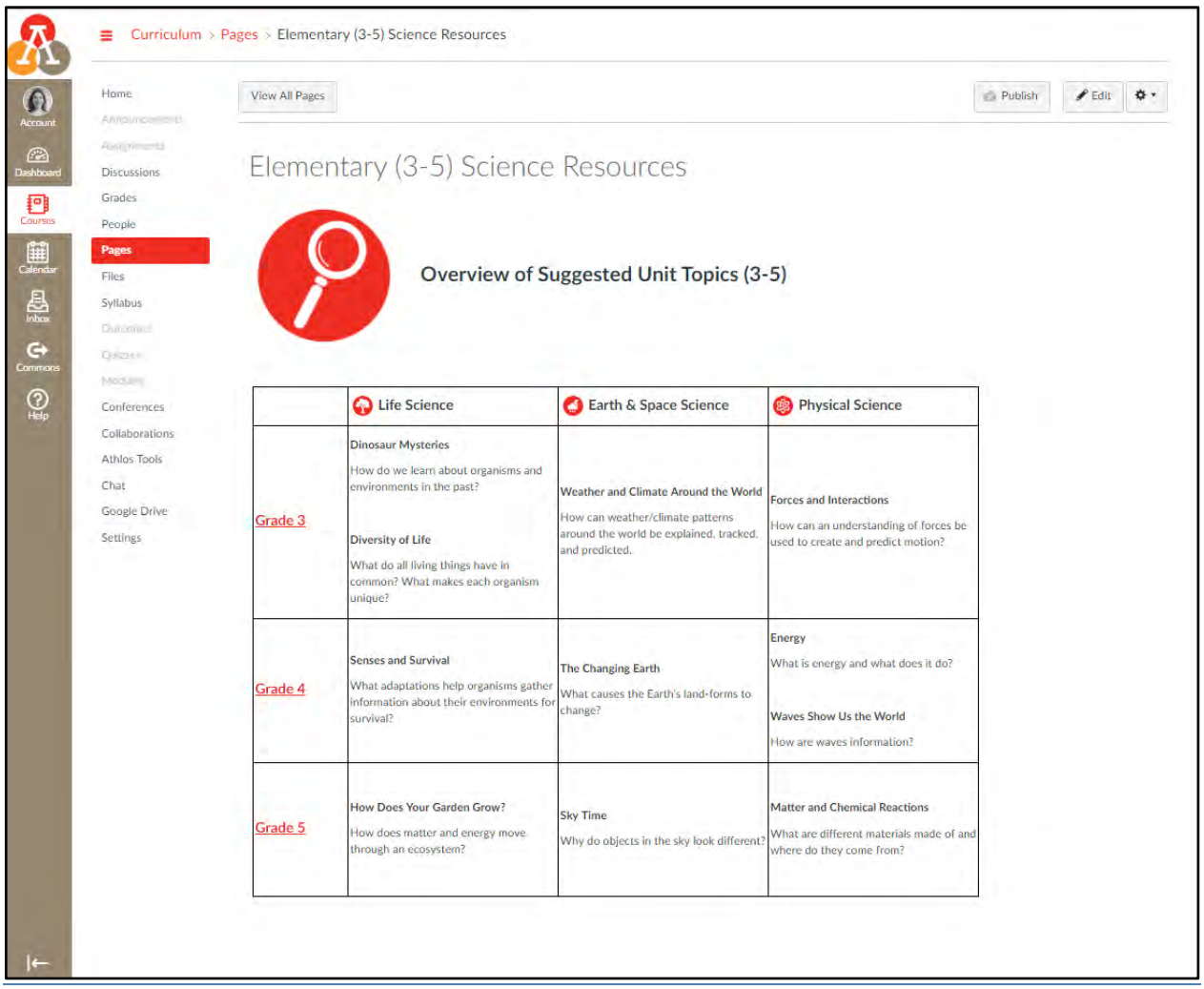
- *Students should engage in problem-based lessons structured around a core idea.*
- *Guided by a knowledgeable teacher, students should interact in groups to foster mathematical discourse.*
- *Practice with concepts and procedures should be spaced over time; that is, mastery comes over time.*

CPM's curriculum is aligned to the Nevada Academic Content Standards and weaves the standards for mathematical practices into the fabric of daily lessons. Courses balance procedural fluency (algorithms and basic skills), deep conceptual understanding using models and strategies, strategic competence (problem solving), and adaptive reasoning (transference and extension).

Science

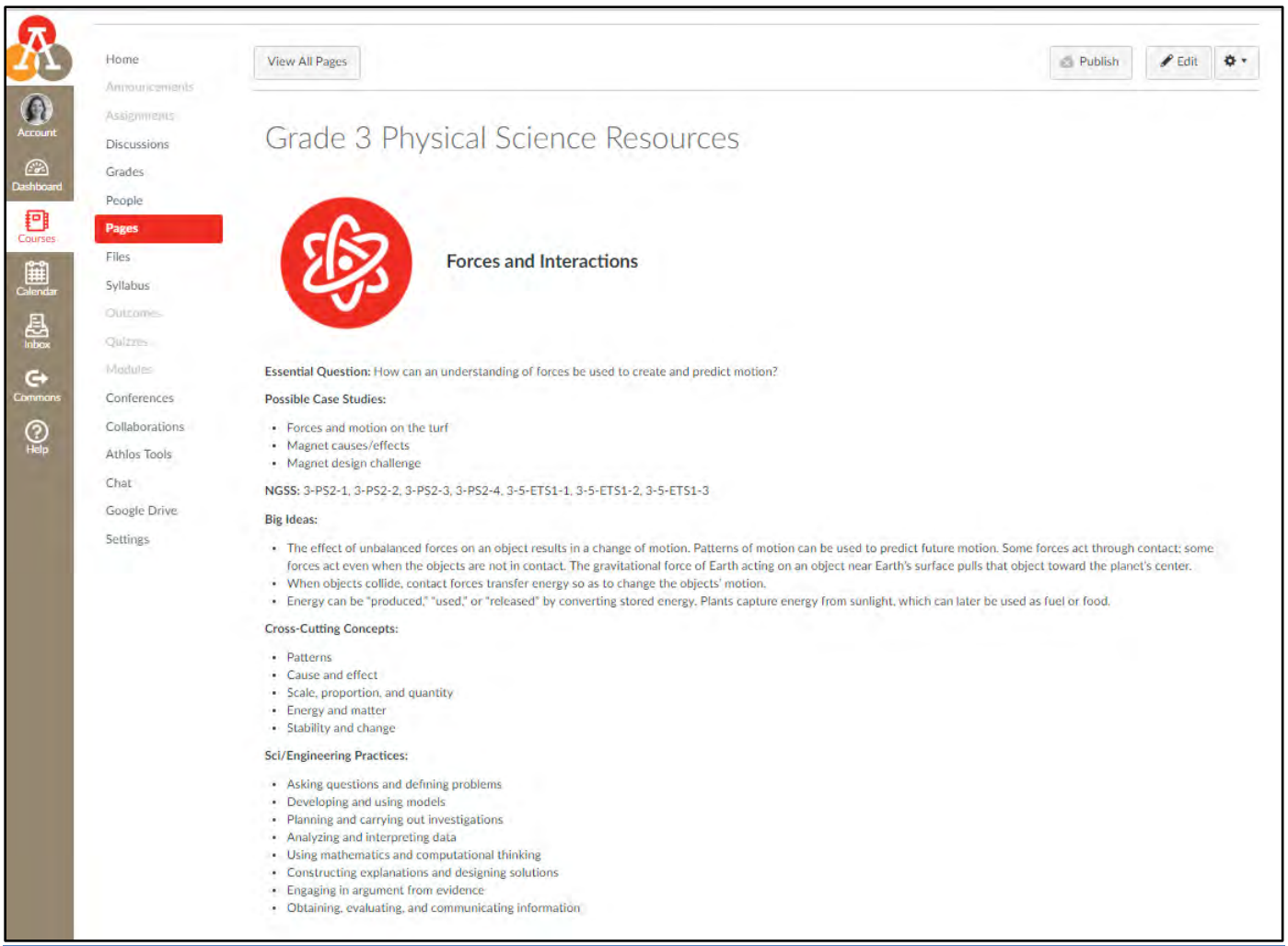
The science program at Athlos Academy of Reno will follow the three-dimensional framework for K-12 science education (science and engineering practices, disciplinary core ideas, and crosscutting concepts)[34] laid out in the Next Generation Science Standards (NGSS) and the Nevada Academic Content Standards for Science (NVACSS). Athlos Academy of Reno's science scope and sequence is based on the NGSS, arranged by disciplinary core idea. Every year in grades K-5, students will have one life science, one earth and space science, and one physical science unit. In middle school, students will have two integrated science units per year (see grades 3-5 overview image below). Our teacher plan includes time to work with content standards: to learn what the standards are; to deconstruct each standard into knowledge, skill, and reasoning learning targets; and to design lessons and units that will help students meet those learning targets.

[34] (National Research Council, 2012)



Resources to teach lessons and units have been researched by staff at Athlos Academies (EMO) and made available for teachers in its learning management system (LMS). These include resources published by the National Science Teachers Association, National Geographic, NASA, and other scientific organizations; resources written and published by science teachers in other NGSS states; and science teaching kits, such as FOSS modules and Engineering is Elementary. Below is an example of a Canvas resource online for one grade level (third grade) in one domain of science (physical science: forces and interactions). Each resource page contains an essential question, suggested case studies, NGSS standards to be addressed, big ideas (taken from NGSS Appendix E: Disciplinary Core Idea Progression Within the NGSS),[35] cross-cutting concepts, and science/engineering practices.

[35] (Progressions Within the Next Generation Science Standards, 2013)



The image below gives an example of resources listed for third grade physical science. Students will be asked to do science. Resources on the LMS promote critical thinking skills such as observation, inquiry, measurement, research, analysis of data, using models, making predictions, and forming conclusions. Additionally, reading and writing in science, as described in the Common Core State Standards for ELA, is integrated into all science units, and non-fiction texts on science topics will be included in classroom libraries.

Resources:

Forces and Interactions Unit (from McCraken County Schools, Kentucky)

This unit plan and teachers guide is a PDF created by a teacher in McCraken County Schools, Kentucky. It includes 10 lessons expected to be completed over approximately four weeks (some lessons take more than one day). Lesson plans, activities, note-catchers, and templates are included.

Approximately 4 weeks.

To Get to the Other Side: Designing Bridges Unit from Engineering is Elementary (Boston Museum of Science)

To Get to the Other Side: Designing Bridges is an engineering unit from EIE and The Museum of Science in Boston geared towards Grades 1-5. Students will be building upon their knowledge of pushes and pulls as they explore how force and balance act upon different structures; as well incorporating the engineering process to design a strong, stable bridge. Modifications and extensions are included for upper elementary students in grades 3-5. Students will be introduced to the storybook *Javier Builds a Bridge* where they will learn about the role of civil engineers, various types of bridges, and how Javier solves a problem using the steps of the Engineering Design Process.

Approximately 4 weeks.

Magnet Mission Task Cards from Teachers Pay Teachers

Students will combine their knowledge of magnetic properties with creative thinking and engineering to solve simple problems using magnets. This activity was designed specifically to meet NGSS 3-PS2-4 and is a great addition to the end of the Forces and Interactions unit above.

Approximately 2 days.

Foundational to the science program are the Performance Character traits of curiosity, creativity, focus/self-control, leadership, social intelligence, and grit. The Performance Character traits will be explicitly and implicitly taught in the context of science. Active teaching strategies such as protocols, labs, simulations, and projects will be used to support diverse learners.

Additionally, teachers are encouraged to incorporate movement breaks into the day. The Athlos Healthy Body pillar is built on the premise that the mind and body are inextricably linked. The application of this belief is not confined to the turf. Ongoing professional development with teachers will help them find new ways to intentionally build movement, health, and wellness into science lessons. Below is a section of a kindergarten science unit, annotated with Performance Character and Healthy Body Connections.

Engage (15 minutes)

Gather students in a circle in the meeting area. Read the character learning target (PC connection):

- I can fully participate in a Science Talk

Unpack the learning target:

Circle the words *Science Talk* and tell them, "What we are about to do now is exactly what scientists do when they get together to work."

Ask students, "What will help us talk or act like scientists?" Record their comments on the chart paper titled, "How do we talk or act like scientists?" (This question may be written on the same chart as the character learning target-toward the middle of the chart). These will be norms you can use in future Science Talks. This list could include taking turns, raising your hand, staying on topic, listening to others, everyone participates, use science words we are learning, etc. PC connection: This is a great opportunity to specifically discuss the character trait of social intelligence. Additionally, courage, leadership, and focus/self-control could be brought into the discussion. (Choose just one trait to focus on.)

Once you set norms, do a short movement exercise (HB connection) that relates to the Science Talk so students have a chance to move before more sitting. You could sing and dance the Hokey Pokey, which would also give them a different modality in which to express themselves and help them verbalize later, during the Science Talk.

Gather the group again in a circle in the meeting area. Mention that not only can we move our bodies, like we did in the Hokey Pokey, but we can also move objects (HB connection). Have the children think about things that move and then share their ideas with a nearby partner. Together, brainstorm a list of objects that can be moved without a motor (wagons, sleighs, sleds, bicycles, swings, scooters, boats, door, fork, shopping cart, snow shovel, brush, swing, rope, etc.). Capture their ideas on the chart paper titled "Things that move." (Don't include toys, as they will be exploring those in Case Study 2.) Model by adding simple pictures of the moving objects alongside the items on the list as you write it. Leave the brainstormed list up where students can later view and refer back to it.

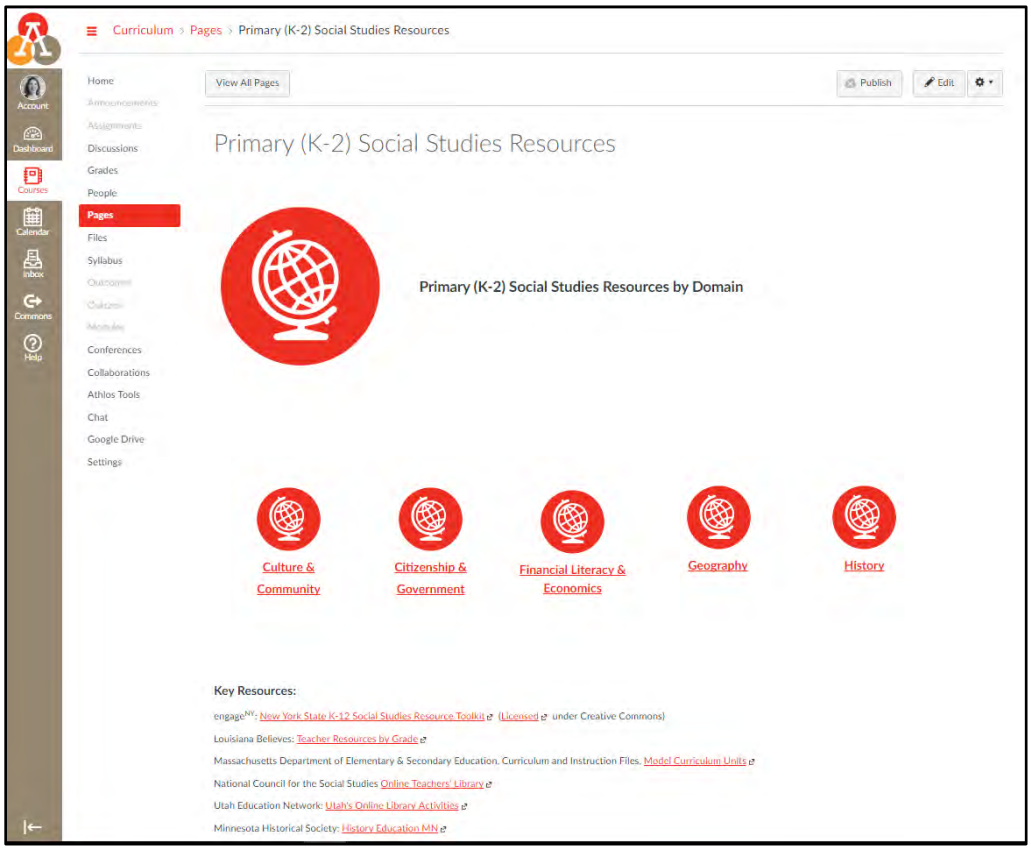
Our three-year plan includes professional development for teachers in Understanding by Design, a framework published by Wiggins and McTighe.[36] By utilizing this framework along with other pillar strategies, teachers will begin to work collaboratively, with support from an on-site instructional coach and Athlos Academies (EMO) staff, to design high-quality, interdisciplinary units with connections to local issues, Nevada environments, and the Healthy Body pillar.

Social Studies

The social studies program at Athlos Academy of Reno will be centered on five social studies domains (see image from the LMS below):

1. *Culture and Community*
2. *Citizenship and Government*
3. *Financial Literacy and Economics*
4. *Geography*
5. *History*

These domains are based on the National Curriculum Standards for Social Studies[37], the Nevada State Social Studies Standards, and the principle that students need a strong foundation in these five domains in order to be engaged and informed citizens of our diverse, global society.



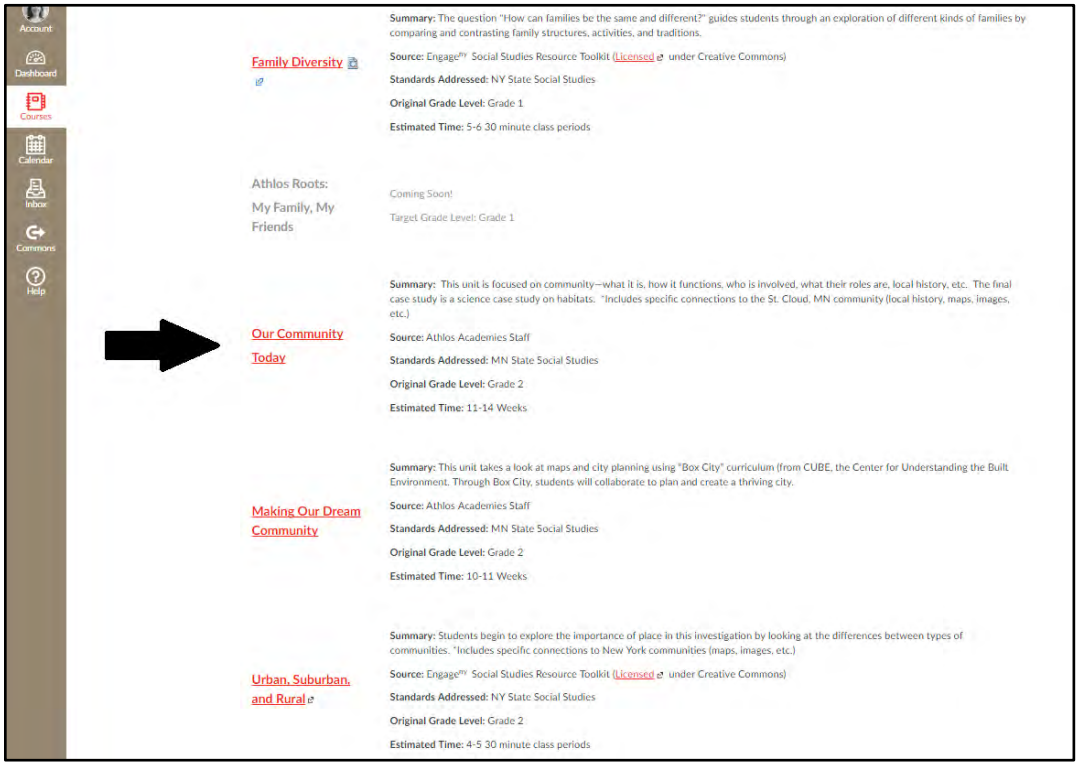
[36] (Wiggins & McTighe, 2000)

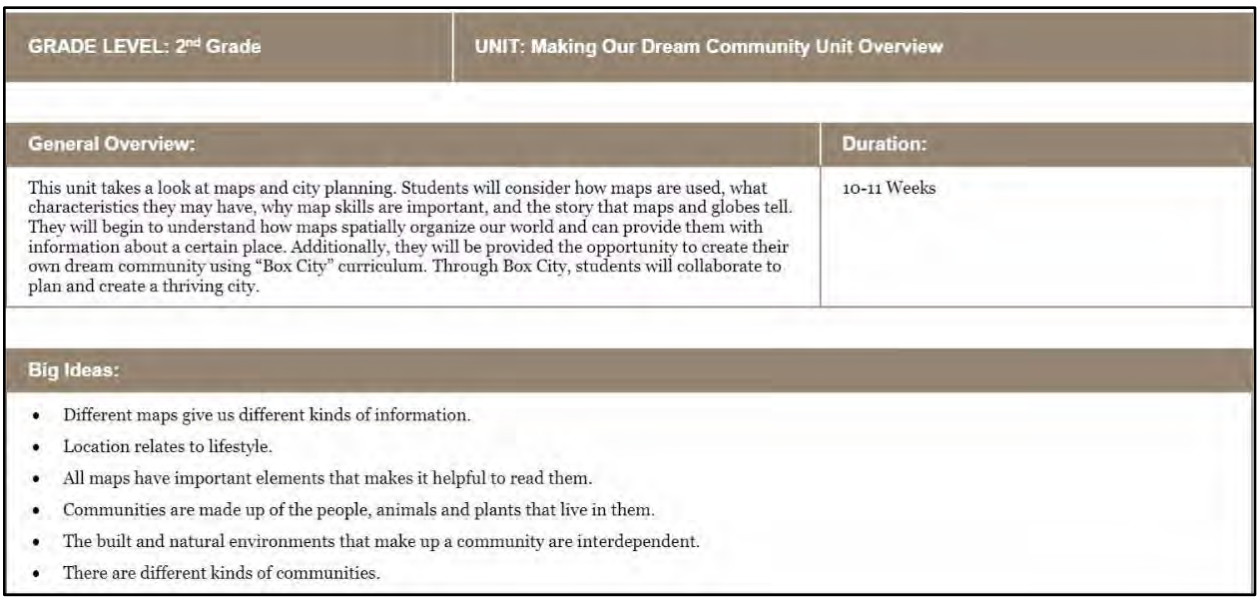
[37] (National Council for the Social Studies, 2010)

Athlos Academies (EMO) staff have researched curricular materials to teach social studies lessons and units, and teachers will access those materials through the LMS. Because these resources support Athlos schools in several states, they are arranged by grade-level band (K-2, 3-5, 6-8) within each domain to allow teachers to modify specific content to make local connections and to meet state-specific standards. Resources currently on the LMS include units from EngageNY, model units from the Massachusetts Department of Elementary and Secondary Education, protocols and activities from the National Council for the Social Studies, and lessons created within the Athlos network. Athlos Academies (EMO) staff will work with instructional coaches and teachers at Athlos Academy of Reno to find, create, and/or modify resources specific to Nevada's culture, history, geography, economics, and government.

The Athlos social studies program focuses on building students' critical-thinking skills, like the ability to analyze the reliability of a source, to compare and contrast different points of view, and to explain the relationship between events, ideas, or concepts. A central focus of social studies teaching is the ability for students to read, understand, and analyze informational texts, which is a component of English Language Arts Common Core standards. Active teaching strategies, such as protocols, simulations, and mock debates, will be used along with close reading protocols and guided research projects to engage diverse learners.

For example, the second grade "Making our Dream Community" unit (shown in the following two Canvas screenshots) first orients students to maps and the various ways that they can be used. Then, students are challenged to create their own dream community using the "Box City" curriculum from The Center for Understanding the Built Environment. This comprehensive learning experience brings together ideas from each of the five social studies domains as students think about the roles of place and people, analyze their own community, and collaborate with a team to design their own city. This unit also provides opportunities for Performance Character traits, including social intelligence, creativity, integrity, and leadership, to be implicitly and explicitly taught in the context of social studies.





GRADE LEVEL: 2nd Grade	UNIT: Making Our Dream Community Unit Overview
General Overview:	**Duration:**
This unit takes a look at maps and city planning. Students will consider how maps are used, what characteristics they may have, why map skills are important, and the story that maps and globes tell. They will begin to understand how maps spatially organize our world and can provide them with information about a certain place. Additionally, they will be provided the opportunity to create their own dream community using "Box City" curriculum. Through Box City, students will collaborate to plan and create a thriving city.	10-11 Weeks

Big Ideas:

- Different maps give us different kinds of information.
- Location relates to lifestyle.
- All maps have important elements that makes it helpful to read them.
- Communities are made up of the people, animals and plants that live in them.
- The built and natural environments that make up a community are interdependent.
- There are different kinds of communities.

Similar to other content areas, the professional development plan for social studies includes time for teachers to work with content standards: to learn what the standards are, to deconstruct each standard into knowledge, skill, and reasoning learning targets, and to design lessons and units that will help students meet those learning targets. The three-year performance development plan includes professional development for teachers in Understanding by Design, a framework published by Wiggins and McTighe.[38] By utilizing this framework along with other pillar strategies, teachers will begin to work collaboratively, with support from an on-site instructional coach and Athlos Academies (EMO) staff. High-quality, interdisciplinary units will be designed with connections to local issues, Nevada environments, and will link to the Healthy Body and Performance Character pillars.

Athlos Roots *– The intersection of where we come from and how we respond to that knowledge is the place where Performance Character can grow. Athlos Academy of Reno students will participate in Athlos Roots at every grade level through huddles, special projects, and connections to social studies and language arts that explore topics of self, family, community, history, and culture. Students document their experiences in student portfolios and share the culmination of what they've discovered through Performance Character showcase presentations that take place during students' promotion from elementary to middle school and from middle to high school.*

Reflecting on our own experiences, we come to realize that so much is passed down from one generation to another: cultural and family traditions; practical skills like farming and food preservation; art and music; and much more. While each of these are valuable on their own, Athlos Roots asks students to also consider how these experiences have helped to foster the Performance Character traits that lead to success.

~~Implementing high-quality curriculum across content areas is essential to stability and programmatic sustainability for our school. Much of the curriculum chosen for Athlos Academy of Reno is purchased directly from the curriculum resources. In the unlikely event that a partnership with the EMO is terminated, we understand that continued student learning must continue without disruption. As per the Master~~

[38] (Wiggins & McTighe, 2000)

Services Agreement termination clause in Section 9 in Attachment 13: EMO Agreement Documentation, the school would no longer be able to use Athlos curriculum, and related professional development tools. The math and ELA curriculum would remain in place, because Athlos Academy of Reno will have purchased them outright. The school would have 90 days to comply with any termination clause even in a mid-year worst case scenario, a complete curriculum transition could be accomplished. With regards to social studies and science, should a partnership with Athlos Academies (EMO) end, the school leadership, lead teachers, instructional guides, and board subcommittee would quickly gather to research and assess which curriculum would be a best fit for the school, specifically meeting Nevada State Standards and NGSS Standards. This process would be similar for the school to find a character and athletic curriculum that would replace the Performance Character and Healthy Body curriculum. Athlos Academy of Reno will have a contingency budget set up for purchasing needed curriculum and making any staffing adjustments necessary in the event a partnership with the EMO ended.

Supplementary Resources - Other resources will be made available to teachers to assist with facilitating teaching and learning mathematics, including Khan Academy. Khan Academy provides engaging resources that can help teachers meet the needs of both excelling and struggling students.

Khan Academy is an online, open-source learning resource for students seeking personalized mathematics lessons. It offers practice exercises, instructional videos, and a personalized learning dashboard. Khan empowers students to study or practice skills at their own pace and outside of the classroom. Math missions guide learners from kindergarten through middle school using adaptive technology that identifies student strengths and learning gaps.

Social Studies and Science - Athlos Academy of Reno will use original learning units for science and social studies developed by Athlos Academies. These units are written using the backward design process. The idea of backward design stems from research of Wiggins and McTighe and suggests that starting with the end goal in mind is key to purposeful instruction. Standards are analyzed and drive planning of units and assessments. Fully developed unit plans identify essential questions, enduring understandings, key content and vocabulary, learning targets, methods for learning experiences, formative and summative assessments, opportunities for differentiation, and additional resources.

Learning experiences will utilize a variety of methods where appropriate: critical inquiry and project-based tasks, student-centered activities and protocols, issue analysis, technology research and application, and real-world, community connections. The scope and sequence of both the social studies and science curriculum provide ample opportunity for interdisciplinary work and concrete application of tenets from both the Healthy Body and Performance Character pillars. The units allow for development of service-learning projects across subjects and grade levels. For example, a unit on Earth's systems and climate change in science pairs with the Industrial Revolution in social studies, and students in seventh grade evaluate the impact of these two issues on their local community and create an awareness campaign.

Social Studies - The social studies curriculum is infused with literacy-based and critical thinking skills and follows a scope and sequence that connects students to the past and present. Through engaging, interactive units, students will understand how geography, economics, and science and technology influence migrations and societal changes throughout history. Through solving problems and discipline-based inquiry, they will dig deeper into cultural identities and civic responsibilities. The Athlos Roots program, part of the Performance Character curriculum, facilitates structured, intentional connections between students' personal and family identities and historical events that help to build self-worth and interest in learning. The

~~social studies curriculum, infused with performance character instruction, develops the skills and understanding that students require to successfully participate in civic life in the 21st century.~~

~~**Science** - The science curriculum is aligned with state standards and filled with opportunities for inquiry. Experiencing science through hands-on methods and using relevant topics helps students' content understanding as well as their passion for learning. The science curriculum also finds ways to connect to the Healthy Body pillar, helping students see connections between the physiological, anatomical, and biological branches of science and the Athlos Athletic Curriculum they are experiencing on a daily basis. Embedded into the science program are elements of STEM components such as engineering design and computer programming skills. This curriculum will be supplemented with FOSS kits at each grade level to engage students in science through active learning.~~

CURRICULA AND TOOLS: Healthy Body Pillar

~~Athlos Academy of Reno~~ *Athlos Academies (EMO)* is dedicated not only to the academic development of students, but is also committed to helping them develop healthy bodies. At Athlos Academy of Reno, the Healthy Body pillar *will consist* ~~consists~~ of three main components*:* ~~including~~ physical education and activity, health and nutrition, and a culture of wellness. Each of these three elements is composed of specific curricula, events, and programs.

1. Physical Education and Activity – includes the Athlos ~~Athletic Curriculum, Classroom Movement Breaks, and Unstructured Free Play~~ *athletic curriculum, classroom movement breaks, and unstructured free play*.

Athlos athletic *curriculum* ~~Curriculum~~ - The Athlos *athletic* ~~athletic~~ curriculum (AAC) was professionally developed by exercise science specialists and is taught by individuals with expertise in exercise science, human movement, and youth training strategies. It provides 144 ~~grade~~ *age-appropriate* structured lesson plans for every grade K-8, aligned to meet state physical education requirements *it also*~~, as well as~~ provides ongoing training and mentorship for teachers and coaches. The program requires that all students receive four 45-minute athletic ~~training~~ *movement* sessions each week to help *them* ~~students~~ develop into active, fit, and efficient movers—the Athlos definition of an athlete. The AAC was designed with Piaget's theory of cognitive development and Erikson's theory of psychosocial development in mind and is broken into three grade-level groups (K-2, 3-5, and 6-8) that maximize the developmental supports of each age group. The AAC ensures that all students progress efficiently and safely toward their personal-best levels of physical performance year over year. By design, the program can be easily differentiated to meet the needs of all students, including those working at an accelerated pace and those with special needs. Instructional practices allow teachers to model and encourage a growth mindset and integrate Performance Character traits into lessons. The overall program design is based on research that supports the connections between physical fitness and academic performance.[40]

The AAC is ultimately designed to do the following: 1) Provide activities for students that address fundamental coordinative and physiological developmental windows in order to ~~provide~~ *accomplish* appropriate physical activities and challenges. 2) Keep students engaged by providing challenges that are within the scope of their physical and cognitive abilities. 3) Provide an approach of long-term athletic development that focuses not just on in-class participation but provides a framework of fundamental movement and sports skills that will give each student opportunity to engage in physical activity throughout

[40] (Center for Disease Control and Prevention, 2010)

his or her entire life. The AAC is based on ~~a series of FUNdamentals and Application~~ *progressions of FUNdamental movements* that *are* ~~is~~ appropriate for each grade level grouping, teaching new skills and activities.

- **Grades K-2: Movement FUNdamentals** build physical literacy and lay the foundation for becoming active, fit, efficient movers. Student*s* develop proper movement patterns necessary for all types of physical activity through building: *body control skills* ~~Body Control Skills~~ such as coordination and transitions, *body awareness skills* ~~Body Awareness Skills~~ such as proprioception and stability, *traveling skills* ~~Traveling Skills~~ such as fundamental plyometric and rhythmic movements, and *interpretation skills* ~~Interpretation Skills~~ such as moving over and around objects.
- **Grades 3-5: Sports Skills FUNdamentals** build off ~~of~~ the Movement FUNdamentals with immersion in basic sports skills. These skills include: ~~Throwing and Catching Skills~~ *throwing and catching skills* such as throwing underhand and overhand, ~~Dodging and Chasing Skills~~ *dodging and chasing skills* such as jumping and mirroring, *dribbling skills* ~~Dribbling Skills~~ such as hand dribbling and volleying, and ~~Kicking and Striking Skills~~ *kicking and striking skills* such as passing with the foot. Students are exposed to a variety of basic skills that *apply to* ~~cut across~~ multiple sports, which lays a foundation for a future healthy and active lifestyle.
- **Grades 6-8: Organized Sport Application** introduces performance enhancement through the development of speed, agility, mobility, and strength. Students develop key physiological adaptations and participate in an environment that instills a joy of physical activity with exposure to various sports. Students build speed, develop coordination and agility, strengthen mobility and stability, and enhance fitness through aerobic and anaerobic exercises and resistance training.

Athlos Athletic Assessments - The assessment program for the AAC includes fitness assessments and performance assessments. The purpose of these assessments is to measure student*s'* growth as they progress through the AAC. It also provides students with agency and information as they track their own athletic development over time. *Physical literacy assessments are modeled after the standards set forth by the Society of Health and Physical Educators of America (SHAPE America).*[41] *Following standards-based grading, rubrics from SHAPE America are modified to a "4, 3, 2, 1" scale. The rubrics are developed using national standards based on developmentally appropriate skills measured quarterly. Units of measure and assessment each quarter will be built upon the needs of each student in their progression for Healthy Body goals. The determination of assessment goals being met is based on the growth of each individual student to meet the standards set forth by SHAPE America for each developmentally appropriate stage of fitness.*

The Athlos athletic curriculum (AAC) is designed to collect and analyze physical literacy data through summative assessment tied to fundamental movement/sport skill rubrics. Athletic performance coaches will assess data and set instructional goals to meet proficiency year over year. Physical literacy progress for students will be tied to the movement rubrics associated with the standards set forth by SHAPE America. Students who score a 3 on the rubrics will be considered meeting grade-level proficiencies. Below is an example of a rubric that will be used to measure the standard for jumping in first grade:

[41] (SHAPE America, 2010)

Athlos Movement Assessment

Name: _____ Classroom Teacher: _____

1st grade

Standard 1.1.2: Demonstrate two of the five critical elements for jumping and landing in a horizontal and vertical plane, using two-foot take-off and landing.

Jumping and landing for distance (horizontal plane)

Critical elements of a mature pattern:

1. Arms back and knees bend in preparation for jumping action
2. Arms extend forward as body propels forward
3. Body extends and stretches slightly upward while in flight
4. Hip, knees and ankles bend on landing
5. Shoulders, knees and ankles align for balance after landing

Score	Form
4	Displays 3 or more of the critical elements of a mature pattern, with fluid motion.
3	Demonstrates 2 of the 5 critical elements for jumping and landing
2	Demonstrates 1 of the 5 critical elements while jumping and landing.
1	Demonstrates 0 of the 5 critical elements while jumping and landing.

Jumping and landing for height (vertical plane)

Critical elements of a mature pattern:

1. Hips, knees and ankles bend in preparation for jumping action
2. Arms extend upward as body propels upward
3. Body extends and stretches upward while in flight
4. Hips, knees and ankles bend on landing
5. Shoulders, knees and ankles align for balance after landing

Score	Form
4	Displays 3 or more of the critical elements of a mature pattern, with fluid motion.
3	Demonstrates 2 of the 5 critical elements for jumping and landing
2	Demonstrates 1 of the 5 critical elements while jumping and landing.
1	Demonstrates 0 of the 5 critical elements while jumping and landing.

~~The fitness assessments are modeled after the FitnessGram testing protocol and are designed to assess the overall health and wellness of students as they progress throughout the year. Health and wellness are measured in the fitness assessments by BMI, PACER, 90 degree pushups, curl-ups, trunk lift, and the back-saver sit and reach. These are conducted at the beginning and end of every school year. Performance Assessments measure performance variables associated with strength, speed, power, and agility. Measurements include BMI, 300-yard shuttle, 30-yard sprint, hexagon jump, vertical jump, and standing long jump. These assessments are done at the end of the second and third quarters of the school year.~~

Classroom Movement Breaks - Athlos Academy of Reno teachers will look for opportunities for movement breaks regularly each day. Movement breaks are brief intervals that encourage students to get *out of* ~~up from~~ their seats and move around. *Ideally* ~~These breaks can be unrelated to the classroom task at hand, but ideally~~ teachers will look to incorporate these moments into their lessons *to engage* ~~engaging~~ students physically. These short movement breaks become classroom practice and, when used effectively, add to the instructional practices of the teacher and the learning experience of the student.

Free Play and Unstructured Physical Activity - While structured physical activity time supports the development of gross motor skills, object control skills, and self-confidence, free play is also essential to student growth. Since the 1970s, *students* ~~kids~~ have lost 12 hours of free time per week, with a 50 percent decrease in unstructured outdoor activities.[42] According to the CDC, during this time obesity has more than doubled among children and more than quadrupled among adolescents.[43] In addition to the structured opportunities in our AAC, students will have the opportunity to participate in three 15-minute unstructured free play breaks in the first year of operations, increasing to four free play breaks year two. In addition to the already mentioned benefits of physical activity, these unstructured free play breaks are important in the social/cognitive development of children. Free play allows children to "increase their imagination and creativity, organize their own games, develop their own rules, learn problem-solving skills, and practice leadership," according to research.[44] These unstructured moments also allow for students to practice the movement and physical skills they are building through the AAC.

2. Health and Nutrition – The emphasis on health and nutrition is put into practice with the regular curriculum standards, a healthy approach to school meals, and a school garden as a living lab and service-learning opportunity.

- **Subject Integration** - Health and nutrition content will be interwoven into regular classroom curriculum where natural connections exist, particularly in science curriculum. Teachers will integrate grade-level nutrition topics into one or more core subject units each year.
- **School Meal Program** - The school meal program will consist of nutritious food, reflecting the healthy body focus of the school. The program will highlight nutrition and health concepts students are learning in their science class and civic responsibilities around resource management taught in social studies. Budgets will include appropriate funds to ensure students have healthy school lunch options.

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42 (Juster, Ono, & Stafford, 2004)

43 (The association between school based physical activity, including physical education, and academic performance, 2010)

44 (Barros, Silver, & Stein, 2009)

- **School Garden** - A school garden will act as a lab that connects life science, nutrition, and civics in a real-world example run by the students. As the students build knowledge and the school builds community connections, the food grown in the school garden will likely go back into the community through a service-learning project involving the whole school.

3. Culture of Wellness - Wellness at Athlos Academy of Reno *will be* ~~is~~ an active process of becoming aware of and making positive choices toward~~,~~ a healthy and fulfilling life. Our school will create a culture that embraces this ideal. Through core subject integration, culminating campus events, increased daily physical activity, and a conscious campus effort to emphasize healthy lifestyle choices, Athlos Academy of Reno will foster and grow a culture that places a spotlight on what it means to live a healthy lifestyle.

- **Health Expos** - Students will participate in regular health expos with opportunities to meaningfully engage in healthy living learning activities and showcase these experiences for the benefit of their parents and other community members. Community health and nutrition experts will be invited to speak at these events as well.
- **Staff Fitness Program** - To support an inclusive culture of wellness, staff and faculty will be encouraged to model the Athlos definition of an athlete–an active, fit, and efficient mover–for the students by participating in staff fitness and wellness programs.

CURRICULA AND TOOLS: Performance Character Pillar

Athlos Academy of Reno will utilize the Performance Character program developed by Athlos Academies *(EMO)*, which will be the foundation of the school's culture and will help students feel more connected to their peers, teachers, and the school community. The Performance Character pillar helps build confident, caring, humble students; functions as a preventative discipline program; and works to engage families in supporting the development of students as learners and as members of their communities. This program focuses on the purposeful development of 12 traits: grit, leadership, social intelligence, focus/self-control, optimism, curiosity, energy/zest, courage, initiative, humility, integrity, and creativity. All 12 traits are taught and integrated into instruction on the turf and in the classroom. Research ~~indicates~~ *shows* that the development of these traits is linked to long-term success in college, career, and many other endeavors. The 12 traits will be visually present throughout the school, will be exemplified by staff, and will be a common language among all members of the Athlos Academy of Reno school community.

The Performance Character program is built on four key components:

- *Curriculum*, which includes both direct instruction during quarterly trait *kickoffs* ~~Kickoffs~~, events that engage the entire school in understanding the ~~overarching~~ traits, and *morning huddles* ~~Morning Huddles~~, daily classroom meetings where students engage in a character-building activity with their classmates and teacher, as well as the integration of character traits into other academic subjects;
- *Instruction*, which includes teachers and ~~performance character~~ *Performance Character* coaches using instructional strategies that build character, providing students with opportunities to practice the traits in the classroom, and managing classrooms with character-based strategies;
- *Assessment*, which includes regular student self-assessments and a Performance Character portfolio, in which students collect evidence and examples of their growth in each trait; and
- *Community and Culture*, which includes *Performance Character* trait growth conversations that include parents, students and teachers, and *the integration of* ~~integrating a~~ *the Athlos Roots* social studies

program ~~called "Athlos Roots"~~ designed to help students learn about who they are and where they've come from in order to build confidence and self-esteem.

Athlos schools are places where classrooms are safe and engaging; students, staff, and families share key values and goals; and the community at the school promotes equity amongst all students.

(2) Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.

~~Athlos Academy of Reno will employ a variety of research-based instructional practices and strategies, listed below:~~

~~**Inquiry and Project-Based Learning:** Researcher John Thomas identified five key components of effective project-based learning: 1) centrality to the curriculum, 2) driving questions that lead students to encounter central concepts, 3) investigations that involve inquiry and knowledge building, 4) processes that are student driven, rather than teacher driven, and 5) authentic problems that people care about in the real world.[45] At Athlos Academy of Reno, teachers will utilize inquiry and project-based learning to encourage students to think critically and solve problems. Project-based learning also encourages students' social development by having them collaborate in small groups. This type of instruction lends itself to more flexible summative assessments that ask students to incorporate their gained skills and knowledge in relevant, meaningful ways.~~

~~**Backward Design:** Backward Design stems from research by Wiggins and McTighe and posits that starting with the end in mind is crucial to purposeful instruction.[46] Starting with an end goal, result or standard in mind allows curriculum and teaching methods to then reach those targets. Curriculum for Athlos Academy of Reno will use backward design to inform instruction. By planning assessments that drive the unit first, before laying out all the questions critical to guiding learning throughout the unit, teachers will ensure students have the opportunity to apply newly learned knowledge and skills to new situations and real-world experiences. Backward design will drive all other forms of instructional practice.~~

~~**Active Learning:** A student-centered approach to teaching encourages students to be engaged in their own learning and participate in a classroom culture where they investigate and take responsibility for their education. Active learning fosters creativity, real-world application, and social interaction and pairs easily with project-based, inquiry learning and ensures equity in participation for all students. Teachers will be prepared to provide an active learning platform where students are invested in their learning and feel safe and supported to try new things.~~

~~Cooperative Learning: In this method,~~

Instructional Strategies

45 (Barron & Darling-Hammond, Powerful Learning: Studies Show Deep Understanding Derives from Collaborative Methods, 2008)

46 (Wiggins & McTighe, 2000)

The Athlos educational model is supported by instructional strategies that promote critical-thinking processes and constructive social interactions. Recognizing the importance of cognitive dissonance, metacognition, and engagement, these strategies present information and concepts in ways that will motivate students to ask questions, seek answers, and solve problems. In addition, memorable learning is not done in isolation; it happens in a social, interactive context. A positive learning environment that is safe and trusting will promote growth and achievement when paired with these strategies. The curricula chosen support most of the following strategies at some level, yet they will be developed more fully through professional development.

Inquiry:*The power of inquiry is harnessed to motivate and engage learners. Curriculum, at the lesson and unit level, is presented in a way that sparks students' innate curiosity and creates a need-to-know mentality. Each learning experience begins with a hook that grabs students' attention. Students are explicitly taught how to ask good questions. There are opportunities to investigate data, collaborate to build new understandings, explore different positions, and develop solutions. Students read, write, research, and probe, because they are genuinely interested in seeking answers to their own questions.*

Active, student-centered learning: *The Athlos classroom is one where students are actively thinking, speaking, writing, reading, and moving throughout the day. Teachers use strategies that ensure active, equitable participation of students such as protocols including gallery walks, chalk talks, and fishbowls, and encouraging students to take responsibility for their education. Cooperative learning is another component of this strategy.*

~~In small groups of students~~ *Students will* work together *in small groups* on common tasks that may have varying complexity and duration. Cooperative learning is successful in improving student academic achievement as well as contributing to social and emotional development, encouraging students to work together, actively listen, learn to communicate positively, maintain individual and group accountability, and take risks. This requires a classroom environment where risk-taking is encouraged and students feel safe to share out-of-the-box thinking. Athlos Academy of Reno teachers will use cooperative learning strategies to prepare students for realistic situations they will encounter in future schooling, work, and life.

High-quality work processes: *In preparation for future success, students will learn work processes to help them develop high-quality products such as publications or presentations. Teachers will help facilitate an iterative process that leads to a well-crafted end product. Students will examine exemplars, develop criteria, and participate in a feedback/revision cycle of peer-critique, teacher feedback, and collaborative assessments. Reflection, on both the process and the product, is part of the learning experience because it helps students set goals for the next experience.*

Student-engaged assessment practices: *Learning how to learn will serve students for life. Teaching students self-assessment practices allows them to take more responsibility for the learning experience at the lesson and unit level. For example, asking students to reflect on learning targets—what they mean, whether they understand them, how they know—helps them self-monitor their own engagement in the learning process. Through other structures such as student portfolios and student-led conferences, students will be asked to identify strengths and challenges and determine areas and resources for improvement. Students will have opportunities to reflect on experiences and growth related to the Performance Character traits using self-assessments and showcase presentations. In both the classroom and on the turf, students will be encouraged to reflect on their own achievement and work habits and set goals, all of which are skills they can continue to draw upon in their educational and work careers.*

***Project-based learning (PBL)**: As an instructional practice, PBL utilizes many strategies already described. Researcher John Thomas has identified five key components of effective project-based learning: 1) centrality to the curriculum, 2) driving questions that lead students to encounter central concepts, 3) investigations that involve inquiry and knowledge building, 4) processes that are student-driven, rather than teacher-driven, and 5) authentic problems that people care about in the real world.[47] At Athlos Academy of Reno, teachers will utilize inquiry and PBL learning to encourage students to think critically and solve problems. PBL also encourages students' social development by having them collaborate in small groups. This type of instruction lends itself to more flexible summative assessments, including high-quality work products, that ask students to incorporate their gained skills and knowledge in relevant, meaningful ways.*

Technology-based instruction: To prepare students to both participate *in* and contribute to a society increasingly saturated and driven by digital influences, Athlos Academy of Reno will integrate technology in the classroom in relevant, meaningful ways. Technology is most effectively incorporated when it is used to support already existing curricular goals, and it should encourage active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Technology in the classroom is an excellent way to engage students by linking them to a global audience, inviting them to create digital content, and helping them develop collaboration and communication skills that will prepare them for the future. Athlos Academy of Reno teachers will incorporate technology in conjunction with other teaching methods; in other words, technology will be used to inform, support, and advance other forms of instruction.

~~**Differentiated Instruction:** Teachers at Athlos Academy of Reno will recognize that all students do not learn the same way and that each student's learning needs must be met authentically to foster growth. Differentiated instruction is based around student interests, talents, strengths, and struggles. Teachers will be prepared to provide multiple learning modalities that will help students digest information and make sense of new concepts and skills. They will provide increased challenges for advanced students and appropriate opportunities for struggling students, rather than a simplistic approach of teaching to the students in the middle of the pack.~~

~~**Assessment:** Athlos Academy of Reno will maintain an assessment system that holistically addresses each student's intellectual, social, emotional, and physical well-being. Teachers, coaches, and instructors will provide students with opportunities to develop the knowledge, attitudes, and skills they need in order to manage complexity and take responsible action for the future. At Athlos Academy of Reno, summative tasks in all pillars will be used to gauge student achievement and proficiency. Formative tasks will occur regularly, often in organic ways, and will encourage and excite learning, inform teaching, follow clear learning objectives, and build skills necessary for success on summative tasks. Classrooms—and turf space—at Athlos Academy of Reno will be places where students feel safe to try new things, risk failure, investigate with curiosity, and be vulnerable. To meet these aims, students must see formative assessment as an opportunity to practice, fail, redo, rethink, revise, retry, and ultimately learn and grow. Summative assessments are then the place for students to confidently demonstrate their knowledge, skills, and abilities in meaningful, purposeful ways. Students will also be encouraged to reflect on their own work and create self-assessments, and set goals, all of which are skills they can continue to draw upon in their educational and work careers.~~

[47] (Thomas, 2000)

~~**Professional Development:** School leaders and teachers at Athlos Academy of Reno will receive professional development from Athlos Academies prior to the start of each school year and during the school year, which will include training on the instructional strategies that will be implemented at the school. In addition, Athlos Academies of Reno will have instructional coaches to empower teachers. Coaches will offer observational feedback and lead professional learning coaches to assist and empower teachers.~~

~~Athlos Academy of Reno recognizes students will enter our school with varying skill sets and past experiences. Thus, we will provide them with opportunities to master all the skills necessary to perform well on standardized tests and simultaneously mature intellectually, develop healthy lifestyle habits, and build strong performance character. Teachers at Athlos Academy of Reno will acknowledge that each student brings a unique learning style to the classroom and will differentiate instruction accordingly in a student-centered instructional environment.~~

Differentiation

Athlos Academy of Reno recognizes students will enter the school with varying skill sets and past experiences. Teachers will use different tools to determine a student's current level of performance in order to differentiate instruction. Data will be collected during the first month of the school year. In alignment with the MTSS plan, the school will administer benchmark screening assessments in the fall for both reading and math using the Northewest Evaluation Association's (NWEA) Measure of Academic Progress (MAP) test. Teachers will also use a Bridges baseline assessment tool to determine what skills and concepts students have retained from the previous grade level. Pre-assessments for each unit give further information about a student's current skill level. To supplement the MAP test in literacy, teachers will use the Words Their Way spelling inventory. Lucy Calkins Units of Study provides pre-assessment prompts to determine students' responses to text and writing samples. Using the triangulation of data, teachers will be able to determine reading levels, form groups for targeted instruction, and identify students who need extra support. Applying Tomlinson's research, teachers will adjust curriculum (content, process, or products) to meet students' needs and interests.[48] Through the support of the curricular programs and professional development, teachers will develop strategies to support those who need review and those who need acceleration. For example, the Bridges math program provides workplace activities as part of its lessons. The program instructs teachers to use this center time as an opportunity to work with small groups of students who need more targeted instruction. Examples of other differentiated instructional strategies include center work, the use of leveled readers, choice activity boards, book clubs, and extended research opportunities outlined in individual learning contracts. Teachers will learn how to develop this classroom system with the support of the instructional coaches and PLCs.

Materials for differentiation

Other resources will be made available to teachers to assist with facilitating teaching and learning. These programs provide high-quality differentiation resources that teachers can utilize as needed.

***Reading A-Z** is a web-based reading program that provides easy access to reading materials at a range of instructional levels that help students become proficient readers. The program offers 27 levels of text complexity and support resources such as lesson plans, quizzes, discussion cards, and worksheets. Reading A-Z also includes a phonics program, reader's theater scripts, fluency passages, paired book lessons, close reading packs, and literature circle journals. The program is in alignment with the Common Core standards and*

[48] (Tomlinson, 2014)

provides connections to other reading programs and popular leveling systems. The reading levels correlate to the Fountas & Pinnell Assessment System. The MAP assessment that students will take includes a correlation for each individuals' score to the Fountas & Pinnell Assessment System.

***Raz-Kids** is a web-based reading program that offers animated e-Books and 27 levels of text complexity. Students can listen to books while reading highlighted phrases, read a book at their own pace, record themselves reading a book out loud to practice fluency, and take comprehension quizzes after completing a book. The program provides classroom management tools that allow teachers to maintain a roster of up to 36 students, create assignments, and access individual reports. There is also a formative assessment tool that determines areas of student weakness and identifies needed supplemental instruction. Raz-Kids pairs with Reading A-Z to give students the instructional resources and practice they need to be successful. This program will serve to provide support for struggling readers but will not be used as core reading curriculum.*

***Bridges Intervention** is a supplementary math kit developed as a response to the growing need for intervention programs that provide targeted instruction and support in Tier 2 environments. It offers teachers the tools they need to support learners who need more instruction. It contains activities, games, and practice pages for re-teaching key numeracy skills, concepts, and modeling.*

***Khan Academy** provides engaging resources that can help teachers meet the needs of both excelling and struggling students. It is an online, open-source learning resource for students seeking personalized mathematics lessons. It offers practice exercises, instructional videos, and a personalized learning dashboard. Khan empowers students to study or practice skills at their own pace and outside of the classroom. Math missions guide learners from kindergarten through middle school using adaptive technology that identifies student strengths and learning gaps.*

Professional Development

The Athlos model is supported by curriculum, instructional strategies, and assessment practices that require teachers to master specialized content pedagogy. Teachers will also be building communities and positive school culture for their classrooms, the staff, the whole school, and students' families. Understanding that a new organizational system will be developed and that both leaders and teachers will bring varied experiences and skills, the staff at Athlos Academy of Reno will participate in a strategic professional development plan supported by Athlos Academies (EMO). (For more, see a full listing of the Professional Development Plan.) Curriculum, resources, and strategies alone will not result in effective implementation of the model; quality and well-scaffolded professional development is an important component of the model. The plan outlines training topics for the leadership team, instructional coaches, and the staff which will begin prior to the start of each school year and continue during the school year through on-site visits and virtual meetings. Athlos Academies (EMO) will work with coaches in the implementation of the model as they develop coaching cycles, guide PLCs, and offer observational feedback. The LMS is another tool for professional development available to coaches and school leaders. Athlos Academies (EMO) has curated quality resources and developed online courses on the LMS that are aligned to the structures and strategies for all three pillars. Athlos Academies (EMO) will work with coaches in effectively utilizing this LMS with the staff. The following is an example of professional development topics supporting healthy, balanced assessment practices that Athlos Academies (EMO) has incorporated into an implementation plan.

- *Assessment planning*
  - *Backwards design process is used to plan assessments, lay out questions and learning activities to guide learning*

- *Learning targets deconstruct standards and develop appropriate targets (knowledge, reasoning, skill, product, disposition)*
- *Formative assessments of different types will be used to modify and differentiate instruction*
- *Summative assessments will happen in several forms: selected response, performance-based, written response, personal communication*
- *Norman Webb's depth of knowledge (DOK) analysis of items and tasks used in summative assessments*

Standards-based grading system (philosophy, alignment to standards and assessments, tracking, recording, communicating, report cards)

Student-engaged assessment practices (i.e. student-led conferences, Performance Character showcase, student work exhibitions, student portfolios, reflection on targets, goal setting, collaborative assessments)

In addition to training, Athlos Academies (EMO) will work with leaders and coaches to develop a professional development resource library available for teachers. Selected resources will support model implementation.

(3) Describe the school's approach to help remediate students' academic underperformance. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. What student academic support resources should your school expect from the EMO or CMO (if applicable)? How will you measure the success of your academic remediation efforts (in year 1, year 3, year 5, and beyond? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?

Students who exhibit academic underperformance will go through the Response to Intervention (RTI) *process* ~~plan~~, described in more detail starting on page 65. Identification strategies include regular interim, formative and summative assessment screeners, such as Measures of Academic Progress. Intervention and remediation strategies escalate depending on the student's RTI tier. Students may be assigned to work in flexible small groups as a means to remediate underperformance. Teachers and staff will continue monitoring students to ensure *they* ~~students~~ are making gains. Athlos Academy of Reno will also establish data inquiry teams, composed of staff and paraprofessionals, to see if students are making gains, look at interventions and their efficacy and potentially modify plans and strategies. These teams will meet regularly, ~~likely monthly,~~ to ~~look~~ critically *analyze* ~~at~~ data, especially of *students whose progress is being monitored* ~~kids who are being progress-monitored~~.

Athlos Academies *(EMO)* will support Athlos Academy of Reno in establishing and operating a data inquiry team. The EMO can also suggest *research-based* intervention programs and methods. Remediation will also be part of professional development, with instructional coaches also serving as a support resource.

Data inquiry teams will track a range of data to measure the success and progress of remediation efforts, including the number of students being referred for remediation, how many are qualifying for special education, and how many students are meeting goals.

Over time (to year *five* ~~5~~ and beyond), the goal is that the number of students referred for remediation will go down, while the percentage of students meeting goals increases due to improved teaching and instruction at Athlos Academy of Reno.

Athlos Academy of Reno will notify parents when and how it will conduct testing and screening. Parents will also be notified if their ~~students~~ *children* are in need of remediation and *entering the RTI process* ~~going on the RTI tier~~. More intensive remediation efforts will likely require in-person meetings with parents *after documented tier 2 intervention have been attempted*.

Instructional coaches are designed to ~~assist~~ *aid* in specialized strategies for different groups of students, including gifted students. Also, teachers will use project-based learning allowing for differentiation, which will aid in instruction of gifted students. For projects, gifted students are allowed more of a choice, as well as the time and space to conduct independent research and work.

(4) Describe how you will identify the needs of all students. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students' access to the general education curriculum in the least restrictive environment, and fulfill NV's required Response to Intervention model.

For more details on identification, refer to Athlos' RTI process on page 65. Athlos Academy of Reno will provide students with disabilities access to free and appropriate *public* education (FAPE) in the least restrictive environment (LRE). The ~~Our~~ school will support the needs of special education students and ~~comply with~~ *follow* all applicable state and federal laws including, but not limited to, the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and Nevada state law. This information will be included in employee and student handbooks, provided to parents with registration paperwork, and placed on the school's website. All teachers and administrators will receive specific training on Child Find and student rights.

(5) Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?

Athlos Academy of Reno will follow all Gifted and Talented (G/T) screening, eligibility requirements, evaluation procedures, and reevaluation procedures required by state law. The ~~Student Support Director and Special Education Director~~ *student support director and special education director*, in conjunction with any G/T certified teachers, will collaboratively oversee these procedures. G/T students will be well-served by our approach to curriculum and instruction, because Athlos uses many forms of differentiated learning, including project-based learning, active learning, and critical inquiry. G/T students at Athlos Academy of Reno will receive differentiated curricula, in the form of acceleration, increased complexity, additional content, increased multi-disciplinary connections, and/or projects.

Incoming students with an IEP indicating they are G/T will be re-evaluated following school procedures. For students recommended as G/T by parents or school officials, a team will form to consider eligibility based on evaluation procedures and tools. If the student is determined to be G/T, a new IEP will be developed by the ~~Student Support Director~~ *student support director* and/or ~~Special Education Director~~ *special education director*. Those school officials will coordinate the differentiation of curriculum and instruction with classroom teachers to ensure the needs of this student population are properly met.

Benchmark assessments will be used to track and monitor the progress of G/T students. Teachers will receive professional development in G/T education to ensure understanding of a range of G/T issues, including social and emotional needs, best differentiation practices and strategies, options for acceleration, program implementation and evaluation, and strategies for identification.

(6) Describe the enrichment opportunities that will be available to students performing at or above grade level as part of the school's comprehensive strategy to ensure that all pupils are making accelerated academic progress.

Athlos Academy of Reno's differentiated curricula will help students performing at or above grade level in ways including: acceleration, increased complexity, additional content, increased multi-disciplinary connections, and/or projects.

(7) Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

Students who achieve at levels deemed acceptable by local and state standards will be promoted to the next grade. Any decision concerning promotion or retention will be made after considering all facts related to academic achievement, physical development, maturity, and emotional factors collected from a wide range of sources throughout the year. Athlos Academy will make every effort not to displace a student who is being retained, but will act on a space-available basis.

Students ~~are required to~~ *must* demonstrate that they have mastered grade-level expectations in order to be promoted to the next grade. Grade-level expectations are based on the following:

- Scores on achievement tests;
- Teacher evaluation of student's abilities, motivation, and effort;
- Proficiency assessments;
- Parent/guardian(s) assistance; and
- Good attendance.

When a student is identified as being at risk of retention, the student's parent/guardian(s) will be notified in writing *by the school leader* as early in the school year as practical ~~by the School Leader~~. ~~Parent/guardian(s)~~ *The parent/guardian(s)* must sign a letter agreeing or disagreeing *with* ~~to~~ the decision, and shall be provided an opportunity to consult with ~~the~~ teachers and *the school leader* ~~School Leader~~ concerning the decision to retain their child.

PROGRAMS OF DISTANCE EDUCATION *(Distance Education Applicants Only)*

(1) *A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs (NRS 388.820-388.874 and NAC 388.800-388.860) must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its application to the SPCSA. For applicants who do not propose to offer a program of distance education, please provide a brief statement explaining that the questions in this section are not applicable.*

(2) Describe the system of course credits that the school will use.

(3) Describe how the school will monitor and verify the participation in and completion of courses by pupils.

(4) Describe how the school will ensure students participate in assessments and submit coursework.

(5) Describe how the school will conduct parent-teacher conferences.

(6) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

The questions in this section are not applicable. (Distance education will not be offered.)

PRE-KINDERGARTEN PROGRAMS

(1) *A charter school that wishes to provide pre-kindergarten services to students who will later enroll in its K-12 programs must apply separately to the Nevada Department of Education to offer education below the kindergarten level following charter approval. Approval to offer pre-kindergarten cannot be*

guaranteed. Consequently, revenues and expenditures related to pre-kindergarten should not be included in the initial charter application budget. Please note that state-funded pre-kindergarten programs are not directed through the state Distributive Schools Account for K-12 education. In addition to a limited amount of state pre-kindergarten funding available through the Department of Education, the SPCSA is also a sub-recipient of a federal grant to expand early childhood services in certain high-need communities through programs approved by NDE. Applicants are encouraged to review resources available at **http://www.doe.nv.gov/Early_Learning_Development/. For applicants who do not propose to offer pre-kindergarten, please provide a brief statement explaining that the questions in this section are not applicable.**

(2) Identify whether the school plans to offer pre-kindergarten in the first year of operation or any subsequent year of the charter term.

(3) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.

(4) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.

(5) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.

The questions in this section are not applicable. Pre-kindergarten will not be offered.

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS (*High School Applicants Only)*

(1) ***High schools approved by the SPCSA will be expected to meet or exceed Nevada graduation requirements. For applicants who do not propose to operate a high school program during the initial charter term, please provide a brief statement explaining that the questions in this section are not applicable.***

(2) Explain how the school will meet state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.

(3) Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).

(4) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

The questions in this section are not applicable. High school will not be offered.

DRIVING FOR RESULTS

The SPCSA will evaluate the performance of every charter school annually, and for renewal, replication, and replacement (restart or reconstitution) purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement and measured by the SPCSA Charter School Performance Framework, the Nevada School Performance Framework adopted by the Nevada Department of Education, and applicable law and

regulation. The academic performance standards consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards are based on standard accounting and industry standards for sound financial operation. The organizational performance standards are based primarily on compliance with legal obligations and state law and regulation and SPCSA policies, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Applicants are expected to propose additional mission-specific goals to complement or supplement, but not replace, the SPCSA's performance standards with school-specific, mission-driven academic, financial, or organizational goals. All such indicators, measures, and metrics are expected to be rigorous, valid, and reliable.

(1) Describe the mission-specific academic goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use and describe the process by which you will determine and set targets.

Assessments of and for learning are critical to evaluating programmatic, instructional, and student success. Athlos Academy of Reno will utilize a variety of assessment practices to support analysis, reflection, and growth for teachers and students. Supported by curriculum materials and professional development, teachers will learn to use varied formative assessment strategies to both inform and modify instruction. Summative unit assessments, aligned to standards, will inform student proficiency. A standards-based grading process will support informative communication to both parents and students regarding growth and achievement.

Throughout the year, academic assessment will be measured as described in the next response, starting on page 56. Students will be assessed in each of the core academic skill areas by a range of valid and reliable methods, including summative and formative assessments. Our long-term goal will be to perform at or above Washoe County School District levels and state levels*, whichever is higher,* in all categories. ~~These goals are~~ *This goal is* ambitious*,* however, we feel ~~they are~~ *it is* feasible because developing a healthy body and strong ~~performance character~~ *Performance Character* will *lead to increased success in the classroom* ~~bring to success in the classroom~~.

Athlos Academy of Reno will have academic goals, targets, assessments*,* and measurements connected to each of the *three pillars of performance* ~~Three Pillars of Performance~~. Because our Prepared Mind pillar uses curricula connected to the Common Core State Standards, we will use the Smarter Balanced Assessments used in grades 3-8 by the Nevada Department of Education.

The Healthy Body pillar's *athletic curriculum* ~~Athletic Curriculum~~ assessments include both fitness and performance assessments, which are measured at different times of each school year. These assessments measure student growth as they progress through the AAC and provide students with agency and information as they track their own athletic development over time. *The Athlos athletic curriculum (AAC) is designed to collect and analyze physical literacy data through summative assessment tied to fundamental movement/sport skill rubrics. Data will be assessed and staff will set instructional goals to meet proficiency year over year. Physical literacy progress for students will be tied to the movement rubrics associated with the standards set forth by SHAPE America. Students who score a 3 on the rubrics will be considered meeting grade level proficiencies.*

~~Fitness assessments are modeled after the FitnessGram testing protocol, designed to assess the overall health and wellness of students as they progress throughout the year. Health and wellness are measured in the fitness assessments by BMI, PACER, 90 degree push-ups, curl-ups, trunk lift, and the back-saver sit and~~

~~reach. These are conducted at the beginning and end of every school year. Performance~~ Assessments ~~*assessments* measure performance variables associated with strength, speed, power, and agility, including BMI, 300-yard shuttle, 30-yard sprint, hexagon jump, vertical jump, and standing long jump. These assessments are done at the end of the second and third quarters of the school year.~~

~~Assessments for the Performance Character pillar include regular student self-assessments and a Performance Character portfolio, in which students collect evidence and examples of their growth in each of the 12 Performance Character traits.~~

The measurement of social and emotional learning (SEL), which is critical to the development of Performance Character, is outlined in the chart below.

Student Measures	*Program Measures*
1. Student self assessment *2. Showcase Presentations / Portfolios* *3. SEL Surveys through Panorama (student self-perception & teacher perception)* *4. PBIS Data (Student ODRs)* *5. Attendance.* *6. Academic Achievement*	*1. Implementation Rubric* *2. SEL Surveys (School Climate)* *3. PBIS Data* *4. PBIS Data (School-wide ODRs)*

Part of the assessment process used at Athlos Academy of Reno will be to help students develop self-assessment strategies focused on content and work habits. Such self-assessment strategies, highlighted in student portfolios and student-led conferences, allow students to become more active participants (engaged) in the learning process. Students learn to communicate about their strengths, challenges, and goals toward achievement.

While students learn about and practice Performance Character traits regularly, measuring such social-emotional skills is difficult. Duckworth and Yeager describe the advantages and limitations of current methods regarding their measurement and recommend a multi-pronged approach that includes self-reported data, teacher-reported data, and the use of performance tasks.[49] They caution against using scores to compare schools to one another or as accountability measures for program evaluation due to reference bias and the practice of "faking" results in high-stakes settings.

As a result, Performance Character at Athlos is measured in a variety of ways consistent with the recommendations of Duckworth and Yeager, including the following:

- *Formative student self-assessment scorecards, used primarily for student self-reflection*
- *Artifacts of student work such as journal entries, class assignments, and related examples of Performance Character (recognition, awards, letters of recommendation, etc.) collected in a student's portfolio*
- *Semi-annual SEL self-assessment and student assessments by teachers, using valid and reliable measures developed by Panorama Education*
- *School climate surveys, conducted annually*
- *Student behavior data including behavior referrals and attendance*

[49] (Duckworth & Yeager, 2015)

Program effectiveness is dependent upon the quality of implementation. Through a series of both on-site and virtual professional development opportunities and clearly defined expectations articulated in the Pillar Implementation Guide, Performance Character strategy implementation is carefully and routinely monitored for fidelity.

The integrity of the three pillars is dependent on the climate and culture of the school. To identify progress as well as room for improvement, Athlos Academy of Reno will conduct regular surveys as part of a culture and climate assessment. The following culture and climate assessment process is supported by Athlos Academies (EMO) staff, in partnership with school leaders. Each component of the assessment process is further described below.

Dates	***Participants / Tool***
September (4- 5 weeks after the start of the school year)	*STUDENTS - SEL Questionnaire (11 minutes)* **Growth Mindset* **Self-Management* **Social Awareness* **Self-Efficacy* **Background questions (demographics) - optional*
September (4- 5 weeks after the start of the school year)	*TEACHERS - SEL Questionnaire (5 minutes)* **Teacher Self-Reflection* **Professional Learning About SEL*
Fall – Student-led conferences	*PARENTS – Family-School Relationship Survey (10 minutes)* **Family Support* **Learning Behaviors* **Barriers to Engagement* **Background Questions (demographics) – optional*
December (second week)	*STUDENTS - SEL Questionnaire (6 minutes)* **Teacher–student relationships* **Sense of belonging* **Safety*
December (second week)	*TEACHERS Panorama Teacher Survey (14 minutes)* **School Climate* **Staff-Leadership Relationships* **School Leadership* **Feedback and Coaching* **Faculty Growth Mindset*

March / April (coordinated with state testing)	*STUDENTS - SEL Questionnaire (11 minutes)* **Growth Mindset* **Self Management* **Social Awareness* **Self-Efficacy*
Spring – Student-led conferences	*PARENTS – Family-School Relationship Survey (10 minutes)* **Family Engagement* **School Climate* **School Safety* **Background Questions (demographics) - optional*
May	*TEACHERS Panorama Teacher Survey (14 minutes)* **School Climate* **Staff-Leadership Relationships* **School Leadership* **Feedback and Coaching* **Faculty Growth Mindset*

SEL Questionnaire

The Social-Emotional Learning (SEL) Questionnaire is used to gather information on both students and teacher perceptions. Students take a similar questionnaire twice in the school year to inform students, teachers, and parents of student self-perceptions. The second measure done in the spring offers students' perceived growth in the assessed areas. Students in grades three and above take the questionnaire.

Student topics used in the fall and spring:

Growth Mindset

Student perceptions of whether they have the potential to change factors that are central to their performance in school.

Example Question: In school, how possible is it for you change…how easily you give up?

Self-Management

How well students manage their emotions, thoughts, and behaviors in different situations

Example Question: During the past 30 days how often did you come to class prepared?

Social Awareness

How well students consider the perspectives of others and empathize with them.

Example Question: During the past 30 days how carefully did you listen to other people's points of view?

Self-Efficacy

How much students believe they can succeed in achieving academic outcomes.

Example Question: When complicated ideas are presented in class, how confident are you that you can understand them?

Background Questions

Demographic questions about respondents that could be included and may be of interest to many schools.

Example Question: What is your race or ethnicity?

Using the SEL Questionnaire, teachers are asked questions related to their readiness and preparation to support social-emotional learning with students.

Teacher topics used in the fall:

Teacher Self-Reflection

Faculty perceptions of their professional strengths and areas for growth related to SEL.

Example Question: How confident are you that you can engage students who typically are not motivated?

Professional Learning About SEL

Perceptions of the amount and quality of professional growth and learning opportunities available to faculty related to social-emotional learning.

Example Question: At your school, how valuable are the SEL professional development opportunities?

Using the SEL Questionnaire, students are asked questions about the extent to which the environment in which the students are learning influences their academic success, their social-emotional development, and their growth. Collecting the student perceptions on these topics would be done towards the end of the first semester.

Student topics used in the winter:

Teacher-Student Relationships

How strong the social connection is between teachers and students within and beyond the school.

Example Question: How many of your teachers are respectful toward you?

Sense of Belonging

How much students feel that they are valued members of the school community.

Example Question: How connected do you feel to the adults at your school?

School Safety

Perceptions of student physical and psychological safety while at school.

Example Question: How often do you worry about violence at your school?

Family-School Relationships Survey

The Family-School Relationship Survey provides schools with a clear picture of family attitudes about an array of topics. Families at Athlos schools will be asked to complete a survey after both the fall and spring student-led conferences. The topics and questions for each survey will be different. The fall questions help the teacher get a better sense of the support offered in the home environment. The spring questions are more focused on family perceptions of the school.

Family topics used in the fall:

Family Support

Families' perceptions of the amount of academic and social support that they provide their child outside of school.

Example Question: How often do you and your child talk when he/she is having a problem with others?

Learning Behaviors

Families' perceptions of their child's learning-related behaviors.

Example Question: How much effort does your child put into school-related tasks?

Barriers to Engagement

Factors that can create challenges for families to interact with or become involved with their child's school.

Example Question: How big a problem are the following issues for becoming involved with your child's school?

Background Questions

Demographic questions about survey-takers that could be included in the survey.

Example Question: What is your race or ethnicity?

Family topics for the spring:

Family Engagement

The degree to which families become involved with and interact with their child's school.

Example Question: How often do you meet in person with teachers at your child's school?

School Climate

Perceptions of the overall social and learning climate of the school.

Example Question: To what extent do you think that children enjoy going to your child's school?

School Safety

Perceptions of student physical and psychological safety at school.

Example Question: How likely is it that someone from your child's school will bully him/her online?

Background Questions

Demographic questions about survey-takers that could be included in the survey.

Example Question: What is your race or ethnicity?

Panorama Teacher Survey

The Teacher Survey is a tool to collect feedback from teachers. The survey is designed to spark and support productive conversations between teachers and school leaders about professional learning, school communication, school climate, and other key topics. There is also a "staff" version of this survey that collects feedback from non-instructional school staff who have student-facing roles. The survey (measuring the same areas) is given twice, first at the end of the first semester and again close to the end of the school year. Data can then be used to adjust and focus on second-semester improvements.

Teacher and Staff topics used both in the winter and end of the school year.

School Climate

Perceptions of the overall social and learning climate of the school.

Example Question: How often do you see students helping each other without being prompted?

Feedback and Coaching

Perceptions of the amount and quality of feedback faculty and staff receive.

Example Question: How useful do you find the feedback you receive on your teaching?

Staff-Leadership Relationship

Perceptions of faculty and staff relationships with school leaders.

Example Question: When you face challenges at work, how supportive are your school leaders?

School Leadership

Perceptions of the school leadership's effectiveness.

Example Question: How knowledgeable are your school leaders about what is going on in teachers' classrooms?

Faculty Growth Mindset

Perceptions of whether teaching can improve over time.

Example Question: How much can teachers improve their classroom management approaches?

(2) In the table below, outline the clearly measurable annual performance and growth goals that the school will set in order to meet or exceed SPCSA expectations for the Charter School Performance Framework indicators and to meet state expectations for student academic growth in accordance with the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education. You may add or delete rows as needed. Also:

(a) Describe your presumed baseline and explain how it was set.

Currently, the presumed baseline ~~data is the~~ *is Washoe County School District (*WCSD*)* data for students in ~~grades kindergarten~~ *third grade* through eighth grade ~~in the district~~. This baseline data will be analyzed during the incubation year for leadership and EMO academic staff to align curricular goals to meet or exceed both state and district averages. This intentional curriculum mapping will provide goals for MAP testing at each grade level for all students and will aid in tracking progress throughout the year (at least quarterly) with the EMO to reach academic goals set forth for the year *including student achievement goals on the SBAC*.

~~Because accurate SBA data for WCSD is not currently available, the goals here are based on a percentage of hypothetical data. As actual data comes in, these goals can be adjusted.~~

The baseline data was set using WCSD's Criterion-Referenced Test (CRT) data for the 2015-2016 school year. The baseline was determined by using district-wide proficiency averages for tested grades as well as nearby South Reno schools, specifically Brown Elementary School, Double Diamond Elementary School, Pine Middle School and Depoali Middle School. Because Athlos Academy of Reno is proposing a campus in South Reno, these nearby schools would be a more accurate predictor for a baseline of student needs than that of the district as a whole. However, there still may be students who choose to attend Athlos Academy of Reno who attended schools outside of the South Reno area. An average of these proficiency scores, specifically an average of the results from all of WCSD and the subset of South Reno schools, was used to determine the baseline for the chart in the next response. Athlos Academy of Reno will use the data as a baseline and is committed to the SPCSA's mission of helping students of all achievement levels succeed.

Athlos Academy of Reno is dedicated to being a part of the solution surrounding achievement gaps in certain populations in WCSD by explaining how it will evaluate academic progress. In the following sections there are further explanations of interim assessment implementation with Measures of Academic Progress (MAP) and aimswebPLUS as well as proficiency goals for populations at the school who may be more at-risk based on current student assessment data in the area. Further explanation of the assessment process at Athlos Academy of Reno is described throughout the Academic Plan.

(b) Articulate how the organization will measure and evaluate academic progress – of individual students, student cohorts, sub-groups, campuses (for invited multi-site applicants), and the entire school – throughout the school year, at the end of the academic year, and for the first three years of operation.

Athlos Academy of Reno will begin by using formal interim assessments three times in the school year using MAP as a universal screener. MAP will be administered initially to establish benchmark data which will affect instructional decisions and professional development topics. It will be administered again in the winter and spring to measure growth and further allocate resources. The scheduling will be the first week of December and the third week of March; this will allow for two months of quality instruction between assessment periods, coordinating with the summative assessment that takes place in the spring.

To meet established academic goals, a variety of interventions will be used depending on where students score. Students belonging to certain subpopulations such as those who are identified as English Language Learners (ELL) and students who are identified with an Individualized Education Plan (IEP) will have separate goals for the MAP testing. These students will receive weekly progress monitoring and will be evaluated to make sure they are improving in proficiency in reading and math. Athlos Academy of Reno will follow a plan to make sure students are meeting the goals in the chart below.

Any student that scores below the 20th percentile on interim assessments will receive additional monitoring via Curriculum-Based Measurement (CBM) through aimswebPLUS in addition to differentiated instruction. The progress-monitoring tool (aimswebPLUS) will be used to track progress for those at-risk students to inform more rigorous intervention and differentiation as well as to initiate a process of identifying a student who may need to have an IEP in place.

Students who do not meet the target but are not within the lowest 20th percentile will have monthly progress monitoring and differentiated instruction between the three formal assessments happening throughout the school year. Students that fall between the 6th and 20th percentiles will be monitored monthly using

aimswebPLUS math and reading probes, depending on student need, and will receive intervention outside of the regular curricula (e.g. in the general education classroom for reading and an additional 30 minutes 4 times a week outside the classroom using a research-based reading program). Students who fall below the 5th percentile will be monitored weekly and will receive intensive intervention outside of the regular curricula (e.g. in the general education classroom for reading and 30 minutes four times per week outside the classroom).

~~Goal~~	~~Evaluation Tool and Frequency~~	~~Baseline~~	~~2017-18~~	~~2018-19~~	~~2019-20~~
~~Students will meet high achievement goals and develop a Prepared Mind.~~	~~Students in grade 3-8 achieve at or above Washoe County School District SBA average~~	~~(WCSD data not currently available.)~~	~~85%~~	~~90%~~	~~95%~~
~~Students will develop and maintain healthy bodies~~	~~Growth on FitnessGram assessment~~		~~70%~~	~~75%~~	~~80%~~

Goal	*Evaluation Tool and Frequency*	*Baseline*	*2018-19*	*2019-20*	*2020-21*
Students will meet high achievement goals and develop a Prepared Mind.	*Students in grades 3-8 will achieve proficiency of double-digit gains in reading and math on MAP.*	*In Washoe County School District (WCSD) and South Reno schools, students in grades 3-8 are achieving an average proficiency rate of 38% in math and 51% in reading.*	*45% on math and 60% on reading*	*55% on math and 65% on reading*	*65% on math and 70% on reading*
Students will develop and maintain healthy bodies through movement competency.	*Growth on SHAPE America standards, based on quarterly rubric-based assessments.*	*A baseline will be determined after an intake assessment at the beginning of the school year, or upon enrollment at the school*	*70%*	*75%*	*80%*

Students who have an Individualized Education Plan (IEP) will have academic goals set and receive MTSS support to achieve proficiency goals	*Students will be monitored weekly and will receive intervention outside of the regular curricula.*	*In WCSD and South Reno schools, students in grades 3-8 with an IEP are scoring an average proficiency rate of 12% in math and 14% in reading*	*25%*	*30%*	*35%*
Students who are English Language Learners (ELL), will achieve reach proficiency in math and reading.	*Students will be monitored weekly and receive appropriate intervention in reading, math and daily oral language.* *Bilingual support, within the scope of law, will be provided to support students and families in reaching achievement goals.*	*In WCSD and South Reno schools, students in grades 3-8 who are ELL, are achieving an average rate of proficiency of 11% in math and 12% in reading.*	*20%*	*25%*	*30%*

(3) In addition to mandatory state testing, identify the primary interim academic assessments the school will use to assess student-learning needs and ensure progress towards SPCSA and state proficiency targets and describe how they will be used.

Athlos Academy of Reno will use Measures of Academic Progress (MAP) as a formative computer adaptive interim assessment to see what type of differentiated learning is necessary. MAP is aligned with the Common Core State Standards and is a valid assessment in use by other schools in Nevada and across the country. MAP can measure growth, inform instruction, evaluate school programs, and identify staff's professional development needs.

As mentioned in the Targeted Plan in the Meeting the Need section beginning on page 6, Athlos Academy of Reno wants to address the achievement gap that is occurring in Washoe County School District with different populations of students. Evaluation of academic needs for students will be identified by using MAP to help students reach the levels of proficiency for the different populations of students listed above in the chart. If students are not at the predicted levels of proficiency, they will be monitored for growth using the CBM though aimswebPLUS for progress monitoring in addition to the MAP benchmark assessment.

Based on how students score on MAP, teachers can adjust their instruction and students' level of progress-monitoring and MTSS support. The response under prompt 1 of this section, beginning on page 50, explains Athlos Academy of Reno's goals and how the school will use the MAP data to assess student needs. All data

collected through assessments will be shared with the data inquiry team that utilizes a Multi-Tiered Support System (MTSS) to provide tiered support as follows:

- *Students who score above the 35th percentile will take the MAP assessment once in the fall, winter, and spring.*
- *Students who score within the 25th and 35th percentiles will be monitored once a month on reading and math through aimswebPLUS. Students will also receive differentiated instruction within the regular curricula.*
- *Students who score within the 11th and 24th percentiles will have progress monitoring every other week using the aimswebPLUS reading and math probes, depending on student need, and receive intervention outside of the regular curricula, such as in the general education classroom for reading and 30 minutes four times per week outside the classroom using a research-based reading program.*
- *Students who score below the 10th percentile will be progress monitored weekly using the aimswebPLUS reading and math probes, depending on student need. They will also receive intensive intervention outside of the regular curricula, such as in the general education classroom for reading and 30 minutes four times per week outside the classroom using a research-based reading program.*

In addition, many of the curricula used by Athlos Academy of Reno *will* include formative assessments. For more on how formative assessments are integrated into the Athlos curricula, see the response that begins on page 18.

(a) How will you support teachers in developing embedded assessments and checks for understanding in order to ensure that instruction meets student needs?

MAP provides professional development materials for teachers to embed the assessments into their instruction. In addition, ~~professional development provided by~~ Athlos Academies *(EMO) will provide professional development focusing* ~~focus~~ on administering, evaluating and responding to formative assessments. *Teachers will receive professional development on MAP that will help them understand the importance of the data that MAP provides and, most importantly, how to modify their instructional techniques based on student data results.*

(b) Explain how you will know that your proposed interim assessments are valid and reliable indicators of progress. Explain how these interim assessments align with the school's curriculum, performance goals for the school and the SPCSA, and state standards.

MAP assessments ~~will be~~ *and aimswebPLUS are* aligned with Common Core State Standards, as are the SBA*C*, Athlos Academy of Reno's Prepared Mind curricula, and *Nevada Content Academic Standards (NVACS)* ~~state standards~~.

(c) Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide and classroom level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

Once data on student academic achievement is received, school leaders and staff will analyze the school's results school-wide, as well as specific results by subject areas, results for new students, and any patterns of

results by subject, grade level or classroom. *They will conduct this work via data inquiry teams, with agendas and training materials available in Athlos Academies' (EMO) learning management system (LMS).* In addition to meeting stated academic goals, Athlos Academy of Reno aims for continuous improvement across the school.

If particular classrooms are not meeting expectations, leaders and staff will look at teachers, instructional programs, and the formative assessments used in the classroom. Corrective actions will divide larger remediation and improvement goals into smaller, achievable steps.

Teachers in need of improvement, will receive support from instructional coaches, professional learning communities, school leaders and Athlos Academies *(EMO)*. Teachers and school leaders will work together to develop individual plans for growth, which will be part of teachers' ongoing evaluation and improvement efforts. School leaders and instructional coaches will be responsible for implementing corrective actions across the school, with teachers bearing responsibility for their individual classrooms.

(d) Articulate how interim assessments will be used to inform instruction. How will teachers and school leaders be trained in their use?

Interim assessments will be used to monitor progress for a sample of classroom and school-wide populations. Subject-level assessments will be given in the fall, winter, and spring to assess whether students are achieving growth.

One instructional coach at the school will oversee the interim assessment process. They will be responsible for training teachers. Athlos Academies (EMO) will work with and train the instructional coach and school leader on best practices via courses in the LMS and will work with the school leaders to analyze the data. Athlos Academies' (EMO) chief academic officer, chief programs officer, and Prepared Mind staff will support Athlos Academy of Reno staff in the assessment process.

~~Athlos Academies will provide professional development training for teachers and school leaders specifically on interim assessments.~~ In addition, *MAP* ~~Measures of Academic Progress~~ offers some training for teachers and leaders. Training will also be part of the data-inquiry team process. Teachers will be taught to step back from individuals' results and look for patterns within interim assessments. *For an outline of resources used in initial training for the data inquiry team, see the Supporting Documents.*

(e) **Regardless of grade levels served, new charter schools will not receive an NSPF or CSPF rating until after the completion of their first full year. Therefore, in the table below, identify specific interim performance goals and assessments that you will use to confirm that the school is on-track to meet ambitious academic goals throughout the school's first year with students. You may add or delete rows as needed.**

~~Goal~~	~~Assessment~~	~~Quarter 1~~	~~Quarter 2~~	~~Quarter 3~~	~~Quarter 4~~
~~Proficiency and progress in reading~~	~~Measures of Academic Progress~~	~~Benchmark and MAPS testing to track progress~~	~~Benchmark and MAPS testing to track progress; Mid-Year review~~	~~Benchmark and MAPS testing to track progress~~	~~Benchmark and MAPS testing to track progress; End of year review with EMO to track, reflect, set goals,~~

			~~with EMO to track, plan for PD needs, and coach progress~~		~~and coach progress going into next year~~
~~Proficiency and progress in mathematics~~	~~Measures of Academic Performance~~	~~Benchmark and MAPS testing to track progress~~	~~Benchmark and MAPS testing to track progress; Mid-Year review with EMO to track, plan for PD needs, and coach progress~~	~~Benchmark and MAPS testing to track progress~~	~~Benchmark and MAPS testing to track progress; End of year review with EMO to track, reflect, set goals, and coach progress going into next year~~
~~Proficiency and progress in language usage~~	~~Measures of Academic Performance~~	~~Benchmark and MAPS testing to track progress~~	~~Benchmark and MAPS testing to track progress; Mid-Year review with EMO to track, plan for PD needs, and coach progress~~	~~Benchmark and MAPS testing to track progress~~	~~Benchmark and MAPS testing to track progress; End of year review with EMO to track, reflect, set goals, and coach progress going into next year~~

Goal	***Assessment***	***Quarter 1***	***Quarter 2***	***Quarter 3***	***Quarter 4***
Proficiency and progress in reading	*Measures of Academic Progress*	*Benchmark MAP testing to assess proficiency; aimswebPLUS to progress-monitor*	*Benchmark MAP testing to assess proficiency; aimswebPLUS to progress-monitor; Mid-year review with EMO to track, plan for PD needs, and coach progress*	*Benchmark MAP testing to assess proficiency; aimswebPLUS to progress-monitor*	*Benchmark MAP testing to assess proficiency; aimswebPLUS to progress-monitor; End-of-year review with EMO to track, reflect, set goals, and coach progress going into next year*

Proficiency and progress in mathematics	*Measures of Academic Performance*	*Benchmark MAP testing to assess proficiency; aimswebPLUS to progress-monitor*	*Benchmark MAP testing to assess proficiency; aimswebPLUS to progress-monitor; Mid-year review with EMO to track, plan for PD needs, and coach progress*	*Benchmark MAP testing to assess proficiency; aimswebPLUS to progress-monitor*	*Benchmark MAP testing to assess proficiency; aimswebPLUS to progress-monitor; End-of-year review with EMO to track, reflect, set goals, and coach progress going into next year*
Proficiency and progress in language usage	*Measures of Academic Performance*	*Benchmark MAP testing to assess proficiency; aimswebPLUS to progress-monitor*	*Benchmark MAP testing to assess proficiency; aimswebPLUS to progress-monitor; Mid-year review with EMO to track, plan for PD needs, and coach progress*	*Benchmark MAP testing to assess proficiency; aimswebPLUS to progress-monitor*	*Benchmark MAP testing to assess proficiency; aimswebPLUS to progress-monitor; End-of-year review with EMO to track, reflect, set goals, and coach progress going into next year*

(4) Describe the process for collecting and storing data, including the information system(s) used in addition to the statewide Infinite Campus system.

~~Student data is collected both electronically and in hard copy through registration packets. Athlos Academy of Reno will lease temporary office space, likely in February or March prior to the first year of operations, prior to collecting any hard copy student data. Once collected, any student data files will be stored in a locked file cabinet or room. Once school begins, hard copies of student data will be stored in a similarly secure location on campus.~~

~~Enrollment applications containing student data will be collected through a form on the Athlos Academy of Reno's website. This form does not request any FERPA-protected data. The form is stored on a secure network until it is uploaded into Infinite Campus to create student profiles.~~

Through the enrollment and registration process, appropriate Athlos Academy of Reno staff will compile student data and use the Infinite Campus platform to ensure accuracy of student data and student profiles. Student longitudinal data will be compiled through Infinite Campus for a complete historical representation of students' academic careers. This data will be stored on the Infinite Campus system, and consistent with State of Nevada security protocols. From time to time and under appropriate circumstances, hard copies of student educational records will be kept in a secure and locked cabinet or room at Athlos Academy of Reno. During the pre-operational months, this secure room will be at a locked temporary location. During the operational years, a secure file room at the school campus will be used.

Athlos Academy of Reno teachers and instructional coaches will implement a balanced assessment system that includes formative, interim, and summative assessments. These assessment results will be stored in Infinite Campus and used by the data inquiry team to target intervention strategies and instructional differentiation for students.

In conjunction with Infinite Campus, Athlos Academy of Reno will use Athlos Tools to collect and analyze data for the Healthy Body pillar. This secure, online platform will be populated with student profiles that are uploaded from a secure file transfer protocol. Athlos Academies (EMO) will work with the school to produce data reports at the school level, grade level, and targeted subgroup populations and compare those against other existing schools across the Athlos network. At no point in time will data be shared with any other third-party provider without data sharing agreements that are consistent with federal and state laws.

(5) Describe the process for collecting and reporting data across the network of EMO schools in Nevada and in other jurisdictions.

Data will be collected by and reported to the EMO (Athlos Academies) via secure transfers using PowerSchool. ~~Data will~~ also ~~be transferred to the SPCSA and other Nevada regulatory agencies using Infinite Campus~~, as needed~~.~~

In Nevada, Infinite Campus is the established tool for collecting and reporting data across schools. Although this application is only for one Athlos school in the state of Nevada, the school will benefit greatly from existing student profiles in Infinite Campus as students begin enrollment. During the enrollment period, designated staff at Athlos Academy of Reno and Athlos Academies (EMO) will work to review student profiles that will help to inform planning, instructional practice, and professional development to meet the needs of students coming to the school. Data from any Athlos school is managed and monitored with Athlos Academies (EMO) in compliance with state and federal laws. The school will securely report data through its student information system (SIS), Infinite Campus, to be used for data analysis network wide. This data is used to work with campus-level leadership and the EMO to inform best practices, address needs, and plan for success across the network. The scope of how data is collected and reported between each campus and the EMO is outlined in the master service agreement (MSA) for that campus. For Athlos Academy of Reno, the MSA section 5(d) and section 7(b) outline the agreement for access to school-wide data.

AT-RISK STUDENTS AND SPECIAL POPULATIONS

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2016-17 school year, the State of Nevada will switch to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a broader continuum of services. All applicants submitting proposals to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

The SPCSA operates under the following principles with regards to special populations of students:

1. *SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.*
2. *SPCSA schools are to ensure streamlined access for all students requiring special programs.*
3. *SPCSA schools develop programs to support the needs of their students.*
4. *SPCSA schools do not counsel or kick any students out.*
5. *SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.*
6. *If needed, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest needs students, including but not limited to clustered placements in consortium with other charter schools.*
7. *SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make*

placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.

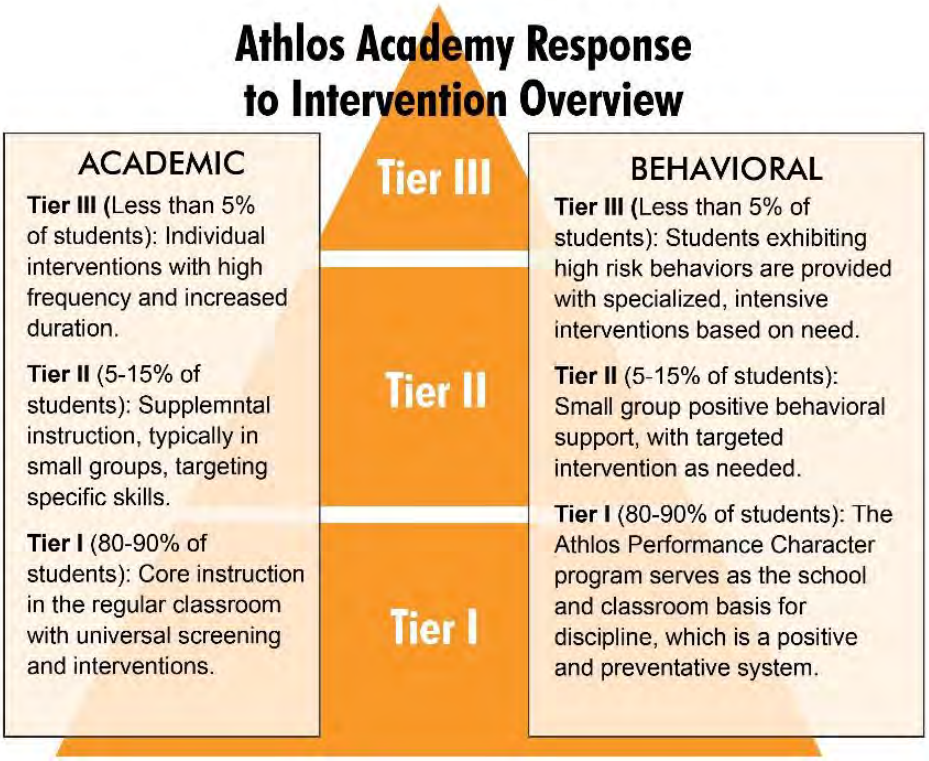
At-Risk Students

(1) How do you define "at-risk" students? What are the methods for identifying at-risk students through academic and behavioral processes?

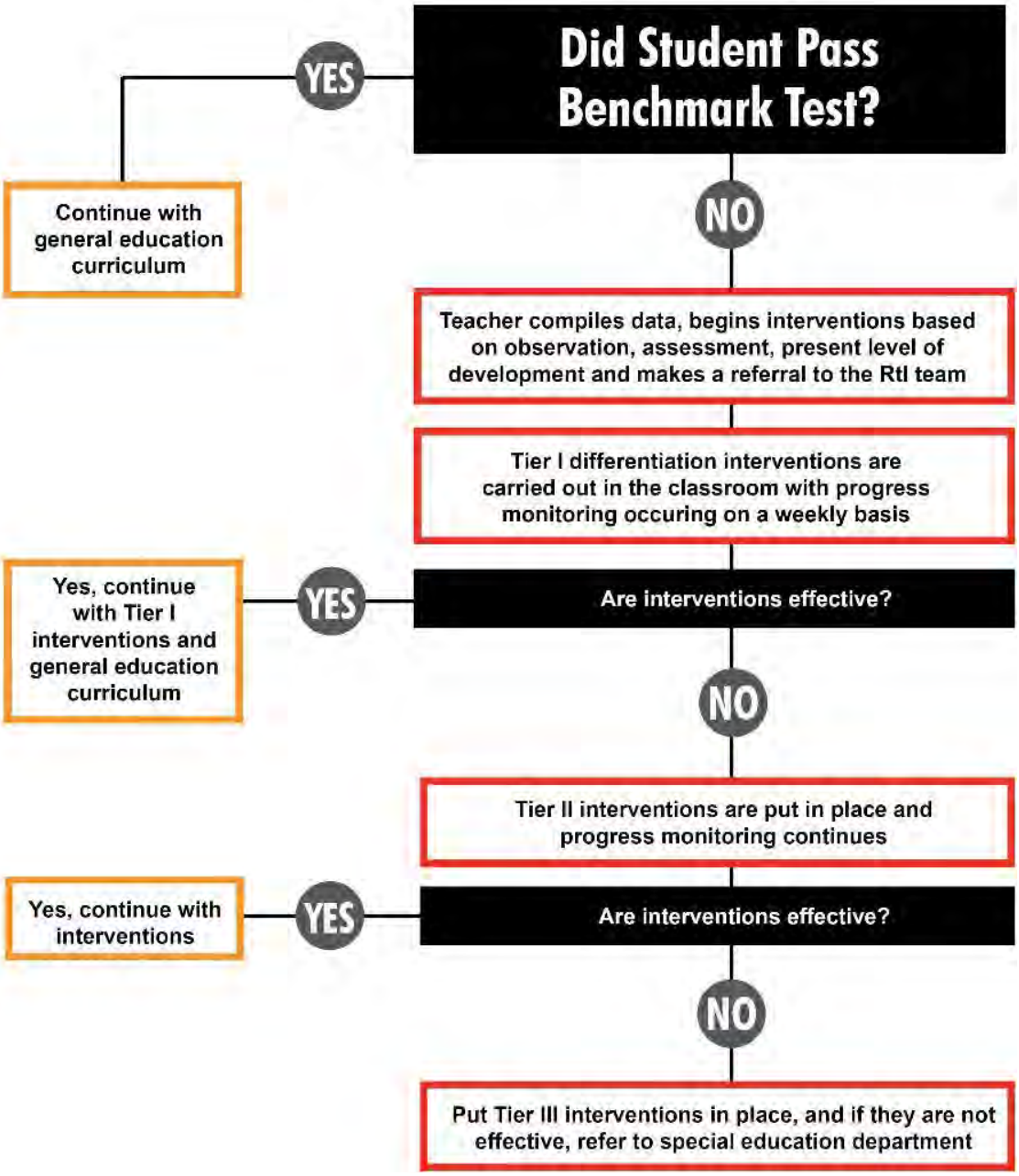
Athlos Academy of Reno will follow the definition of "at risk" in NRS 388A.045. School leaders will measure discipline referrals and attendance records at least monthly to help identify students who are at-risk of dropping out. We will use the RTI plan (see the next response) to identify students with potential behavioral issues. Reviews of formative and summative academic assessments will help determine if students are at risk academically. Reviews of Home Language Surveys and Free and Reduced Lunch status will be used to determine if students are at risk due to their ELL or economic status, respectively.

(2) Describe your Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level.

The Response to Intervention (RTI) plan at Athlos Academy of Reno will provide intensive, high-quality instruction and interventions aimed at supporting the learning or behavioral needs of each student. Targeted interventions will be provided prior to deciding a student has an exceptionality requiring special education services. The results of these interventions will drive ongoing instruction, regardless of whether a student is in special education or general education. To the right is a chart outlining our three-tiered RTI approach designed to address student needs.



Universal screening to benchmark all students will occur three times a year to determine appropriate tiers for all students. The chart ~~to the right~~ *below* is the Subject Specific RTI Flowchart Athlos Academy of Reno will use.



The RTI process at Athlos Academy of Reno will begin when the referring teacher contacts a member of the RTI team, which consists of a school leader, instructional coaches, special education director, counselor, and potentially other staff members, to schedule an appointment for an initial meeting. In this meeting, the referring teacher will present specific, relevant data to define the issue. Collaboratively, the referring teacher and RTI team will examine all possible contributions to the noted issue; such contributions may include the quality of previous learning instruction, attendance, and/or the absence or limitation of basic skills. The referring teacher and the team will then attempt to accurately identify needed skills. They will brainstorm to

determine possible research-based interventions. Once an intervention is determined, the referring teacher will implement it in the classroom and collect ongoing data. After data collection, the RTI team will meet again with the referring teacher to evaluate the intervention plan's effectiveness. If the intervention plan is not successful, the team will re-evaluate the situation. If the interventions(s) are successful, they will then periodically examine trends and patterns in referrals which may be addressed universally.

(3) What interventions will be offered for students exhibiting early signs of behavioral concerns? How will individual behavior plans for students be implemented and monitored?

~~Interventions and IEPs for students with potential behavioral concerns will be implemented and monitored through the school's Response to Intervention (RTI) process, described in detail in the previous response~~

Positive Behavioral Interventions and Supports (PBIS) is a major component of the Athlos Positive Behavior Support Plan and utilizes a multi-tiered system of support (MTSS) model to respond to students' behavioral concerns. Behavioral expectations are taught, modeled and practiced by all students as part of the Plan's Tier 1 implementation. Students are provided with multiple opportunities to demonstrate positive behaviors associated with school-wide and classroom expectations through prompts and are supported in a variety of ways, many of which are integrated into Performance Character pillar strategies to ensure frequent and routine exposure and reinforcement.

The Athlos Positive Support Plan incorporates the use of student behavioral data to track and respond to inappropriate behavior and identify students in need of support. When students show signs of behavioral concerns by being non-responsive to the above behavioral supports, a variety of early interventions exist to attempt to correct students' behavior. These include pre-correction, error correction, re-teaching, and frequent recognition of successful demonstration of desired behaviors. Students who continue to be non-responsive may be referred for Tier 2, Tier 3 and intervention supports. Referred students' cases will be reviewed by an MTSS team following a protocol similar to a traditional RTI model. The intervention team is responsible for monitoring and implementing students' individual behavior plans. Tier 2 interventions may be suggested, implemented, and progress monitored for a set time period.

Tier 3 interventions are determined on a case-by-case basis for students whom Tier 1 and Tier 2 interventions are determined to be inadequate. Additionally, the intervention team may identify additional "wrap-around" supports, including local behavioral health agencies and additional social services, as needed.

Special Education

(1) Track Record: Please explain the extent to which one or more members of the founding school team (e.g., founding board, instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.

~~Founding Board Member~~ *Committee to form member* Marcus Culpepper has years of experience working to achieve high academic outcomes for students with disabilities. Marcus has taught first, second, and fifth through eighth grades in Washoe County School District. He is currently ~~Dean of Students~~ *dean of students* at a middle school in Washoe County School District.

For the seven and a half years that Marcus was a classroom teacher, he had a range of students that were identified as needing special education services. Whether he had students receiving services on 504 accommodation plans or students with severe autistic disabilities, Marcus ensured that all of his students were exposed to grade level curriculum and held to the same standards as all other students in the class

with respect to IEP accommodations and modifications. As a teacher with a varying range of abilities in his classroom, Marcus differentiated his instruction to make the grade level standards accessible to all students. While making the standards accessible, but still rigorous, students with wide ranges of disabilities were still able to master the standards by providing the accommodations that were consistent with their individualized education plans.

Athlos Academies' *(EMO) director* ~~Director~~ of Prepared Mind, in addition to developing programming that helps students with disabilities achieve high academic outcomes, was previously an instructional coach and member of a school-wide IEP committee at a successful Idaho charter school. In addition, she was a classroom teacher in that school, which had a higher than average special education population, that emphasized keeping students with all levels of disabilities in the classroom for instruction.

(2) Identification: How will the school identify students in need of additional supports or services?

Athlos Academy of Reno teachers will receive training at the beginning of each school year and throughout the year on relevant topics, including appropriate use of the Child Find process and making appropriate accommodations and modifications to curriculum. Teachers will meet individually with the *special education director* ~~Special Education Director~~ or with the entire IEP team for a given child to ensure all aspects of the IEP are understood and prepared for so that services can begin on the first day of school. Note that the IEP status of particular students will be shared with teachers only when needed, not in teacher training.

Athlos Academy of Reno will implement Child Find to ensure all students with disabilities who may ~~be in~~ need ~~of~~ special education and related services are identified, located, and evaluated. Parents and guardians may also request an evaluation to determine if their child is a child with an exceptionality. Evaluations may also be initiated by the *special education director* ~~Special Education Director~~ if an extended RTI process indicates that further intervention may be needed. Initial evaluations will take place, with parent approval, to determine whether ~~or not~~ the student has an exceptionality and needs special education services. Follow up evaluations will help determine all ~~of~~ the child's educational needs. After an evaluation, school representatives will meet with parents to discuss the evaluation and any other information about the student's educational needs. After this post-evaluation meeting, another meeting will be held to develop an ~~Individualized Education Plan (~~IEP~~)~~ for the student.

At the IEP meeting, parents and school representatives will work together to determine the special education services and support that meet the students' needs. The IEP team will consist of:

- Student's Parent/Guardian
- Student (when appropriate)
- Special *education director or teacher* ~~Education Director or Teacher~~
- General *education teacher* ~~education teacher~~ (when appropriate)
- Representative knowledgeable about specially designed instruction and curriculum (may be one of the individuals listed above)
- Other people whom the parent/guardian or Athlos Academy of Reno wishes to invite

IEPs at Athlos Academy of Reno will meet the specific needs of students with disabilities, as defined by federal regulation, and will include:

- The student's present academic and functional performance levels.

- IEP goals developed by the IEP team. These goals should help the student make progress in the general education curriculum over the course of the school year.
- A description of how goals will be measured and how school staff will track the student's progress.
- The special education, related services, accommodations, and modifications the student will receive.
- Other special factors such as behavior management strategies, health needs, and assistive technology.

(a) (*Elementary Schools Only*) How will the school accurately identify students prior to enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?

Parents will be asked on registration paperwork for Athlos Academy of Reno to indicate whether their child has an ~~Individualized Education Plan (~~IEP~~)~~ or 504. This information will allow the *special education director* ~~Special Education Director~~ to initiate a review to ensure that appropriate services are in place prior to the student's first day of school. The office manager will be trained and instructed to notify the *special education director* ~~Special Education Director~~ of all incoming files with IEPs.

(b) (Middle and High Schools) How will the school identify and serve students who require special education services and develop transition plans?

An IEP meeting will be held every year. At this meeting, the IEP team will look at goals and determine if they are being achieved. Based on this evaluation, an IEP may be updated to include new goals, new evaluation information, and other relevant information. Re-evaluations of a student's educational or related service needs will take place at least once every three years—or more often if requested—unless the parent/guardian and Athlos Academy of Reno deems a re-evaluation unnecessary.

(c) (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?

The Athlos model is rooted in the belief that students should be engaged participants in their learning and encouraged every day to participate in a school culture where they investigate and take ownership of their education. The critical inquiry approach to the academic curriculum is student-centered and promotes critical thinking and deep understanding. By deploying a variety of instructional strategies such as project-based, active, and/or cooperative learning, differentiated instruction, and backward unit design, Athlos teachers will support students well while simultaneously inspiring them to develop the autonomy and integrity necessary to be successful as independent, self-motivated learners. The complementary relationship of these instructional methods will ensure students receive high-level instruction that can then be applied to real-world situations.

~~Athlos Academy of Reno believes that the~~ *The Athlos* ~~proposed~~ model will best support all students, especially students with special needs. During parent meetings, *Athlos staff will convey the* ~~we will convey the~~ research and benefits of the Athlos ~~program~~ *model* for all students, ~~and convey~~ *as well as* the open enrollment process. Then, through the registration process, the administrative team at Athlos Academy of Reno will collect not only the traditional student information, but also at-risk information such as Free and Reduced Lunch, IEP, *504 plans,* family relationship, and any other disability status indicators as outlined by IDEA *and Section 504 in public schools. This will be completed by parents filling out a form, which includes the name and location of previous school(s) attended. Athlos will send a request to the previous school for the*

student's confidential records. ~~Athlos Academy of Reno anticipates hiring~~ *A special education director* ~~Special Education Director~~ *is anticipated to be hired* as early as possible to ensure that the school has a person with the knowledge and experience necessary to serve students with diverse needs and disabilities, as well *as* ensure compliance with federal, state, and local laws*; plan and develop programs; and offer guidance to principals and teachers implementing IEP services and Section 504 accommodations. The special education director will be an active part of the decision-making process to help facilitate positive outcomes for students with special needs.* It is then essential that once the student is enrolled, ~~a Special Education Services Team~~ *the special education services team* will work early in the school year to review previous year academic and intervention services for the identified special education students. This team will *include the school leader, special education director, assessment personnel, special education teacher, and general education teachers.* ~~be comprised of the School Leader, Special Education Director, and classroom teachers.~~

It is imperative that Athlos Academy of Reno involves parents in this placement process. The *special education services team* will work with each parent during initial *and transfer* meetings as historical student files are reviewed during the summer transition process. *Athlos will hold a meeting to transfer comparable services for students with an IEP and inform parents that within 30 days an IEP team will meet to either adopt a previous IEP or develop a new IEP. For students who are enrolling from out-of-state, Athlos will follow the procedures required for out-of-state students. The special education services team will involve parents of students with disabilities in meetings by attempting to schedule them at convenient times for parents and offering means of participating phone or video, if needed.* Initially*,* at the beginning of the year, *the* classroom teacher will collect information on each student identified as having a disability and work in conjunction with observations by special education staff *and general education staff* to determine if students are in fact needing special education services or if the student *requires a reevaluation to gather current data for the IEP committee to determine transition from special education* ~~can transition out of being identified~~. Athlos Academy of Reno leaders understand the importance of ensuring that every student is placed in the most successful learning environment for academic success, and therefore the *special education services team* ~~SPED Services Team~~ will collectively decide what is best for the identified student in conjunction with parents *in an IEP meeting*. Key findings of observations *and/or evaluations* from *several* educators and special education staff throughout the first few weeks of school will be communicated to parents during initial *and transfer* meetings in the *f*all, *and* ~~or even~~ throughout the school year.

As the special education director, ~~makes recommendations to~~ the *special education services team* ~~SPED Services Team~~ and parent*s collaborate in an IEP meeting and determine further recommendations*, Athlos Academy of Reno anticipates that, occasionally, students previously identified as needing special education services were in fact over-identified and don't necessarily qualify for special education services. This creates an opportunity to transition a student out of special education services, which Athlos Academy of Reno understands is a situation that requires careful and considerable thought to ensure the least disruption to student learning. It is imperative that the *special education services team* ~~SPED Services Team~~ and parents involve the student in this transition planning *by inviting the student to their IEP meeting, as appropriate.* Athlos Academy of Reno anticipates that some of these students may need accommodations for a 504 plan as an option for a transition to general education. The ~~Special Education Director~~ *special education director, along with the IEP team and/or Section 504 committee* will be responsible for developing a transition plan*.* ~~in conjunction the SPED Services Team, parents, student, and new general education teacher.~~ The transition plan will include areas such as individualized needs, instructional accommodations, communication

strategies, personal supports, *behavior and emotional supports or strategies,* and frequency of follow up meetings to monitor progress.

(3) Continuum of Services: How will the operator provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served.

The Athlos Academy of Reno facility *will be* ADA compliant. The special education department includes three small classrooms located centrally to the special education office as well as small pull out rooms in various locations throughout the building. At least one room will be designed to serve as a sensory control space to assist with students for whom over-stimulation may be an issue.

At least one *athletic coach* ~~Athletic Coach~~ will be DAPE (development adapted physical education) certified to assist with accommodations or modifications to the athletic curriculum.

Special education staff will be hired at a 1:24 ratio (teachers to qualified students) and paraprofessionals are hired at a 1:2 ratio (teachers to paraprofessionals) to help support the workload. Additional funds are allocated in the ~~budged~~ *budget* for "teacher aids" in case more paraprofessionals are necessary.

Students with severe intellectual disabilities will receive rigorous instruction based on their needs and IEP goals. Curriculum will be adapted to meet their level, while simultaneously fostering a challenging educational opportunity. Students with learning and emotional disabilities will be served in the least restrictive environment determined by their IEP team, while receiving research-based interventions and strategies to support their learning and emotional needs.

A team approach composed of special education teachers, assessment personnel, general education teachers, related service staff, and administrators will be used to monitor progress and determine growth or lack thereof with the intention of adjusting the IEP plan and/or services to best meet the needs of the student while challenging the student to meet their potential. This team will work with classroom teachers to utilize the differentiated supports for instruction that are outlined in the curriculum section, starting on page 22.

Special education will also utilize the same curriculum interventions to determine academic performance levels and areas of targeted growth. In addition, the intervention curriculum can be utilized as a supplement to their education to support progress on IEP goals and objectives. A system for documenting progress on IEP goals and objectives and academic progress will be used to ensure targeted supports and interventions are in place.

In conjunction with these interventions, Athlos Academy of Reno will use Positive Behavior Intervention and Support (PBIS), which is a research-based school-wide system for positive strategies and supports to address behavior. This will facilitate supports for students with behavioral/emotional disabilities.

Athlos will provide a specialized setting, if needed by IEP or students' needs, to address behavior and/or academic intervention in a more restrictive setting/small group. ACE (Alternative Curriculum Environment) will be in place for students whose IEP committee determine this placement as the least restrictive setting to provide a Free Appropriate Public Education (FAPE).

(4) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

All students in one ~~The school schedule allows for each~~ grade level *will* ~~of students to~~ participate in the *Athlos a*thletic *c*urriculum at the same time of day. This structure allows for daily collaboration time among all teachers in a given grade level. The ~~Special Education Director~~ *special education director and special education teachers* will work with teachers during this time block at least monthly to support ~~regular~~ *general* education teachers working successfully with special education students. Additionally, one ~~Instructional Coach~~ *instructional coach* per 25 teachers is allocated in the budget. The ~~Instructional Coach's~~ *instructional coach's* duties include regular classroom observations and leading teachers through coaching cycles. This process will help to identify any areas or situations in which a teacher may need more support more quickly.

General education staff will provide self-reflective feedback through online surveys regarding specific areas of professional growth to better serve students with disabilities. Special education team members will provide targeted trainings to address specific areas requested by general education staff. The special education director will analyze the special education population and determine if there is a predominance of students with the same eligibility criteria. Then, the staff will be provided training to specifically addressing working with students who have any identified predominant disability.

*A*ll staff will receive training before the beginning of *the school year on how to read and understand an* IEP and implemen*t accommodation services*. In addition, *the general education team will receive* quarterly reviews throughout the year. These quarterly reviews will focus on reviewing the students who have an IEP and are struggling or lacking progress. *The special education* team will review data and provide further resources, ideas, *and* suggestions to support teachers in facilitating student growth.

If needed, the special education team will provide in-class modeling to general education staff on how to support, teach, and accommodate a student with an IEP.

(5) Staffing: How will you ensure qualified staffing to meet the needs of students with disabilities? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools.

Athlos Academy of Reno will hire and contract with qualified staff to work with students with disabilities. Partnering with a national organization like Athlos Academies (EMO) offers the ability to support national searches for highly-qualified staff to meet the needs of all students, including students with disabilities. Athlos Academies *(EMO)* supports multiple national platform searches for all staff, including special education staff. As the needs of the students change and grow over time, the inclusion of specific staff members will need to be adjusted for the greatest success for Athlos students. The governing board, the school leadership, and the EMO will work together throughout each year (in particular, when planning for the annual budget) to make sure the staffing model is on track to fit the needs of all students at Athlos Academy of Reno.

Athlos Academy of Reno will follow highly qualified guidelines from ESSA and state guidelines.

To support and encourage qualified staff to maintain qualifications and grow professionally, Athlos Academy of Reno will offer continued education opportunities specifically centered around supporting students with special needs and has budgeted specifically for teacher training and consultation. Special education staff will receive the opportunity to attend professional trainings in the fall and/or spring. Also, there will be opportunities for consultation with professionals in the field and community for more complex situations or cases.

(6) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities?

Athlos Academy of Reno teachers will receive training at the beginning of each year on identifying students who may have special education needs with ongoing training through staff meetings or written communication from the *special education director* ~~Special Education Director~~. In addition, teachers will be provided additional training in all other relevant topics in regards to special education as needed throughout the year.

(7) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.

Athlos Academy of Reno recognizes the legal responsibility to ensure that no student who is in need of accommodations, services, or support be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any school program based on those needs. All children will receive an equal educational opportunity, have access to the school and no student shall be denied admission nor counseled out of the school due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for other student support services such as IDEA, 504 accommodations or modifications and support for English Language Learners.

Athlos Academy of Reno will adhere to the requirements set forth in Part B of the IDEA, as well as the ~~Board~~ *board* policy on Student Discipline. ~~The notion of ensuring~~ *Ensuring* that *the* ~~our~~ school ~~is able to~~ *will* protect the rights of all students, including students with disabilities, through disciplinary actions is an important element. There will be, at times, social and behavioral intervention strategies that need to be developed for a best fit plan for these students. In these types of situations, the *special education services team* ~~SPED Services team~~ will work together with the parent to ensure that a plan can be implemented for a special education student in a situation where administrative discipline was required. Because Athlos Academy of Reno will look out for the rights of all students, the special education services team ~~SPED Services team~~ will consider if the behavior impedes or distracts the learning of other students. At no time will the special education services stop. The special education services team ~~SPED Services team~~ will ensure that positive supports and strategies will be used as the team explores interventions to address the disciplinary action. This may include an assessment, goal setting, and involve other various professionals as needed. The ~~SPED Services~~ *special education services* team will then document the findings, and work collaboratively to formulate an intervention plan to implement. At all times, the plan will ensure the incorporation of least restrictive learning environment, as well as parent input on behavior intervention strategies formulated. Continual review of the effectiveness of the plan is essential, and the *special education services* ~~SPED Services~~ team will ensure a review scope and sequence is included in the intervention plan. It may be determined that intervention strategies, and subsequent possible revisions to the strategies, are not changing student behavior. In these rare cases, and as a last resort, the *special education services team* ~~SPED services team~~ will need to move forward with further disciplinary actions as per *the CTF's* ~~Board~~ policy.

For more on how the discipline policy applies to disabled students, please see the response to a similar question beginning on page 88.

(8) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services, and the extent to which your special

education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?

Monitoring and evaluating students is part of the Response to Intervention and IEP process. For more on RTI, see the response beginning on page 65. For more on IEP, see the response beginning on page 68.

(9) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with disabilities?

All programming at Athlos *Academy*~~Academies~~ of Reno will be accessible to all students and families, including students with disabilities and their parents. Families and community members will be welcomed into a range of appropriate activities, including participation in the Athlos Roots social studies curriculum and health expos.

Parents of students with disabilities will also be informed of and involved with their children's progress ~~is~~ *in* academic, social, and emotional skills. For more on family involvement, see the responses beginning on page 8 and 15.

(10)For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

The question in this section is not applicable. (Distance education will not be offered.)

English Language Learners

(1) Identification: What methods will you employ to identify English Language Learners? How will you work to avoid misidentification?

The school will initially identify English Language Learners through the student enrollment process which includes a Home Language Survey (HLS) provided to parents in their spoken language or through an interpreter to ensure accurate responses. The *student support director* ~~Student Support Director~~ will oversee this process. HLS information is used only to identify students who may need ELL support to appropriately access and engage with the curriculum. If a student is identified as potentially needing ELL services, he or she will be screened using the WIDA-ACCESS Placement Test (W-APT) screening tool. Upon classification, the *student support director* ~~Student Support Director~~ will keep students' assessment records and progress monitoring forms in a unique file. Teachers working with a student will have access to the file. For students coded as fully English proficient, the school will monitor the students for two years after they have been classified as proficient.

(2) Placement: How will the results of the W-APT assessment and other identification and program placement decisions be communicated to staff and parents?

The *student support director* ~~Student Support Director~~, with the help of the registrar and other office staff, will notify appropriate staff of W-APT assessment results. The *student support director* ~~Student Support Director~~ and teachers will share appropriate information with parents of ELL students.

(3) Staffing: How will you ensure qualified staffing to meet the needs of ELL students? What staff will be responsible for administering the W-APT or the WIDA MODEL to new students? What staff will be accountable for ongoing monitoring of the performance of ELL students? Note: Nevada law requires licensure (TESL endorsement) for the primary teacher providing ELL services in pull-out and inclusive environments at all charter schools.

The *student support director* ~~Student Support Director~~ will monitor the number of ELL students and recommend appropriate levels of hiring teachers and paraprofessionals to the ~~School Leader~~ *school leader* . All staff will receive training on identifying and assisting ELL students. The *student support director* ~~Student Support Director~~ will be responsible for administering the W-APT and will be accountable for ongoing monitoring of the performance of ELL students, along with a data inquiry team.

(4) Curriculum and Instruction: What specific instructional programs, practices, and strategies will be employed to ensure academic success and equitable access to the core academic program for English Language Learners?

Spelling curriculum Words Their Way has specific programs for ELL spellers~~,~~ *and* Spanish-speaking ELL spellers. This will allow for improved English vocabulary acquisition, which will improve (For more on Words Their Way, see the response beginning on page 22).

Athlos Academy of Reno teachers and staff will offer differentiated instruction and follow any IEPs to help ensure English Language Learners are able to learn the courses taught.

(5) Monitoring: What plans are in place for monitoring and evaluating the progress and success of ELL students, including the process for exiting students from ELL services as needed?

Students who are receiving ELL services will *participate* ~~be participating~~ in regular testing requirements by the state and through benchmarks and MAP testing. These tests will all be indicators, like they are with all students, of progress and needs. Within the staff trained to work with ELL students specifically, their progress will be tracked with the Athlos Academy portfolio system for progress analysis as well as English Language Proficiency testing set forth by law. Students who are nearing proficiency will transition out of ELL structured classes and into full-time coursework for English-proficient ~~Proficient~~ students. All teachers are prepared and trained to work with all students with individualized needs. The nature of the Athlos classroom is an inclusive environment for all students, ELL transition students will *have* already have been *present in the classroom* for the majority of their learning, and will transition with support of their classroom teacher and other staff as needed. These progress monitoring tests, English Proficiency data, and transition plans will be monitored and tracked for student and teacher records with the school.

(6) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of ELLs?

All programming at Athlos *Academy* ~~Academies~~ of Reno will be accessible to all students and families, including English Language Learners and their parents. Families and community members will be welcomed into a range of appropriate activities, including participation in the Athlos Roots social studies curriculum and health expos.

Parents of English Language Learners will also be informed of and involved with their children's progress is academic, social, and emotional skills. For more on family involvement, see the responses beginning on page 8 and 15.

(7) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to ELLs. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

The question in this section is not applicable. (Distance education will not be offered.)

Homeless/Migrant Services

(1) Identification: What methods will you employ to identify families who qualify for homeless and/or migrant services? How will you work to avoid misidentification?

Athlos Academy of Reno will comply with the McKinney-Vento Homeless Assistance Act of 2001. Homeless and migrant students are entitled to immediate enrollment and full participation, even if they are unable to produce records required for enrollment, which may include medical records, birth certificate, school records, and proof of residency.

To properly identify homeless, migrant, or emancipated students, a school administrator or educator first must determine the residence of a student, which involves considerations including:

- The place, however temporary, where the child actually sleeps
- The place where a homeless or migrant child or his or her family keeps its belongings or
- The place that a homeless or migrant child or his or her parent/guardian(s) considers to be home.

The determination of student's residence or place a student considers to be a permanent home, will not be based upon:

- Rent or lease receipts for an apartment or home
- The existence or absence of a permanent address or
- A required length of residence in a ~~given~~ *specific* location.

(2) Meeting the Need: How will you ensure that identified families receive the required services within the mandated timeframe?

Athlos Academy of Reno will follow these protocols to meet students' needs:

- Within one day of admitting a homeless student, a school counselor or another employee designated by the administration as the homeless liaison shall be notified, and contact shall be made with the appropriate officials.
- If there is a dispute concerning residence or the status of an emancipated minor or homeless child, the issue may be referred to the Nevada Department of Education for resolution.
- Homeless students will be eligible for programs for gifted and talented students and school nutrition programs as well as any other educational services for which the student meets eligibility criteria.
- Homeless and migrant children are entitled to receive transportation and other services available to non-homeless students. Upon request of a parent/guardian(s) and evaluation of the best interest of the child, transportation may be provided to and from school in accordance with state law and what is reasonable.
- Homeless students are permitted to continue attending Athlos Academy of Reno, to the extent reasonable, unless it is against the wishes of their parent/guardian(s), and be permitted to remain at the school for the duration of the homelessness until the students move into permanent housing.
- Athlos Academy of Reno will continue efforts to assist homeless students in completing necessary and important records, including immunization records.
- Athlos Academy of Reno's dress code and uniform policy (see page 91) will not delay enrollment for homeless or migrant students.

(3) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students who qualify for homeless and/or migrant

services. ***If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable***

The question in this section is not applicable. (Distance or virtual education will not be offered.)

SCHOOL STRUCTURE: CULTURE

(1) Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

The Performance Character program will shape and define the student culture at Athlos Academy of Reno. The school's focus on Performance Character is aimed at preparing students for the collaborative challenging tasks they will ~~encounter~~ *face* in college and the workplace. We will encourage students to meet life honestly and courageously by fostering and developing the 12 Performance Character traits. Students will show:

- *Grit* ~~grit~~ by persevering following a failure
- *Focus/Self-Control* ~~focus~~ by giving full attention
- *Optimism* ~~optimism~~ by believing their efforts will improve the future
- *Curiosity* ~~curiosity~~ by demonstrating fascination for things they are learning
- *Leadership* ~~leadership~~by making decisions that motivate others to action
- *Energy and Zest* ~~energy and zest~~ through excitement for the task at hand
- *Courage* ~~courage~~ by taking risks
- *Initiative* ~~initiative~~ through a willingness to assist without being asked
- ~~students will demonstrate social intelligence~~ *Social Intelligence* by behaving respectfully and appropriately
- *Humility* ~~humility~~ by allowing accomplishments to speak for themselves
- *Integrity* ~~integrity~~ by genuinely trying to make the right choices
- *Creativity* ~~creativity~~ by designing distinctive solutions to problems

(2) During the incubation year, how will you incorporate parent and community input into the plan for developing a positive school culture?

Athlos Academy of Reno will undertake an intensive recruitment and enrollment plan during its incubation year, which will include ~~establishing~~ *forming* a parent coalition to promote the incubating school among families and establish and develop connections to the community. For more on incubation year plans, see page 130. Engaging parents and members of the community are key components of Athlos Academy of Reno's educational model. For more on the educational model, see page 18.

(3) Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.

~~All 12 Performance Character traits will be displayed throughout the school and promoted as a common language among the school community. Displaying and discussing these traits will create a climate that encourages students to apply themselves and excel academically, socially, and physically.~~

Helping students and families understand and prepare for the Athlos school culture begins with initial contact that starts when a student is registered to attend. Through clear and consistent communication—an element of the Athlos culture—families begin to absorb expectations that begin on day one. One example of an intentional

strategy used are morning meetings, called huddles, that teach students about the 12 Performance Character traits and facilitate strengthening relationships. Huddles start on the first day and continue every day in every classroom. This sets the tone for a productive day while building personal skills which affect daily life.

Recognizing that school culture impacts virtually every interaction, Athlos schools devote significant resources to considering the messages that the physical, social and emotional environments convey. All Athlos schools are designed to foster interactions that align with a feeling of safety, support, care, and excellence.

The language and non-verbal cues that both adults and students use affect daily interactions and are undoubtedly a significant contributor to fostering a school's culture. Teachers use a positive classroom behavior approach that integrates restorative practices and avoids punishments, offering consequences instead. Also, students and teachers consider the meaning behind the growth mindset, finding ways to model and embrace a climate that seeks improvement.

Helping deepen understanding of a culture of improvement, teachers will use the LMS, to work through courses on this topic. These and other culture building resources serve to offer professional development to the Athlos staff before the school year begins and throughout the year. Each course provides resources and an accountability system that tracks learning. Currently there are over 50 courses that Athlos uses to assist staff in efficient and timely learning strategies for engaging students entering classrooms at any given time during the school year.

The following is a screenshot of the Athlos growth mindset page built for all staff:



Examples of other courses include a focus on balanced assessments, active student-centered instruction, strategically utilizing technology, and effectively using data.

Beyond the use of the LMS and specific resources, Athlos staff follow 36 prescribed strategies, one being culture of growth and positivity, to guide implementation of the model. With each strategy comes a multi-tiered rubric that shows three levels of implementation. Pages 34 and 35 of the Pillar Implementation Guide are the rubric used with the strategy around growth and positivity. Not only does the rubric help frame expectations, it allows

for teachers to more clearly self-evaluate their progress and recognize that it takes time to reach Level 3 performance.

When students come to Athlos in the middle of the school year, they are instantly integrated into the school culture through systems that include an orientation (facilitated by front-office staff), a buddy system (coordinated by the student's classroom teacher), and periodic check-ins (facilitated by front-office staff). Families are directed to online and print resources allowing them to quickly build a framework of understanding around school expectations, both for themselves and their child. Also, families meet with school leaders to review these expectations. At different points throughout the school year, students, families, and staff are all given opportunities to evaluate integration.

School culture will be at the heart of Athlos Academy of Reno's success. Making sure that everyone, including students, staff and parents, are aware of cultural expectations and receive direction on how to meet Athlos' expectations is key. Athlos schools take this to heart and facilitate the creation of staff culture clubs that collect evidence and best practices within the school and showcase expectations around behavior and school structures.

Also, effectively using data is key in determining next steps. All Athlos schools have a climate and culture assessment plan (see page 52) that captures important data during the school year. Students, staff, and parents all contribute to this data and help inform progress. Athlos currently partners with Panorama Ed, a nationally recognized consortium that works with over 6,500 schools, in using norm-referenced questions that can be compared to a large national sample. This comprehensive data informs culture-building efforts and recognizes where additional professional learning should be focused.

(4) Discuss your approach to reinforcing positive student behavior and ensuring that all students remain on track to achieve the academic and social objectives set out in the mission of your school.

The Performance Character *pillar* ~~program~~ will also serve as a preventative approach to discipline. Students will be expected to treat themselves with respect and take responsibility for their performance and behavior. Students engaged in their learning are less likely to engage in inappropriate behavior. Regular integration of physical activity and *Performance Character* ~~performance character~~ lessons and huddles will also benefit students as they learn to consistently exhibit behaviors connected to the core values. When poor behavior requires discipline, students will be actively involved in Socratic-type questioning to analyze behavior, identify Performance Character traits they lacked, how their rules violation affected themselves and others, and what they will do in the future to prevent violations of school rules.

Teachers and administrators will be expected to communicate with parents when a student has ongoing behavioral violations or a significant infraction. They will also work with families to identify reasons and causes for poor behavior as well as steps to improve behavior. Athlos Academy of Reno's discipline plan will comply with NRS 392.4644's rules for a progressive discipline plan.

(5) Describe how the school plans to align staff and students around high expectations for student behavior.

Athlos Academy of Reno's staff will *have regular* ~~regularly have~~ opportunities to participate in professional development to assist them in incorporating Performance Character education into their individual *curricula,* ~~curriculums~~ as well as the broader school culture. Staff will also be encouraged to embrace lifestyle habits in line with the school's Healthy Body pillar. This professional development programming aims to not only prepare teachers, but also inspire them. Athlos Academy of Reno will support teachers as

lifelong learners, creating a culture of continual growth and development where every staff member has valuable insight to share. Through this shared culture, teachers will understand that a large part of instilling ~~students with~~ strong Performance Character *in students* is embodying and modeling those traits for them.

Before and during each school year, Athlos teachers will receive professional development sessions specific to the Performance Character pillar. The school's character coaches will also serve as a resource and support for teachers and performance coaches as they incorporate Performance Character development throughout the school year. Implementing the Performance Character curriculum will yield positive student results and thus maintain staff investment in the vision.

(6) Please describe how you will measure school culture and evaluate implementation of your culture plan. Include how parent and student feedback will be incorporated in measuring your school's success in creating a positive culture.

Athlos Academy of Reno will survey all parents every year to determine their levels of satisfaction and to obtain their input on how the school can improve. The school will utilize satisfaction surveys to provide a *high-quality* survey instrument and the ability to compare our results with other schools. Students will also be surveyed using satisfaction surveys. Survey results will be reviewed annually by the faculty, administration, and the *board* ~~Board~~. Being an Athlos family also means being invited to learning opportunities with your children, their schoolmates and community. Continued family support includes learning about bringing the three pillars into the home, being welcomed into the school and classrooms, and working with the board on parent committees. Athlos encourages families to learn together and practice the culture of the school in their everyday lives.

(7) Describe the school's approach to help support all students' social and emotional needs. Detail the identification strategy, interventions, and remediation to be implemented and cite the research/rationale for the selected methods. How will you measure the success of your social and emotional remediation efforts (in year 1, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents and invest them in supports?

The Performance Character pillar works with the Prepared Mind curriculum and Healthy Body athletic program to support an educational environment that meets the needs of the whole student: academically, physically, emotionally, and socially.

Similar to efforts involving academic remediation (see page 46), students needing social and emotional remediation will go through the Response to Intervention (RTI) process. Teachers will likely identify students early on if they have emotional needs that require RTI. As part of their Professional Learning Communities, teachers can brainstorm with small group*s* of teachers on the many strategies that can be used. Again, similar to academic remediation, social and emotional remediation efforts will be tracked, measured and monitored on an ongoing basis.

Remediation efforts will be based on setting goals for remediation cases, documenting intervention, and assessing whether ~~you're meeting your goals~~ *a student is meeting his/her goal.* The goal for Athlos Academy is to *resolve a high percentage of cases early on, so the need for intervention in later years will be less.* ~~need fewer interventions in later years, with a higher percentage of cases being resolved.~~

Another effort to track the social and emotional well-being of students will be through the satisfaction surveys~~,~~ mentioned in the previous response.

SCHOOL STRUCTURE: STUDENT DISCIPLINE

(1) Describe the school's discipline policy. Discuss the practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior.

Athlos Academy of Reno *will support* ~~supports~~ a philosophy of Restorative Discipline based on the Athlos Performance Character pillar. The goal of our restorative disciplinary practices is to prevent and reduce disciplinary action by developing a school culture that supports respect, responsibility, and cooperation ~~between~~ *among* all members of the school community.

~~The Lead School Administrator will develop, implement, and review disciplinary procedures and a Student Code of Conduct. which must be in alignment with restorative disciplinary practices and the Athlos Performance Character pillar. The Student Code of Conduct will include students' behavioral expectations, considerations for students with disabilities, discipline procedures for both minor and major infractions, and procedures and due process for escalation of major disciplinary action. All employees of Athlos Academy of Reno will participate in annual training regarding appropriate procedures for managing discipline in the classroom and for escalating disciplinary issues to the level of either teachers or school administration.~~

The school administrator will develop, implement, and review disciplinary procedures and a Student Code of Conduct. The Student Code of Conduct is integrated with the Positive Behavior Support Plan, a copy of which is in the Supporting Documents, which Athlos Academies (EMO) will train the school leadership team on, and is supported through a tiered implementation blueprint. The school also will work closely with the Nevada PBIS Technical Assistance Center to ensure fidelity to the program. As part of the partnership with the EMO, a nearly finalized version of the Student Code of Conduct is completed upon hiring of the school leader, which is available in the Supporting Documents. This Student Code of Conduct is inextricably linked to restorative practices and Performance Character by design. The school leader will then finalize the Student Code of Conduct in conjunction with the board, ensuring any local needs are met. The code will then be implemented.

The Athlos Academies (EMO) Positive Behavior Support Plan (PBSP) focuses on creating a safe, supportive, and caring school environment; addresses conflict; and endeavors to build a positive school culture. The PBSP is framed around Athlos' overarching pillars of Prepared Mind, Healthy Body and Performance Character. The PBSP functions within the school-wide MTSS provides intervention and support from both an academic and behavioral perspective.

The PBSP utilizes a Positive Behavior Interventions and Supports (PBIS) model combined with Restorative Practices and preventative instruction through the Performance Character pillar. The result is an approach to behavior management that focuses on teaching positive behaviors, establishing and maintaining healthy relationships, and helping students to see their behavior through the lens of Performance Character.

Much of this instruction is delivered through Performance Character pillar strategies, such as classroom huddles and Performance Character-based classroom management strategies.

A PBIS approach also empowers Athlos schools to use data to make decisions to address behavior concerns at both the school-wide and individual student level. In addition to responding to inappropriate behavior using positive reinforcement and re-teaching strategies, the PBSP incorporates restorative practices that focus on repairing the harm done, as opposed to focusing on the rule broken, which leads to the maintaining of healthy relationships.

Features of the PBSP include:

- *Team-led approach to implementation*
- *Clearly articulated school-wide expectations of behavior*
- *The use of data to drive decision making regarding behavior*
- *A continuum of consequences, consistent with a non-punitive and restorative approach*
- *Multiple teaching and learning opportunities tied to Performance Character and provided to foster pro-social behaviors in students*

Plan implementation is led by a behavior team and follows a PBIS tiered implementation blueprint which includes school readiness and fidelity measures. Support for teachers and staff is provided through regular professional development and support by Athlos Academies (EMO) staff according to the schedule, provided in the professional development plan and by the Nevada PBIS Technical Assistance Center.

~~The PBSP describes the philosophy and approach towards behavior management at Athlos schools. Specific policy regarding student discipline issues including bullying prevention, suspension & expulsion, and parent notification can be found in the Student Code of Conduct section of the Family Handbook.~~

The *committee to form (CTF)* ~~Board of Directors~~ will adopt the Student Code of Conduct *several months before school starts* and provide information to parent/guardian(s) and students regarding behavioral expectations, potential consequences, and procedures for administering discipline *through parent meetings and back to school nights*. Parent/guardian(s) will be notified of any violation that may result in a student being suspended or expelled from Athlos Academy of Reno. The *code* ~~Code~~ will be available for review in the *s*chool *l*eader's office, the school website or, upon request, a hard copy can be provided to students, parent/guardian(s), staff and others. Any *CTF-* ~~Board~~ approved revisions will be will be updated on the school website and made available promptly to interested parties.

Standards for Student Conduct:

Each student is expected to uphold the Performance Character traits adopted by Athlos Academy of Reno, be courteous, be responsible, be prepared, be respectful of others, and cooperate with and assist the school staff to maintain safety, order, and discipline.

Students will be expected to uphold the standards of the *code* ~~Code~~ and answer to Athlos Academy of Reno's disciplinary authority during the regular school day, including while the student is going to and from school*,* on or off school transportation, as well as during any school-related activity.

The *code* ~~Code~~ will also apply for any of the following situations:

- For any school-related misconduct*;*
- When retaliation against a school employee or volunteer occurs or is threatened*;* and
- When criminal mischief is committed on or off school property or at a school-related event

Behavior Management Techniques:

Disciplinary measures such as confinement and seclusion are strictly prohibited for all students, including students with disabilities, in accordance with state law. Disciplinary measures such as restraint and time-outs are permitted, in certain situations.

- Restraint is allowed during an emergency and must be discontinued when the emergency no longer exists. It shall be implemented ~~so as~~ to protect the health and safety of the student and others. Reasonable force must be used. *Athlos Academies of Reno staff will be trained with WCSD employees in Crisis Prevention Institute (CPI) for restraints.*

- Time-outs are allowed as a means for a student to regain self-control for a short period of time. The room or setting where the student is separated will not be locked and the exit must not be physically blocked.

Policies on confinement, seclusion, restraint and time-out do not apply to:

- A peace officer, while performing law enforcement duties;
- An educational services provider with whom a student is placed by a judicial authority, excluding services provided in an educational program at Athlos Academy of Reno

Training:

Training for school employees, volunteers, or independent contractors regarding the use of restraint shall be provided according to state law. Training for school employees, volunteers, or independent contractors regarding the use of time-out shall be provided according to state law.

Documentation:

If restraint is used, school employees, volunteers, or independent contractors shall implement the documentation as required by state law. 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.

I. RESTORATIVE DISCIPLINE TECHNIQUES

Discipline will be designed to correct misconduct and to encourage all students to adhere to their responsibilities as citizens of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Disciplinary action will be correlated to the seriousness of the infraction, the student's age and grade level, the frequency of misbehavior, the student's attitude, and the effect of the misconduct on the school environment.

Minor infractions shall be handled with discretion by the teacher and typically result in restorative discipline techniques or minor consequences, such as verbal reprimands, detention, or withdrawal of privileges.

Major infractions are more serious offenses and shall be escalated to the attention of school administration and may require non-discretionary action.

The following discipline management techniques may be used, alone or in combination, for misbehavior violating the Student Code of Conduct or school or classroom rules:

- Assignment of school service, ~~or~~ community service, *or school beautification,* such as scrubbing desks or picking up litter
- Behavioral contracts
- Cooling-off time or a time-out
- Counseling by school counselors
- Detention
- Grade reductions, as permitted by policy
- Parent-teacher conferences
- Rewards or demerits

- Seating changes within the classroom
- Sending the student to the office or other assigned area
- Temporary confiscation of items disrupting the educational process, such as mobile devices
- Verbal correction
- Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-related organizations
- Withdrawal or restriction of bus privileges
- Other strategies and consequences as specified by the Code

Disciplinary Consequences for Minor Infractions:

- Application of one or more of the aforementioned discipline management techniques
- In-school suspension
- Out-of-school suspension for up to five days

Disciplinary Consequences for Major Infractions:

- Any applicable Minor infractions' disciplinary consequences
- Out-of-school suspension for over five days
- Referral to a legal authority for criminal prosecution in addition to disciplinary measures imposed by the school (in instances of severe or persistent Major infractions)
- Expulsion

In addition to the above list of Code of Conduct violations, the ~~Lead School Administrator~~ *school leader* has authority to suspend a student for a period of up to five school days for any of the following additional reasons:

- The need to further investigate an incident
- A recommendation to expel the student
- An emergency constituting endangerment to health or safety

II. SUSPENSION AND EXPULSION

Athlos Academy of Reno can issue in-school and out-of-school suspensions for persistent minor or major infraction. In cases of *major* ~~Major~~ infractions, the school may expel a student.

In-School Suspension Rules:

1. Students must report to the detention room at the start of the school day, with in-school suspension running until dismissal time.
2. Students will bring materials to work on, including an in-school suspension assignment. Students are responsible for obtaining assignments from each teacher.
3. Students will not be permitted to go their lockers. All materials must be brought to the room when reporting.
4. Students may not bring food or drink into the detention room.
5. Sleeping and disruptive behavior are prohibited.
6. Students must abide by the Student Code of Conduct during their suspension period.
7. Unexcused absences from suspension will be referred to the *school leader* ~~Lead School Administrator~~.

8. 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.

Out-of-School Suspension:

Notice of suspension and the reasons for the suspension will be given to the student by the *school leader* ~~Lead School Administrator~~.

Expellable Offenses:

The ~~Lead School Administrator~~ *school leader* or a designee will determine conduct for which students may be expelled from school. Expellable offenses will be described in the minor and major infractions section of the *code* ~~Code~~.

Emergency Placement and Expulsion:

The ~~Lead School Administrator~~ *school leader* or designee may order immediate removal of the student if the administrator 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-related activity.

The *l*ead *s*chool *a*dministrator or designee may impose immediate suspension if he or she reasonably believes such action is necessary to protect persons or property from ~~eminent~~ *imminent* harm. During 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.

III. MINOR AND MAJOR INFRACTIONS

Minor infractions may result in disciplinary actions taken at the discretion of the teacher and in alignment with restorative practices and the Athlos Performance Character *p*rogram. Minor infractions include, but are not limited to:

1. Repeatedly violating the Student Code of Conduct by engaging in:
    a. Sexual harassment or sexual abuse toward a student or employee;
    b. Actions that substantially disrupt or materially interfere with school;
    c. Harassment directed toward a student or employee that is motivated by race, color, religion, national origin, disability, or age;
    d. Inappropriate verbal, physical, or sexual contact directed toward a student or employee.
2. Possessing or Selling:
    a. A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
    b. A "look-alike" weapon;
    c. Tobacco products; or
    d. Paraphernalia related to any prohibited substance.
3. Repeatedly violating school or classroom standards of behavior, including:
    a. Repeated tardiness;
    b. Insubordination;
    c. Stealing from students, staff, or the school;

d. Defacing or damaging school property, including textbooks, lockers, books,
e. Cheating or copying the work of another; and/or
f. Using a personal mobile device or other communications device at school, except in the case of an emergency.

4. Any other infraction listed in state law that the ~~Lead School Administrator~~ *school leader* or designee deems to be a minor infraction.

Major infractions may result in disciplinary actions escalated to the level of school administration and in alignment with restorative practices and the Athlos Performance Character *pillar* ~~Program~~. Major infractions include, but are not limited to:

1. Conduct endangering the health and safety of others including:
    a. Assault or fighting;
    b. Bullying and cyber-bullying, as defined in NRS 388.135;
    c. Sexual abuse or inappropriate sexual conduct;
    d. Arson;
    e. Murder;
    f. Violent gang activity;
    g. Harassment or creating hit list of people targeted to be harmed;
    h. Threats by students intended for students or school personnel/faculty;
    i. Use, exhibition, or possession of a firearm, illegal knife, club, explosive weapon or prohibited weapon; or
    j. A non-Title 5 felony; school is notified by police.
2. Persistent minor infractions—four or more committed in any one school year—including:
    a. Repeated failure to comply with school personnel's directives;
    b. Vandalism or graffiti of school facilities or property; and
    c. Abusing a controlled substance, giving a controlled substance to another student, or possessing or being under the influence of another person's controlled substance at school or a school event.
3. Engaging in conduct punishable as a felony, when the conduct occurs off school property and not at a school-related event; and/or
4. Any other infraction of state or federal law that the ~~Lead School Administrator~~ *school leader* or designee deems to be a major infraction.

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. Parent/guardian(s) may request a delay of the detention in-person; no phone calls or notes will be accepted.

1. Students will bring materials to work on. Classroom materials may be sent by a teacher. Students will not be permitted to go to their lockers during detention. All materials must be brought to the detention room when reporting.
2. Sleeping is not permitted.
3. Students will follow all rules concerning classroom behavior.
4. Students assigned to the detention room must stay the entire time.
5. Students refusing to follow the rules of detention may be suspended from school.

(2) Describe the procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion.

Prerequisites to Suspension:

Prior to suspending a student, the ~~Lead School Administrator~~ *school leader* or designee will hold an informal conference with the student to:

1. Notify the student of the accusations against him or 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 ~~Lead School Administrator~~ *school leader* or designee determines the student's conduct warrants suspension during the school day, the ~~Lead School Administrator~~ *school leader* or designee will make reasonable effort to notify the student's parent/guardian(s) that the student has been suspended before the student is sent home. The ~~Lead School Administrator~~ *school leader* or designee will notify a suspended student's parent/guardian(s) of the period of suspension, the grounds for the suspension, and the time and place for an opportunity to confer with the ~~Lead School Administrator~~ *school leader*.

Conferences, Hearings, and Appeals:

All students are entitled to conferences, hearings, and/or appeals of disciplinary matters.

Credit during Suspension or Expulsion:

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 in the same number of school days the student was absent on suspension. Students will not earn academic credit during a time of expulsion, except when required by law.

IV. PROCESS FOR OUT-OF-SCHOOL SUSPENSIONS OVER FIVE DAYS AND EXPULSION

When the ~~Lead School Administrator~~ *school leader* or designee determines that a student's conduct warrants either suspension for more than five days or expulsion, but prior to taking any expulsion action, the ~~lead school administrator~~ *school leader* or designee will provide the student's parent/guardian(s) with written notice of:

1. The reasons for proposed disciplinary action, and
2. The date and location for a hearing with the ~~Lead School Administrator~~ *school leader*, which will be within five school days from the date of the disciplinary action.

The notice will also state that, at the hearing, the student:

1. May be present,
2. Shall have an opportunity to present evidence,
3. Shall be apprised and informed of the school's evidence,
4. May be accompanied by his or her parent/guardian(s), and
5. May be represented by an attorney.

Athlos Academy of Reno shall make a good faith effort to inform the student and the student's parent/guardian(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/guardian(s) or another adult representing the student attends. The hearing may be recorded by the ~~Lead School Administrator~~ *school leader* or designee. At the hearing, the student may be represented by legal counsel, the student's parent/guardian(s), or another adult who is not an employee of Athlos Academy of Reno.

Immediately following the hearing, the lead school administrator or designee will notify the student and the student's parent/guardian(s) in writing of his/her decision. The decision will specify:

1. The length of the suspension or expulsion, if any;
2. The educational services that may be available to students if the out-of-school suspension exceeds ten days;
3. The procedures for re-admittance at the end of the expulsion period, if the expulsion is not permanent;
4. The right to appeal the ~~Lead School Administrator~~ *school leader*'s decision to the Board or designee, and
5. If the period of expulsion is inconsistent with the guidelines on length of expulsion in the Student Code of Conduct, written notice and explanation of the inconsistency.

The student or parent/guardian(s) of the student may appeal the expulsion decision to the ~~Board~~ *board* by notifying the ~~Lead School Administrator~~ *school leader* in writing within seven days of the date of receipt of the decision. The ~~Board~~ *board* will review the recorded or transcribed record from the hearing before the *school leader* ~~Lead School Administrator~~ at a specially called meeting. The ~~Board~~ *board* will notify the student and his or her parent/guardian(s) of its decision, in writing, within five days of the hearing. The ~~decision of the Board~~ *board's decision* 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~~ *board*.

(3) Who will be responsible for implementing the school's discipline policy? Who will ensure that accurate disciplinary records are maintained? Who will report discipline data to the school and the SPCSA? How will you use this data to make needed changes for school culture?

The ~~lead school administrator~~ *school leader* will be responsible for implementing the disciplinary policy. A member of the office staff, specifically an office manager if one is named, will be responsible for updating and managing disciplinary records and reporting data to the school and SPCSA. Such data will be maintained in the schools' Infinite Campus records.

Data will be ~~regularly~~ reviewed at regular intervals on an ongoing basis through the school's behavior management system. Reviews will ~~look at~~ *primarily focus on* at-risk students. Review and analysis of disciplinary data will allow school staff to take needed steps to correct disciplinary issues, including notifying parents and guardians about issues via written letters and other forms of communication, to improve school culture.

(4) How will you ensure that discipline practices don't disproportionately penalize more vulnerable student populations?

If any student involved in an incident receives special population services (IEP, 504, ELL), the employee assigned to oversee those services may be asked to collaborate with colleagues to determine if the student has a Behavior Intervention Plan or BIP. Students on a BIP may require a different set of consequences than the general student population. Incidents involving special population services students may or may not require a manifestation determination evaluation. Students with Disabilities:

Athlos Academy of Reno will treat all students with dignity and respect, including students with disabilities who receive special education services. Any behavior management technique and/or restorative discipline management practice will 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. Corporal punishment will not be allowed.

Any disciplinary action for a student with a disability who receives special education services shall be determined in accordance with federal regulations. The placement of such a student may be made only by a duly constituted admission, review, and dismissal (ARD) committee. If it is determined 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 school will notify the student's parent/guardian(s) of the decision and of all procedural safeguards no later than the date on which the decision to take the disciplinary action is made.

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

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.

Any disciplinary action that would constitute a change in placement may be taken only after the student's ARD 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 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/or the proximity of the removals to one another.

Athlos Academy of Reno will determine 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.

Manifestation Determination:

Within ten school days of any decision to change the placement of a student because of a violation of the *code* ~~Code~~, Athlos Academy of Reno, parent/guardian(s), and relevant members of the ARD committee 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 parent/guardian(s) 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 Athlos Academy of Reno, the parent/guardian, and relevant members of the ARD committee determine that either of the above is applicable, the conduct shall be determined to be a manifestation of the student's disability, and the ARD committee shall:

1. Conduct a functional behavioral assessment (FBA), unless the school 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, and modify the BIP, as needed.

The ARD committee shall return the student to the placement the student was removed from, except as provided in special circumstances and unless the parent/guardian and Athlos Academy of Reno agree to a change in placement as part of a BIP modification.

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, while at school, on school premises, or at a school function carries or possesses a weapon, knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, or has inflicted serious bodily injury upon another person.

Services during Removal for a Student with an IEP:

Athlos Academy of Reno will provide services during the period of removal if the school provides services to a child without disabilities who is similarly removed. The student must continue to receive educational services that enable the student to continue to participate in the general education curriculum and the student's own IEP, albeit in an alternative educational setting.

Appeals:

Consistent with the policies outlined in part (2) of this section (starting on page 87), a parent/guardian who disagrees with a placement decision or the manifestation determination may request a hearing. Athlos Academy of Reno 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.

During the appeal~~s~~ process, 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/guardian and school agree otherwise.

Reporting Crimes:

Federal law does not prohibit Athlos Academy of Reno from reporting a crime committed by a student with a disability to appropriate authorities. If Athlos Academy of Reno reports a crime, the school shall ensure that copies of the special education and disciplinary records of the student are transmitted to appropriate authorities. 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 services and who has engaged in behavior that violated the Student Code of Conduct may assert any of the protections provided for in the Individuals with Disabilities Education Act (IDEA) if Athlos Academy of Reno had knowledge that the student had a disability before the behavior that precipitated the disciplinary action occurred.

School Knowledge:

Athlos Academy of Reno will be deemed to have knowledge that a student has a disability if, before the behavior that precipitated the disciplinary action occurred:

1. The parent/guardian(s) of the student expressed concern in writing to the administration or to the student's teacher that the student was in need of special education services,
2. The parent/guardian(s) requested an evaluation for special education services, or
3. The student's teacher or other school personnel expressed specific concerns directly to the special education director or to other school supervisory personnel of the school regarding the student's pattern of behavior.

Conversely, Athlos Academy of Reno shall not be deemed to have knowledge that the student had a disability if:

1. The parent/guardian(s) have not allowed an evaluation of the student,
2. The parent/guardian(s) refused services,
3. The student has been evaluated and it was determined that the student did not have a disability.

If Athlos Academy of Reno 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.

(5) Describe the core principles of the school's proposed parent grievance policy.

Athlos Academy of Reno recognizes parents, as well as students, staff and community members to file a formal grievance, only in cases where traditional methods of communication have failed to resolve an issue. Grievances should first be expressed at the local level; through direct communication between the complainant and the person most capable of resolving the issue, such as a teacher, staff member, or administrator. If an issue is not satisfactorily resolved through direct communication, the issue may be elevated to the attention of school administration by scheduling a meeting with the *s*chool *l*eader or designee through the front office.

If a resolution cannot be reached between the complainant and the *school leader* ~~School Leader~~, the complainant may file a formal grievance, using a form provided by the school. Grievance forms should be submitted to the school's office within 30 days from the incident that resulted in the grievance. The *school leader* ~~School Leader~~ should readdress the situation and send a written decision to the complainant within *five*~~5~~ working days. If the complainant is not satisfied with the administrative decision, he or she may appeal to the ~~Board of Directors~~ *board of directors*. A written decision should be sent back to the complainant

within 45 working days following submission of the grievance. Issues escalated to the Athlos Academy *of Reno* Governing Board shall be addressed in compliance with Nevada open meeting laws.

If the complainant wishes to appeal the decision yet again, he or she may appeal directly to the SPCSA. All grievances must include a written record of all communications and administrative meetings.

(6) Discuss any required dress code or uniform policy.

A neat and orderly appearance is a positive factor for school safety and success. In keeping with that belief, a dress code shall be adhered to by all students enrolled in Athlos Academy of Reno. Students' dress will be expected to reflect positively on the school at all school related activities. All students ~~are required to~~ *must* be in uniform daily, except for free dress days and spirit days that will be publicized. Students who, in the judgment of the administration or any staff member, are dressed inappropriately for school will be excluded from class until a change of clothing is secured. School administrators will make the final interpretation of all uniform policies. Noncompliance with the uniform policy will generally involve progressive disciplinary action.

Uniforms will be available for purchase through the school website. There will *be warm- and cold-weather appropriate* ~~warmer apparel~~ options to *ensure student comfort throughout the school year* ~~keep students warm during winter months~~. School administrators can make exceptions to the school dress code. However, students are allowed to wear attire that is required by their religion. The administration will review and approve modifications on a case-by-case basis.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

(1) Discuss the annual academic schedule for the school (included in the student/parent handbook). Explain how the calendar reflects the needs of the student population and the educational model.

Athlos Academy of Reno will have 180 days of instruction and closely follow Washoe County School District's Balanced Calendar. The Balanced Calendar was developed with a great amount of public input and fits well with Athlos Academy of Reno's educational model. Having a closely aligned calendar will also benefit the student population by allowing students to have access to after school, summer, winter, spring, and fall break activities.

(2) Describe the structure of the school day and week. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

Below are samples of a typical school day for elementary and middle school students at Athlos Academy of Reno. The sample daily schedules will be repeated for all five days of the week with minimal variations: for grades 1-5, students will have physical activity sessions four days a week and *music/*fine arts class one day per week. ~~Instructional blocks will include English Language Arts (including reading, writing and spelling), mathematics, science and social studies.~~ Teachers *will* have ~~some~~ freedom to choose how to ~~structure those blocks~~ *plan the flexible instructional blocks scheduled four days per week in the K-5 schedule. Opening huddles include number corner and Performance Character curriculum.*

The schedules demonstrate a commitment to our mission and desire to reduce the risk of dropout for students in our school. The daily schedule incorporates many critical components of the Athlos Academies *(EMO)* model, including regular physical activity and free play sessions and morning and afternoon huddles. Under this schedule, first-through-fifth grade students will have between *four and a half* ~~4.5~~ and *five* ~~5~~ hours of curriculum and 5.9 to 6.25 hours of instruction per day. These levels of instruction exceed the grade-level requirements of NAC 387.131. There are variations between grades due to scheduling the use of shared spaces, such as the lunch room and gymnasium/turf.

~~Daily Schedule~~

~~8:15-8:30~~	~~Opening Huddle, including Number Corner math instruction—Performance Character Kickoff lessons may take place during this time.~~
~~8:30-9:35~~	~~Instructional 1~~
~~9:35-9:50~~	~~Free Play~~
~~9:50-11:15~~	~~Instructional 2~~
~~11:15-11:40~~	~~Free Play~~
~~11:40-12:10~~	~~Lunch~~
~~12:40-1:15~~	~~Instructional 3~~
~~1:15-1:45~~	~~Athletics (4 days per week)/Fine Arts (1 day per week)~~
~~1:50-2:15~~	~~Instructional 4~~
~~2:15-2:30~~	~~Free Play~~
~~2:30-3:20~~	~~Instructional 5~~
~~3:20-3:30~~	~~Closing Huddle~~
~~8:15-8:45~~	~~Morning Huddle—Performance Character Kickoff lessons occur during this time.~~
~~8:45-11:40~~	~~Instructional 1~~
~~11:40-12:00~~	~~Free Play~~
~~12:00-12:25~~	~~Lunch~~
~~12:25-2:10~~	~~Instructional 2~~
~~2:10-2:25~~	~~Free Play~~
~~2:25-2:35~~	~~Huddle~~
~~2:40-3:30~~	~~Athletics/Fine Arts~~
	~~Middle School Sample Daily Schedule~~
~~7:25-8:15~~	~~English Language Arts~~
~~8:20-9:10~~	~~Math~~
~~9:15-10:05~~	~~Physical Activity Session~~

~~10:05-10:20~~	~~Break~~
~~10:20-11:10~~	~~Science~~
~~11:15-11:55~~	~~Social Studies (Athlos Roots~~
~~12:00-1:15~~	~~Healthy Body Lunch/Free Play/Huddle (Performance Character Kickoff lessons and regular PCT discussions will take place during the Huddle)~~
~~1:15-1:55~~	~~Foreign Language/Elective~~

THIRD GRADE SAMPLE SCHEDULE

	Monday	***Tuesday***	***Wednesday***	***Thursday***	***Friday***
8:15-8:45	*Huddle*	*Huddle*	*Huddle*	*Huddle*	*Huddle*
8:45-9:50	*Math**	*Math*	*Math*	*Math*	*Math*
9:50-10:05	*Free Play*	*Free Play*	*Free Play*	*Free Play*	*Free Play*
10:05-12:30	*ELA*	*ELA*	*ELA*	*ELA*	*ELA*
12:30-1:00	*Lunch*	*Lunch*	*Lunch*	*Lunch*	*Lunch*
1:00-1:25	*Free Play*	*Free Play*	*Free Play*	*Free Play*	*Free Play*
1:25-1:50	*Flexible Instructional Block*	*Flexible Instructional Block*	*Fine Arts: Visual Arts*	*Flexible Instructional Block*	*Science/Social Studies*
1:50-2:35	*Athletic Movement*	*Fine Arts: Music*	*Athletic Movement*	*Athletic Movement*	*Athletic Movement*
2:35-3:20	*Science/Social Studies*	*Science/Social Studies*	*Science/Social Studies*	*Science/Social Studies*	*Science/Social Studies*
3:20-3:30	*Huddle*	*Huddle*	*Huddle*	*Huddle*	*Huddle*

SIXTH GRADE SAMPLE SCHEDULE

8:15-9:10	*Athletic Movement*
9:15-10:05	*English/Language Arts*
10:05-10:15	*Free Play*
10:15-11:10	*Math*
11:15-12:10	*Social Studies*
12:10-12:40	*Elective (visual arts, choir, technology)*
12:40-1:05	*Lunch*
1:05-1:30	*Free Play*
1:35-2:30	*Huddle*
2:35-3:30	*Science*

(3) Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

~~Athlos Academy of Reno believes in~~ *There is* a direct correlation between student *and school* achievement and regular school attendance.[50] ~~Our~~ *Athlos Academy of Reno's* goal is to encourage regular attendance in order to foster lifelong traits of focus, self-control, and leadership within students. It is a shared responsibility of students, parent/guardians, teachers, and the school administration to ensure that a student attends school regularly. Athlos has the following policies on attendance, excused and unexcused absences, tardiness and truancy.

Attendance Policy

Nevada's Compulsory and Excused Attendance laws require children between the ages of 6 and 18 years to attend school and arrive on time unless there is a valid and legitimate excuse.

1. Students are expected to attend all of their classes on time and make up any missing works in the event of an absence;
2. Parent/guardian(s) are expected to ensure their student is attending school and notify the school in the event of an unavoidable absence;
3. Teachers will take daily attendance and enforce attendance policies for all ~~of~~ their students. Attendance will be taken within the first 15 minutes of the school day for grades K-5. For middle school classes, attendance will be taken that the beginning of each class;
4. In instances of excused absences, teachers will provide assignments to students upon request;
5. Absentee reports will be reviewed weekly and, as needed, a series of notices of absenteeism will be sent home.
6. The school administration will maintain accurate attendance records, provide a responsible person to approve student check-outs, and regularly inform the parent/guardian(s) of the student's attendance and notify them of attendance issues as soon as one is identified

Excused Absence

An absence will be excused if a student's parent/guardian(s) verifies one of the following explanations in a timely manner:

1. Illness (excessive illness requires medical verification)
2. Serious illness in the student's immediate family or extreme family emergency
3. Religious instruction—not to exceed three hours a week—or a religious holiday~~,~~
4. Medical appointments that cannot be scheduled outside of school hours.~~,~~
5. ~~Official school field trip or school-sponsored event.~~

Unexcused Absence

1. An absence will be considered unexcused if it is neither verified by the student's parent/ guardian(s), nor compliant with the school's excused absence policy absence.

[50] (Roby, 2004)

2. An absence which is not approved by the parent/guardian(s) and/or the school; or
3. The student's absence could not be accounted for by evidence of a legitimate or valid excuse in accordance with school policy and state law.

Tardiness

Failure to be in an assigned class and/or seat on time is considered tardiness.

1. Students more than 10 minutes late at the beginning of the school day must go to the front office to obtain a tardy slip,
2. Tardiness between classes for middle school students shall be recorded by teachers,
3. Chronic tardiness between classes may be escalated to a disciplinary issue, and
4. Tardiness of more than 10 minutes can be excused with timely verification from the student's parent/guardian(s) in the event of an excusable absence.

Truancy

An absence on a student's record without a valid excuse is considered a truancy.

1. Athlos Academy of Reno will notify parent/guardian(s) by a phone call, text, or email within 24 hours of a student's unexcused absence so that a parent/guardian may call and excuse their child before he/she is marked absent for the day;
2. Five unexcused absences shall result in a *Notice of Truancy*; and
3. Truancy shall be handled according to school policy.

Reducing truancy and chronic absenteeism

Athlos Academy of Reno will employ a ~~Behavior Intervention Specialist that~~ *behavior intervention specialist who* will work to reduce truancy and absenteeism, as part of a larger role in working with at-risk students to help them navigate roadblocks to their success, ~~and to~~ reduce discipline issues, and improve attendance. This ~~position~~ *person* will work closely with RTI teams and the office manager to ensure attendance and truancy are addressed promptly. As needed, the *b*ehavior *i*ntervention *s*pecialist will conduct home visits to mitigate absenteeism and truancy. Home visits are very effective in increasing attendance.

In addition, morning ~~Huddles~~ *huddles* will be a social and emotional connection point for many students that they will not want to miss. Huddles will happen at or near the beginning of the school day to reduce truancy.

A DAY IN THE LIFE & SCENARIOS

(1) Describe a typical school day from the perspective of a student in each grade span (elementary, middle, and high school) that will be served in your first year of operation.

For both elementary middle school students, refer to the daily schedules, beginning on page 94. Elementary students will have one teacher instructing them in all subject areas, except physical activity and music/fine arts, while middle school students will have different teachers for each instructional subject.

After being greeted while arriving to school, students will spend ~~20~~ *30* minutes in the ~~Morning Huddle~~ *morning huddle*. The ~~Huddle~~ *huddle* is a critical part of Athlos culture because teachers ~~use the time to~~ provide instruction on Performance Character curriculum, and *throughout the school day* will refer to ~~that initial Huddle~~ *the huddle* ~~lesson~~ and integrate new examples of the character traits ~~throughout the day~~.

After the *huddle,* ~~Huddle,~~ students will begin ~~deep learning around~~ mathematics. Math instruction will include lessons that highlight enactive, iconic, and symbolic learning. ~~While~~ *When teachers take their* ~~taking~~ students' ideas about solving mathematical problems seriously, ~~teachers~~ *they* facilitate rich discussions that ~~push~~ *develop* students conceptually. By encouraging multiple strategies, misconceptions are resolved and an understanding of the structure of mathematics emerges. ~~Also, during~~ *During* a well-designed math class, a teacher would include ~~Movement Breaks~~ *purposeful movement breaks* that ~~are purposeful, allowing for~~ include short bursts of physical activity that are linked to math instruction and increase ~~facilitate~~ neuron connectivity ~~and tie to lesson content~~.

~~Realizing that~~ *Because* short periods of unstructured free play are vital for a well-focused classroom, the teacher accompanies the students outside for a *15* ~~fifteen~~ minute break. By using good transitions, *the teacher will prepare the* students *to* ~~will~~ come back to class to begin *an English language arts* ~~their literacy~~ lesson.

Using both ~~readers and writers'~~ *reading and writing* workshops, the teacher engages students, finding ways to intentionally differentiate instruction *among students*. Utilizing small groups and collaborative learning, students ~~are challenged on multiple ends~~ *on different points* of the learning spectrum *are challenged*. Literature that connects to broader themes helps students develop skills and interests that spark curiosity and tackle challenges.

Next, ~~students head to Athletic Performance class. The 50-minute class begins with Movement Prep, elevating the heart rate through running, stretching, skipping, and hopping exercises. After warming up their bodies, students are taught a lesson on locomotion. The instruction builds on a series of lessons over the course of the week and year to help students become more fit, efficient movers. Once finished with their time on the turf,~~ students eat a healthy lunch *in the lunchroom*. ~~The lunch experience is enhanced by a~~ *A* communal culture *focused on Performance Character enhances the lunch experience.* ~~that relates to the schools focus on character~~. ~~After lunch, students get the opportunity for some quiet reading. This 20-minute time period allows students the opportunity to wind down and increase reading fluency.~~

After lunch, students have another unstructured free play, lasting 25 minutes. This supervised session of physical activity reinvigorates the body and strengthens cognitive implanting of learned concepts. After this, there is a flexible instructional block. On some days, the teacher could spend additional time reviewing important topics. On other days, students could have an opportunity for quiet reading. This 25-minute time period allows students the opportunity to wind down and increase reading fluency.

Next, students head to athletic movement class. The 45-minute class begins with movement prep, elevating the heart rate through running, stretching, skipping, and hopping exercises. After warming up their bodies, students are taught a structured lesson that builds on a series of lessons over the course of the week and year to help students become more fit, efficient movers. (For more on the structure of these classes, see the Physical Education and Activity response beginning on page 36.

After *their time on the turf* ~~individual reading~~, students *on most days* begin science class. The science curriculum is full of inquiry, *often* taught through the lens of the ~~schools focus on the~~ Healthy Body *pillar*. *The teacher can connect the* thermogenic component of the *movement prep* ~~Movement Prep~~, experienced during ~~Athletic Conditioning~~ *athletic movement* earlier in the day~~, is connected by the classroom teacher~~. *Connecting science concepts to experienced movement activity can increase* ~~The connection of science concepts to authentic learning and application of athletic activity increases~~ relevancy*,* ~~and~~ excitement*, and*

engagement with the academic content ~~surrounding content~~ for students. ~~Today's~~ *For example, a* lesson on levers *would examine* ~~examines~~ prosthetics and tie~~s~~ in an engineering design component to create STEM connections. During ~~the course of the~~ science class~~,~~ the teacher integrates ~~two different two-minute Movement Breaks~~ *short movement breaks* that reinforce lever and force concepts and activate neurons to stimulate learning.

~~Next, students spend another fifteen minutes with unstructured free play, reinvigorating the body and strengthening cognitive implanting of learned concepts.~~

On other days, instead of science, students would begin social studies after athletic movement class. Social studies instruction is ~~Students then proceed to social studies, a class~~ full of deep inquiry and cross-disciplinary connection of historical events to present-day situations and conflicts. *Teachers highlight* Performance *Character* ~~character~~ traits in historical figures and students ~~engage~~ *participate* in writing, discussion, and questioning.

Throughout the day, in all classes and experiences, students are receiving feedback through consistent, non-intrusive formative assessment. Ultimately, summative assessments are used to gain an even clearer picture of student learning. To conclude the day, students come together for a final ~~15~~ *10*-minute huddle.

(2) Describe a typical day for a teacher in a grade that will be served in your first year of operation.

Refer to the previous response and the daily schedules beginning on page 94 for an overview of the structure of the school day.

A typical ~~first~~ *third* grade teacher will arrive at school before students to make final preparations for the day. Once students arrive, the teacher will lead the morning *huddle* ~~Huddle~~, which sets the tone for the day. The teacher will lead students in instructional lessons in blocks, as listed in the previous response or in the calendar on page in the calendar. Instructional periods will include movement breaks designed by the teacher or included in curricula.

During the school day when the teacher's students are not in the classroom for athletics instruction, lunch, or music/fine arts instruction, the teacher will have time for more classroom preparations, including grading and communications, as well as grade-level collaborative planning. On some days, this time will be set aside for ~~Professional Learning Community~~ *professional learning community* sessions, professional development, or staff-level meetings. After the school day ends, additional preparations or meetings may occur, as needed and scheduled.

(3) A new student, Ruby, has enrolled at your school and during the registration process her mom informed the office manager that she has Down Syndrome. This student is eligible to attend the school. Based on the IEP information that her mom brought in, the student is included in the general education program for 60% of her day. How will you plan to ensure your school is prepared to meet the needs of students like Ruby and/or what adjustments will be made (e.g., in scheduling, staffing, etc.) to account for students with unanticipated needs?

~~Answering this question without an actual IEP would be very difficult. Based on the IEP, the Special Education Director could look at classes or courses that Ruby could participate in, with tailored instruction such as individualized or small group instruction, or pulling her out of class. The schedule of her day would be determined by the goals of her IEP.~~

~~Athlos Academy of Reno could make some structural, scheduling and staffing adjustments to allow Ruby to stay in the classroom. One option would be to have a special education paraprofessional assist her at various parts of the day, as needed. Additionally, Athlos Academy could "stack" a classroom with additional Special Education students so that a paraprofessional could serve multiple Special Education students within one general education classroom.~~

For all students with special needs, the IEP team will carefully review previous assessments and IEP documents after the students enroll. The IEP team will hold a transfer meeting to discuss the supports and services outlined in the IEP and propose a comparable program to meet the students' needs and goals.

To ensure Athlos Academy of Reno is prepared to meet Ruby's needs, the special education director will hold a transfer meeting with Ruby's teachers and parents to review all the required accommodations and background information. Since Ruby received services in a general education setting 60 percent of the day, the initial placement would be a similar partial-inclusion program. Based on the academic and non-academic goals of the IEP, the special education team may use instructional and scheduling flexibility to support Ruby's needs. For example, most of the day Ruby will work towards her goals in the general education classroom, and depending on specific needs in the IEP plan, a special education paraprofessional may be utilized to support her through parts of the day. If some goals cannot be addressed in the general education class, she will receive additional services in a location other than the general education classroom for part of the day. The general education teacher may also receive additional mentoring for planning and implementing modifications in the classroom and using assistive technology. As part of the IEP review process, the school will reevaluate Ruby's placement, considering her progress, strengths, and adjustments to a new learning environment. The goal is to provide her supports and services in the least restrictive setting to address her goals.

As described in the Multi-Tier System of Supports Plan and in the response on page 21, there will be protocols and programming developed and in place for any unanticipated student needs. Considering the available resources, the special education director and school leader will be charged with thinking creatively and flexibly to determine the types, location, and schedule of services. It is possible that additional services may need to be contracted to support occupational, speech, and physical therapy needs. Ultimately, the school is responsible for ensuring that programs and services meet the needs of the student.

(4) A new student, Alejandra, has enrolled at your school. After reviewing the enrollment packet and speaking to your registrar you learn this student is an ELL student and her mother has brought a friend to serve as an interpreter. Some of the records you received from the parent indicate the child has a 4 in listening, a 4 in speaking, a 2 in Writing and a 1 in Reading. How will you plan to ensure your school is prepared to meet the needs of ELL students like Alexandra and/or what adjustments will be made to the daily schedule to account for unanticipated needs? How will you communicate and work with parents like Alexandra's?

Athlos Academy of Reno would first ensure that the school's forms and documents are available in multiple languages, especially English and Spanish, and make arrangements to have interpreters available as needed, if parents such as Alejandra's request one.

Alejandra' s W-APT scores show that she is able to learn. Her results suggest that the correct course of action may be similar to that for any child struggling in writing and reading. Alejandra's teacher at Athlos Academy of Reno will know that she has strengths in listening and speaking and use that to help her advance in other subject areas.

Athlos' model of differentiated instruction allows Alejandra's teacher and the school to employ a variety of strategies, including:

- finding time for pull out sessions and individual time to assist her with her writing and reading
- specialized and small-group instruction
- additional work with ~~special education~~ *ELL* paraprofessionals to see if additional support is needed
- allowing her to listen to, rather than read, some lessons and speak, rather than write, some of her responses to ensure subject-area mastery.

(5) You have been operating a school for the past three years and have just received your school-level state test data for the most recent year (see table below).

(a) Your annual accountability targets for each subject require that you grow the whole-school Percent Proficient/Advanced of your SWD students by 8 percentage points to approach, 10 points to meet and 12 points to exceed expectations from year to year. Explain the trends you see in the performance of your Students with Disabilities (SWD), both over time and as compared to the non-SWD population, in the table below. What are your initial thoughts about this data? What are your next steps? Who needs to be part of the team to address this? What further information do you need and how will you obtain it? Keep in mind that the SWD subgroup includes a range of disabilities, including Specific Learning Disabilities, Autism, Emotional Disturbance and Intellectual Disabilities.

Data for All Tested Grades			Math				RLA			
Yr.	Subgroup	valid tests	pct_below_bsc	pct_bsc	pct_prof	pct_adv	pct_below_bsc	pct_bsc	pct_prof	pct_adv
2012	All Students	131	30.6	51.1	14.5	3.8	29.8	49.6	16.8	3.8
	Students with Disabilities	23	26.2	47.8	13	13	34.9	30.4	13	21.7
	Non-Students with Disabilities	108	31.4	51.9	14.8	1.9	28.7	53.7	17.6	0
2013	All Students	116	26.7	40.5	25	7.8	46.5	41.4	11.2	0.9
	Students with Disabilities	20	50	50	0	0	75	25	0	0
	Non-Students with Disabilities	96	21.9	38.5	30.2	9.4	40.7	44.8	13.5	1
2014	All Students	113	30.1	38.9	24.8	6.2	44.2	43.4	12.4	0
	Students with Disabilities	14	57.2	28.6	7.1	7.1	57.2	35.7	7.1	0

	Non-Students with Disabilities	99	26.2	40.4	27.3	6.1	42.5	44.4	13.1	0

~~Students with disabilities are performing far worse than the non-SWD population on math in 2013, with no students meeting even proficiency, a drop of 26 percentage points from 2012. Non-SWD students saw a 22.9 percentage point increase in scoring proficient or advanced in math from 2012 to 2013. In 2014, the trends of change reversed slightly, with 14.2 percent of SWD students scoring proficient or advanced, up from zero, while the non-SWD population meeting that benchmark declined by 6.2 percentage points. However, that second-year change still meant non-SWD students posted strong gains, while SWD students were below where they started. So, while the 14.2 percentage increase would exceed expectations, it doesn't show the school has made progress over the 2-year period.~~

~~For reading scores, the entire school showed rather sizable declines from 2012 to 2013, which is concerning. The SWD population's 2013 scores had no proficient or mastery results, while the non-SWD population dropped 3.1 percentage points. The entire school showed only modest improvement in 2014—0.3 percentage points—driven entirely by the SWD population's 7.1 percent of students showing proficiency. While that increase is good, it falls short of even the 8 percent standard of approaching the goal. The non-SWD student population saw another decline, by 3.1 percentage points, in 2014.~~

~~Aside from the test scores, it's also concerning to see a rather large drop in the number of SWD taking the test and worth following up on. If the decline is because students are no longer needing disabilities services, that is great, but if students are not taking the state test or are leaving the school, that is concerning. Granted, student population data should have been available prior to these test results, so this issue likely would have been addressed previously.~~

~~Clearly, the school needs to take steps to show that it can improve student achievement. The school's data inquiry team, composed of staff and paraprofessionals, should look at interventions and their efficacy and potentially modify plans and strategies. The Special Education Director should be part of these meetings, given the concerning data on students with disabilities.~~

The chart shows math and reading proficiency scores between the years 2012 and 2014, disaggregated by SWD and non-SWD, including the total number of valid tests. One interesting trend is that the number of valid tests drops from 131 in 2012 to 113 in 2014, a difference of 18 students. As a school, it would be important to further investigate this number and analyze the reasons for the decrease. Has the total student population dropped? If not, what are the reasons for the increase in invalidated tests? The decrease affected both groups, with nine fewer SWD students tested in 2014 and nine fewer non-SWD tested in 2014. Some of the students with disabilities could no longer be classified as needing services or some students may have left the school. There may be other reasons for invalidated tests. It would be important to know the reasons for shifts in the numbers, as one student makes a statistical impact with a small data set.

Overall, students with disabilities are not performing as well as the non-SWD population on math and reading, with no SWD students meeting proficiency in both subject areas from 2012 to 2013. In 2012, six SWD were proficient or advanced in math and none in 2013. It would be informative to disaggregate those six students and analyze their results. Did they no longer qualify for services and are now part of the non-SWD data set? The results show a great increase in the below basic percentages in both subject areas for SWD between the years 2012 and 2013. In math below basic increased from 26.2 percent to 50 percent, and in reading below basic increased from 34.9 percent to 75 percent. In 2014, 14.2 percent of SWD students scored proficient or advanced,

up from zero; that means only two out of 14 students were proficient. In reading for 2014, only one student met proficiency. Again, the number of valid tests for 2014 is only 14, down from 20 for the previous year, which seems to mask some of the gains made in reading. For example, in reading, 15 students were below basic in 2013. By 2014 only eight students are below basic, yet only one student met proficiency and the number of basic students stayed the same. What happened to the seven below basic students from 2013 to 2014? It would also be worthwhile to look at individual growth for these students and see if there are any correlations with their disabilities. For example, are students with autism showing any growth? The data certainly warrants a closer look at what is happening with sub-groups and the number of SWD students with validated tests.

The students without disabilities are performing slightly better than the SWD. As in the SWD population, the number of valid tests decreased by nine students over time, but since the data set is larger, the impact is not as significant. In math, non-SWD students saw a 22.9 percentage point increase in scoring proficient or advanced from 2012 to 2013. Yet, by 2014 the non-SWD population meeting proficiency declined by 6.2 percentage points. Overall, there was an increase in proficiency, but the school is not meeting expected gains. Reading scores, particularly, are very concerning. The scores for non-SWD show a decline over the three years, similar to the SWD. There is a decrease in number of students proficient, from 19 students in 2012 to only 13 in 2014. There is an increase of 13.8 percentage points of below basic students from 2012 to 2014.

There are other additional aspects to the data that could develop the full story of students' performance. One example is to look at growth scores, not just proficiency cut offs. Growth scores can tell if students are making slight gains within a benchmark. Another item to examine is how close the scores are to proficiency cutoffs. Perhaps some of the students who scored basic in 2013 were very close to proficiency. Seeing the range of scores for each benchmark level can be informative. Cohort data is also very interesting and useful. Extracting cohort data over time allows one to see the impact of a system on a group of students. Examining data for students who have attended a school for a length of time adds more depth to analyzing the school's systems and structures. It is also important to look at sub-groups within a population, including grade levels, individual classrooms, and other groups such as ELL and free or reduced lunch status. Digging deeper can add more clarity to the larger trends, support more exact conclusions, and assist in forming plans of action.

Overall, the school needs to take steps to show it can improve student achievement in both reading and math for all populations. Reading is a particular concern because of such low proficiency scores for both populations and the decline in scores. A data inquiry team made up of the school's leaders including the principal, instructional coaches, special education director, ELL teacher, and school counselor should convene to analyze overall reading trends and sub-group data. Together they should generate questions and conclusions regarding the current systems and structures such as curriculum, support services, and teaching methods. With this information, the leadership team may proceed with a professional development plan to address the reading results. The professional development plan may include the following components:

1. *Standards Research*
    - *Analyze and deconstruct the Nevada Academic Content Standards for ELA*
    - *Evaluate standards alignment and curriculum materials*
2. *Assessment*
    - *Evaluate assessment practices (formative and summative)*
    - *Develop use of student-engaged assessment practices*
    - *Develop use of common assessments*
    - *Use interim data effectively*

3 *Instruction*

- *Research best practices for reading instruction*
- *Re-assess differentiation practices, resources, and support services*

The purpose of the professional development plan is to build a cohesive, systemic approach to reading instruction, one in which the staff has a shared understanding of the standards, sound assessment practices, and aligned instructional methods. The school should continue to analyze and evaluate end of year data results to determine if there was any impact on student achievement.

OPERATIONS PLAN

LEADERSHIP TEAM

(1) Describe the proposed organizational model; include the following information:

(a) Organizational charts for year one and one for when the school is at full capacity

The chart in Attachment 8 ~~represents~~ *shows* the organizational structure of Athlos Academy of Reno for when the school is fully operational. This organizational chart is expected to be in place for year one~~, as well~~. This organizational chart will not change *significantly* ~~dramatically~~ as enrollment grows. For changes to staffing levels, see the section on staffing, starting on page 109.

(b) Job descriptions for each leadership role (provide as Attachment 2)

Please see Attachment 2 for job descriptions for the leadership positions *listed in the organizational chart, referenced in the previous response*~~part (a) of this section~~.

(c) Resumes of all current leadership (provide as Attachment 3). NOTE: It is strongly encouraged that high quality school leaders/principals with strong track records of success with the target population be identified for any school which wishes to open in the 2017-18 school year.

There is no identified leadership team for the 2018-2019 school year at this time. Upon the CTF and Athlos Academies' (EMO) hiring of a leadership team, the resumes and any other requested information (in compliance with law) will be shared with SPCSA for review.

(d) Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 3)

No leadership positions, including ~~School Leader~~ *school leader*, have been filled yet. *As stated in the previous response, appropriate documentation of student achievement data for the individual primarily responsible for academic programming will be provided for SPCSA review upon hire.*

(2) Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:

(a) School leadership, operations, and governance;
(b) Curriculum, instruction, and assessment;
(c) At-risk students and students with special needs;
(d) Performance management; and
(e) Parent and community engagement.

~~No leadership has been chosen yet to clarify these qualifications as a leadership team for the school.~~

Athlos Academy of Reno's leadership team will be comprised of diverse group of leaders with wide-ranging capacity. Team members include the school leader, assistant school leader, special education director, student support director, lead instructional coach, lead athletic performance coach, and lead Performance Character coach.

These seven individuals will bring a range of background and expertise to leading the school. Both the school leader and assistant school leader will have strong capacity to oversee operations and governance along with quality leadership that empowers and builds a culture of excellence.

The lead instructional coach will be at the forefront of managing curriculum, instruction, and assessment. With the help of other instructional coaches and grade-level team leads, the lead instructional coach will coordinate professional learning that builds capacity and effectively uses data. The leadership team will be kept informed and contribute to the ongoing development of curriculum, instruction, and assessment coordinated by the lead instructional coach.

Both the special education director and the student support director will be the leaders overseeing support for at-risk students and students identified with special needs. The student support director will coordinate the 504 plans, ELL services, behavioral support and intervention management, and family/student support. The special education director will work with instructional staff, in coordination with leadership staff, to implement instructional programming and monitor identified students. Both of these directors will bring an important element to the leadership team, helping ensure compliance and maximum support for all students school-wide.

All leadership team members will analyze data and collect anecdotes that speak to the school's performance. Each pillar leader (lead instructional coach, lead athletic performance coach, lead Performance Character coach) has a unique responsibility to ensure top performance within each pillar, along with integration throughout the school. With ongoing assessment and continual collaboration around performance, the leadership team will be well equipped to lead teachers and staff to modify for effective implementation of school-wide strategies to support student achievement.

Ensuring that parents and the community are an integral part of the school is of utmost importance to both the leadership team and the school in general. With systems and structures in place including student-led conferences and up-to-date classroom web pages, family members will feel connected and informed. Ultimately, the school leader and assistant school leader will serve as key conduits for family members. Essentially, all leadership team members will have contact and interaction with families and will strive to be open, transparent, and consistent while providing a safe, supportive, and engaging learning environment.

(3) Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 4).

Recruiting and hiring a skilled and experienced school leader is priority for Athlos Academy of Reno. The school will use a multi-step process that includes introductory events to help prospective candidates initially understand and be inspired by the Athlos model. Upon application, an initial review is used to evaluate whether a candidate meets basic requirements. Those who pass this stage will be given a structured interview with several Athlos Academies (EMO) staff members. Top scorers after the structured interview then participate in a panel interview helping to identify the best fit. The top candidates, narrowed down to three to five individuals, will be presented to the CTF for consideration. The CTF has the autonomy to schedule interviews with each of the top candidates and determine the leader that they believe is the best fit for the South Reno community and the Athlos culture. Attachment 4 and The Staff Recruitment and Retention Plan have a graphic-based explanation of the hiring process and examples of the initial review, structured interview, and panel interview.

Upon hiring, the leadership team will participate in an intense on-boarding process that includes a scripted series of blended on-site and virtual trainings. The virtual component of these trainings will

be done using the learning management system (LMS). School leaders will also take part in two three-day workshop experiences, prior to the school opening, that build upon and expand Athlos learning to support the content of the LMS trainings. School leaders will be supported along the way in preparing to open the school, both by launch specialists and content experts who help prepare the school to be as successful as possible initially. Athlos Academies (EMO) staff are the primary support for this on-boarding process, while also utilizing appropriate partnerships and professional opportunities local to the state of Nevada to ensure fidelity and alignment to standards and statewide requirements.

Once the school is operational, leadership team members will be consistently in contact with Athlos Academies (EMO) staff, allowing for further support and guidance. Once per week conference calls will provide a formal structure for both new learning and support for day-to-day operations. The school work plan will be revisited and plans will be put in place that support the development of the leadership team and the entire staff.

Athlos Academies *(EMO)* will lead training, coaching, and retention of the ~~School Leader~~ *school leader* at Athlos Academy of Reno, with support coming directly from ~~the Chief Program Officer, Chief Learning Officer, and Director of School Success. Support will include~~ *nearly every position on Athlos Academies' (EMO) programs team. This support will provide the school leader with the systems necessary to continue to grow, lead, and maintain passion as the frontrunner at Athlos Academy of Reno. Another goal for the professional development of leadership is to seek opportunities to train with the Washoe County School District when appropriate and build professional skills and community with other educators in the area.*

Furthermore, the table below outlines specific positions at the EMO supporting the school.

Name	Title	Support Provided to School
David Jeppson	*President*	*Strategic planning for the organization*
Alex Macdonald	*Chief Programs Officer*	*Oversight of operations and programs of existing Athlos schools*
Camille Wells	*Chief Community Relations Officer*	*Oversees communications/events and Community Relations, School Growth and School Success teams*
Sarah Ross	*Chief Academic Officer*	*Oversees Pillars team and professional learning*
Dave DenHartog	*Chief Learning Officer*	*Athlos culture, SEL surveys, teacher recruitment and retention*
Giselle Isbell	*Director of Prepared Mind*	*Prepared Mind pillar implementation and works with instructional coaches*
Chandler Herdt	*Director of Healthy Body*	*Athlos Athletic Curriculum development and implementation and works with coaches*
Jenn Thompson	*Director of School Success*	*School launch in pre-operational years; ensures a smooth first year for the school*
Jonathan Gillen	*Director of School Finance*	*School finance, contract, and apparel management*
Chris Bryner	*Associate Director of Performance Character*	*Performance Character pillar specialist*

Abby Fereday	*Pillar Success Manager*	*Refines processes and communications within the pillars team to schools*
Amy Dolan	*Middle School Specialist*	*Prepared Mind - middle school focus*
Mackenzie Peters	*K-12 Research Assistant*	*Prepared Mind assistance*
Peter Verdin	*Associate Director of Healthy Body*	*Healthy Body pillar*
Rosemary DeMond	*Executive Assistant*	*Administrative support of Home Court; communicates with school office staff regarding needs*
Alyson McElwain	*Graphic Designer*	*Graphic design for schools*
Brad Iverson-Long	*Technical Writer/Policy Analyst*	*Policy analyst and grant opportunities for schools*
Caitlyn Scales	*School Growth Coordinator*	*Transition of boards to form to governing boards*
Ian Woods	*School Nutrition Specialist*	*School nutrition program*
	School Data Specialist	*Data system management*
Jeff Gunther	*School Governance Specialist*	*Governing board liaison*
Juliana Giovannini	*School Launch Specialist*	*Enrollment and policy research*
Michelle Wooton	*Research Assistant*	*School launch research and assistance*
Molly Loveless	*School Launch Specialist*	*Recruitment and school operations expertise*
Rachel Flachbart	*Technical Writer/Policy Analyst*	*Policy analyst focused on charter applications and state policies*
Rochelle Adams	*Graphic Design Specialist*	*Graphic design supporting schools*
Shawn Vang	*School Finance - Launch Specialist*	*School Finance - launch focus*
Tabitha Bower	*Social Media Specialist*	*Social media and marketing for schools*

~~School Leader professional development, feedback and guidance around teacher evaluation and growth, assistance in analyzing data and creating SMART goals, training around "teacher-centered" and "student-centered" coaching, accountability partner offering consistent feedback and a thought partner offering strategic guidance~~

~~This support will provide the school leader with the system necessary to continue to grow, lead, and maintain passion as the frontrunners at Athlos Academy of Reno. Another goal for professional development of leadership is to seek opportunities to train with the local district when appropriate and build professional skills and community with other educators in the area.~~

(4) Explain your school leader's role in the successful recruitment, hiring, development and retention of a highly effective staff.

~~No leadership positions, including School Leader, have been filled yet.~~

The comprehensive recruitment and retention process is designed to identify the best possible candidates. The Staff Recruitment and Retention Plan in the supporting documents provide additional details on the proposed interview and hiring process.

Multiple avenues will be used to showcase Athlos, attract top talent, and to utilize existing staff or candidates from a growing national network. School leadership will take the lead on staff hiring with the support of Athlos Academies (EMO) and approval of final candidates by the governing board. When teachers apply to the school, they will participate in the hiring process including an initial profile, professional inventory, and job specific inventory. After completing these steps, school leaders will interview top candidates using a structured approach. The process will help identify the best fit for the school, aligning great teachers with a powerful model for learning.

The development process will begin initially when candidates are applying and sharing their educational background and professional learning needs. Once hired, staff members will participate in a systematic process that offers a depth of understanding both about the Athlos model and also about best teaching practices. Professional learning will happen both independently and collaboratively and is differentiated depending on experience and competency.

Retaining top teachers depends on multiple factors, which are highly influenced by the school culture that is established. When teachers are feeling empowered by gaining a sense of mastery and deep learning, along with aligning to the school's mission and vision, retention will be high. The school leader and team must be open to feedback and responsive to needs of staff. Building trust and connection to teacher expectations is imperative for retention of great individuals.

(5) Explain your school leader's role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the school leader's guidance?

~~No leadership positions, including School Leader, have been filled yet.~~

The Athlos school leader will be an instructional leader - a person with deep understanding and knowledge of what great teaching looks, feels, and sounds like. Undoubtedly, multiple people on the leadership team, including the instructional coaches, will have rich backgrounds with curriculum, instruction, and assessment, but the school leader must be well versed in all of these aspects and able to help make critical decisions pertaining to academics.

The school leader is also the driving factor in regard to school culture. The professional environment that the school leader facilitates will set the tone for the rest of the school. How staff members interact, how issues are resolved, what kind of language staff members use, and how professional the staff acts are all impacted directly by the decisions of the school leader. The leadership team will be the example and model of expectations to support school-wide structures and culture. Examining and improving upon the school culture will be a common discussion point during leadership team meetings.

(6) What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

~~No leadership positions, including School Leader, have been filled yet.~~

Leadership team members will be hired with an intentionally wide range of skills and backgrounds. Each will bring unique educational experiences that provide direction in specific areas as well as beneficial overlap in skillsets. The school's system calls for membership on the leadership team to be diverse, ensuring adequate redundancies. The team will learn from each other and provide valuable input as decisions are made concerning the direction of the school. Undoubtedly, with the structure and team members on the leadership team, knowledge and skills will be well shared.

In addition to the intentionality around selecting leadership team members, the school's system also calls for each member to be very familiar with another team member's role and able to step in when/if needed. For example, the lead athletic coach could also easily fill in as the assistant director when the assistant director is unavailable. These back-up roles are decided by the leadership team, depending on skill sets and interest, at the beginning of each school year.

LEADERSHIP FOR EXPANSION

(1) Describe the school and the EMO's current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

Athlos Academies *(EMO)* is not planning to add any potential network leaders to assist Athlos Academy of Reno. This application is for one school in Reno. The EMO and the local board for Athlos Academy of Reno are open to a 9-12 expansion in the future, or additional campuses/partnerships over time. However, the EMO has advocated to open one school and prove the Athlos model in Reno before pursuing expansion opportunities

(2) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as Attachment 5). Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.

Athlos Academy of Reno does not have a regional director or similar position that will be filled.

(a) If a regional director candidate has not yet been identified, provide the job description (as Attachment 5) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that applicants proposing schools with the intent or potential to add multiple campuses identify the regional leader *(Regional Director, Executive Director, etc.)* in the application or by the time of the capacity interview. The SPCSA reserves the right to require such applicants to defer opening until the 2017-18 school year and to add additional criteria to the pre-opening requirements for such schools.

Athlos Academy of Reno does not have a regional director or similar position that will be filled.

STAFFING

(1) Complete the following table indicating projected staffing needs for the proposed school over the next six years. Applicants which propose to grow their schools to multiple campuses based on the school's academic performance should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans.

Proposed New School

Year	~~2017-18~~	~~2018-19~~	~~2019-20~~	~~2020-21~~	~~2021-22~~	~~2022-23~~

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Management Organization Positions						
Clarifying note: Athlos Academies (~~the~~ EMO) functions as a team. All ~~of~~ employees, in one way or another, are involved in each charter school from pre-approval through life of school. ~~Our roles~~ *Roles* often overlap and are handled in a collaborative environment to best support ~~our~~ *Athlos* schools over time. ~~To identify specific individuals who would be associated with Athlos Academy of Reno would be to list our every employee at the organization.~~ Please review the EMO organizational chart in Attachment 8. We will grow in accordance to needs with each of our current, upcoming, and future schools. All Athlos Academies staff ~~play integral parts~~ *have integral roles* in each individual Athlos school.						
School Staff						
Principals	1	1	1	1	1	1
Assistant Principals	1	1	1	1	1	1
Add'l School Leadership Position 1 [Instructional ~~Guides~~ *Coaches*]	2	2	2	2	2	2
Classroom Teachers (Core Subjects)	~~49~~ *51*	~~49~~ *51*	~~49~~ *51*	~~49~~ *51*	~~49~~ *51*	~~49~~ *51*
Classroom Teachers (Specials) [Sports Performance Coaches]	4	6	7	7	8	8
Student Support Position 1 [Guidance Counselors]	1	2	2	2	2	2
Student Support Position 2 [specify]						
Specialized School Staff 1 [Special Education Director]	1	1	1	1	1	1
Specialized School Staff 2 [Special Education Teachers]	~~2~~ *4*	~~2~~ *4*	~~3~~ *4*	~~3~~ *4*	~~3~~ *4*	~~3~~ *4*
Teacher Aides and Assistants	3.6	3.6	3.6	3.6	3.6	3.6
School Operations Support Staff	9.2	9.2	10.2	10.2	10.2	10.2
Total FTEs at School	~~73.8~~ *77.8*	~~76.8~~ *80.8*	~~79.8~~ *82.8*	~~79.8~~ *82.8*	~~80.8~~ *83.8*	~~80.8~~ *83.8*

Network: Not applicable

Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Number of elementary schools						
Number of middle schools						
Number of high schools						
Total schools						
Student enrollment						
Management Organization Positions						
[Specify]						
Total Back-Office FTEs						
Elementary School Staff						
Principals						
Assistant Principals						
Add'l School Leadership Position 1 [Specify]						
Add'l School Leadership Position 2						

[Specify]						
Add'l School Leadership Position 3 [Specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Special Education Teachers						
ELL/TESOL Teachers						
Student Support Position 1 [e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs at Elementary Schools						
Middle School Staff						
Principals						
Assistant Principals						
Add'l School Leadership Position 1 [Specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Student Support Position 1 [e.g., Social Worker]						
Special Education Teachers						
ELL/TESOL Teachers						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs at Middle Schools						
High School Staff						
Principals						
Assistant Principals						
Deans						
Add'l School Leadership Position 1 [Specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Special Education Teachers						
ELL/TESOL Teachers						
Student Support Position 1 [e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs at High Schools						
Total Network FTEs						

HUMAN RESOURCES

(1) Describe your strategy, plans, and timeline for recruiting and hiring teachers. Explain key selection criteria and any special considerations relevant to your school design.

Athlos Academy of Reno will begin recruitment efforts for teaching staff after receiving charter approval. Efforts will include attending local teacher hiring fairs as well as posting positions on the school's website, at the University of Nevada, Reno career center, in the newspaper, *and* on national teacher recruitment sites such as SchoolSpring, national teaching websites, *and* at national recruiting events. All teachers who apply for positions at Athlos Academy of Reno will be subject to state licensing laws regarding background checks. The hiring process for teachers includes: initial application review, screening interview, in-person interview, and finally an invitation to plan and demonstrate a model lesson. Potential hires will be presented to the *CTF or* board prior to extending an offer, which will be done in writing and in compliance with all applicable employment laws. All employees will participate in a new employee orientation prior to reporting to duty

Athlos Academy of Reno's licensed employees are required to hold a valid teaching certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Teachers must have graduated from a credentialing program. Transcripts must be submitted at time of hire. Substitute teachers shall be cleared in the same manner. The ideal Athlos teacher will:

- Have proper experience and/or education,
- Demonstrate and appreciate the 12 Performance Character *traits,* ~~Traits~~
- Maintain an instructional philosophy closely aligned with the school's stance, and
- Exhibit a growth mindset.

(2) Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.

~~Salaries for the staff of the organization have been compiled based on expectations of salaries offered within the Washoe County School District.~~

Athlos Academy of Reno will offer salaries that are competitive within the local area and will ensure that it can attract and retain staff and faculty. Athlos Academy of Reno has compared its salaries with the Washoe County School District as part of its budget preparation process. The salaries that will be provided by the school are comparable with those of the local school district. The planned salary schedule is listed below.

STEP	*CLASS I*	*CLASS II*	*CLASS III*	*CLASS IV*	*CLASS V*	*CLASS VI*	*CLASS VII*	*CLASS VIII*
	Less than a degree	*BA*	*BA + 24*	*BA + 48*	*MA*	*MA + 16*	*MA + 32*	*PHD / EDD*
1	*$34,000*	*$35,360*	*$36,774*	*$38,245*	*$39,775*	*$41,366*	*$43,021*	*$44,742*
2	*$35,020*	*$36,421*	*$37,878*	*$39,393*	*$40,968*	*$42,607*	*$44,311*	*$46,084*
3	*$36,071*	*$37,513*	*$39,014*	*$40,575*	*$42,198*	*$43,885*	*$45,641*	*$47,466*
4	*$37,153*	*$38,639*	*$40,184*	*$41,792*	*$43,463*	*$45,202*	*$47,010*	*$48,890*
5	*$38,267*	*$39,798*	*$41,390*	*$43,046*	*$44,767*	*$46,558*	*$48,420*	*$50,357*
6	*$39,415*	*$40,992*	*$42,632*	*$44,337*	*$46,110*	*$47,955*	*$49,873*	*$51,868*

7	*$40,598*	*$42,222*	*$43,911*	*$45,667*	*$47,494*	*$49,393*	*$51,369*	*$53,424*
8	*$41,816*	*$43,488*	*$45,228*	*$47,037*	*$48,918*	*$50,875*	*$52,910*	*$55,027*
9	*$43,070*	*$44,793*	*$46,585*	*$48,448*	*$50,386*	*$52,401*	*$54,498*	*$56,677*
10	*$44,362*	*$46,137*	*$47,982*	*$49,902*	*$51,898*	*$53,974*	*$56,132*	*$58,378*
11	*$44,362*	*$47,521*	*$49,422*	*$51,399*	*$53,455*	*$55,593*	*$57,816*	*$60,129*
12	*$44,362*	*$48,947*	*$50,904*	*$52,941*	*$55,058*	*$57,260*	*$59,551*	*$61,933*
13	*$44,362*	*$48,947*	*$52,432*	*$54,529*	*$56,710*	*$58,978*	*$61,337*	*$63,791*
14	*$44,362*	*$48,947*	*$54,004*	*$56,165*	*$58,411*	*$60,748*	*$63,178*	*$65,705*
15	*$44,362*	*$48,947*	*$54,004*	*$57,850*	*$60,164*	*$62,570*	*$65,073*	*$67,676*
16	*$44,362*	*$48,947*	*$54,004*	*$59,585*	*$61,968*	*$64,447*	*$67,025*	*$69,706*
17	*$44,362*	*$48,947*	*$54,004*	*$59,585*	*$63,828*	*$66,381*	*$69,036*	*$71,797*
18	*$44,362*	*$48,947*	*$54,004*	*$59,585*	*$65,742*	*$68,372*	*$71,107*	*$73,951*
19	*$44,362*	*$48,947*	*$54,004*	*$59,585*	*$65,742*	*$68,372*	*$73,240*	*$76,170*
20	*$44,362*	*$48,947*	*$54,004*	*$59,585*	*$65,742*	*$68,372*	*$75,437*	*$78,455*

The school will allocate no less than $600 per employee per month for medical benefits. In addition, the school will offer life insurance and unemployment insurance benefits. The school will participate in the Nevada Public Employees' Retirement System and has allocated budget associated with the costs of providing that benefit to our employees.

A supportive workplace will be key to teacher retention for Athlos Academy of Reno. Research by Hirsch and Emerick shows that "teachers with positive perceptions about their working conditions are much more likely to stay at their current school than educators who are more negative about their conditions of work, particularly in the areas of leadership and empowerment."[51] Athlos Academy of Reno have identified and created plans to foster the following areas that contribute to a supportive workplace:

Time: Athlos Academy of Reno will be mindful of how *it organizes* ~~we organize~~ school days and staffing, to ensure teachers will have adequate time to prepare for, assess, and reflect on student work. Teacher paraprofessionals will assist teachers with this workload. Daily physical activity sessions and other electives, including music and *visual* art*s*, provide classroom teachers with regular planning time during the school day. Additionally, ~~several full days evaluation~~ *the school calendar will schedule time* throughout the school year ~~have been set aside~~ for teacher planning and professional development. *The Professional Development Plan has a more thorough explanation of Athlos' plans for staff.*

Strong Leadership: Hirsch and Emerick also found that schools with high teacher turnover possessed leaders who did not adequately support their staff.[52] The ~~School Leader~~ *school leader* will recognize teacher accomplishments and continually communicate support for teachers; they will treat teachers as experts in instruction and learning and invite them into conversations about

[51] (Hirsch & Emerick, 2006)

[52] (Hirsch & Emerick, 2006)

school policies, such as discipline procedures or professional development planning. Leaders will also ~~maintain~~ *possess* excellent communication regarding all school policies and initiatives.

School Culture: The school culture at Athlos Academy of Reno will revolve around the Performance Character traits. Thus, teachers will feel inspired and empowered to invest time in regular self-improvement. The culture at Athlos Academy of Reno will celebrate strength and embrace weakness with a growth mindset. This culture will be driven by a strong ~~School Leader~~ *school leader*, instilled in classrooms by passionate teachers, and thus fostered in student lives.

Instructional Coaching: Instructional *coaches* ~~Coaches~~ will have a keen understanding of adult development, excellent listening skills, effective communication methods, effective questioning skills, and an ability to uniquely align support to individual teacher personalities, styles, and needs. Teachers will feel empowered by these coaches. Practices such as classroom observations, observation feedback, and professional learning communities will be led by the *instructional coaches* ~~Instructional Coaches~~ at Athlos Academy of Reno.

Teacher Empowerment: Teachers at Athlos Academy of Reno will not only have the power to make instructional decisions within their classrooms to best meet individual student needs~~;~~, they also will be included in collaborative decision-making on topics such as scheduling, materials selection, and professional development experiences. Teachers may also adopt differentiated roles and serve as department supervisors or mentors for younger or less experienced teachers. This sense of involvement will ensure teachers feel empowered to contribute input in valuable ways.

Professional Development: Athlos Academy of Reno will engage teachers in determining the structure and content of professional development. The school will provide teachers with ongoing support in curriculum, instructional methods, classroom and behavioral management, *and* special education support and accommodations, as well as other relevant topics essential to school success. Athlos Academy of Reno will also provide up to 10 days of intensive professional development for teachers for up to 10 days prior to opening. In pre-opening, teachers will receive training in the following areas: Three Pillars (Mission/Vision, Academic Curriculum, Healthy Body Curriculum, Performance Character Curriculum), Instructional Methods (project-based learning, active learning, cooperative learning, technology incorporation, differentiated instruction, backward design, unit design), and Operational Expectations (classroom management, discipline procedures, lunch room/ playground duties, emergency plan). This training will be collaboratively provided by the ~~School Leader, Instructional Coaches,~~ *school leader, instructional coaches,* and Athlos Academies *(EMO)*. Athlos Academies *(EMO)* will provide virtual and on-site professional development during these times. These days will consist of topics based on need, teacher interest, and best practices. Weekly, data-driven after school meetings will allow teachers the opportunity to discuss student achievement and plan differentiated instruction or interventions. This time will also allow for subject- or grade-level curriculum collaboration.

(3) Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for a "typical" school.

Please see the previous response, beginning on page 112. The teacher retention efforts there, including Strong Leadership, Instructional Coaching, and Professional Development, outline many aspects of the relationship between ~~School Leader~~ *school leader* and the rest of the staff.

The teacher-student ratio, as outlined in the budget, is 23:1 across all grade levels in year *one* ~~1~~. Athlos Academy of Reno will work with SPCSA to adjust student enrollment or ratios as needed to provide the best success for students. The ratio of total adults to students will be approximately 16.5:1 in year one.

(4) Outline the procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Anyone at Athlos Academy of Reno with significant access to students, or unsupervised time spent with students, ~~is required to~~ *must* submit to a background check prior to engaging with students. *This includes* ~~including~~ all employees, volunteers, substitutes, or emergency replacements. In compliance with NRS 386.588, all personnel will submit their fingerprints and provide authority to conduct a criminal background check. These will be completed before personnel are hired and begin their work for Athlos Academy of Reno.

The ~~School Leader~~ *school leader* is responsible for supervising students to ensure their safety, and shall provide heightened supervision of substitutes, emergency replacements, volunteers and/or guest speakers, until a background check clears.

(5) Explain how teachers will be supported and developed. Describe the school's performance management system and process for teacher evaluation. Provide your teacher evaluation tool(s) as Attachment 6, as well as any supporting protocols or documentation.

Teachers will work with instructional coaches for support and development, in addition to other professional development that will be offered. Teachers will develop self-evaluations and growth plans that will be monitored and will be part of formal evaluation, along with *student* data ~~of students~~.

(6) Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as Attachment 7, your leadership evaluation tool(s), as well as any supporting protocols or documentation.

The ~~School Leader~~ *school leader* at Athlos Academy of Reno will receive direct support from leadership team at Athlos Academies *(EMO)*, including the *chief program officer, chief learning officer, and director of school success* ~~Chief Program Officer, Chief Learning Officer, and Director of School Success~~. This support will include:

- School leader professional development
- Feedback and guidance around teacher evaluation and growth
- Assistance in analyzing data and creating SMART goals
- Training around "teacher-centered" and "student-centered" coaching
- Accountability partner offering consistent feedback
- Thought partner offering strategic guidance

This support will provide the school leader with the system necessary to continue to grow, lead, and maintain passion as the frontrunners at Athlos Academy of Reno.

(7) Explain how staffing plans for non-classroom staff will ensure high-quality teacher support, family and student support, smooth school operations, and compliance with all applicable Nevada and SPCSA laws, regulations, policies, and procedures.

Staffing for special education teachers will be at a ~~1:25~~ *1:24* ratio, based on an initial estimate and subsequently confirmed count of qualifying students. Paraprofessionals will be staffed at a ratio of ~~2~~ *two paraprofessionals* for each teacher. Additional paraprofessionals will be hired should the *special education director* ~~Special Education Director~~ determine a greater need based on incoming students' IEPs, such as a student's need for one-to-one instruction for part or all of the school day.

(8) Does your organization have a proactive succession plan? If so, please provide a detailed description for how potential school leaders will be cultivated and developed.

Athlos Academy of Reno promotes a growth mindset among its teachers and staff as well as students, and provides several ways to develop future leaders. Our staffing structure allows for teachers to lead committees and professional learning communities *(PLCs)* as well as become instructional coaches.

In addition, Athlos Academies *(EMO)* offers short- and long-term leadership training opportunities for potential leaders at Athlos Academy of Reno and the other schools it partners with. The Athlos Leadership Induction Academy *(ALIA)* is a multi-month, in-person and virtual training program designed for educators, administrators, coaches, or board members interested in gaining an understanding of *the* Athlos~~' unique~~ model. *Additionally*, ~~In addition,~~ the Athlos Summer Institute *provides* regional professional development ~~offered to~~ *for* school leaders, the teaching staff, and board members focusing on the 36 Athlos strategies *(listed in the Pillar Implementation Guide)*. This training focuses on building capacity and making strategic plans for improvement. Participants bring pertinent data that directs construction of a work plan involving *intentionally designed* professional development ~~design~~. Beyond building bonds between leaders, the collaborative opportunity helps schools level-set and make rigorous goals for the following school-year and beyond.

(9) Explain how the school and organization intend to identify and address unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. Include an estimate of the costs of leader and teacher turnover.

Please refer to Attachment 6: Teacher evaluation tool for how Athlos Academy of Reno will address teacher performance.

*P*lease refer to Attachment 7: School leader evaluation tool for how Athlos Academy of Reno will address school leader performance.

For more on plans to encourage teacher retention, please see the response beginning on page 112.

Turnover of teachers and leaders, ~~especially,~~ would *be* costly from a time and monetary standpoint, ~~since there~~ *There* would be a loss of continuity and institutional knowledge, and additional searching and training would be required. For high-level positions, Athlos Academies *(EMO)* would likely assist in the search process, mitigating the cost to the school and improving the search process. In addition, all staff will have professional development training, so any added cost to newly hired staff would likely be minimal. Thus, the estimated cost would likely be no more than 10 percent to 15 percent of the annual salary of the position turned over.

(10)Does your EMO utilize a Human Resources Information System (HRIS)? If so, please provide the name of the system you are / will be using.

Athlos Academies relies on services from ADP for its Human Resources services.

ADP will assist with the processing of payroll, submission of quarterly and annual taxes, as well as the preparation of W-2 forms. It also assists with the hiring of staff and the application and completion of benefits.

(11) Will your organization require additional support (from third parties or consultants) for core Human Resources functions (e.g., payroll, benefits administration, employee relations, etc.)? If yes, please detail the areas that will require additional support and the costs and criteria for selecting such services. If not, please provide a detailed description of how these functions will be managed.

As mentioned in the previous response, Athlos Academies *(EMO)* uses ADP for its payroll and benefits administration. The cost for these services to Athlos Academy of Reno is part of the overall fee that the school pays to Athlos Academies *(EMO)*.

SCALE STRATEGY

(1) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the EMO and the new schools.

Athlos Academies *(EMO)* currently has sufficient resources in academics, construction, marketing, and governance to support Athlos Academy of Reno. Additionally, Athlos Academies *(EMO)* has plans to expand its capacity to serve Athlos Academy of Reno and other schools, as ~~evidenced by~~ *shown in* the EMO organizational chart in Attachment 8: EMO/Network/School Organizational Charts.

Athlos Academies' Programs, Construction, and Finance teams will all contribute to scaling Athlos Academy of Reno, as well as any potential other new schools in Nevada. There are currently no plans for additional schools Nevada, or to add regional network staff in Nevada. If there is sufficient interest, demand, and growth, Athlos Academies *(EMO) would* ~~could~~ add a regional office for its Nevada schools. Athlos Academies *(EMO)* has experience working with two charter school networks in Texas, Jubilee Academic Center and International Leadership of Texas, which have provided excellent exposure to high-functioning regional school networks. The successes in both networks are examples of what we want to bring to Nevada. Their success is not just specific to student achievement, but also to their ability to grow and support a school and network culture. Opportunities for staff, shared campus events, inter-campus trainings and collaboration, strong support for day-to-day operations, and overall health of the network ~~we work with~~ *partnerships* in Texas have been valuable for the EMO to gain an understanding of the challenges and beneficial areas to focus on in growing a network regional model.

(2) If your organization operates schools in other states, compare the EMO's efforts to scale operations to Nevada to past scale efforts in other states.

Athlos Academies *(EMO)* currently partners with schools in Texas and Minnesota for implementation services. Athlos Academies *(EMO)* ~~will~~ also open*ed* new fully~~-~~ partnered schools in Utah and Minnesota in the fall of 2016, with a new school launching in Louisiana in *2018* ~~2017~~. Athlos Academies' *(EMO)* efforts to scale in Nevada is most similar to its *newly opened* ~~planned~~

schools in Utah and Minnesota. ~~, where those~~ *Those* schools also included partnering with a local board on application efforts, procuring and building a facility, and recruiting students and staff. Athlos schools in Texas are with an existing board, and *one* ~~its~~ operating school in Minnesota is a transition from an existing charter school.

(3) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new school that you plan to open.

Athlos Academies *(EMO)* will use professional development of staff, implementation of curriculum and thoughtful design of physical spaces to embed its *three pillars of performance* ~~Three Pillars of Performance~~ model at Athlos *Academy* ~~Academies~~ of Reno. Board members, the school leader, and teachers will all receive training from Athlos Academies *(EMO)* staff on how to implement the *t*hree *p*illars of *p*erformance, as well as other necessary areas of training. This professional development, detailed elsewhere in this application, includes in-person and virtual meetings.

The new facility for Athlos Academy of Reno will also help instill the *three pillars of performance* ~~Three Pillars of Performance~~. The facility includes sufficient court and turf space for the Healthy Body pillar as well as *excellent classrooms for the* Prepared Mind pillar. The facility provides a certain confidence for families and helps to build school culture in a positive direction. For charter schools to continue transforming public education, they must be able to draw a substantial number of students. From a marketing perspective alone, the quality of the physical learning environment does affect enrollment. ~~In order for~~ *For* the school to deliver on its charter promises, a high-quality facility must be a priority.

(4) Explain any shared or centralized support services the EMO or its affiliates will provide to schools in Nevada.

Athlos Academies *(EMO)* will which will manage and provide support for academic, fiscal, and operational services for Athlos *Academy* ~~Academies~~ of Reno. An agreement between the school and the EMO is currently being negotiated with Athlos Academies *(EMO)* at arm's length and will be reviewed by an independent third party attorney. Services Athlos Academies will provide include:

- Assistance with the preparation of the charter application, as requested.
- Marketing support for various marketing campaigns for ~~the purpose of~~ student enrollment at our school, as requested.
- Consultation on the review of materials for various marketing campaigns for ~~the purpose of~~ student enrollment and retention at our school, as requested.
- Assistance with the preparation for any future expansion of the school to accommodate growth, if requested.
- Assistance with the recruitment of key employees, as requested.
- Assistance with the recruitment of candidates for *athletic performance coach* ~~Athletic Performance Coach~~ positions and identification of a suitable staff member to serve as the Performance Character *coach* ~~Coach~~, as requested.
- Professional development training for school employees.
- Assistance with implementation of academic plan.
- Initial and ongoing training to school staff of the *three pillars of performance* ~~Three Pillars of Performance~~ model.

- Curriculum scope and sequence for implementation of the Healthy Body and Performance Character programs.
- Athletic curriculum fixtures and equipment, excluding sport specific and traditional physical education equipment.
- Assistance and guidance with the setup and launch of the athletic after school program (if adopted), as requested.
- Assistance with a student performance assessment plan, as requested.
- Assistance with teacher and administrator support and development, as requested.
- Assistance with professional learning community implementation, as requested.
- Assistance in the development and refinement of school support forms related to school function, such as enrollment forms, parent surveys, student handbooks, as requested.
- Assistance in launching a school website and providing an email address domain.
- Provision of approved Athlos school uniforms for sale and distribution to students.
- Provision of approved Athlos gym outfits for sale and distribution to students.
- Finance and Human Resources support. Athlos Academies *(EMO)* will be responsible for the financial management, including compliance with state and federal rules associated with spending public resources.
- Provision of Human Resources assistance, in conjunction with school leadership and the *board* ~~Governing Board~~.

(5) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals of the network. Please also include how the board will measure successful delivery of these services. The governing board must outline the services to be provided by the EMO and/or its affiliates in the term sheet and draft contract provided later in Attachment 13. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit entity. Beginning January 1, 2016, sponsors will also be permitted to grant charters directly to non-profit Charter Management Organizations which directly hold charters in other states or to Nevada non-profit corporations which were formed for the sole purpose of submitting an application in conjunction with such a Charter Management Organization.

The specific services Athlos Academies *(EMO)* provides to Athlos Academy of Reno are listed in the previous response, as well as Attachment 13: EMO Agreement Documentation. The cost of these services is included in Attachment 19: Financial Workbook.

(6) Identify any school positions which will be employed by the EMO or may be employed by the EMO based on the contract. To the degree that this position will represent the interests of the school to other parties, including vendors, school employees, regulators, or the SPCSA, how will the board ensure there is appropriate oversight and management of that individual's activities by school employees or the board?

Athlos Academies *(EMO)* will not employ any employees of Athlos Academy of Reno, though Athlos Academies *(EMO)* will offer assistance in the search process for the ~~School Leader~~ *school leader*, teachers, and other key personnel, as requested and needed by the ~~governing~~ board.

(7) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional

development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
Performance Goals	The EMO will work with ~~governing~~ board and school leader to manage the performance goals set forth for the school by the leadership. The EMO will also weave these goals into professional development plans for the year, in collaboration with school leadership. These plans will be presented and reported to the local ~~governing~~ board. The EMO will be contracted to assist and collaborate in development of performance goals with school leadership as requested – at minimum to adjust and include in highly effective professional development needs.	Performance goal development will be accepted or moved to be adjusted by the Chair and members of the *academic committee* ~~Academic Committee~~. The school leadership and EMO will work with the governing board to understand, share development processes, etc. throughout the year (at minimum at monthly meetings). Each month the local board will hear a report of the progress monitoring of these goals. Quarterly the local board will hear results from benchmarks to have data for decision making. Bi-annually the local board will receive a more thorough report with potential adjustments to performance goals based on EMO and ~~School Leader~~ *school leader* bi-annual and end of year review.	School leader will have autonomy to develop and design performance goals. The EMO will provide templates, review, and development support as requested by leadership. School ~~Leader~~ *leader* will present performance goals to the ~~governing~~ board and EMO. The EMO will work with ~~governing~~ board and school leader to ensure goals align with the overall mission and vision.

Curriculum	The EMO will be responsible for planning, supporting the ordering of, and monitoring the cost project*ion*s for curriculum. The EMO will also, as per the MSA, be responsible for curricula alignment with state standards, professional development for implementation of curricula, and reporting of curricula needs/progress to the governing board.	The local board will govern decisions and monitor/evaluate curricular deliverables as based on the MSA contract with the EMO. The EMO will work with the board and school leadership to develop a *site-*specific evaluation tool of curricula being used at the school for reporting purposes.	The ~~School Leader~~ *school leader* will have ultimate decision making on the curricular options that will be used to foster highly effective learning at the Athlos school. The ~~School Leader~~ *school leader* will make decisions about resource allocation for curricular choice and for staff needs to support curricular choices at the school.
Professional Development	The EMO is responsible for planning, developing, and implementing ~~Professional Development~~ *professional development*. The EMO will work with the ~~Academic Committee~~ *academic committee* and ~~School Leader~~ *school leader* to map appropriate PD into the yearly calendar and budget.	The local board will receive reports at monthly board meetings about ~~Professional Development~~ *(PD)* as appropriate. The board will also govern decisions surrounding funding for *(PD)* ~~Professional Development~~ for the school in collaboration with planning needs and justification evidence from EMO and *school leader* ~~School Leader~~.	The ~~School Leader~~ *school leader* will collaborate with the EMO to design and map PD needs. The ~~School Leader~~ *school leader* will decide, with approval of the governing board, what the PD will look like for the year, what the needs are, and what resources are needed for the plan.

Data Management and Interim Assessments	The EMO is responsible for managing data with a member of the school staff. This data should be accessible for reporting throughout the school year to the governing board. This data will be analyzed regularly by the EMO for tailoring needs to fit PD requirements for the school faculty and staff. The EMO will project a needs assessment bi-annually (at least) to support the ~~School Leader~~ *school leader* and ~~Governing Board~~ *governing board* using this data as evidence. EMO will make decisions to support overall student success academically in collaboration with the ~~School Leader~~ *school leader* and ~~Governing Board~~ *governing board*.	The *school leader* ~~School Leader~~ and EMO will report data and assessment information at monthly meetings. This reporting will be governed consistently throughout the year. The role of the board is to govern decisions about how to improve process and achievement based on analysis of evidence provided by the School Leader and EMO in reporting. Quarterly checks and bi-annual thorough review of this data with the *academic committee* will be most important for determining governing decisions.	The *school leader* ~~School Leader~~ will manage school faculty and staff for data processing and collection. The *school leader* ~~School Leader~~ will be responsible for decisions surrounding the needs of the school for success based on data reporting and will plan to implement day-to-day needs for instructional coaching and staff development to ensure a student-centered approach.

Promotion Criteria	The EMO will research and provide a sample student promotion process aligned to state requirements. The EMO will work with local educational stakeholders to determine the best criteria for the school. The EMO will assist the ~~governing~~ board with draft policies for review that outline student promotion.	The ~~governing~~ board will review promotion and graduation processes. The governing board will review and adopt student promotion policies accordingly.	The ~~School Leader~~ *school leader* will work with parents, teachers, and students to convey the elements of the student promotion process. The ~~School Leader~~ *school leader* will also ensure that through *professional learning communities (PLCs)* ~~Professional Learning Communities~~ and teacher professional development time that each student is tracked accordingly within the identified promotion criteria. This ensures each student that needs additional supports towards promotion can receive academic intervention if needed.
Culture	The EMO will provide the board and school leadership/staff with the Athlos model and all training necessary to support cultural understanding for implementation. The EMO will have authority to report on any concerns and be present in person at the school to assist if needed in developing school culture.	The ~~governing~~ board will make hiring and firing decisions for staff and leadership positions at the school. Qualification decisions will be approved by the governing board and a part of that qualification will be for cultural fit for the Athlos model and school. Governing decisions will also include partnerships, community involvement, day-to-day impacts, and any concerns regarding the culture at the school. The ~~governing~~ board will also work with the EMO to be sure the model is being supported with the partnership to improve and mentor Athlos school culture.	The ~~School Leader~~ *school leader* will work with the EMO and governing board for cultural planning and development needs to support school culture. The ~~School Leader~~ *school leader* will control day-to-day needs assessments and coaching to promote and mentor Athlos culture. Decisions for development and support needs will be presented to the board by the leadership team.

Budgeting, Finance, and Accounting	The EMO will provide the ~~governing~~ board and ~~School Leader~~ *school leader* with a 0-6 year conservative budget projection. The EMO will manage this document and activity with the ~~governing~~ board's *finance committee* ~~Finance Committee~~ for the life of the school.	The ~~governing~~ board will receive financial reporting for the ~~School Leader~~ *school leader* at monthly board meetings. The *finance committee* ~~Finance Committee~~ will be committed to governing a sound budget that keeps the school operating at a revenue with a conservative overall budget. The governing board will make sure this budget is healthy, sound, and projected for 6 years.	The ~~School Leader~~ *school leader* will work with EMO to continuously monitor and manage the budget and accounting needs of the school. Daily decisions will be the responsibility of the ~~School Leader~~ *school leader* and collaboration on monthly reporting will be planned by the ~~School Leader~~ *school leader*. Projection decisions and future planning will be done by the ~~School Leader~~ *school leader*. Contract decisions for vendors, etc. will be at the discretion of the school leader with reporting and ultimate authority from the ~~governing~~ board.
Student Recruitment	The EMO will train the ~~governing~~ board and ~~School Leader~~ *school leader* to implement the local recruitment effort with assistance from EMO staff. The EMO will adjust and manage student enrollment for the life of the school as stated as a deliverable in the MSA.	The ~~governing~~ board will work with the EMO for their contract deliverable of support (both financial and human capital) for recruitment. The EMO will present a plan to be approved by the governing board and will report at monthly board meetings to share enrollment data, recruitment milestones, and deliverable compliance. Once student enrollment is met, the governing board will continue to monitor the EMO and school staff to ensure that all available seats are back filled and that all data is current to retain re-enrollment rates for the subsequent years.	The ~~School Leader~~ *school leader* will have authority over recruitment needs and goals. The ~~School Leader~~ *school leader* will collaborate with EMO to work with grassroots efforts for recruitment and have control over local needs for the school recruitment efforts. The ~~School Leader~~ *school leader* will manage continued enrollment efforts at the school and be responsible for reporting structures.

School Staff Recruitment and Hiring	The EMO will work with the ~~governing~~ board and ~~School Leader~~ *school leader* to provide support in national teacher and staff recruitment. The EMO will manage job postings and outreach/marketing for these efforts.	The ~~governing~~ board will work with the EMO for their contract deliverable of support (both financial and human capital) for recruitment. The EMO will present a plan to be approved by the ~~governing~~ board and will report at monthly board meetings to share hiring recommendations in collaboration with the ~~School Leader~~ *school leader*. The governing board will make sure the EMO is compliant with MSA agreement for autonomy of ~~School Leader~~ *school leader* to make ultimate hiring decisions for staff with the approval of the board.	The ~~School Leader~~ *school leader* will conduct interviews for highly qualified candidates, make ultimate hiring decisions with the ~~governing~~ board, and will be responsible for building a staff culture that will prove to bring student success.
HR Services (payroll, benefits, etc.)	The EMO will be the HR service for the school. The EMO will work with a data reporting system at the school for appropriate staff to utilize for management and reporting structures. The EMO will report to the ~~governing~~ board any needs based on HR issues for the life of the school.	The role of the board will be to monitor data monthly as reported by the ~~School Leader~~ *school leader* and EMO to make decisions that may impact any budgetary or resource needs.	The ~~School Leader~~ *school leader* will monitor staff at EMO and the local school who ~~are in charge of~~ *oversee* HR. School ~~Leader~~ *leader* will use access for analysis of information to guide decision making at the school pertaining to HR needs.

Development /Fundraising	The EMO will provide human capital resources if required for any development/fundraising efforts. The EMO will provide support to the governing board as needed for decision making regarding choices of, and plans for, development and fundraising as set forth by the ~~School Leader~~ *school leader*.	The role of the board may be to participate in fundraising events or coordinate them with the *community relations committee* ~~Community Relations Committee~~. The CR *c*ommittee will be responsible for maintaining a pool of grassroots individuals affiliated with the school to assist in planning and maintenance of any development/fundraising needs. The ~~governing~~ board will make decisions approving these activities and their mission driven purpose throughout the life of the school.	The ~~School Leader~~ *school leader* will work collaboratively to bring forth ideas, needs, and human capital for development and fundraising needs. The ~~School Leader~~ *school leader* will work with the EMO and governing board to execute these needs.
Community Relations	The EMO will be responsible for support in developing and designing *community relations* ~~Community Relations~~ partnerships, management of these partnerships and outreach efforts. This may include decisions for the EMO to be present on the ground with the local board, community groups, and school staff.	The role of the board may be to participate in fundraising events or coordinate them with the *community relations committee* ~~Community Relations Committee~~. The CR *c*ommittee will be responsible for maintaining a pool of grassroots individuals affiliated with the school to assist in planning and maintenance of any development/fundraising needs. The ~~governing~~ board will make decisions approving these activities and their mission driven purpose throughout the life of the school.	The ~~School Leader~~ *school leader* will be responsible for collaboration with and reporting of *community relations* ~~Community Relation~~ needs with the EMO. The ~~School Leader~~ *school leader* will approve and be the spokesperson for immediate CR needs overtime.

IT	The EMO will provide IT support as needed for the school and will manage contracts with providers for the school in collaboration with the board and school leader.	The board will make ultimate decisions on the cost and needs for IT in the school based on reporting from the EMO and ~~School Leader~~ *school leader*.	The ~~School Leader~~ *school leader* will plan for, find vendors, and manage day-to-day IT needs with appropriate staff.
Facilities Management	The EMO will manage communication of facility needs in collaboration with the ~~School Leader~~ *school leader* as needed for the life of the partnership. The EMO will also coach the local school with financial management in the budget to buy back the building in a timely manner for local ownership of the facility.	The local board will have ultimate authority on the time frame of buying back the school. The local board will also govern decisions of needs based assessments regarding management of the school site as needed.	The ~~School Leader~~ *school leader* will monitor, assess, and plan for decisions pertaining to the facility needs for the life of the school. The ~~School Leader~~ *school leader* will utilize appropriate reporting structures to have decisions made in a timely manner with the governing board's authority over time.
Vendor Management Procurement	The EMO will manage contracts with appropriate school staff for life of partnership.	The local board will monitor reports from EMO and ~~School Leader~~ *school leader* regarding vendor/procurement needs.	The ~~School Leader~~ *school leader* will have authority over day-to-day needs regarding vendors and procurement. The ~~School Leader~~ *school leader* will notify the EMO of any support needs and will be responsible for reporting to the governing board and finance committee regarding contract and procurement.
Student Support Services	The EMO will monitor and manage student support services in collaboration with the ~~School Leader~~ *school leader* and appropriate staff.	The local board will govern decisions needing to be made at the recommendation of the ~~School Leader~~ *school leader*.	The ~~School Leader~~ *school leader* will work with the EMO to manage Student Support Services reporting. The ~~School Leader~~ *school leader* will use this information to guide decisions making at the school daily and will address needs with the EMO and the governing board.

Other operational services, if applicable			

(8) Provide, as Attachment 8, the following organization charts (including both network management and schools within the network):

(a) Year 1 network as a whole
(b) Year 3 network as a whole
(c) Year 6 network as a whole

(9) The organization charts should represent the all national operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. Clearly show the EMO's role and the role of positions employed by the EMO in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed.

STUDENT RECRUITMENT AND ENROLLMENT

Like all public schools, public charter schools must be open to any such child, regardless of that child's race, gender, citizenship, or need for accommodations or special education services. Thus, recruitment and enrollment practices should demonstrate a commitment to providing all students equal opportunity to attend the school, and help schools avoid even the appearance of creating barriers to entry for eligible students.

(1) Explain the plan for student recruitment and marketing that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

The Athlos model intertwines physical activity and ~~performance character~~ *Performance Character* development with an innovative academic curriculum, so the model will attract a wide variety of students throughout Washoe County. Our program will serve to keep students healthy and actively engaged in school.

Athlos Academy of Reno will also develop important relationships with parents, students, and the business community within the Washoe County School District and surrounding areas, following practices Athlos Academies *(EMO)* has used to successfully attracted students to new charter schools. Athlos Academies *(EMO)* will provide support and marketing efforts on behalf of the school prior to opening. Additionally, the *board* ~~Board of Directors~~ of Athlos Academy of Reno will conduct a variety of outreach activities.

Athlos Academy of Reno will comply with state law (as changed by SB208 in 2015). After receiving authorizer approval and selecting a site, we will mail informational packets to all households with

children within a two-mile radius of each facility that includes the application and enrollment information required by law, as well as information about our *three pillars of performance* ~~Three Pillars of Performance~~. These mailers will be part of our broader marketing and outreach strategy.

In October, prior to the first year of operation, we will begin advertisement for the enrollment window. The enrollment window will open on January 1 and last until February 15. If needed, a lottery will take place at the next board meeting. It will take approximately two weeks to align student preference issues with the lottery. The first round of offers will be sent out in March with a two-week response window for parents to respond electronically. We will also schedule an in-person meeting each month to give families without access to proper technology an opportunity to complete paperwork in hard copy.

Differentiation to accommodate equal access will be a priority. To support PHLOTE families, all materials for marketing, application and enrollment forms, parent newsletters, and other communications will be published in languages needed based on population. At least one front office staff member will be bilingual to support families who need language assistance. The anticipated population will likely require bilingual materials and front office staff in the Spanish language. Other languages will be accommodated for in the same way based on need. Bilingual ELL staff will be hired and can work with parents as community liaisons.

Further language support will be given on Athlos Academy of Reno's digital platforms. The website platform for all digital correspondence and updates to families is compatible with Google Translate and can be read in any language that may be the primary language in the home. During parent nights and other opportunities for families to be in the school, training will be provided to PHLOTE families to show how to access their child's information and school information in their home language on the digital platform.

In compliance with Section 508 of the Rehabilitation Act, Athlos Academy of Reno will work to ensure that assistive technologies will be supported for adults with disabilities. Specifically, when the school uses electronic forms, such forms will allow the assistive technology to access all information and any field elements, as well as the capability to complete forms with directions and cues. Similarly, Athlos Academy of Reno will not use color coding as the only means of conveying information, but will utilize a narrative element to distinguish between a visual element in our communication. Most of Athlos Academy of Reno's information will be web-based, and the school will be diligent to design visuals that allow for accessibility. These strategies include a text narrative to any video presentation, web pages designed with color can also be viewed without color, as well as pages can be viewed as text-only if needed. Regarding telecommunications, all phone systems, voicemail, and auto-attendant features will use TTY signal protocols and allow sufficient time for users to indicate if more time is needed to complete a certain function on the system.

(a) What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.

The chart below represents key elements of our recruitment timeline, assuming approval in ~~2016~~ *2017*.



School Website—The school website will provide information about the school's vision, mission, and programs. It will also provide the option to complete an online enrollment application or print a hard copy, and will allow parents to join our mailing lists. The website will also track facility construction progress, including pictures of the facility during development. The school website will include clear access to the school's non-discrimination policy and acknowledgments of the school's obligation to meet the needs of students who qualify for free or reduced lunch.

Social Media—Athlos Academies *(EMO)* will execute an ongoing social media campaign. Social media outlets, including the school's website, will be managed jointly by Athlos Academy of Reno and Athlos Academies *(EMO)*.

Press Releases & Advertising—Athlos Academies *(EMO)* will release statements to local media outlets periodically, with notifications ~~notifying them~~ of ~~our~~ progress and programs; they will also ~~purchase~~ *buy* advertising space in local publications, online radio stations, movie theatres and/or other venues to help in efforts to create awareness in the community.

Mailings—Athlos Academies *(EMO)* will blanket the community with direct response mailings, as mentioned on page 129, and will use targeted mailing lists. Informational mailings will target the primary attendance area to generate interest in enrollment.

Public Parent Meetings—Every month prior to opening, the *b*oard and school leadership, with support from Athlos Academies *(EMO),* will conduct at least two events, including parent information meeting*s*. Meeting notifications will be communicated through community partnership platforms, press releases, social media, on the school website, and through the school's contact lists.

Construction Site Signs—Construction site signs will be placed at site locations determined to be most visible and effective for communicating to local commuters. The site billboards will include a school rendering, site plan, and the school's contact information for enrollment.

Site Billboard—During facility construction, there will be a billboard at the school site. Informational packets and enrollment forms will also be available at the site.

Word of Mouth—With support from Athlos Academies *(EMO), the CTF* ~~we~~ will work diligently to engage the community members who express interest in Athlos Academy of Reno. *The CTF* ~~We~~ will track contact information for people interested in enrolling their child at our school through a database and send out frequent email updates about the school's progress. *The CTF and EMO* ~~We~~ will also include general information and enrollment materials. Further, *the CTF and EMO* ~~we~~ will identify parents and community members who are enthusiastic about the school and/or its model and engage them in outreach and enrollment activities, including taking part in the public parent meetings.

Facility Tours—Prior to school opening, and subject to availability, the facility will be open for tours to the ~~general~~ public. On-site tours will increase enrollment numbers by providing families with the opportunity to see our innovative facility.

Application and enrollment window

Athlos *Academy* ~~Academies~~ of Reno will begin accepting applications in January of ~~2017~~ *2018*. The open enrollment will continue until February 15, ~~2017~~ *2018*. If needed, a lottery will be conducted on February 15, ~~2017~~ *2018* to follow legal procedure for this process in Nevada.

(b) What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.

Enrollment targets and projected grade level enrollments are listed below. Athlos Academies *(EMO)* will be responsible for monitoring progress, as well as broader recruitment activities, during the startup year. Note that the planned and maximum projected enrollment rates are the same. Athlos' target re-enrollment rate is 85 percent after year one, with the expectation that this will increase in future years.

(c) What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students?

Athlos Academy of Reno will not discriminate against any student in the enrollment process. Special education or English Language Learner services will be provided to any qualifying student. *The special education director will oversee* ~~and the Special Education Director will be in charge of~~ monitoring and ensuring a compliant referral and eligibility determination process. The school will advertise that it provides special education and ELL services. During enrollment, if the number of applicants exceeds the number of seats, all students will be offered seats, using a lottery system if needed, prior to collecting any information about special education or language needs. After a seat has been accepted, parents will complete registration paperwork that includes indicating whether their child has an Individualized Education Plan (IEP), ~~or~~ 504 *plan, or* ~~as well as~~ a Home Language Survey (HLS). Indicating that a child has an IEP or 504, or that *their* ~~his or her~~ first language isn't English won't affect the student's enrollment eligibility; such information will allow the Special Education Director to initiate a review to ensure that appropriate services are in place for every student prior to the first day of school.

For more on how Athlos Academy of Reno will handle screening and instruction of the special population of Gifted and Talented students, see page 47. For more on identifying special education students, see page 68. For more on identifying English language learners, see page 74.

(2) Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?

Athlos Academies *(EMO)* will provide continued recruitment support for the life of Athlos Academy of Reno. Part of their continued management services as the EMO is to continue to support annual

open enrollment procedures and lotteries, as well as backfilling students through management of continued enrollment needs throughout each school year. Athlos Academies *(EMO)* will support marketing efforts, including online, on-the-ground recruitment, and backfilling procedures in compliance with state law. The school data system will help keep track of enrollment and identify ~~and~~ *any* grade levels that may need backfilling.

(3) Complete the following tables for the proposed school to open in 2017-18. Experienced Operators applying for multiple schools must complete enrollment summary tables for each school campus opening in fall 2017.

(a) Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions)

Grade Level	Number of Students					
	~~2017-18~~ *2018-19*	~~2018-19~~ *2019-20*	~~2019-20~~ *2020-21*	~~2020-21~~ *2021-22*	~~2021-22~~ *2022-23*	~~2022-23~~ *2023-24*
K	80	80	80	80	80	80
1	112	112	112	112	112	112
2	112	112	112	112	112	112
3	112	112	112	112	112	112
4	112	112	112	112	112	112
5	112	112	112	112	112	112
6	112	112	112	112	112	112
7	112	112	112	112	112	112
8	112	112	112	112	112	112
Total	~~900~~ *976*	976	976	976	976	976

(b) **Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)**

Grade Level	Number of Students					
	~~2017-18~~ *2018-19*	~~2018-19~~ *2019-20*	~~2019-20~~ *2020-21*	~~2020-21~~ *2021-22*	~~2021-22~~ *2022-23*	~~2022-23~~ *2023-24*
K	100	100	100	100	100	100
1	140	140	140	140	140	140
2	140	140	140	140	140	140
3	140	140	140	140	140	140
4	140	140	140	140	140	140
5	140	140	140	140	140	140

6	140	140	140	140	140	140
7	140	140	140	140	140	140
8	140	140	140	140	140	140
Total	1220	1220	1220	1220	1220	1220

(c) **Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment)**

Grade Level	Number of Students					
	~~2017-18~~ *2018-19*	~~2018-19~~ *2019-20*	~~2019-20~~ *2020-21*	~~2020-21~~ *2021-22*	~~2021-22~~ *2022-23*	~~2022-23~~ *2023-24*
K	100	100	100	100	100	100
1	140	140	140	140	140	140
2	140	140	140	140	140	140
3	140	140	140	140	140	140
4	140	140	140	140	140	140
5	140	140	140	140	140	140
6	140	140	140	140	140	140
7	140	140	140	140	140	140
8	140	140	140	140	140	140
Total	1220	1220	1220	1220	1220	1220

(4) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns. Start-Up applicants proposing to open with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model detailed throughout the application that demonstrate that the proposed school is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

Athlos Academy of Reno plans to serve the above listed number of students in grade K-8 because the *three pillars of performance* ~~Three Pillars of Performance~~, especially the Healthy Body Pillar, requires space and materials that will benefit from the resources and economies of scale that come with this level of enrollment. See the heading on Facilities, beginning on page 151, for a more detailed description of the proposed facility and its academic benefits. The space and equipment requirements allow for a larger student body to make use of athletic facilities *(*such as the turf and court,*)* as well as academic facilities.

While Athlos Academy of Reno will exceed 400 students and serve ~~8~~ *nine* grade levels, student achievement and progress is the core reason for this school's existence. Students will be exposed to

an amazing learning environment with technology, highly qualified teachers, excellent school leadership, a proprietary health and physical activity program, and development of the whole child. The tools and professional development needed to support faculty and staff to meet student achievement goals can be best achieved in a collaborative and healthy environment. The large size of the Athlos school is often criticized, but in practice it is a culture of collaboration and team-work. Grade level teachers plan, develop, and teach together. The pedagogy and philosophies of building an Athlos culture for all students is developed and supported at a whole school, grade, and mentorship level. Healthy and highly qualified leadership ~~trickles to~~ *supports and promotes* healthy and highly qualified teachers and staff. Highly qualified teachers and staff ~~trickles to~~ *in turn supports and promotes* highly successful students. Highly successful students mean a healthy community both inside and outside of the school. The partnership with the EMO brings resources to support all levels of development and achievement at Athlos Academy of Reno, especially at such a large scale.

BOARD GOVERNANCE

(1) Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.

The governance philosophy of Athlos Academy of Reno is built on not only the mission and vision of the school, but also the mission and vision of what this school brings to the South Reno community. Ethical practices by the governing board is the key foundation to success. Recruiting and retaining highly qualified board members to support all aspects of the school's needs (finance, facilities, academics, ethics, compliance, community outreach) is a way to put the board's philosophy into action. It is the board's belief that the *three pillars* ~~Three Pillars~~ model from Athlos Academies (EMO) will answer a need for both innovative student success and also facility solutions in an area of intense, well-publicized overcrowding. The board is in place to govern all aspects of the school, to collaborate with the leadership and EMO, to make both exciting and tough decisions for the greater good of the school's mission and vision, to advocate for high quality options in education throughout the community, and to work with the local community and stakeholders to set clear goals that support the greatest success at Athlos Academy of Reno.

(2) Describe the governance structure of the proposed school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

Governance Structure

The general governance structure of the ~~Board~~ *board* is detailed in the bylaws (see Attachment 11: Board Bylaws, Code of Ethics and Conflict of Interest Policies). The ~~Board of Directors~~ *board of directors* of Athlos Academy of Reno will be the governing body of the school and is primarily responsible for the adoption and implementation of policy and management, operation and accountability of Athlos Academy of Reno as required by state law. The ~~Board~~ *board* will oversee the use of all public funds and property, held in trust for the benefit of its students, and will be fiduciaries to the students and State. The ~~Board of Directors~~ *board of directors* will have the final

authority to: (a) hear or decide employee grievances, citizen complaints, or parental concerns; (b) adopt or amend the budget of the school; (c) authorize the expenditure or obligation of state funds or the use of public property; (d) direct the disposition or safekeeping of public records; (e) adopt policies governing school operations; (f) approve audit reports; and (g) select, employ, direct, evaluate, renew, non-renew, terminate, or set compensation for any school leaders.

No board member may act on behalf of the ~~Board~~ *board* unless appointed by the ~~Board~~ *board* to do so. Action is taken with a quorum through a process that ~~complies with~~ *follows* open meeting laws.

The ~~School Leader position~~ *school leader* will be hired by and report to the ~~Board~~ *CTF*, and is responsible for the day-to-day school operations. The ~~School Leader~~ *school leader* will have the final authority to: (a) organize the central administration; (b) approve reports or data submissions required by law; and (c) select, hire and fire school employees and officers. The ~~Board~~ *board* will develop an evaluation process and an evaluation tool to assist in evaluating the performance of the ~~School Leader~~ *school leader*.

The ~~Board and School Leader~~ *CTF and school leader* may also establish committees and advisory bodies to support the programs and missions of Athlos Academy of Reno, including community, business and parent advisors, boosters, and committees to advise on finance, long range planning, community relations, fundraising, and other areas.

The Athlos Academy of Reno Board will ensure its responsibilities are met by delegating tasks to members serving in the following roles: President (1), Vice President (1), Secretary (1), Treasurer (1), and Member (3).

Board Member Selection

Athlos Academy of Reno acknowledges the role it plays in governing a charter school well is one that benefits from careful consideration of many professional and community-based perspectives. Board members are expected to uphold the vision and mission of the school and to be active participants in the work of governance, including preparing for board meetings and representing the school in the community. Board members are expected, as are all employees of the school, to be models of the Performance Character Traits.

Athlos Academy of Reno will comply with NRS 386.520 and have a board that consists of a licensed teacher, a non-teacher parent or guardian, two people who are knowledgeable in accounting, financial services, the law, and/or human resources, and up to four additional members.

A potential board member's professional background is a consideration in membership. Athlos Academy of Reno seeks to include professionals with experience in finance, marketing, education, and business startup operations, as well as professionals with experiences in health care and fitness. Parents and community members with other professional backgrounds can bring unique perspectives as well.

Overall, existing and potential members of the Athlos Academy of Reno *board* share a passion to see students excel in academics and health and demonstrate a commitment to community and public trust. They bring the skills necessary to govern and oversee an innovative and high quality charter school that will provide true value to the students and taxpayers of Nevada.

(3) Summarize the qualifications and experience of proposed members of the governing body of the school. Please submit board member information in the provided Board Member Template (provide as Attachment 9). *Please note that all statutory roles on the Committee to Form must be filled as a condition of application. At least 75% of additional board members for SY 2017-18 must be identified by the capacity interview to ensure a thorough evaluation of the capacity of the founding board.*

The ~~Board of Directors at~~ *board of directors of* Athlos Academy of Reno includes parents, community members, local business owners, local educators, and a local legal expert. Each member shares a passion for improving educational opportunities and outcomes for local youth. Both individually and collectively, these board members are convinced that Athlos' three pillars educational model will provide an innovative, whole-child educational experience that will improve educational outcomes. The seven currently identified board members represent a well-rounded body that will passionately and thoughtfully govern a high-quality charter school.

(4) Provide, as Attachment 10, a completed and signed Board Member Information Sheet for each proposed Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular proposed charter school.

See Attachment 10: Board Member Information Sheets.

(5) If the current applicant team does not include the full founding board, explain how and when the additional board members will be identified.

Athlos Academy of Reno has a full ~~founding board~~ *CTF*, so this question is not applicable.

(6) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 11, the board's proposed Bylaws, Code of Ethics, and Conflict of Interest policy.

See Attachment 11: Board Bylaws, Code of Ethics and Conflict of Interest Policies for Athlos Academy of Reno's complete policies. Below are overviews of our ethical standards and conflict of interest policies. Upon approval, the local board will work with the EMO to develop and approve all school policies. Those included in this application are in draft form for this reason.

Ethical standards

The Athlos Academy of Reno Board of Directors will comply with Nevada state Code of Ethical Standards outlined in NRS 281A.400, as well as all applicable federal and local laws. Board members will also comply with all school policies, as adopted by the board, take no private action that could compromise the ~~Board~~ *board* or school administration and conduct school business only in open ~~Board~~ *board* meetings.

Board members have a legal and moral responsibility to ensure that Athlos Academies of Reno does the best work possible in pursuit of its mission and vision. Board members will act responsibly and prudently as the school's stewards, avoid being placed in a position of conflict of interest, and will refrain from using their board position for personal gain. Board members will take no private action that will compromise the school or ~~Board~~ *board*.

Avoiding conflicts of interest

During each ~~Board~~ *board* meeting, the ~~Board President~~ *board president* will ask the ~~Board~~ *board* if there are any conflict of interest advisements. If there are, ~~Board Members~~ *board members* will provide the advisements and subsequently recuse themselves accordingly. If not, the meeting proceeds. At all times, each *board member* ~~Board Member~~ is bound to the highest moral and ethical codes of conduct, including all applicable local, state, and federal laws and guidelines. If the board is unclear concerning a potential conflict of interest, the ~~Board~~ *board* will defer to the ~~Board~~ *board* attorney. In cases that involve the attorney, or in cases that the board attorney may be uncertain, the board will seek guidance from attorneys at Athlos Academies (EMO).

(7) Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

There are no perceived conflicts.

(8) Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time?

~~Prior to the opening of Athlos Academy of Reno, Athlos Academies will provide training regarding Board obligations, duties and best practices to the Board of Directors. Board members will also receive ongoing professional development services from Athlos Academies as needed, with a particular focus on professional development when new individuals join the board. Athlos Academies utilizes proprietary courses for Governance Training modules in Canvas and has a governance specialist on-site at each board meeting for all Athlos schools. Athlos Academy of Reno will have all trainings and development tailored to fit the needs of the local school. Governing capacity will increase based on continued support and training.~~

Prior to the opening of Athlos Academy of Reno, Athlos Academies (EMO) will provide training regarding board obligations, duties, and best practices to the board.

Board members participate in ongoing professional development from a variety of sources including the authorizer (SPCSA), Nevada Department of Education, state charter association, National Alliance for Public Charter Schools, and Athlos Academies (EMO).

Athlos Academies' (EMO) governance specialist will help facilitate trainings prior to charter approval introducing the board to the following topics utilizing interactive asynchronous and synchronous delivery methods:

- *The role of board members*
- *Stewardship of vision and mission*
- *Overview of the strategic planning process*
- *Responsibilities of ensuring financial viability of the school*
- *Developing policy and procedure*
- *Succession planning and board orientation practices*
- *Establishing working committees*
- *Open meetings law and Robert's Rules of Order*
- *Understanding governance vs. management*

The governance specialist will facilitate ongoing mini-lessons in 10-15 minute sessions at the beginning of each board meeting. This work incorporates relevant readings, videos, and other

resources that the governance committee and/or a board committee has chosen to engage in. Materials such as those available from the National Charter School Resource Center are used to drive meaningful conversations about best practices in board governance. Board members will also read Board Meetings: A Guide for Charter Schools by Marci Cornell-Feist.

After approval, the governance specialist will assist the board with building a scope and sequence of ongoing training that fulfills any SPCSA requirements and makes use of local resources. The topics listed above are repeated to encourage a deeper, more local understanding of the material.

Below is a list of training completed by board members in several states during 2016:

All Athlos Academy of Utah board members have completed the first half of the Governing Board Officers Training modules provided by the Utah State Office of Education. Topics included: Building Relationships, Parental Involvement, Data Analysis, Data Driven Decision Making, Accountability and Program Assessment, Annual Review and Evaluation of School Performance, Board Assessment, and Board Financial Oversight.

All Athlos Academy of St. Cloud board members completed training provided in the three key areas of board roles and responsibilities, employment policies and practices, and financial management, through trainings provided by their authorizer or the Minnesota Association of Charter Schools. Additional training regarding open meetings law and government records through the Policy Analysis Division of the Minnesota Department of Administration has also been completed.

The Athlos Academy of Reno board intends to participate in the new board member orientation program provided by the Nevada Association of School Boards, and will engage in developing a scope and sequence of training topics after approval.

(9) Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

Orientation and training for new board members is provided by Athlos Academies *(EMO)*. This training includes six modules covering topics including the Athlos model, governance v. management, ~~Board~~ *board* roles and responsibilities, financial oversight, succession planning, and strategic planning

Athlos Academies has a schedule of regular topics to discuss as part of ongoing development. Training will typically happen 30 minutes prior to each ~~Board~~ *board* meeting.

August

- Meet Staff
- Legislative Update
- Confirm annual board and committee calendars
- State Test Scores – Prior Year
- Approve any Necessary Amendments to Workplan Goals
- Student Achievement Plan

February

- Approve Marketing Plan

March

- Review Coming Fiscal Year Budget
- Finalize Hiring Needs for Next Year
- Review Stakeholder Evaluations, 1

April

- Approve Coming Fiscal Year Budget

September

- Yearly Policy Review
- Administrator Goal-Setting Evaluation Conference (Executive Session)

October

- Audited Financial Reports
- Board Assessment

November

- Marketing Needs Plan
- Development/Community Partnerships Plan Update

January

- Review Marketing Plan
- Schedule for Next Year
- Preliminary Hiring Needs for Next Year
- Review Stakeholder Survey
- Administrator Mid-Year Evaluation
- Board Evaluation
- Initial Workplan
- Coming Year Fiscal Budget Development
- Review Stakeholder Evaluations, 2

May

- Board Committees Assigned
- Board Member Election as needed
- Board Officer Election as needed

June

- Approve Past Fiscal Year Budget
- Review Workplan Goals
- ~~Vender~~ *Vendor* Contracts
- Administrator and ESP Summative Evaluation

~~The Board of Directors are~~ *Every board member is* expected to ~~be at~~ *attend* every meeting, though full attendance may not always be possible. The ~~Board~~ *board* will set a percentage attendance expectation for Board members, which will become part of the ~~Board's Bylaws~~ *board's bylaws*.

(10)Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.

The ~~Governing Board's~~ *board's* primary role and responsibility is as the decision maker for Athlos Academy of Reno. Board members will also be part of all *board* committees, with the *board chair* ~~Board Chair~~ and ~~School Leader~~ *school leader* serving on all such committees. These committees will do much of the needed governing work for the school, with presentations to the full *board* ~~Board~~ for votes.

Athlos Academies *(EMO)* does not hold a ~~Board~~ *board* seat and cannot vote in ~~Board~~ *board* matters. Rather, Athlos Academies *(EMO)* will assist with coordinating resources and supporting best practices of governance, including complying with open meeting and public comment laws and following proper meeting protocols.

The ~~School Leader~~ *school leader* and Athlos Academies *(EMO)* will make regular monthly reports to the ~~Board~~ *board* , with Athlos Academies' governance specialist making regular launch reports during the incubation year, and additional service updates as needed. As stated above, *board* ~~Board~~ committees will also make regular reports to the full ~~Board~~ *board*.

(11)Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

The board will continue to cultivate membership to support advisory positions throughout the start-up phase (and hopefully for the life of the school). Best practices for charter school governance recommends a board of 5-7 core members with 4-6 advisory positions. This helps to avoid burn-out and turn-over, especially in the start-up phase of a school. There are several areas where advisory bodies or councils will be formed to support Athlos Academy of Reno.

1. To support recruitment, a parent volunteer group will be trained by the EMO in conjunction with school leadership staff to assist in converting interest to enrollment for students and families.
2. Committees within the board will be critical to the success of the school. The core areas that will be supported by committee efforts will be: finance, community relations, ethics, academics, and facilities. The role of finance during start-up will be to prepare for and govern decisions regarding the 0-6 year budget plan for the school. This group will also govern operational, day-to-day, and projected financial needs for the life of the school. Community *r*elations will be responsible for outreach, enrollment, fundraising/grant identification, and public relations such as working with families, reporters, social media, etc. for the school. Ethics will focus on legal compliance for both the operation of the school as well as for the board. Academics will focus on curricular decisions. This committee will hold both the EMO and school leadership accountable for curricular planning, mapping, implementation, and standards based requirements. Facilities, especially in the start-up phase, will work closely with Athlos Academies *(EMO)* to ensure success of building the school facility. For the life of the school this committee will merge with finance.
3. Parents and students at Athlos Academy of Reno will be welcome at open meetings. All community members are also welcome. The role of the ~~governing~~ board will also include being able to publicize meetings in a way that will increase attendance from community members so that the school can ~~really~~ be ~~entwined~~ *engaged* with the local community in a genuine and open manner.

(12) Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

The school would have to request that the item in question be put on the agenda for the next board meeting. The board would prepare the agenda and follow Open Meeting Law to ensure that the issue is resolved on public record for the good of the whole school community. The board would consider the issue presented at the board meeting and vote on a motion for action to correct, amend, or repeal the policy or decision in question. If the board feels that the policy or decision in question should remain in place they will have to work with the school leadership to mitigate the issue on campus with the individuals involved in a responsible and respectful manner. The board's role is to govern the school and with a healthy relationship with both school leadership and the EMO the transparency of needs, actions, etc. set forth by the ~~governing~~ board should be agreeable or at least understood with reason prior to being set in motion. This collaborative relationship will

help in mitigating and managing potential issues among parents or students in a procedural, communicative, and positive way.

(13) What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. You may add rows as appropriate. What actions would trigger removal from the board and under what process?

Further ~~Board~~ *board* goals will be developed during the ~~Board's~~ *board's* upcoming strategic planning process.

Board members could be removed for serious violations of the Board Bylaws, Code of Ethics or Conflict of Interest Policies. Please refer to Attachment 11: Board Bylaws, Code of Ethics and Conflict of Interest Policies.

Goal	Purpose	Outcome Measure
Athlos Academy of Reno will meet academic progress and performance goals.	The purpose of this goal is to ensure that the educational goals are met or exceeded each school year to keep the school at or above its approved performance goals. The *board's* role ~~of the board~~ is to hold leadership accountable at monthly meetings for required reporting of this data to be able to make proactive governance decisions throughout the year to be sure the goals are met.	MAP~~S~~ data analysis, benchmark data, ~~School Leader~~ *school leader* reporting. Academic *committee* ~~Committee~~ reporting in collaboration with ~~School Leader~~ *school leader*. EMO reporting of ~~Professional Development~~ *professional development*, progress and benchmarking, bi-annual qualitative/quantitative reviews, and ~~School Leader~~ *school leader* evaluation.
Athlos Academy of Reno will remain financially viable and thriving.	The purpose of this goal is to maintain a conservative budget to operate the school. Regular oversight of this budget by the Finance *committee* ~~Committee~~ will be imperative for the overall success of the school. This goal is set forth to hold the EMO and ~~School Leader~~ *school leader* accountable for their use of resources at the school and to plan effectively and collaboratively for all future fiscal needs.	Monthly finance report from ~~School Leader~~ *school leader* to local board. Finance *committee* ~~Committee~~ records, regular school audits, and projected budget needs for 6 years into the future (at minimum).
Athlos Academy of Reno will maintain and implement healthy community partnerships to	The purpose of this goal is to make sure the school is an integral part of the local community and that those businesses, services, and partnerships with the school are	Accountability and reporting from grassroots volunteer groups that are trained by school leadership and the EMO to aid in events, recruitment, and partnership efforts.

enhance the experience of students and families at the school.	mission driven to enhance student success. This goal is also set forth to provide opportunities to students and families that are unique to the Athlos model and culture.	Monthly reporting of partnership accountability to mission driven resources. Advisory positions or attendance at monthly board meetings encouraged for leaders of community partnerships for transparency and collaboration.
Athlos Academy of Reno will comply with all legal and ethical requirements set forth by state and federal laws, SPCSA requirements, and those inspired by charter school best practices.	The purpose of this goal is to uphold the legal and ethical requirements put forth by state and federal government for public schools, charter schools, and governing boards.	Monthly board meetings that follow open meeting law and governance requirements. Documentation of monthly meetings and archived governance policies and procedures showing evidence of legal compliance. Annual legal review of policy updates pertaining to the school and board. EMO contract compliance and deliverables met and curriculum supported in compliance with Nevada standards requirements.
Athlos Academy of Reno will be a healthy and safe place to learn for all students, families, faculty, and staff.	The purpose of this goal is to make the experience of being an Athlos student and family member a priority for the life of the school under the governance of the local board.	Inclusion of parent and student voice through virtual and in person feedback. Inclusion of feedback and action items at monthly board meetings and as needed throughout the life of the school.

INCUBATION YEAR DEVELOPMENT

(1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2016-2017) to ensure that the school is ready for a successful launch in fall 2017. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 12.

See Attachment 12: Incubation Year Planning Table.

(2) Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.

Athlos Academies will provide leadership training and development for *the board and school leader.* ~~Board of Directors and a hired School Leader.~~ This training program is worked planned collaboratively with the board and leadership to best meet the needs of the local area of South

Reno. The professional development plan is created with EMO staff and presented to the local board for approval. Included here is a sample plan with the EMO, but this will change and develop to fit the needs of Athlos Academy of Reno upon approval.

Athlos provides extensive training for identified school leaders in the incubation year. The focus of the training involves a deep dive into the 36 Athlos strategies that cover the three pillars: Prepared Mind; Healthy Body; and Performance Character. All pillars are framed around curriculum, instruction, assessment, and family and community guiding implementation of the Athlos model. School leaders participate in both virtual and on-site training that includes a monthly formal experience and weekly interaction.

Beyond the training and understanding of the model, school leaders are given extensive leadership coaching. This training involves a book study on Bambrick-Santoyo's *Leverage Leadership*: *A Practical Guide to Building Exceptional Schools* and Willink and Babin's *Extreme Ownership*: *How U.S. Navy SEALs Lead and Win*. School leaders completing the training gain extensive strategies to add to their previous experiences. Also, school leaders leave with a specific list of "next steps" and timelines that strategically help guide their work.

The summer before the opening of the school, leaders attend a three-day training institute with members of their leadership team. This experience allows leaders to solidify the school's direction and build strong relationships prior to full staff training. At the summer institute, school leaders complete the Year 1 work plan that lays out the professional development plan for the coming school year, along with clearly articulating school-wide goals.

(3) Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

Immediately following assignment of location, Athlos Academies' *(EMO)* School Success Team will be working full-time to plan for and execute a successful launch. In conjunction with the EMO staff, at least one school leader will be contracted for nearly full-time (depending on the individual's personal situation, including his or her current job contract or commitment) to work with the EMO and local governing board. The compensation for this individual will be through a ~~Promissory Note~~ *line of credit* established between the EMO and the governing board to provide start-up funding for Athlos Academy of Reno.

SCHOOL MANAGEMENT CONTRACTS

(1) How and why was the EMO selected?

Athlos Academy of Reno is confident in choosing Athlos Academies as an EMO. Athlos Academies *(EMO)* is an Educational Service Provider for charter schools in Texas and Minnesota and ~~is launching~~ *launched* new schools in 2016 in Utah and Minnesota, with a new school launching in Louisiana in ~~2017~~ *2018*. Athlos Academies has the capabilities and expertise to help schools organize; build high quality facilities; attract and retain students, teachers, and staff; and manage ongoing operations, including securing and analyzing sensitive student and financial data.

Additionally, each pillar of the Athlos Academies curriculum is rooted in sound research and science. The Prepared Mind curriculum, Healthy Body program, and Performance Character

development work together to support an educational environment that meets the needs of the whole student: academically, physically, emotionally, and socially. One example of successful implementation of the Athlos model can be seen at a school powered by the Athlos model in Brownsville, Texas. This school opened in 2014 and currently serves more than 1,000 ~~1st to 9th~~ *kindergarten through eighth* grade students. The school has already established itself as the premier charter school in the area and has over 2,000 students on its waiting list. The rigorous classroom experiences are paying off for all students and are helping them meet their goal of having over 75 percent of their students graduate high school with at least a year of college under their belt. In the first year of operation, 20 percent of all 9th grade students took two college courses, taught by professors from local community colleges that come on the Athlos campus twice a week. Besides academic success, students' ~~FitnessGram scores~~ *Healthy Body assessments* indicate significant improvement and their extracurricular involvement hovers around 90 percent.

Athlos Academy of Reno is excited to see the benefit of this whole child approach in our community. Given ~~the truancy and dropout rates in the district and~~ the struggle with childhood obesity statewide, the Healthy Body and Performance Character pillars of the Athlos model will have a particularly positive impact for Reno ~~kids~~ *students*. The Performance Character program will help provide students with the grit necessary to persevere through challenges, the leadership skills necessary to set a positive example for others, and the social intelligence necessary to navigate a variety of circumstances with humility, integrity, and creativity. The Healthy Body program will provide students with the opportunity to develop healthy lifestyles through regular physical activity, nutrition and health education, and a general community of wellness at our school. Together, these pillars will also help support positive gains in the classroom and prepare student minds to engage in an innovative, standards-based core academic curriculum.

(2) Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.

Athlos Academy of Reno will receive support from the EMO through, at a minimum, yearly community based reports focused on several key factors. These factors include an analysis of community demographics and growth areas, as well as financial areas. By contract, Athlos Academies *(EMO)* and the local ~~Governing Board~~ *board* of each school will communicate at least monthly so that the local needs are clear to the EMO and the support needed is evidenced and clarified. Athlos Academies (EMO) will support preventative measures with the local ~~Governing Board~~ *board* to make sure that the anticipation of those changing needs are mitigated before they may occur.

Data-driven results and feedback are strong components of the partnership between Athlos Academies *(EMO)* and Athlos schools. Athlos Academies *(EMO)* staff encourage continued feedback for many activities, including professional development trainings, walk-through and team-teaching experiences with EMO staff, curriculum critique, compliance, and management functions. This feedback is always welcomed from leadership and staff at Athlos schools and is used to shape next steps as part of a framework of continuous improvement for processes and practices and a growth

mindset among Athlos staff. Without an openness to feedback, Athlos Academies *(EMO)* would not be able to adequately support excellent and successful schools.

Feedback is more than a mindset: there are structured opportunities for meaningful feedback throughout each school year. Each local ~~Governing Board~~ *board* that partners with Athlos Academies (EMO) evaluates the EMO at least bi-annually. Although NAC 386.405(5) states that this compliance and performance review need happen only one time per year, Athlos Academies (EMO) believes that feedback mid-year helps to support a more successful end-of-year for the charter school. The ~~Master Service Agreement~~ *master service agreement* between the ~~Board~~ *board* and the EMO also guides feedback by holding the EMO accountable for all services rendered. Furthermore, the curricular support for Athlos Academy of Reno provides feedback from leadership and staff after each professional development opportunity, during mid-year and end-of-year evaluations, and following benchmarking initiatives throughout the year. Athlos Academies collects, analyzes, communicates data with the ~~Board~~ *board*, and works to support any changes or needs that come from the collection of this feedback to see the greatest success for students.

(3) Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.

There are no existing or potential conflicts of interest between the school governing board and the proposed service provider ~~(or any other entity)~~.

(4) Please provide the following in Attachment 13:

- **(a) A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;**
- **(b) A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session);**
- **(c) As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.**

(d) Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.

(5) Provide, as Attachment 21, a copy of the education management organization's three most recent audits and other historical financial documents for the EMO. This may be provided in the format of your choosing. Note that there are limited statutory exceptions related to the disclosure of proprietary information for private, for-profit entities proposing to contract with public bodies. Applicants proposing to contract with an education management organization are required to have the entity provide such information to them for evaluation by a qualified financial professional and attach a notarized certification of compliance by that third party. Education management organizations which are reluctant to provide audited financial statements for inclusion in the application to the SPCSA are directed to contact the SPCSA and request that the agency work with its Deputy Attorney General to arrange for a private review of these materials immediately following the submission of the proposal.

(6) Complete the Summary and Contact Information worksheet in the EMO Data Request template for each of the EMO's schools as Attachment 23.

(7) Complete the EMO Achievement Data and Audit data worksheets and provide any explanatory or contextual information in the Info tabs of the EMO Data Request template for each of the EMO's schools as Attachment 23.

(8) Provide three years of audited financial statements for each of the schools identified which has been in operation for more than a year as part of Attachment 22.

See Attachment 13: EMO Agreement Documentation, Attachment 21: EMO Historical Financial Documents, Attachment 22: EMO School Audits, and Attachment 23: EMO Data Request template.

DUAL-CREDIT PARTNERSHIPS

(1) ***If the charter school will provide a program where a student may earn college credit for courses taken in high school, please provide answers to the following questions. Other applicants may provide a sentence explaining why this section is not applicable.***

This section is not applicable: Athlos Academy of Reno will not be offering classes that students may earn college credit for.

(2) Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.

(3) Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.

(4) Discuss the scope of the services and resources that will be provided by the college or university.

(5) Explain the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university.

(6) Describe the manner in which the college or university will ensure that the charter school can effectively monitors pupil enrollment and attendance and the acquisition of college credits.

(7) Identify any employees of the college or university who will serve on the governing body of the charter school.

(8) Provide as Attachment 14, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application.

SERVICES

(1) Provide, as Attachment 15, a description of how the school leadership team will support operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.

- **(a) Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.**
- **(b) Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.**
- **(c) Facilities maintenance (including janitorial and landscape maintenance)**
- **(d) School health and nursing services**
- **(e) Purchasing processes**
- **(f) Safety and security (include any plans for onsite security personnel)**

(2) Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support.

Athlos Academy of Reno will implement a Local Area Network and an Air (Wi-Fi) network within the school. Both networks will be managed by Education Networks of America (ENA), which was chosen because of their specific knowledge of the education industry and its ability to design a network within the school's budget constraints and facility design. The anticipated costs are $43,3200 for Wi-Fi design, setup, and infrastructure and $36,896 for managed LAN. This includes costs associated with the design and setup of the network as well all of the infrastructure and equipment needs associated with the network, except for cabling. These costs included one year of service managed services. The managed service agreements are built on one-year agreements, with Athlos Academy of Reno having the opportunity to evaluate the service and enter into their own agreements with ENA moving forward, separate from the agreement between Athlos Academies (EMO) and ENA.

Content filtering is ~~a~~ vital *to* ~~component of~~ a successful K-12 organization. Adequate content filtering requires that an organization continually maintain its filtering parameters and ~~have the ability to~~ *can* update them as needed in a very timely fashion. ENA provides a content filtering

system at an attractive price of $1 per student per year. The filtering product allows for the school to have online access to a tool that will allow the organization to ~~make adjustments~~ *adjust* as needed. The content filtering works hand in hand with internet service which allows for timely coordination and filtering of internet traffic.

In addition to content filtering, the school also needs to ensure it has an adequate firewall available to limit external parties from gaining access to school services and school specific information. Through working with ENA, it was determined that a firewall appliance installed locally at the school would meet all of the necessary firewall requirements. ENA provided Athlos Academies with the name of a product that they would be willing to manage on our behalf as part of the overall management of the school's network. The device, a Cisco 5515-X, would cost $3,700 to purchase, with firewall-managed service costing $1,200 per year.

The infrastructure includes the cabling and drops necessary to ensure that the schools equipment can connect to the internet and power. For similar facilities, Athlos Academies has received bids of $118,905 for data cabling.

It is imperative that the infrastructure have a battery backup that allows for it to run or safely shut itself down should the school lose power. Bids were reviewed from numerous competitors, but in the end Logical Front, a re-seller of Dell provided us with the best UPS system. The battery backup systems will allow for 30 minutes of battery backup. The costs for two UPS systems will be approximately $4,300.

While much of Athlos Academy of Reno's data and systems will be cloud-based, in Skyward~~, PowerSchool~~ and Infinite Campus, the school will need servers set up for active director, firewall and filtering service management, as well as for other storage needs that may arise. Athlos Academies has price quotes from Logical Front, a Dell authorized reseller. Total costs for servers will be approximately $16,000.

We will also purchase and install projectors for each of the fifty classrooms, as well as several other rooms throughout the facility. We have settled on a Dell projector that includes an interactive whiteboard. Buying and installing the projectors will cost $110,000.

Athlos Academy of Reno will have approximately 47 staff (teachers and other instructional staff) that will need laptops, and another 15 desktops that will be needed both for staff workstations. Instructional and administrative staff will ~~utilize~~ *use* a laptop that will allow them the flexibility to move throughout the facility and bring their computer to meetings both on and off-site. Dell, through authorized re-seller Logical Front, priced us a Dell Latitude laptop with a corresponding three-year warranty that will allow us to meet these requirements, at a cost of $1,000 per unit, or $47,000 for three years. Athlos Academy of Reno will purchase Dell Optiplex desktops for staff best served with a desktop machine. These will cost $613, or $9,195 for 15 units.

The Athlos curriculum is based on bringing technology into the classroom. To this end, we want to ensure that we ~~provide~~ *offer* current, user friendly, and age-appropriate technology for student use. Initially, the goal is to ensure that the school~~s~~ have two fully functioning computer labs within the school. The labs will include twenty desktops each, and will be available for student use and student testing. The school~~s~~ will have at their disposal two fully functioning computer labs with twenty

computers in each lab. The computers will be Dell OptiPlex desktops that will cost $550 per unit, or $22,000 for 40 units.

The school will also ~~need to~~ procure Chromebooks to be available for student testing. These Chromebook*s* will be placed on laptop carts and will be available for use throughout the school and the academic year. 60 Chromebooks will cost $15,500, with two mobile computing carts costing $8,370.

In year one, the school is not looking to provide end-user student devices within the school, *aside from* ~~besides~~ the desktops and mobile carts. However, because of prudent fiscal management in year one operations, the school will have budget fund availability in future years to begin the process of providing end user devices in the classroom. As the Athlos *Academies (EMO)* curriculum and program grow with the number of schools we will have budgetary funds available to grow student end user device needs.

In addition to the end-user device technology, there *are many technology acessories* ~~is numerous accessory related items~~ the school will need to purchase that are in addition to devices, including printers, monitors, and Microsoft licenses. A Microsoft eCampus agreement will cost $12,000, while computer monitors and printers will cost $8,000.

ENA will also provide a cloud-based phone service, which includes the purchase of the phones themselves along with an annual service agreement. While ENA service and costs are quite competitive, the school also ~~has the ability to~~ *can* switch carriers should they choose at a later date. Equipment purchased through ENA will be transferrable to other carriers, if needed*,* ~~,~~ should the school feel the need to change. Phone equipment will cost $13,000, while phone service will cost $12,000 annually.

ENA will also be the internet provide*r* for Athlos Academy of Reno. ~~By using them as the internet provider we have~~ *Having* one entity responsible for the complete infrastructure ~~of the organization. As a sole provider of infrastructure for our Athlos schools we are able~~ *will allow Athlos Academy of Reno* to leverage ~~their~~ *ENA's* understanding of the network~~, their ability and desire to resolve issues,~~ and the cost efficiencies associated with a single service provider ~~being designated~~. A 100 MB internet service with ENA will cost $25,800 per year.

(3) Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software. If most of the applicant group or the EMO is new to operating in Nevada's education environment, explain your plan to determine Nevada specific reporting requirements. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

~~Athlos Academies' student data specialist will attend appropriate state level trainings. Additionally,~~ Athlos Academy of Reno and other EMO schools employ an office manager who is tasked with managing state reporting and enrollment from the school level. Both the office manager and student data specialist will attend state trainings.

After our charter is approved, the student data specialist will begin planning for training specific to Athlos Academy of Reno. Training materials will be housed in the online staff portal, which is a password-protected ~~portion~~ *section* of the school's website. Athlos Academy of Reno's professional development schedule includes time for student information system training for all teachers and staff.

(4) Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.

Athlos Academy of Reno recognizes the importance of respecting and maintaining the privacy of its students' records and data and will adopt policies and practices to follow state and federal laws pertaining to student records and family privacy rights. All employees of Athlos Academy *of Reno* will maintain appropriate confidentiality of protected student information and records, including personally identifiable information.

The Family Educational Rights and Privacy Act of 1974 mandates that students and their parent/guardian(s) have:

- The right to examine and request the amendment of education records;
- The right to limit access to student records and/or personal information, in certain circumstances, by requiring the prior written consent of a parent or guardian before the information or records can be released; and
- The right to be notified of, examine, and either consent to or opt out of, participating in surveys or educational activities that relate to particular protected areas.

Athlos Academy will train its employees on upholding student confidentiality, including an overview of all federal and state laws that pertain to the privacy of educational records concerning students, their parent/guardian(s), and their families.

Access to student cumulative files and other private student records shall be provided in accordance with FERPA, with the following provisions. Parent/guardian consent is required prior to disseminating student personal information, except in instances outlined in FERPA. All access to electronically maintained student data shall require password protection. Employees will be trained on recognizing the instances in which divulging private information to authorized persons serves the best interest of the student and serves a lawful purpose.

Specifically, Athlos Academy of Reno will comply with NAC 388.289 regarding personally identifiable information. The office manager will be responsible for protecting the confidentiality of personally identifiable information, though all teachers and staff that collect such information will receive professional development on policies and procedures regarding such information.

FACILITIES

(1) Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.

Athlos Academy of Reno will contract with Athlos Academies to procure school facilities with a lease-to-purchase option. We believe that a high-quality facility provides a certain confidence for families and helps strengthen a positive school culture. For charter schools to continue transforming public education, they must be able to draw a substantial number of students. From a marketing perspective, the quality of the physical learning environment does affect enrollment. For the school to deliver on its charter promises, a high-quality facility must be a priority.

Athlos Academies *(EMO)* has been selected to support facilities development because it specializes in providing responsible financing and facilities acquisition to top-tier charter schools. ~~We (the Board of Directors)~~ *The board* will negotiate any construction or leasing contracts with Athlos Academies *(EMO)* at arm's length and will seek professional advice in the process. The intended lease structure will provide affordable lease payments and a purchase option that will be favorable to Athlos Academy of Reno. This structure is intended to allow our school to exercise its purchase option and refinance the facilities through either traditional financing or bond issuance. Athlos Academies *(EMO)* is currently locating a suitable property in Reno. They will purchase the property and construct and own a "Class E" purpose-built school facility.

Upon construction completion, Athlos Academy of Reno will take possession of the building and will lease the facilities with the aforementioned purchase option. No pre-operational funding will be required for site selection, construction, fixturing, or financing. Financing is generally provided by Athlos Academies *(EMO)* and/or leveraged through its relationships with financial partners. This will provide our school with access to affordable, responsible financing. The Athlos Academies *(EMO)* facility model has been previously vetted by independent financial advisors, legal counsel, and bond counsel for other charter schools, and ~~we, the Board, are~~ *the board is* informed that the model is an effective, viable, and affordable option to provide a start-up charter school and students with Class E school facilities pending the ability to secure either traditional financing or issue bonds.

(2) If a facility is not yet identified, please describe the organization's approach to finding a suitable facility. Please include the organization's plans to finance the facility, including:

Athlos Academies *(EMO)* has an in-house site selection specialist that has access to sophisticated demographic software that assists the ~~Board~~ *board* in locating the school in the optimal location. From here, the site selection specialist is scouring the area for potential sites, using many tools including real estate databases, site visits, and other electronic means. Cost, zoning, traffic, and site remediation concerns are also factored into the analysis. Once a site is identified as fitting the overall requirements of the school, high-level negotiations with the seller commence. For obvious reasons, no property is purchased prior to receiving charter authorization.

(a) Total project cost

~~This number is currently not available. The pursuit of land has been underway for several months, but until a decision is made with the local governing board there will not be a finite project cost projection. There is, however, a conservative estimate in the budget attached with the Finance Plan.~~

After working with Okland Construction, ESI, and Ryan Companies, the projection of cost for a build in this location have been determined. It is estimated that the ground cost per square foot will be between $5 and $7. Further, it is estimated that the cost per square foot for the build will be near $180.

The CTF is doing research to consider ways to save money over the length of the project. This floor plan will be a two-story build on a six-acre lot that includes outdoor field space and transportation infrastructure. The budget and service fee estimate have been adjusted to reflect the projected costs based on this research and best practice for the over 30 facilities completed by Athlos Academies (EMO) nationally. Based on the projections described in this paragraph, the lease rate in the budget for the application is $1,642,500. This accounts for a lease rate not to exceed 20 percent and a service fee of 9 percent to ensure financial soundness for the school.

(b) Financing and financing assumptions

The ~~Board of Directors~~ *board* plans to enter into a triple net ~~Build-to-Suit Lease~~ *build-to-suit lease* with an entity capable providing a facility well-suited to deliver the specialized curriculum identified.

(c) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc.

Based on the Charter School Workbook, the total facilities cost is $1,808,100 per year, with the total cost to lease being ~~$1,785,600~~ *$1,622,500 (increasing by 2 percent annually)*. Maintenance supplies and needs will be $40,000 per year (this is included in general office supplies). Utilities will be $103,500 per year. Custodial services will be budgeted at $39,600 per year.

(3) If you currently hold a facility or have an MOU or other proof of intent to provide a facility, please provide the proof of commitment as Attachment 16. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 16, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions.

We do not currently hold a facility or MOU. For details of our proposed facility, see Attachment 16: Facility Commitment.

(4) Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

~~Athlos Academies has successfully financed and built 23 school facilities in five states since 2007. Athlos Academies has finance, development and construction staff with experience and expertise to manage construction of a new school facility, including site selection, financing, construction, and installing technology and furniture, fixtures and equipment.~~

Athlos Academies (EMO) has successfully financed and built more than 30 school facilities in five states since 2007. Athlos Academies (EMO) has finance, development, and construction staff with experience and expertise to manage construction of a new school facility. The project management drives the development work for each facility project and provides a direct point of contact for the CTF and school leader to support any issues that may occur during construction or for the life of the school.

Included in the Supporting Documents on page 443 is a chart that lists the facility partnerships with the EMO. After meeting with SPCSA staff, there was a lack of knowledge about the background of Athlos Academies (EMO). This chart seems to provide further clarity as to the history of the EMO with facilities and partnerships for the three pillar program. As the chart shows, there is a separate column

for each level of partnership with Athlos Academies (EMO). The organization began as a facility solution for charter schools and later expanded to providing management services along with the three pillar educational model. This chart clearly shows the EMO's continued work with facilities as well as the education and management work that has been a more recent addition.

(5) Explain the organization's plan to maintain the independent facility.

Once the facility is complete, the ~~School Leader~~ *school leader* will oversee facilities management and building maintenance, along with other responsibilities. The assistant administrator and maintenance manager will assist in managing all contract and operation logistics. ~~A portion~~ *Part* of this person's job will include facility management, needs, maintenance, and coordination with EMO for any changes or updates for life of school. As need and requested, Athlos Academies *(EMO)* can assist the ~~School Leader~~ *school leader* on maintenance issues.

(6) Will the EMO's operations be run out of a school site or out of another facility?

Athlos Academies' *(EMO)* operations will be run out of its headquarters, though its staff will provide frequent in-person and virtual assistance to Athlos Academy of Reno officials.

ONGOING OPERATIONS

(1) SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan?

The ~~Board of Trustees~~ *board* will create and approve the Emergency Management Plan. In developing the plan, Athlos Academy of Reno will, as required by NRS 392.620, consult with social service agencies including Washoe County's Social Services and Emergency Management office as well as local law enforcement. The Emergency Management Plan will include all the required procedures in NRS 392.620.

The ~~School Leader~~ *school leader* will be responsible for creating and maintaining the Emergency Management plan, including training staff and students to follow emergency procedures. Athlos Academy of Reno is not budgeting for any on-site security personnel. However, the school facility will be designed and operated in ways that enhance safety and security, including door controls, limited access points, and ~~using~~ check-in systems.

The school safety plan in the Supporting Documents demonstrates how important safety is at Athlos Academy of Reno. The school safety plan defines various emergencies and hazards and outlines what the school would do in a crisis situation. The plan also includes the roles each person in the school community has if any emergency were to happen. After charter approval, Athlos Academy of Reno will form a safety committee to make a final school safety plan. The committee will update the safety plan should pending legislation be approved. As the plan is drafted, local emergency management agencies will be contacted for feedback on the plan.

The included safety plan is a draft that would be updated to become compliant to law if applicable legislation is passed in 2017. For example, in 2017 there is legislation in the Nevada Legislature that could affect policies at Athlos Academy of Reno. Assembly Bill 221, introduced by Assemblywoman Shannon Bilbray-Axelrod, would allow students and employees of charter schools to evacuate to a

nearby school in the district in the case of an emergency or crisis. AB 221 is in Nevada's Assembly's Committee on Education, as of March 29, 2017. If AB 221 passes, Athlos Academy of Reno would work with Washoe County School District and the Nevada Department of Education to develop a plan on evacuation to a local school(s) in cases of emergencies. Those procedures would be added to the school safety plan.

Athlos Academies (EMO) currently monitors legislation in Nevada that could influence education and charter schools, including school safety legislation. As legislation is passed by the Nevada Legislature and becomes law, the EMO would work with the board and school leadership to make necessary changes to school policies, including the safety plan, to implement the law in the school. Athlos Academy of Reno is committed to keeping all students safe.

(2) Provide, as Attachment 17, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation.

Athlos Academy of Reno will meet all mandatory minimums for insurance associated with charter schools. Policies will include workers' compensation, directors and officers, general liability insurance, facility liability, employment and volunteer liability insurance, and motor vehicle coverage, as well as overages specific to school districts and charter organization such as coverage associated with molestation and sexual abuse. Policies will meet or exceed state recommendations or guidelines. Additionally, see Attachment 17: Insurance Coverage.

FINANCIAL PLAN

(1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors.

Athlos Academies *(EMO)* will manage financial services for Athlos Academy of Reno. ~~Athlos Academies will use ADP for its payroll and will use a yet-to-be determined accounting software system for purchasing, accounting and audits.~~

Athlos Academies (EMO) will use ADP for its payroll processing and tax reporting in addition to human resources management. While an accounting software provider has yet to be determined, there have been extensive conversations with Tyler Companies about its Infinite Visions service and the possibility of using that system for accounting and financial reporting.

The cost to Athlos Academy of Reno for these services is included in its overall master services agreement, which is found in Attachment 13: EMO Agreement Documentation. master services agreement.

(2) As Attachment 18, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for budget narrative in Attachment 18. Include the following:

- **(a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.**
- **(b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.**
- **(c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.**
- **(d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.**
- **(e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.**
- **(f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.**

See Attachment 18: Budget Narrative.

(3) Submit the completed Financial Plan Workbook for the proposed school as Attachment 19.

See Attachment 19: Financial Workbook.

(4) Submit, as Attachment 20, a detailed budget for the operator at the regional network level (the format of this is left to the applicant's discretion).

Athlos Academies *(EMO)* does not operate at the regional network level, so ~~there is no~~ Attachment 20 *is not included*

(5) Describe the annual audit of the financial and administrative operations of the school. Discuss the planned financial controls and their implementation plans. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Nevada.

The *Committee to Form (CTF)* ~~Board of Directors~~ will adopt a comprehensive set of finance policies. These all-encompassing policies will cover items such as use of funds, internal controls, purchasing, bank accounts, and signatory authority.

The school will comply with Generally Accepted Accounting Principles (GAAP), undergo an audit each year consistent with its responsibilities as a *Nevada* charter school, and comply with all state laws regarding purchasing and accounting of all public funds~~, including those raised locally~~. The *board* ~~Board of Directors~~ will ensure:

- Segregation of duties so that multiple people are involved each time money changes hands to reduce the likelihood of fraud.
- Oversight by regular internal methods–a *board* ~~Board~~ finance and audit committee–and external methods–an independent auditor consistent with Athlos' status.
- Monthly internal review with a *board* ~~Board~~ finance and audit committee, which samples transactions for compliance with school finance policies.
- Transparency in budgeting and spending, with all transactions and budgets posted online, as required by law.
- Competitive bidding for large projects to ensure fair treatment of all and best value for the school and taxpayers.
- Proper authorization, ensuring that all expenses are known and approved prior to being incurred.
- Protection of the school's assets with accurate inventory records, asset holdings spread across multiple banks, and insurance to indemnify employees, the *board* ~~Board~~, and the school from claims.

Athlos Academies *(EMO)* will ensure that the school's assets (*including* cash, buildings, and equipment) are adequately documented and protected, school finance policy and state law are followed in all transactions, and student enrollment records are accurate and reported to the state daily. Athlos Academies *(EMO)* will be responsible for submitting an annual financial report to the *CTF* ~~Board~~ and the Nevada Department of Education, as required by law. In all aspects, Athlos Academies *(EMO)* will adhere to GAAP, state law, and the *CTF* ~~Board~~-adopted finance policies. Additionally, Athlos Academies *(EMO)* will work with the *board* ~~Board~~ to ensure that grants and all restricted streams of funding are properly administered according to each source's guidelines, and that the school meets all other key financial obligations that are part of any state law or rule now in

place or ~~that are~~ put in place in the future. Athlos Academies *(EMO)* will, as needed, attend financial training to stay updated on changes in state law regarding school finance.

Athlos Academies *(EMO)* will be supported in ~~these~~ oversight and managerial tasks by the school administrative staff, including the office manager, who will have specific responsibility to manage student records. Designating a single person to serve as registrar will ensure that the school has the capacity to develop adequate policies and processes for tracking enrollment and attendance eligibility, eligibility for free and reduced lunch, students with disabilities and ELL enrollment. The office manager will submit data to the state and *school leader* ~~School Leader~~ regularly to ensure that records are accurate.

(6) Provide independent audits for each schools for each of the past three years for any under management at any point during that period as attachment 22.

See Attachment 22: EMO School Audits.

(7) Complete the audit data worksheet in Attachment 23. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in Attachment 22.

In developing your budget, please ensure that the school does not operate at a loss during any year—this is prohibited by Nevada law.
See Attachment 22: EMO School Audits and Attachment 23: EMO Data Request template. For the budget, see Attachment 18: Budget Narrative.

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Attachment 1: Letters of Community Support/Partnership

Reno 5000

59 Damonte Ranch Pkwy, Ste B259

Reno, NV 89521

To whom it may concern:

On behalf of Reno 5000 I am writing to recommend support for Athlos Academy of Reno and their application to start a new charter school in the South Reno area.

The need for educational options that provide innovative models that prepare students for life, not just test scores, is important to us. We believe that Athlos Academy of Reno will bring this type of innovation to our students and families in Reno. Our mission is to promote healthy living as a lifestyle through exercise and community engagement. We believe in involving our local community in the effort to achieve this mission through a variety of sponsorships, events, and outreach. We see Athlos Academy as an excellent fit for our mission and support of healthy lifestyles because of their focus on movement and healthy living in their school culture.

Athlos Academy of Reno's focus on health and wellness will inspire a next generation of healthier, wiser, and more inspired individuals to contribute to our community and the world. We look forward to finding numerous ways to engage with their staff, students, and families to support the success of their programming and the health of our community overall.

I strongly encourage the approval of Athlos Academy of Reno and look forward to a strong partnership with the school.

Sincerely,

Shanna Contreras,

Owner

DYER ENGINEERING CONSULTANTS. INC.
www.dyerengineering.com
9160 Double Diamond Pkwy Ste A.
Reno, Nevada 89511
Phone: (775) 852-1440
Fax: (775) 852-1441

July 14, 2016

Mr. Chris O'Neil
Athlos Academy of Reno
2665 Brentina Ct
Reno, Nevada 89521

RE: Support for Athlos Academy

Dear Mr. O'Neil,

On behalf of Dyer Engineering Consultants, Inc. (DEC) I am writing to recommend support for Athlos Academy of Reno and their application to start a new charter school in the South Reno area.

As engineers we are always looking to the next generation for the perpetuation of the infrastructure we have designed and support. This starts with a good foundation in education. DEC is committed to supporting the next generation of students for a better community. We have learned of the three pillar approach that is used by Athos, and we feel that the combination of the three pillars will create successful students for the tasks that lay ahead in our community. DEC would like to get involved with the prepared mind pillar as a part of the well rounded education.

We strongly encourage the approval of Athlos Academy of Reno and look forward to a strong partnership with the school.

Sincerely,
DYER ENGINEERING CONSULTANTS, INC.

Dan L. Dyer, P.E.
President

TRICOR CONSTRUCTION
Tricor Construction, LLC. | 9160 Double Diamond Pkwy Ste. B | Reno Nevada, 89521
P (775) 335-2029 | F (775) 852-1441 | www.tricorusa.com

July 14, 2016

Mr. Chris O'Neil
Athlos Academy of Reno
2665 Brentina Ct
Reno, Nevada 89521

RE: Support for Athlos Academy

Dear Mr. O'Neil,

Tricor Construction is writing to recommend support for Athlos Academy of Reno and their proposal for a new charter school in South Reno.

The need for educational options that provide innovative models that prepare students for life, not just test scores, is important to us. We believe that Athlos Academy of Reno will bring this type of innovation to our students and families in Reno.

The overcrowding in our schools is unacceptable. The Athlos model as presented to us will be a strong alternative the existing system. It will help to relieve the overcrowding and provide high quality options for our area.

We strongly encourage the approval of Athlos Academy of Reno and look forward to a strong partnership with the school.

Sincerely,

T. Heath Hildebrandt, P.E.
Partner
Tricor Construction

Key Medical

5401 Longley Lane Ste. 10, Reno, Nevada, 89511
Phone: 775-236-0011
Fax: 775-236-0012
Toll Free: 888-852-0416

July 14, 2016

Mr. Chris Oniel
Athlos Academy of Reno
2665 Brentina Ct
Reno, Nevada 89521

RE: Support for Athlos Academy

Dear Mr. Oniel,

On behalf of Key Medical, Inc. (KEY) I am writing to recommend support for Athlos Academy of Reno and their application to start a new charter school in the South Reno area.

The "Healthy Body Pillar" coupled with the mind and performance characteristics is an innovative and exciting approach to education. Not only is this entirely necessary for the area with regard to overcrowding but it is a great alternative to the existing system.

KEY believes that education in healthy life and establishing good habits at a young age is very important to a long and healthy life

We strongly encourage the approval of Athlos Academy of Reno and look forward to a strong partnership with the school.

Sincerely,
KEY MEDICAL, INC.

Robert Freeman
Vice President

D4 ADVANCED MEDIA

140 Huffaker Lane Ste 506 - Reno, NV 89511 - www.d4webdesign.com - Ph: 775.636.9986 - Fax: 775.636.9986

July 15, 2016

Mr. Christopher O'Neil
Athlos Academy of Reno
2665 Brentina Ct
Reno, Nevada 89521

RE: Support for New Charter School

Dear Mr. O'Neil,

D4 Advanced Media is excited at the opportunity to see the Athlos Academy of Reno come to our South Reno community in the near future. We welcome the opportunity to partner with Athlos Academy in events and activities that support their curriculum, particularly their Prepared Mind and Performance Character Piers. We also see the opening of a new school in our community as a great help to the "overcrowded schools" issue we are currently facing in our area.

We've made it a priority at D4 to have an outgoing and supportive presence with K-12 education in our community and greatly enjoy helping schools educate their students about digital media and careers in the marketing/advertising industry. We believe your Prepared Mind and Performance Character Piers would teach and foster qualities in youth that would prepare them for success in higher education and entering the workforce.

We would be thrilled to help Athlos in this endeavor anyway we can. We hope your efforts in the charter application are successful and look forward to collaborating with you soon.

Sincerely,
D4 Advanced Media

John Dunlap
President

140 W. Huffaker Lane
Suite 506
Reno, NV 89511

(775) 636-9986
www.d4webdesign.com

Attachment 2: Leadership Team Job Description

I. RESPONSIBILITIES OF AN EDUCATIONAL SCHOOL LEADER

A. Staff Management, Training and Motivation:

1. Recruits, hires, and retains high quality teachers and staff, terminates when necessary;
2. Oversees professional development of all teachers and staff;
3. Observes all classes regularly; oversee and assess the performance of all school employees;
4. Holds employee evaluation conferences based on records of performance observations;
5. Ensures collaboration, partnerships and team building among staff;
6. Manages conflicts and relations between school employees justly and efficiently;
7. Oversees employee screening measures to ensure that each employee has undergone an appropriate background check.

B. Program Implementation:

1. Evaluate instructional program effectiveness; develop and enforce policies and procedures;
2. Ensures implementation of instructional strategies, classroom management, and communication;
3. Ensures effective, research-based professional development is provided and implemented;
4. Monitors Special Projects accountability timelines and coordinates timely completion;
5. Prepares annual performance audit;
6. Collaborates with staff for united school improvement plan;
7. Monitors and analyzes student performance assessment data preparing reports as needed for various special projects (i.e., after school program, summer school);
8. Oversees special education program implementation and compliance;
9. Analyze student achievement data, draw logical conclusions and prepare comprehensive reports;
10. Hold and attend parent/teacher/student conferences in regards to student and school issues;
11. Ensure school facilities are managed effectively; oversee facilities to ensure maintenance provides a clean and safe school.

C. Fiscal and Legal Compliance:

1. Abides by all state and federal laws that apply to charter schools and charter policy;

2. Ensures that there is proper documentation on operations of charter programs to develop accurate budget;
3. Maintains fiscal control; report accurate fiscal information;
4. Ensures smooth operation of school facilities, school finance and risk management, including appropriate procurement of insurance policies;
5. Ensures school-wide compliance with all policies and procedures;
6. Attends all required Board of Directors and state meetings; attend other meetings and training that provide legal guidance;
7. Participates in the school's annual fiscal audit and oversee the preparation of the school's Annual Budget, Annual Financial and Annual Program Reports;
8. Ensures school safety by performing fire drills and other drills;
9. Preparation of financial and statistical documents and reports.

D. Public Relations and Communications:

1. Establish rapport with parents, students, school staff, and Athlos Academy Board of Directors;
2. Coordinate with the school's parent organization to increase parental involvement within the school;
3. Build positive relations with state education departments, other charter schools, and school districts;
4. Works pro-actively to maintain positive PR that showcases the school's success.

E. Professionalism:

1. Uphold and enforce board policy, administrative procedures, and school rules and regulations, and be supportive of such in your communications with students, parents, and the public at large;
2. Communicates the positive aspects of Charter to the public in word and deed;
3. Works cooperatively with parents and teaching mentors to strengthen the educational program;
4. Oversees with overall school operations;
5. Promotes and maintains a positive and effective school climate by ensuring that all interactions with staff, students, parents, and the public at large are prompt, efficient, helpful and friendly.

II. QUALIFICATIONS FOR A LEAD SCHOOL ADMINISTRATOR

A. License:

1. Administrative Licensure.

2. Advanced degree required with course-work in Business Administration, Organizational Management, or Educational Leadership.

B. Experience:

1. Three years broad, varied, and increasingly responsible experience with budgeting, management, and organizational procedures;
2. Charter school experience desirable.

C. Knowledge and Abilities:

1. Knowledge of principles, methods and procedures, related to purchasing, operation, safety, computer networking programs, food service, budgeting and accounting, electronic data processing techniques and methods, purchasing and inventory control systems;
2. Knowledge of techniques and strategies of organization, management and supervision;
3. Knowledge of law, policies and regulations pertaining to youth and employee records;
4. Establish and maintain cooperative relationships with all partners; deal effectively and graciously with situations requiring tact and judgment;
5. Exercise patience, common sense, and good humor to thrive within the pressures, competing priorities and demands of a school office environment;
6. Possess an entrepreneurial spirit that embraces creativity and dedication;
7. Possess the ability to learn new things quickly and adapt to changing situations.

III. EVALUATION OF A LEAD SCHOOL ADMINISTRATOR

A. Performance of this job will be evaluated by Athlos Academy's Governing Board through an annual evaluation process.

1. Extensive professional development opportunities will be supported.

Position: Instructional Coach

Reports to: Educational School Leader and Athlos Academies Chief Learning Officer

Salary Range:

Minimum Qualifications Required:

Education: Bachelors in Education + 5 years' educational experience OR Masters in Education.
Experience Required: 5 years of educational experience preferred (required if only Bachelors), experience in research-based instructional practices.
Certification Required: Hold a valid Nevada Teaching License.

Job Duties:

1. Implements a collaborative coaching and learning approach.
2. Assists new teachers in a collaborative model of observation, conversation, and lesson demonstration.
3. Models effective and differentiated instruction.
4. Provides individualized, classroom-based coaching, and supports implementation of good instructional practices.
5. Facilitates professional collaborative groups to review effective practice and analyzes student data.
6. Facilitates grade-level teams to discuss implementation of effective content, skills, and problem-solving instruction.
7. Provides comprehensive and balanced training in and across given subject areas and curricular areas.
8. Participates in Professional Development for coaches, including peer observations, professional research, and inquiry sessions.
9. Assists teachers in aligning their teaching with appropriate standards, curriculum, and assessments.
10. Works collaboratively with other Instructional Coaches, curriculum specialists, and district specialists.

Position: Kitchen Manager

Reports to: Operational School Leader and Athlos Academy Director of Nutrition

Salary Range:

Minimum Qualifications Required:

Education: High school diploma or GED equivalent
Experience Required: One year of public school food service experience or three years of food service operation management.
Certification Required: Completion of an accredited sanitation course and maintenance of certification. Completion of manager training program.

Job Duties:

1. Conducts operational management 55% and production management 45% of the work week.
2. Prepares and maintains records reflecting an accurate report of planned meals, food produced, and food discarded.
3. Maintains accurate on-site reports of daily and monthly financial, production, and activity records.
4. Assists the Director of Nutrition in ensuring that sanitation and safety practices comply with federal, state, and local law.
5. Inputs work orders for equipment maintenance needs and ensure they are completed in a timely manner.
6. Prepares and reviews daily work schedules to ensure proper and efficient scheduling of employees.
7. Manages employees on the school site and promotes employee growth, efficiency, morale, and teamwork.
8. Provides leadership to ensure school meals are served in a pleasant environment by courteous staff.
9. Maintains daily deposits and cash receipt documentation; management and reconciliation of cash register.
10. Responsible for presenting quality food in an attractive manner.

Position: Special Education Director

Reports to: Educational School Leader

Salary Range:

Minimum Qualifications Required:

Education: Master's in Education, Special Education K-12, or related field.
Experience Required: 3-5 years in a supervisory role. 3-5 years managing a caseload.
Certification Required: Nevada Teachers License with a special education endorsement.

Job Duties:

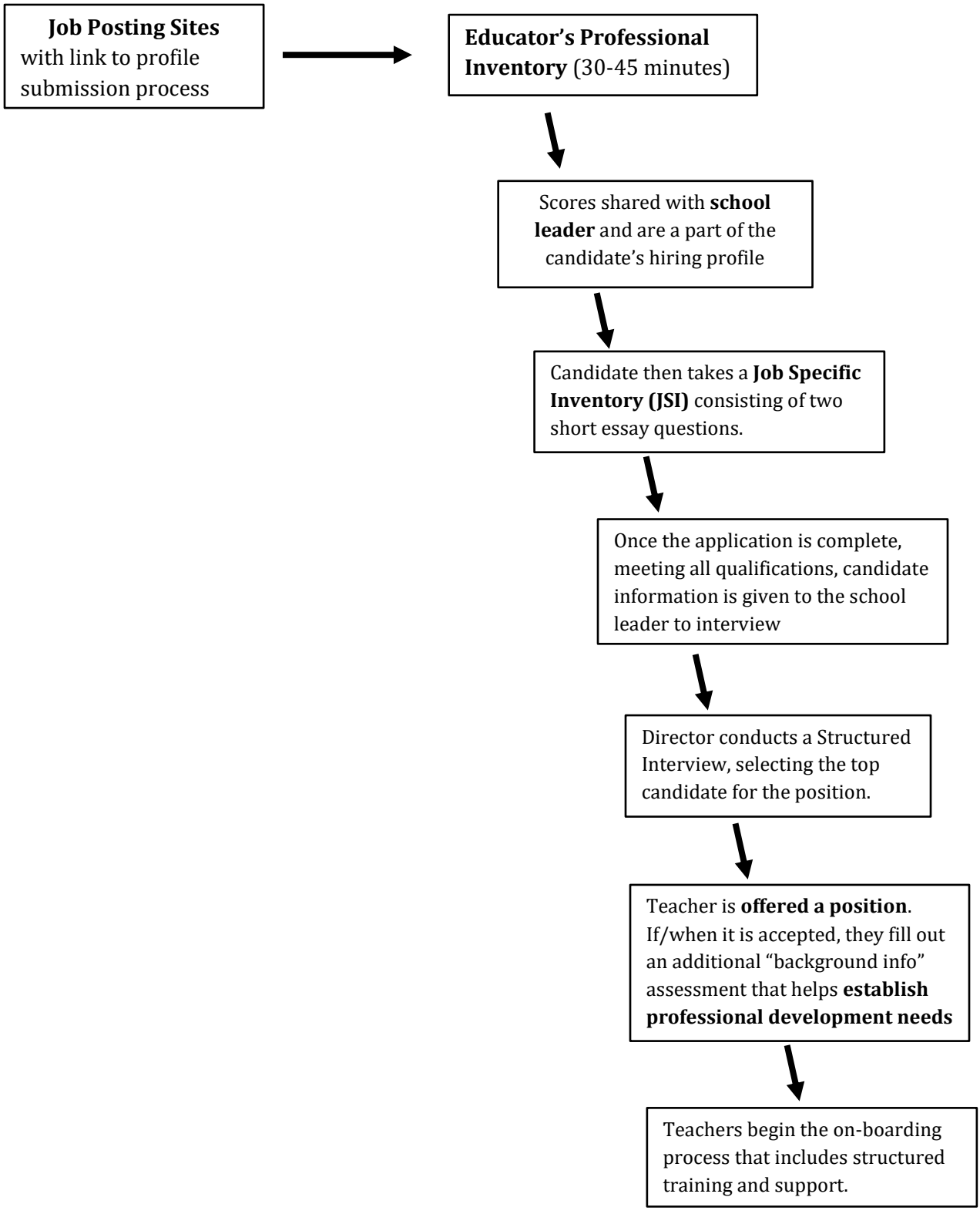
1. Supervises Special Education Teachers and Special Education Teacher's Aides.
2. Ensures all students receive accommodations and modifications as specified in their IEPs.
3. Oversees the IEP process, including Child Find, Annual IEP reviews, and 3-year assessment cycles.
4. Provides training to regular education teachers, as needed.
5. Assists the Lead School Administrator with data analysis to ensure all students are successful, as needed.
6. Resolves conflicts with teachers, exceptional child behavior, and addresses parent/guardian concerns as they arise.
7. Consults with school administration in cases of disciplinary action involving students with IEPs.
8. Oversees required reporting and student file management and maintains confidentiality of exceptional child records.

Attachment 3

Not included

Attachment 4: Competencies Used for School Leader and Evaluation

Application/Hiring Process



ATHLOS ACADEMIES

INITIAL REVIEW – SCHOOL LEADER

RESUME #	
CRITERIA	**SCORE** (circle one)
School Leadership Experience	0 1 2
Certification	0 1 2
Educational Experience	0 1 2
Budget Supervision	0 1 2
Experience with expected student population	0 1 2
TOTAL SCORE	

Additional Notes:

Athlos School Leader Structured Interview

Interviewer:_____ Interviewee:_____ Date:_____

Grit –Focus / Self-Control – Growth Mindset 1.Task Dedication

What is the most challenging thing you have done? How did you prepare? What would you have done differently? How did you modify your approach midstream?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Social Intelligence (Creativity) 2.Interpersonal Effectiveness

Tell me about a meeting in which you had to tell others things they did not want to hear. How did you communicate those ideas to them? What was the result of that communication? If you could do it again, is there anything you would change in what you communicated, or the way in which you communicated it? Why would you make those changes?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Leadership (Integrity) 3.Organizational Stewardship

Tell me specifically what you have done to create an atmosphere of trust and empowerment within your sphere of influence. What tangible results have you seen from your efforts?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Leadership (Humility) 4.Technical Skills

Compare what you know about the job you are interviewing for and your own knowledge and skill. What areas of development do you feel you will need to meet the job expectations?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

5. Our first impression and quickness in making connections

Response notes:

Response notes:

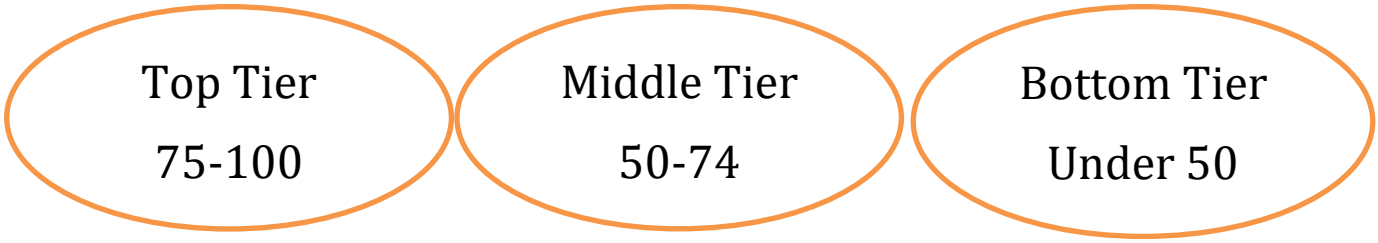
*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Additional Notes

Summary Score: _____



Athlos School Leader Panel Interview

Interviewer:_____ Interviewee:_____ Date:_____

Grit (Focus / Self-Control) 1.Task Dedication

Recognizing the challenge of building a healthy, excellence oriented staff culture, what steps do you see as most essential for making that happen? Share how you have built staff culture and the challenges of making that happen. What could you envision being some of your early steps in building staff culture at this Athlos school?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Social Intelligence (Creativity) 2.Interpersonal Effectiveness

What do you look for when recruiting and interviewing quality teachers? How would you go about finding a staff that aligns both with your and Athlos' educational philosophy?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Leadership (Integrity) 3.Organizational Stewardship

How have you effectively used data in the past? When can data be debilitating? When is it most useful? What data do you find the most valuable?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Leadership (Courage) 4.Systems & Structures

Describe a positive behavior management system in a school. What have you seen been most effective? What philosophy/structure do you most align with?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

5. Our first impression and quickness in making connections

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Additional Notes

Summary Score: _____

Top Tier	Middle Tier	Bottom Tier
75-100	50-74	Under 50

Athlos Academies

School Leader Professional Growth Plan

Name Date

The Professional Growth Plan is a way for an administrator to set and pursue professional growth goals and plan connected learning activities as part of the annual review cycle. The Professional Growth Plan is intended to:

- Guide individual learning activities throughout the year;
- Empower an administrator to plan his/her own individual professional learning; and
- Ensure that each administrator is making adequate yearly progress towards license renewal, if applicable.

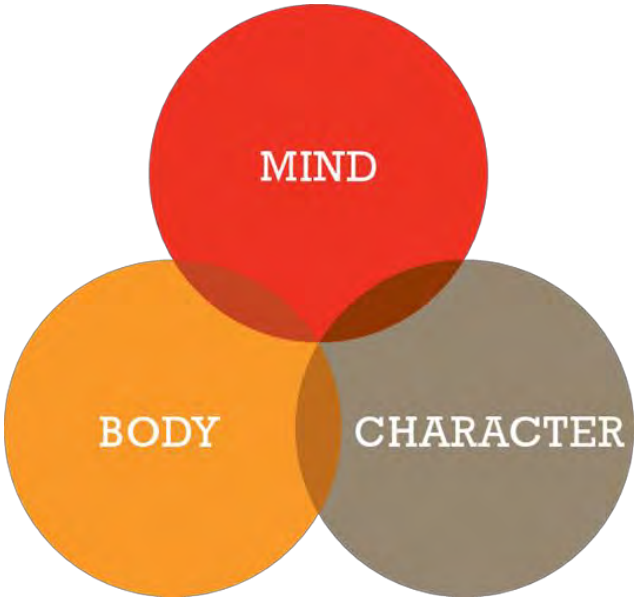
Reflection on my administrative practice (Visionary Leadership, Teaching & Learning, Management for Learning, Community Collaboration, Ethical Leadership, and Systems Leadership) for areas for growth:
Type text here
Professional goals related to identified areas for growth
Type text here
Resources, professional development, and action steps needed to meet my goals:
Type text here
Evidence that can be used to evaluate progress toward goals:
Type text here
Activities needed to make adequate yearly progress towards license renewal:
Type text here

Attachment 5

Not provided.

Attachment 6: Teacher evaluation tool

Athlos Academy of Reno



Teacher Evaluation & Improvement Plan

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I. Context

Athlos Academy of Reno (AAR) has adopted a modified version of the Nevada Educator Performance Framework (NEPF) model of educator evaluation and improvement. The evaluation tool uses peer and supervisor observations and evaluations of professional performance, student growth measures, and stakeholder input to evaluate teachers' performance on the ten standards of Instructional Practice and Professional Responsibilities:

Instructional Practice

1. New learning is connected to prior learning and experience
2. Learning tasks have high cognitive demand for diverse learners
3. Students engage in meaning-making through discourse and other strategies
4. Students engage in metacognitive activity to increase understanding of and responsibility for their own learning
5. Assessment is integrated into instruction

Professional Responsibilities

1. Commitment to the school community
2. Reflection on professional growth and practice
3. Professional obligations
4. Family engagement
5. Student perception

II. The AAR Teacher Evaluation and Support Model

There are three components of the Model: 1) Professional Performance, 2) Student Growth and Learning, and 3) Stakeholder Input. These three components are weighted at 70%, 20%, and 10% of the performance rating.

In the Model, a teacher engages in a continuous annual review process, as outlined below:

Summer:

- Orientation to the Model
- Teacher engages in self-assessment using the Educator Effectiveness Rubric
- Teacher sets Student Learning Objectives (SLOs)
- Teacher develops Professional Growth Plan (PGP)

Within the First Quarter:

- Initial conference is held to review self-assessment, SLOs, and PGP
- For Probationary teachers and Post-Probationary teachers participating in the Teacher Improvement Process (TIP), an observation must be conducted by the school administrator

By January 31:

- Mid-Year conference held to assess progress towards SLOs and the PGP
- One observation must be conducted by each the summative evaluator and a peer evaluator
    - This observation is in addition to the initial one for Probationary and TIP teachers
- Teacher should be gathering preliminary supplemental evidence for Component I

By April 1:

- Stakeholder survey results collected and distributed to teachers

By Year-End:

- A second observation must be conducted by each the summative evaluator and a peer evaluator
- Year-End conference held to evaluate progress towards SLOs
- Stakeholder input and teacher responses evaluated by summative evaluator

A. Performance Level Ratings and Expectations

A teacher receives a summative evaluation at the end of each year. The summative evaluation includes feedback for further growth and development and a final performance rating determined by the process found on page 20. The following performance ratings are used for the final performance rating:

3 - Highly Effective

2 - Effective

1 - Marginally Effective

1 - Emerging Effective (used only for Probationary teachers)

0 – Not Effective

A teacher with a final summative performance rating of "Marginally Effective" should be supported to improve through targeted professional development opportunities and through the setting of appropriate Professional Growth Plan goals. A teacher with final summative performance rating of "Not Effective" must be supported through the teacher improvement process (TIP) on page 21 or dismissed.

The final performance rating is based on evidence from all three model components as described on page 20.

B. Development and Evaluation Activities in the Process

Observations

Observations are planned or impromptu opportunities for a summative evaluator or a peer reviewer to gather evidence for evaluation and to provide feedback to a teacher for growth and development. Summative observations are those conducted by a summative evaluator. These may be announced or unannounced and must occur at least once per semester. Summative evaluations should use the Educator Effectiveness tool as a guide. These summative observations should be supplemented by formative or impromptu observations by the summative evaluator as well as peer observations. Formative evaluations may occur inside or outside of the classroom. Examples of observations to be considered include: PLC work, interactions with students in the halls or at extracurricular events, interaction with peers during professional development and staff meetings, input at a review of student data, etc.

All observations that are to be used as a part of a teacher's summative evaluation must be documented within two weeks of the observation. Summative and peer evaluations are to be debriefed with the

observed teacher within three weeks of the observation. At this conference, any documentation of the observation must be shared with the observed teacher.

Peer Observations

Twice per year, a teacher will be observed by an experienced peer, preferably in a similar content area. The peer reviewer does not need to be the same individual for both reviews. Peer reviewers should be Post-Probationary teachers rated effective or highly effective in the prior year. Prior to a peer review, the two teachers involved should meet to discuss areas of focus. The peer reviewer should provide feedback tailored to the issues discussed at this pre-observation conference, in addition to any other meaningful observations. These observations should be documented and debriefed as described above.

Self-Assessment

Each summer, teachers complete the Educator Effectiveness rubric as a self-assessment. Self-assessment should be based on a teacher's thoughtful reflection of their performance in prior years, rather than as a goal for the current year. The results of the self-assessment should represent current performance levels and should be informed by the prior years' summative evaluation, if available.

Professional Growth Plan

The Professional Growth Plan is a way for a teacher to set and pursue professional growth goals and plan connected learning activities as part of the annual review cycle. The Professional Growth Plan is intended to:

- Guide individual learning activities throughout the year;
- Empower a teacher to plan his/her own individual professional learning; and
- Ensure that each teacher is making adequate yearly progress towards license renewal.

The Professional Growth Plan is developed at the beginning of each year, following the teacher self-assessment, and is reviewed at the initial yearly conference with the summative evaluator. A teacher is encouraged to develop a plan that reflects goals and activities shared by members of his/her professional learning community so that members can collaborate to implement their plans.

As part of plan development, a teacher identifies:

- Areas for growth;
- At least one professional goal based on the Performance Standards for Teacher Practice for areas for growth; and
- Activities for professional development, resources needed to meet goals, and evidence that will be used to evaluate goal achievement.

In addition, a teacher identifies activities needed to ensure that s/he is on track for license renewal.

Prior to the summative evaluation, a teacher submits a summary of Professional Growth activities for the year to the summative evaluator.

Additional Teacher Documentation

A teacher has the right to provide to the summative evaluator any supplemental documentation in order to address areas of weakness on the Educator Evaluation tool or to provide evidence for areas of

professional performance that were not otherwise evidenced throughout the year. The summative evaluator shall set the deadline for submission of additional documentation no earlier than three weeks following the debrief of the final summative observation.

Conferences

At least three conferences must occur between the teacher and the summative evaluator each year. The first must occur within the first quarter of the school year and should serve primarily as a goal-setting conference, where the self-assessment, SLOs, and the PGP are reviewed. At the mid-year conference, progress towards the SLOs and the PGP are reviewed, as well as areas in which evidence have and have not been gathered for Professional Performance evaluation on the Educator Effectiveness tool. The final conference shall follow the Summative Evaluation and serve as a review of the year's growth and performance.

Student Learning Objectives

Teachers at AAR engage in annual goal-setting for student performance. This process involves identifying targets to assess, selecting appropriate local or state-level assessments, identifying baseline levels from which to measure growth, and monitoring progress over the course of the year. The objectives can be set to incorporate both growth and overall performance goals.

Stakeholder Input

AAR conducts an annual stakeholder survey. Teachers are expected to receive positive feedback from parents and students. In addition, teachers are expected to use data from the stakeholder input survey to improve practice and to provide evidence of regular communication with parents and students.

Summative Evaluation

At the end of each year, the summative evaluator conducts a summative evaluation that takes into account Professional Performance, Student Growth and Learning, and Stakeholder Input. The Professional Performance dimension is determined using evidence from summative observations, formative and impromptu observations, peer observation reports, progress in the Professional Growth Plan, and additional teacher documentation.

C. Roles in the Process

Teacher

"Teachers" include classroom teachers and any other professional employee required to hold a teaching license. However, "teachers" are not school principals or superintendents for the purposes of this Model. A teacher must demonstrate competencies of professional practice as well as positive impacts on student learning and positive stakeholder relations as part of an evaluation. For this Model, a teacher must:

- Demonstrate professional teaching standards evaluated through the Educator Effectiveness tool.
- Create and use a Professional Growth Plan annually to support professional growth and development.
- Documents Professional Growth activities annually, using the Professional Growth Plan as a guide.
- Collaborate with a peer reviewer(s) to receive targeted feedback on his/her teaching practice.

- Create student learning goals and monitor student progress towards those goals.
- Review and respond to survey results of stakeholder input annually.
- Complete a self-assessment annually and share that assessment with the summative evaluator.

Also, teachers may compile a portfolio of practice and professional growth as evidence for the summative evaluation.

Peer Reviewer(s)

A peer reviewer is a peer who collaborates with a teacher to evaluate practice and impact on students by providing feedback derived from observations on areas of interest to the evaluated teacher. The peer reviewer must be a trained observer of teacher practice and be approved by the assigned summative evaluator. When possible, a peer reviewer(s) should also be in the teacher's professional learning community, and new teachers may use their mentors.

A peer reviewer(s) should be a Post-Probationary teacher who has completed adequate training to be considered a reliable observer. For this model, a peer reviewer(s):

- Meets with a teacher prior to observations to discuss strengths and weaknesses to focus on;
- Conducts an observation of the teacher;
- Documents the observation with particular attention paid to the areas requested by the evaluated teacher;
- Provides verbal feedback and a copy of the observation documentation to a teacher at a post-observation conference;
- As a member of the teacher's evaluation team, attends meetings between the teacher and assigned summative evaluator as requested by the teacher and provides input and feedback as requested by the assigned summative evaluator.

Summative Evaluator

The assigned summative evaluator facilitates the summative evaluation. A summative evaluator must hold a valid teaching license to be qualified and must undergo sufficient training necessary to adequately complete evaluation tasks. For the Model, a summative evaluator:

- Annually reviews the self-assessment;
- Annually reviews and approves the Professional Growth Plan;
- Approves both annual Peer Observations;
- Annually reviews and approves the Student Learning Outcomes Form and associated assessments, and evaluates student learning goal progress and outcomes;
- Documents summative, formative, and impromptu observations that will be used to evaluate a teacher;
- Meets with a teacher to debrief each of the two summative evaluations;
- Holds at least three annual conferences with a teacher to discuss teacher performance;
- Annually completes the summative evaluation and assigns a final performance rating.

School Administrator

For the Model, the school administrator:

- Identifies administrators, supervisors, and/or teachers as summative evaluators and supports them in successfully completing evaluator training;
- Encourages teachers to serve as peer reviewers and complete relevant training;
- Supports evaluators and peer reviewers by creating a structure for managing evaluation activities and documents;
- Pre-approves assessments and determines mastery scores to be used for student learning goals;
- Coordinates staff development activities with evaluation processes and evaluation outcomes.
- Often serves as a summative evaluator

School Board

For the Model, the school board

- Collaborates with the exclusive representative of teachers in the district for professional development and evaluation system design, implementation, and revision.

III. Component One: Professional Performance

A. Component Overview

The professional performance component includes teacher activities that are aligned to the Nevada Teacher Instructional Practice Standards and Indicators and the Nevada Teacher Professional Responsibilities Standards 1-3.

Teacher Instructional Practice Standards and Indicators

Standard 1: New Learning is Connected to Prior Learning and Experience

Indicator 1.1: The teacher activates all students' initial understandings of new concepts and skills

Indicator 1.2: The teacher makes connections explicit between previous learning and new concepts and skills for all students

Indicator 1.3: The teacher makes clear the purpose and relevance of new learning for all students

Indicator 1.4: The teacher provides all students opportunities to build on or challenge initial understandings

Standard 2: Learning Tasks have High Cognitive Demand for Diverse Learners

Indicator 2.1: The teacher assigns tasks that purposefully employ all students' cognitive abilities and skills

Indicator 2.2: The teacher assigns tasks that place appropriate demands on each student.

Indicator 2.3: The teacher assigns tasks that progressively develop all students' cognitive abilities and skills.

Indicator 2.4: The teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.

Standard 3: Students Engage in Meaning-Making through Discourse and Other Strategies

Indicator 3.1: The teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students.

Indicator 3.2: The teacher provides opportunities for all students to create and interpret

multiple representations.

Indicator 3.3: The teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships.

Indicator 3.4: The teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.

Standard 4: Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning

Indicator 4.1: The teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it.

Indicator 4.2: The teacher structures opportunities for self-monitored learning for all students.

Indicator 4.3: The teacher supports all students to take actions based on the students' own self-monitoring processes.

Standard 5: Assessment is Integrated into Instruction

Indicator 5.1: The teacher plans ongoing learning opportunities based on evidence of all students' current learning status.

Indicator 5.2: The teacher aligns assessment opportunities with learning goals and performance criteria.

Indicator 5.3: The teacher structures opportunities to generate evidence of learning during the lesson of all students.

Indicator 5.4: The teacher adapts actions based on evidence generated in the lesson for all students.

Teacher Professional Responsibilities Standards and Indicators

Standard 1: Commitment to the School Community

Indicator 1.1: The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.

Indicator 1.2: The teacher takes an active role in building a professional culture that supports school and district initiatives.

Indicator 1.3: The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students

Standard 2: Reflection on Professional Growth and Practice

Indicator 2.1: The teacher seeks out feedback from instructional leaders and colleagues and uses a variety of data to self-reflect on his or her practice.

Indicator 2.2: The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.

Indicator 2.3: The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities.

Standard 3: Professional Obligations

Indicator 3.1: The teacher models and advocates for fair, equitable, and appropriate treatment of all students and families.

Indicator 3.2: The teacher models integrity in all interactions with colleagues, students, families, and the community.

Indicator 3.3: The teacher follows policies, regulations, and procedures specific to role and responsibilities.

B. Educator Effectiveness Tool

The Educator Effectiveness Tool is a rubric used by a teacher and summative evaluator to measure teacher practices against common professional standards. The rubric provides performance levels of practice for each indicator related to Professional Performance described above. The self-assessment and summative assessment use the rubric explicitly when evaluating teacher Professional Performance. Additional activities as a part of the Teacher Evaluation and Improvement process should also use this tool as a guide as a teacher's Professional Performance will ultimately be rated based on the extent to which each of the indicators above can be evidenced.

The Model uses the Nevada Department of Education Teacher Self-Assessment rubric as a rubric for the entirety of the Professional Performance component, drawing from evidence from all data sources described below.

C. Evidence of Teacher Practice

Evidence gathered by a summative evaluator largely comes from documented observations, whether summative, formative, or informal, that are conducted by the summative evaluator.

Other evidence in this component area is from the documentation of a teacher's peer reviews as well as any supplemental materials submitted by the teacher as a part of the summative evaluation process.

D. Determining the Component Rating for Teacher Practice

To determine a component rating for the teacher practice component, the summative evaluator shall collect all evidence from the year including:

- The documentation from Observations conducted by the summative evaluator;
- The teacher's self-assessment;
- The teacher's Professional Growth activities;
- The peer reviewer's observation documentation;
- Supplemental materials submitted by the teacher.

The assigned summative evaluator reviews the body of evidence for the professional performance component of the Model. The evaluator looks for patterns in performance and trends over time and compares evidence to the Educator Effectiveness Tool. The evaluator interprets the evidence within the context of these benchmarks to draw conclusions about performance in each of the areas of the Nevada Teacher Professional Responsibilities Standards 1-3. An overall score for Professional Performance is given on a 0-3 scale, using the rubric and the performance levels below.

3 – Highly Effective

2 – Effective

1 – Marginally/Emerging Effective

0 – Not Effective

An assigned summative evaluator will use a holistic approach to determine a component rating for the teacher practice component. A holistic approach acknowledges that a summative evaluator uses professional judgment when combining evidence from multiple measures into a single rating.

IV. Component Two: Student Growth

A. Component Overview

Student learning is a main driver of an effective teacher's practices. A great teacher continually assesses student achievement against standards and uses results to modify his practice, to intervene when students struggle, and to differentiate instruction.

The Model uses the Nevada model for student learning objectives from the National Council on Teacher Quality (based on the National Center for the Improvement of Educational Assessment's SLO Toolkit) to measure student growth and learning for students in all classes.

B. Student Learning Objectives (SLOs)

Student Learning Objectives consist of three key parts:

The Learning Goal: a description of what students will be able to do at the end of the course, subject, or grade level;

The Assessment(s): measurement of students' understanding of the learning goal;

The Targets: the expected student outcome by the end of the instructional period.

Determining Learning Goals

Learning goals are the most important aspect of the SLO. Determining what students need to know and/or be able to do at the end of the learning interval is paramount to the success of the student. The learning goal is a description of what students need to be able to do; it is the overarching or "big ideas" that are embedded within the Nevada Academic Content Standards for the particular course or subject at that grade level.

A Learning goal is written such that the educator has thoroughly reflected on the purpose for the course, the skills embedded within the standards to be able to move on to the next level or subject within the content area, and what it is that a student should be able to do to indicate proficiency of the learning goal. In other words, the SMART goal setting process is used to create a learning goal that is 1) Specific to the Core Standards, 2) Measureable and can be assessed for mastery or proficiency, 3) Attainable, yet rigorous and ambitious for the students to master, 4) Relevant to real life and needed in future learning, and 5) Time bound because it can be taught during the period of instruction outlined.

Developing or Determining Assessments

Educators may create their own assessments, use assessments that are already developed and vetted for quality, or purchase assessments that have been aligned to Nevada Academic Content Standards. Teacher-created assessments are by far the most utilized assessments. These teacher-developed assessments may be created by individual classroom teachers, teams of teachers (i.e., PLCs, departments,) or district level

content area specialists. Some commercially developed assessments may also be used as long as they are vetted for quality and align with the course core standards.

The use of assessments is directly related to the learning goal. Assessments should be used to formatively determine the progress students are making toward proficiency of the learning goal. Educators need to know what proficiency looks like for this course or subject's learning goal(s). Understanding that one summative assessment is not enough will help the educator be more successful improving students' progress toward meeting the learning goal.

Finally, no matter what assessments are used or how they are determined, they should be assessed for high quality; the Student Learning Goal Rubric should be used to ensure comparability and fairness across schools, districts, and the state. The rubric can be found in the Nevada Educator Performance Framework document. In addition, educators should participate in assessment literacy professional learning as they begin to implement the SLO process.

Setting Targets

In order to determine the expected student growth outcomes based on the identified assessments, it is first necessary to consider the actual performance of students from baseline data. In other words, consider what information will help to identify students' prior knowledge and their potential achievement levels and growth. For example, if a course does not have a pre-requisite, consider whether the assessment that will be used to measure the learning goal expects students to use math, reading, and/or writing skills. Data from state standardized assessments, previous core content classes, and/or student work samples can be examined to determine growth targets. For example, a student enrolled in an entry-level music class may have taken private music lessons or a student enrolled in an entry-level automotive class may have been learning about cars with a family member for years. In these cases, a student survey about their knowledge and experiences would be beneficial for establishing starting levels and developing expected Targets.

The baseline data that educators use will help to establish three or four expected levels of student performance that will be used to indicate overall educator contribution to student growth and learning. Targets provide the educator the opportunity to contextualize the growth expectations based on the students' starting places.

In addition to using baseline data for determining the contextualized growth targets, educators need to know the benchmarks they desire their expected levels of student performance to reach. Benchmarks for growth can be set by individual teachers, teams of teachers, or AAR. These determinations should be ambitious, yet realistic expectations for student growth.

Types of Data to Use to Determine Targets:

Data can be used to determine many things that a teacher wants to know. For example, students' present levels of knowledge, necessary interventions, progress or lack of progress and patterns of learning are some of the reasons data collection is one of a teacher's most important skills. The use of baseline data to help determine SLO Targets is a key aspect of writing a valid SLO. The reason this is so important is because the Targets are the part of the SLO that make it a useful instrument for measuring student growth. The actual growth of the students, as predicted or expected levels of performance, is used to determine the effectiveness of the educator.

Developing SLOs

Teachers should use the SLG guidance from the Nevada Educator Performance Framework in the development of their own SLOs.

The vetting and review of SLOs is an important component of comparability and equity. The use of a state template that helps guide the SLO development process by asking the appropriate questions to encourage cognitive reflection on what it is we want our students to learn, how we will know if they learned it, and what the appropriate growth targets are is very important. The use of state guidance, along with appropriate professional learning on the SLO process is paramount to the fairness, equity, fidelity, and comparability of SLOs.

Additionally, SLOs will be reviewed and approved by a teacher's summative evaluator at the initial conference.

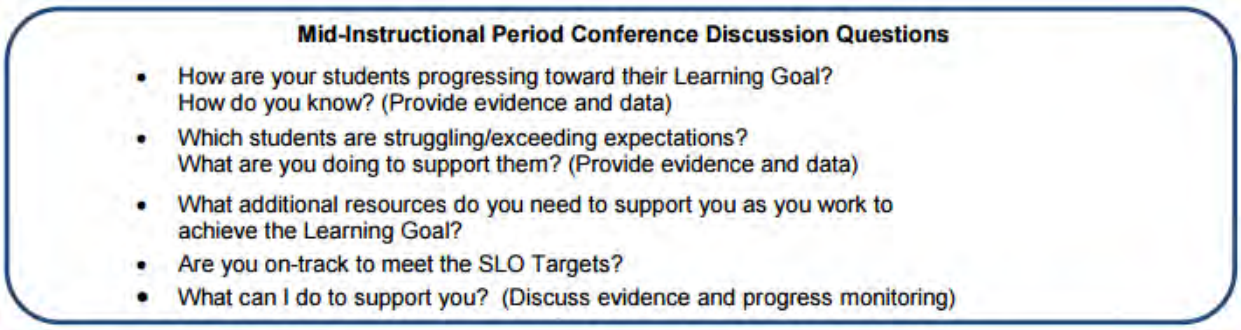
Reviewing SLOs

SLOs will be evaluated by a summative evaluator using the rubric found in the SLO Guidance and Toolkit document published by USOE no later than 2 weeks following the initial conference. Progress on the SLOs will be discussed at the mid-year conference.

The mid-instructional conference is an opportunity for the teacher to submit evidence of current student growth and learning to the evaluator. This evidence will typically focus on the formative data the teacher has collected to monitor students' progress toward the learning goals. Prior to the conference, the supervisor/evaluator should review the approved SLO Template and any notes made from the approval process and any submitted student baseline data that was used at the beginning of the year conference.

The purpose of the mid-instructional period conference is to add context to the teacher's observed performance and to enhance discussion of instructional strengths and areas for improvement as they pertain to student growth and learning. The mid-instructional period conference also allows the supervisor/evaluator to get to know the teacher's methods of monitoring and assessing student progress and will help to support the teacher in efforts to promote student achievement.

Finally, the mid-instructional period conference allows the teacher to show evidence that growth targets need to be adjusted or revised. The administrator/supervisor, as the evaluator, will make every effort to support the teacher in these conversations. The evidence and data brought forward should be discussed until mutual understanding is reached. The figure below suggests discussion questions that the supervisor uses to bring focus to the conference and help the decisions about whether to adjust targets.



Finally, SLOs will be evaluated by the summative evaluator as described below.

Evaluating SLOs

Prior to the summative evaluation, a teacher will gather final data on outcomes for SLO targets. Using this data, a summative evaluator will use the following table to determine a final score for the student growth and learning component of the Model.

Does Not Meet (0)	Partially Meets (1)	Meets (2)	Exceeds (3)
Based on the students' starting points, students performed worse than expected.	Based on the students' starting points, students partially performed as expected.	Based on the students' starting points, students performed as expected.	Based on the students' starting points, students performed better than expected.

V. Component Three: Stakeholder Input

A. Component Overview

A key component of effective teaching is developing positive relationships with students and their families. Within the classroom, a teacher can influence student engagement through relationships with students and the relevance and rigor of instruction. If teachers build positive relationships with students, make content relevant to students, and plan and facilitate rigorous instruction, then students will be engaged at high levels. Additionally, timely and effective communication with parents/guardians is necessary for the success of students and the school as a whole.

In order to assess a teacher's performance on Nevada Teaching Professional Responsibilities Standards 4 and 5, stakeholder input will be gathered. This Component will be evaluated through student and parent surveys, through teacher response to survey data, and through evidence of teacher communication efforts.

B. Stakeholder Surveys

Surveys will be distributed to both students and parents. Student surveys will consist of questions regarding engagement and student-teacher relationships, as well as student perception of elements of teacher disposition, such as caring. Surveys will be written in a developmentally appropriate manner and will be of an appropriate length. Parent surveys will include questions regarding the parent-teacher relationship and communication efforts. Sample Likert-scale questions are below.

- Student Survey:
    - "My teacher cares about me"
    - "I usually know what I am supposed to be learning in this class"
    - "My teacher helps me when I am confused"
    - "The teacher wants everyone to work hard"

- Parent Survey:

- "My student's teacher regularly communicates both positive and negative updates on my student's progress"
- "I feel as though my student is supported by his/her teacher"
- "My student's teacher believes s/he can succeed"

C. Teacher Response to Surveys

A teacher is expected to analyze responses to parent and student surveys and develop and implement a plan to address any concerns and improve students and parent experience.

D. Evidence of Communication

A teacher will submit evidence of effective and timely feedback to parents and students and efforts to maintain effective two-way communication between students and parents/guardians.

E. Determining the Component Rating for Student Engagement

The following rubric will be used by the summative evaluator to determine a holistic score on the Stakeholder Input portion of the summative evaluation.

Not Effective (0)	Minimally/Emerging Effective (1)	Effective (2)	Highly Effective (3)
Results from stakeholder input indicates common patterns of concern and consistently negative feedback	Results from stakeholder input indicates some areas of concern and limited positive feedback	Feedback from stakeholder survey are mostly positive	Feedback from stakeholder survey show consistent and above-average positive responses
Teacher does not provide evidence of response to concerns outlined in the stakeholder survey	Teacher provides superficial response to concerns outlined in the stakeholder survey, but little evidence of change in behavior	Teacher effectively analyzes feedback and develops and follows through on a reasonable plan of improvement	Teacher effectively analyzes feedback, develops and follows through on an appropriate plan of improvement, and seeks additional feedback on the plan's effectiveness
Teacher rarely communicates with parents/guardians beyond school-wide opportunities. Teacher rarely, if ever, communicates with	Teacher engages in occasional one-way updates to students and parents/guardians	Teacher provides timely feedback to parents/guardians and students. Teacher provides multiple avenues for ensuring	Teacher regularly communicates with teachers and parents/guardians and uses feedback from this communication to adapt approaches.

students outside of instructional activities		two-way communication	

VI. Annual Timeline of Activities

In the Model, each teacher engages in an annual cycle of professional development and improvement. Each year, teachers, peer reviewers, and summative evaluators follow an ongoing series of annual activities as follows.

Prior to Annual Cycle (Target – Prior to the School Year)

Role	Activity
School Administrator	• Analyze school data • Set school goals • Identify available professional development resources

Start of Annual Cycle (Target—August-September)

Role	Activity
Teachers	• Engage in Self-Assessment • Develop Professional Growth Plan • Develop Student Learning Objectives, with professional learning community, if appropriate. • Review content standards. • Collect and analyze relevant baseline student learning data. • Select or create associated final assessments to measure student learning goals. • Draft student learning goals
Summative Evaluators	• Review and approve teachers' Professional Growth Plans • Review and approve teachers' SLOs • Review teachers' Self-Assessments
School Administrator	• Share school goals and professional development resources to inform Professional Growth Plans and Student Learning Objectives. • Ensure summative evaluators and peer reviewers have engaged in appropriate training to conduct observations

In the First Quarter

Role	Activity
School Administrator	• For each probationary teacher and teacher engaged in the Teacher Improvement Plan, conduct one summative observation. Meet with teachers and document evidence and feedback.

First Semester (Target—September-January)

Role	Activity
Teachers	•Implement Professional Growth Plans and gather evidence of implementation and outcomes. • Collect and review interim student learning data for student learning goals. Confer with summative evaluators and professional learning communities as appropriate. • Collect additional evidence of teacher practice and student impact.
Summative Evaluators	• Conduct, document and debrief one summative evaluation • Conduct and document formative and informal observations
Peer Reviewers	• Conduct, document, and debrief one peer observation
School Administrator	• Monitor and evaluate school improvement goals

Mid-Year (Target – January)

Role	Activity
Teachers	• Collect Mid-year data on Student Learning Objectives
Summative Evaluator	• Conduct Mid-year conference to review progress on SLOs, PGP, and evidence of Professional Performance. Give formative rating on Component I.

Second Semester (Target—February-May)

Role	Activity
Teachers	•Implement Professional Growth Plans and gather evidence of implementation and outcomes. • Collect and review interim student learning data for student learning goals. Confer with summative evaluators and professional learning communities as appropriate. • Collect additional evidence of teacher practice and student impact.
Summative Evaluators	• Conduct, document and debrief one summative evaluation • Conduct and document formative and informal observations
Peer Reviewers	• Conduct, document, and debrief one peer observation
School Administrator	• Monitor and evaluate school improvement goals • Distribute and collect data from Stakeholder Input Survey

End of Annual Cycle (Target—April-May)

Role	Activity
Teachers	• Review student learning data with professional learning communities as appropriate and determine outcome of student learning goals • Review and respond to stakeholder input survey data • Gather evidence of progress in Professional Growth Plan • Gather and submit additional materials for Component I, if necessary
Summative Evaluators	• Review end-of-year results of teachers' student learning goals • Review stakeholder input survey data • Review teachers' Fall self-assessments • Gather and review evidence, determine component ratings, and calculate summative scores and summative performance rating. Meet with teachers and complete documentation.
Peer Reviewers	• Submit documentation of reviews to each teacher's summative evaluator
School Administrator	• Review student learning data and determine outcome of school improvement goals. • Collect data from interim and final assessments. • Determine the extent to which school improvement goals were met. • Communicate results of school improvement goals to staff.

VII. Determining the Final Performance Rating for the Summative Evaluation

For the summative evaluation, the assigned summative evaluator first determines a component rating for each of the three components of the Model—Professional Practice, Student Growth and Learning, and Stakeholder Input. These three component ratings are then used to numerically calculate a summative score and final summative performance rating for a teacher. The three ratings are quantified, weighted, and added in order to generate a summative score. Ranges of summative scores then determine the summative performance rating for a teacher. Evaluators use the following process:

1. Assign a numerical value to the component ratings for each of the three model components as noted above.
2. Multiply the numerical value for each component rating by the weight assigned to that component.
    a. Professional Performance – 70%
    b. Student Growth and Learning – 20%
    c. Stakeholder Input – 10%
3. Add the three resulting products together to determine the summative score.
4. Determine the final performance rating by applying the ranges for summative scores below.

2.50-3.00 Highly Effective

1.50-2.49	Effective
0.50-1.49	Emerging (Prob.)/Minimally Effective
0.00-0.49	Not Effective

VIII. Professional Growth Plan

Teachers with final performance ratings of Highly Effective, Effective, and Emerging Effective should use the feedback from the summative evaluation to inform the next year's Professional Growth Plan. Teacher with a final performance rating of Minimally Effective shall work with the summative evaluator to determine specific, measurable, actionable deficiencies; available resources provided for improvement; and recommended course of action that will improve performance. Minimally Effective teachers may engage in the Teacher Improvement Process the following year. Teachers rated Not Effective must be given specific, measurable, actionable deficiencies; available resources provided for improvement; and recommended course of action that will improve performance. They also must engage in the Teacher Improvement Process the following year, if they are not dismissed.

IX. The Teacher Improvement Process

A teacher who receives a "Not Effective" rating on a summative evaluation, and is retained, must enter the teacher improvement process. A teacher who receives a "Minimally Effective" rating may enter the teacher improvement process if mutually agreed to by the summative evaluator and teacher.

A teacher who enters into the Teacher Improvement Process must, as a part of their summative evaluation, receive the following:

- specific, measurable, actionable deficiencies;
- available resources provided for improvement; and
- a recommended course of action that will improve performance.

As a part of the Teacher Improvement Process, the school leader will do the following in order to assist the struggling teacher:

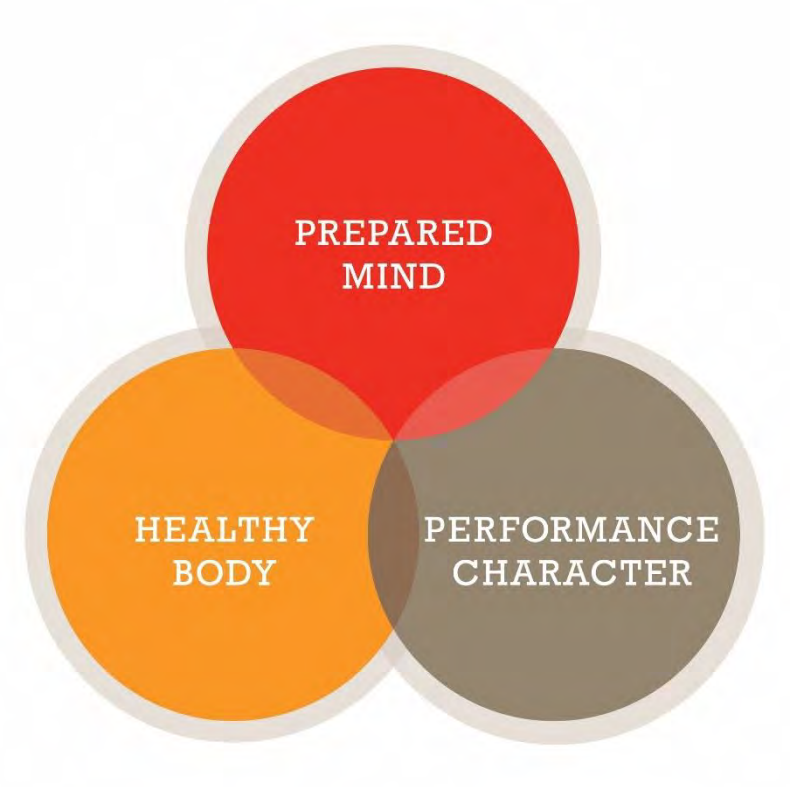
- Cooperatively develop the Professional Growth Plan, including providing mandatory professional development opportunities for the teacher, examples of which include:
    - Professional workshops or conferences
    - Book study
    - Additional evaluator or peer reviews
    - Curriculum resources
    - Videos of classroom teaching
    - Observations of other teachers
    - Data conferencing
- Cooperatively develop teacher SLOs
- Perform summative observations as if the teacher were a Probationary teacher

- At his/her discretion, assign a mentoring teacher to the teacher in the Teacher Improvement Process
- Provide specific, measurable, formative goals
- Provide for a type, form, and frequency of formative feedback to the struggling teacher (ex. Monthly conferences, weekly written reports, etc.)
- Implement any additional oversight procedures as s/he sees fit.

All actions taken as a part of the Teacher Improvement Process shall be documented by the school leader and available for review.

Attachment 7: School leader evaluation tool

Athlos Academy



Administrator Evaluation & Improvement Plan

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X. Context

Athlos Academy of Reno intends to use a modified version of the NEPF framework. The evaluation tool uses observations and evaluations of professional performance, school performance measures, and stakeholder input to evaluate administrators' performance on the Administrator Instructional Leadership and Professional Responsibilities standards:

Instructional Leadership

1. Creating and Sustaining a Focus on Learning
2. Creating and Sustaining a Culture of Continuous Improvement
3. Creating and Sustaining Productive Relationships
4. Creating and Sustaining Structures

Professional Responsibilities

1. Manages Human Capital
2. Self-Reflection and Professional Growth
3. Professional Obligations
4. Family and Community Engagement

XI. The AA Administrator Evaluation and Support Model

There are three components of the Model: 1) Professional Performance, 2) School Performance, and 3) Stakeholder Input. These three components are weighted at 50 percent, 30 percent, and 20 percent of the performance rating, respectively.

In the Model, the administrator engages in a continuous annual review process, as outlined below:

Summer:

- Orientation to the Model
- Administrator engages in self-assessment using the Educator Effectiveness Rubric
- Administrator sets School Performance Goals
- Administrator develops Professional Growth Plan (PGP)

Within the First Quarter:

- Initial conference is held to review self-assessment, Performance Goals, and PGP

By January 31:

- Mid-Year conference held to assess progress towards School Performance Goals and the PGP and to give a formative rating
- At least two documented observations should be completed, one summative and one informal
- Administrator should be gathering preliminary supplemental evidence for Component I

By April 1:

- Stakeholder survey results collected

By Year-End:

- At least two additional documented observations completed, one summative and one informal
- Stakeholder input evaluated by summative evaluator
- Administrator completes second self-assessment
- Administrator submits optional supplementary evidence for Component I
- Summative evaluation conference reviews self-assessment, progress towards School Performance Goals and PGP, stakeholder input, and supplemental materials to give a final rating
-

A. Performance Level Ratings and Expectations

An administrator receives a summative evaluation at the end of each year. The summative evaluation includes feedback for further growth and development and a final performance rating determined by the process found on page 15. The following performance ratings are used for the final performance rating:

3 - Highly Effective

2 - Effective

1 - Marginally Effective

0 – Not Effective

An administrator with a final summative performance rating of "Marginally Effective" should be supported to improve through targeted professional development opportunities and through the setting of appropriate Professional Growth Plan goals. An administrator with final summative performance rating of "Not Effective" must be supported through an improvement process or dismissed.

The final performance rating is based on evidence from all three model components as described on page 15.

B. Development and Evaluation Activities in the Process

Observations

Observations are planned or informal opportunities for a summative evaluator to gather evidence for evaluation and to provide feedback to an administrator for growth and development. Summative observations are those conducted by a summative evaluator. These may be announced or unannounced and must occur at least once per semester. Summative evaluations should use the Rubric as a guide. These summative observations should be supplemented by formative or informal observations by the summative. Examples of observations to be considered include: co-observation of teachers, teacher evaluation meetings; walkthroughs of the school; staff meetings; special events; parent meetings; goal setting/data meetings; transition periods; arrival, dismissal, and lunch times; etc.

All observations that are to be used as a part of an administrator's summative evaluation must be documented within two weeks of the observation. Summative evaluations are to be debriefed with the

observed administrator within three weeks of the observation. At this conference, any documentation of the observation must be shared with the observed administrator.

Self-Assessment

Each fall, prior to the initial conference, and each spring, prior to the year-end conference, an administrator completes the Self-Assessment. Self-assessment should be based on an administrator's thoughtful reflection of their performance in prior years, rather than as a goal for the future. The administrator should identify evidence available to support statements made on the spring self-assessment.

Professional Growth Plan

The Professional Growth Plan is a way for an administrator to set and pursue professional growth goals and plan connected learning activities as part of the annual review cycle. The Professional Growth Plan is intended to:

- Guide individual learning activities throughout the year;
- Empower an administrator to plan his/her own individual professional learning; and
- Ensure that each administrator is making adequate yearly progress towards license renewal, if applicable.

The Professional Growth Plan is developed at the beginning of each year, following the administrator self-assessment, and is reviewed at the initial yearly conference with the summative evaluator.

As part of plan development, an administrator identifies:

- Areas for growth;
- At least one professional goal based on the Performance Standards for Administrator Practice for areas for growth; and
- Activities for professional development, resources needed to meet goals, and evidence that will be used to evaluate goal achievement.

In addition, an administrator identifies activities needed to ensure that s/he is on track for license renewal, if applicable.

Prior to the summative evaluation, an administrator submits a summary of Professional Growth activities for the year to the summative evaluator.

Additional Administrator Documentation

An administrator has the right to provide to the summative evaluator any supplemental documentation in order to address areas of weakness on the rubric or to provide evidence for areas of professional performance that were not otherwise evidenced throughout the year. Preliminary materials may be submitted prior to the Mid-Year conference, in addition to those that may be submitted prior to the Year-End conference.

Conferences

At least three conferences must occur between the administrator and the summative evaluator each year. The first must occur within the first quarter of the school year and should serve primarily as a goal-setting

conference, where the self-assessment, School Performance Goals, and the PGP are reviewed. At the mid-year conference, progress towards the School Performance Goals and the PGP are reviewed, as well as areas in which evidence have and have not been gathered for Professional Performance evaluation on the Rubric. The final conference shall follow the Summative Evaluation and serve as a review of the year's growth and performance.

School Performance Goals

Administrators at AAR engage in annual goal-setting for school performance. This process involves identifying targets to assess, selecting appropriate local or state-level assessments, identifying baseline levels from which to measure growth, and monitoring progress over the course of the year. The objectives can be set to incorporate both growth and overall performance goals. In addition, the administrator will set goals on important school climate factors such as discipline and attendance rates.

Stakeholder Input

AAR conducts an annual stakeholder survey. Administrators are expected to receive positive feedback from parents, students, and teachers. In addition, administrators are expected to use data from the stakeholder input survey to improve practice.

Summative Evaluation

At the end of each year, the summative evaluator conducts a summative evaluation that takes into account Professional Performance, School Performance, and Stakeholder Input. The Professional Performance dimension is determined using evidence from summative observations, formative and informal observations, progress in the Professional Growth Plan, and additional administrator documentation.

C. **Roles in the Process**

Administrator

An administrator must demonstrate competencies of professional practice as well as positive impacts on student learning and positive stakeholder relations as part of an evaluation. For this Model, an administrator must

- Demonstrate professional teaching standards evaluated through the Rubric.
- Create and use a Professional Growth Plan annually to support professional growth and development.
- Document Professional Growth activities annually, using the Professional Growth Plan as a guide.
- Create School Performance Goals and monitor student progress towards those goals.
- Review and respond to survey results of stakeholder input annually.
- Complete a self-assessment twice annually and share that assessment with the summative evaluator.

Also, administrators may compile a portfolio of practice and professional growth as evidence for the summative evaluation.

Summative Evaluator

The summative evaluator is a person designated by the Board of Directors to evaluate the administrator. For the Model, a summative evaluator

- Semi-Annually reviews the self-assessment;
- Annually reviews and approves the Professional Growth Plan;
- Annually reviews and approves the School Performance Goals form and associated assessments, and evaluates school performance goal progress and outcomes;
- Documents summative, formative, and informal observations that will be used to evaluate an administrator;
- Meets with an administrator to debrief each of the two summative evaluations;
- Holds at least three annual conferences with an administrator to discuss administrator performance;
- Annually completes the summative evaluation and assigns a final performance rating.

School Board

For the Model, the school board

- Collaborates with the EMO for professional development and evaluation system design, implementation, and revision.

XII. Component One: Professional Performance

A. Component Overview

The professional performance component includes administrator activities that are aligned to the Nevada Administrator Standards and Indicators for Instructional Leadership and Professional Responsibilities.

Instructional Leadership

Standard 1: Creating and Sustaining a Focus on Learning

Indicator 1.1: Administrator engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.

Indicator 1.2: Administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.

Indicator 1.3: Administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.

Indicator 1.4: Administrator systematically supports teachers' short-term and long-term planning for student learning through a variety of means.

Standard 2: Creating and Sustaining a Culture of Continuous Improvement

Indicator 2.1: Administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.

Indicator 2.2: Administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.

Indicator 2.3: Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.

Indicator 2.4: Administrator operates with a deep belief that all children can achieve regardless of race, perceived ability and socioeconomic status.

Standard 3: Creating and Sustaining Productive Relationships

Indicator 3.1: Administrator demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to create a positive affective experience for all members of the school community

Indicator 3.2: Administrator provides opportunities for extended, productive discourse between the administrator and teachers and among teachers to support decision-making processes.

Indicator 3.3: Administrator structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.

Indicator 3.4: Administrator has structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.

Standard 4: Creating and Sustaining Structures

Indicator 4.1: Administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.

Indicator 4.2: Administrator develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.

Indicator 4.3: Administrator allocates resources effectively, including organizing time, to support learning goals**.**

Professional Responsibilities

Standard 1: Manages Human Capital

Indicator 1.1: The administrator collects high quality observation data and evidence of teacher practice in a fair and equitable manner, and utilizes the results of evaluations to provide supports to improve performance.

Indicator 1.2: The administrator uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers.

Indicator 1.3: The administrator supports the development of teacher leaders and provides leadership opportunities.

Indicator 1.4: The administrator complies with the requirements and expectations of the Nevada Teacher Evaluation Framework.

Standard 2: Self-Reflection and Professional Growth

Indicator 2.1: The administrator seeks out feedback from colleagues and staff, and uses a variety of data to self-reflect on his or her practice.

Indicator 2.2: The administrator seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.

Indicator 2.3: The administrator pursues aligned professional learning opportunities to improve his/her instructional leadership across the school community

Standard 3: Professional Obligations

Indicator 3.1: The administrator models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families.

Indicator 3.2: The administrator models integrity in all interactions with colleagues, staff, students, families, and the community.

Indicator 3.3: The administrator respects the rights of others with regard to confidentiality and dignity, and engages in honest interactions.

Indicator 3.4: The administrator follows policies, regulations, and procedures specific to role and responsibilities.

Standard 4: Family and Community Engagement

Indicator 4.1: The administrator involves families and the community in appropriate policy implementation, program planning, and assessment.

Indicator 4.2: The administrator involves families and community members in the realization of vision and in related school improvement efforts.

Indicator 4.3: The administrator connects students and families to community health, human, and social services as appropriate.

B. Rubric

The Rubric is a rubric used by an administrator and summative evaluator to measure administrator practices against common professional standards. The rubric provides performance levels of practice for each indicator related to Professional Performance described above. The self-assessment and summative assessment use the rubric explicitly when evaluating administrator Professional Performance. Additional activities as a part of the Administrator Evaluation and Improvement process should also use this tool as a guide as an administrator's Professional Performance will ultimately be rated based on the extent to which each of the indicators above can be evidenced.

The Model uses the NEPF rubrics for the entirety of the Professional Performance component, drawing from evidence from all data sources described below.

C. Evidence of Administrator Practice

Evidence gathered by a summative evaluator largely comes from documented observations, whether summative, formative, or informal, that are conducted by the summative evaluator, as well as any supplemental materials submitted by the administrator as a part of the summative evaluation process.

D. Determining the Component Rating for Administrator Practice

To determine a component rating for the administrator practice component, the summative evaluator shall collect all evidence from the year including:

- The documentation from Observations conducted by the summative evaluator;
- The administrator's self-assessments;
- The administrator's Professional Growth activities;

- Supplemental materials submitted by the administrator.

The assigned summative evaluator reviews the body of evidence for the professional performance component of the Model. The evaluator looks for patterns in performance and trends over time and compares evidence to the Rubric. The evaluator interprets the evidence within the context of these benchmarks to draw conclusions about performance in each of the areas of the Administrator Instructional Leadership and Professional Responsibilities standards and indicators. An overall score for Professional Performance is given on a 0-3 scale, using the rubric and the performance levels below.

3 – Highly Effective

2 – Effective

1 – Marginally/Emerging Effective

0 – Not Effective

A holistic approach is used by an assigned summative evaluator to determine a component rating for the administrator practice component. A holistic approach acknowledges that a summative evaluator uses professional judgment when combining evidence from multiple measures into a single rating.

XIII. Component Two: School Performance

A. Component Overview

Positive School Performance data is an important indicator of an effective administrator. A great administrator continually assesses student and teacher achievement and school climate metrics against standards and uses results to modify his/her practice and to intervene when students and teachers struggle.

The Model uses School Performance Goals to measure success in this component.

B. School Performance Goals

School Performance Goals consist of three key parts:

The Goal: a description of the change the administrator wishes to see by the end of the school year;

The Assessment(s): measurement used to determine achievement of the goal;

The Targets: the expected outcome on the assessment(s) by the end of the school year.

Determining Goals

School Performance Goals should be SMART goals that are aligned to the school's workplan goals and/or agreements in the charter. These should include at least one academic achievement goal and at least one school climate goal. Examples of academic achievement goals include: performance on state assessments, performance on local assessments, and proportion of teachers meeting their SLO goals.

Examples of school climate goals include: attendance rate, suspension rate, and scores on specific items of the stakeholder input survey.

Determining Assessments

Administrators should choose valid and reliable assessments that are designed for assessing progress towards the School Performance Goals. Examples of assessments include state-mandated assessments, locally developed assessments, attendance data, discipline data, the stakeholder input survey, and SLO documents created by teachers and approved by the administrator.

Setting Targets

In order to determine the expected outcomes based on the identified assessments, it is first necessary to consider the current state of each outcome from baseline data. Data from prior iterations of any of the assessments described above would serve as an appropriate source of baseline data. Baseline data needs to be available for any subpopulation that is the target of a particular goal.

C. Reviewing School Performance Goals

School Performance Goals will be reviewed by a summative evaluator prior to the Initial Conference and collaborative revised, if necessary, between the summative evaluator and the administrator. Progress on the School Performance Goals will be discussed at the Mid-Year Conference.

The Mid-Year Conference is an opportunity for the administrator to submit evidence of current School Performance to the evaluator. This evidence will typically focus on the formative data the administrator has collected to monitor progress towards the goals. Prior to the conference, the evaluator should review the approved Goals and any notes made from the approval process and any submitted student baseline data that was used at the beginning of the year conference.

The purpose of the Mid-Year Conference is to add context to the administrator's observed performance and to enhance discussion of strengths and areas for improvement as they pertain to School Performance. The Mid-Year Conference also allows the supervisor/evaluator to get to know the administrator's methods of monitoring and assessing student progress and will help to support the administrator in efforts to promote school achievement.

Finally, the Mid-Year Conference allows the administrator to show evidence that growth targets need to be adjusted or revised. The will make every effort to support the administrator in these conversations. The evidence and data brought forward should be discussed until mutual understanding is reached.

D. Evaluating SLOs

Prior to the summative evaluation, an administrator will gather final data on outcomes for School Performance Goal targets. Using this data, a summative evaluator will use the following table to determine a final score for the School Performance component of the Model.

Does Not Meet (0)	Partially Meets (1)	Meets (2)	Exceeds (3)
Based on benchmark data, school performance on the goal was worse than expected.	Based on benchmark data, school performance on the goal was partially as expected.	Based on benchmark data, school performance on the goal was as expected.	Based on benchmark data, school performance on the goal was better than expected.

XIV. Component Three: Stakeholder Input

A. Component Overview

A key feature of an effective administrator is their positive relationships with teachers, staff, students, and families. Stakeholder input will be evaluated through student, parent, and teacher/staff surveys and through administrator response to survey data.

B. Stakeholder Surveys

Surveys will be distributed to students, parents, and teachers/staff. Student surveys will consist of questions regarding student-administrator relationships, school culture, and student perception of elements of administrator disposition, such as caring. Surveys will be written in a developmentally appropriate manner and will be of an appropriate length. Parent surveys will include questions regarding the parent-administrator relationship and communication efforts. Sample Likert-scale questions are below.

- Student Survey:
  - "My principal cares about me"
  - "I feel like I know my principal well"
  - "When I am at school, I feel safe"

- Parent Survey:
  - "My student feels safe and welcome in the school"
  - "I feel as though the administrator is approachable"
  - "The administrator effectively engages with the community"

- Teacher/Staff Survey:
  - "I feel well-supported in my job"
  - "The administrator creates a pleasant work environment"
  - "I feel as though the administrator is approachable"

C. Administrator Response to Surveys

An administrator is expected to analyze responses to stakeholder input surveys and develop and implement a plan to address any concerns and improve student, parent, and teacher/staff experience.

D. Determining the Component Rating for Student Engagement

The following rubric will be used by the summative evaluator to determine a holistic score on the Stakeholder Input portion of the summative evaluation.

Not Effective (0)	Minimally/Emerging Effective (1)	Effective (2)	Highly Effective (3)
Results from stakeholder input indicates common patterns of concern and consistently negative feedback	Results from stakeholder input indicates some areas of concern and limited positive feedback	Feedback from stakeholder survey are mostly positive	Feedback from stakeholder survey show consistent and above-average positive responses
Administrator does not provide evidence of response to concerns outlined in the stakeholder survey	Administrator provides superficial response to concerns outlined in the stakeholder survey, but little evidence of change in behavior	Administrator effectively analyzes feedback and develops and follows through on a reasonable plan of improvement	Administrator effectively analyzes feedback, develops and follows through on an appropriate plan of improvement, and seeks additional feedback on the plan's effectiveness

XV. Annual Timeline of Activities

In the Model, each administrator engages in an annual cycle of professional development and improvement. Each year, administrators and summative evaluators follow an ongoing series of annual activities as follows.

Start of Annual Cycle (Target—August-September)

Role	Activity
Administrators	• Engage in Self-Assessment • Develop Professional Growth Plan • Develop School Performance Goals
Summative Evaluators	• Review and approve administrators' Professional Growth Plans • Review and approve administrators' School Performance Goals • Review administrators' Self-Assessments

First Semester (Target—September-January)

Role	Activity

Administrators	•Implement Professional Growth Plans and gather evidence of implementation and outcomes. • Collect and review interim data for School Performance Goals. • Collect additional evidence of administrator practice and student impact.
Summative Evaluators	• Conduct, document and debrief one summative evaluation • Conduct and document formative and informal observations

Mid-Year (Target – January)

Role	Activity
Administrators	• Collect Mid-year data on School Performance Goals
Summative Evaluator	• Conduct Mid-year conference to review progress on School Performance Goals, PGP, and evidence of Professional Performance. Give formative rating on Component I.

Second Semester (Target—February-May)

Role	Activity
Administrators	•Implement Professional Growth Plans and gather evidence of implementation and outcomes. • Collect and review interim data for School Performance Goals. • Collect additional evidence of administrator practice and student impact.
Summative Evaluators	• Conduct, document and debrief one summative evaluation • Conduct and document formative and informal observations

End of Annual Cycle (Target—April-May)

Role	Activity
Administrators	• Collect and review final data for School Performance Goals. • Review and react to stakeholder input survey data • Gather evidence of progress in Professional Growth Plan • Conduct a self-assessment • Gather and submit additional materials for Component I, if necessary

Summative Evaluators	• Review end-of-year results of administrators' School Performance Goals • Review stakeholder input survey data • Review administrators' self-assessments • Gather and review evidence, determine component ratings, and calculate summative scores and summative performance rating. Meet with administrators and complete documentation.

XVI. Determining the Final Performance Rating for the Summative Evaluation

For the summative evaluation, the assigned summative evaluator first determines a component rating for each of the three components of the Model—Professional Practice, School Performance, and Stakeholder Input. These three component ratings are then used to numerically calculate a summative score and final summative performance rating for an administrator. The three ratings are quantified, weighted, and added in order to generate a summative score. Ranges of summative scores then determine the summative performance rating for an administrator. Evaluators use the following process:

1. Assign a numerical value to the component ratings for each of the three model components as noted above.
2. Multiply the numerical value for each component rating by the weight assigned to that component.
    a. Professional Performance – 70 percent
    b. School Performance – 20 percent
    c. Stakeholder Input – 10 percent
3. Add the three resulting products together to determine the summative score.
4. Determine the final performance rating by applying the ranges for summative scores below.

2.50-3.00	Highly Effective
1.50-2.49	Effective
0.50-1.49	Minimally Effective
0.00-0.49	Not Effective

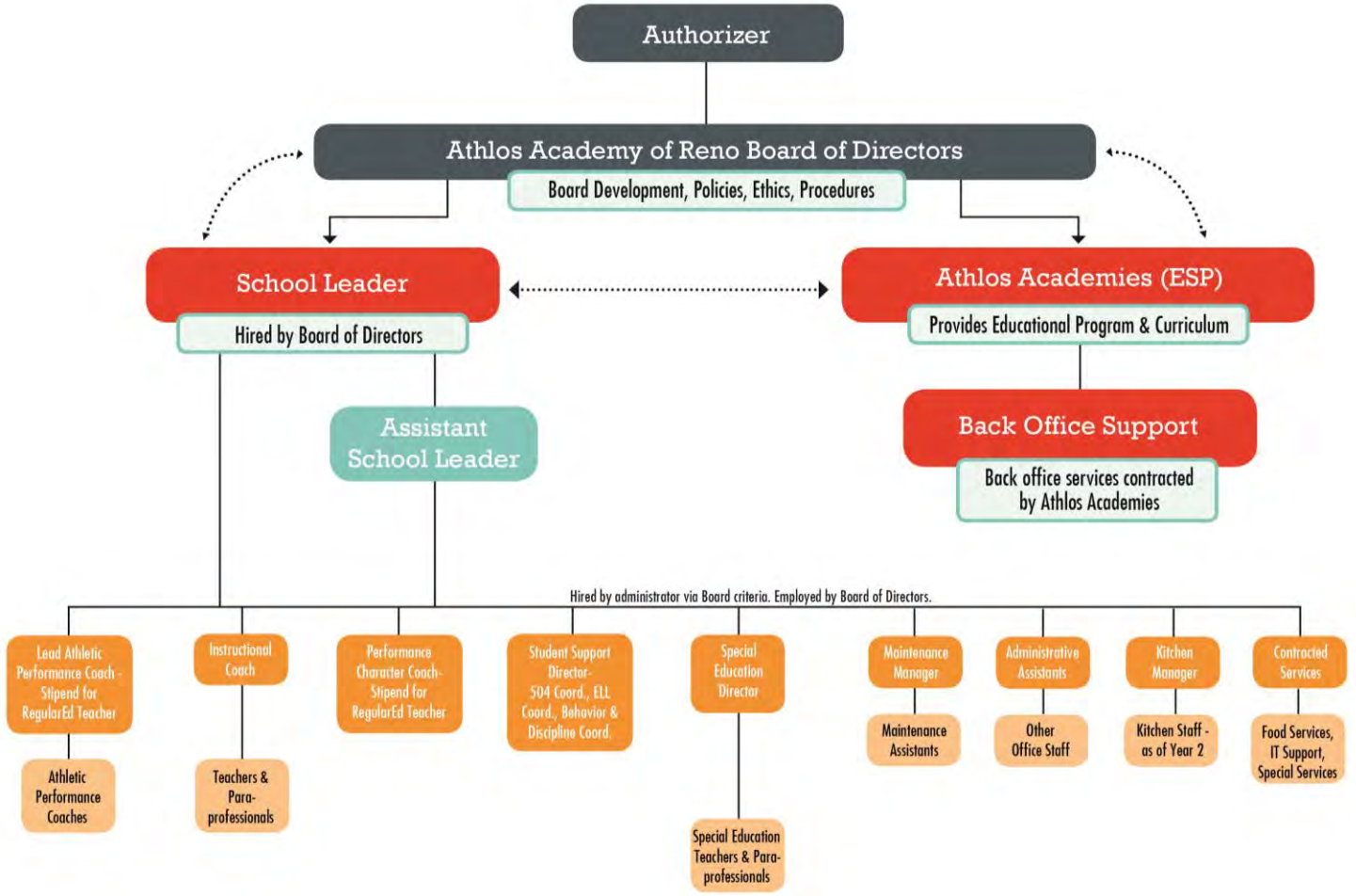
XVII. Professional Growth Plan

Administrators with final performance ratings of Highly Effective, Effective, and Emerging Effective should use the feedback from the summative evaluation to inform the next year's Professional Growth Plan. Administrator with a final performance rating of Minimally Effective shall work with the summative evaluator to determine specific, measurable, actionable deficiencies; available resources provided for improvement; and recommended course of action that will improve performance. Minimally Effective administrators may engage in the Administrator Improvement Process the following year. Administrators rated Not Effective must be given specific, measurable, actionable deficiencies; available resources provided for improvement; and recommended course of action that will improve performance. They also must engage in the Administrator Improvement Process the following year, if they are not dismissed.

Attachment 8: EMO/Network/School Organizational Charts

Athlos Academy of Reno Organizational chart

The following organizational chart will apply to Athlos Academy of Reno in its first year and all subsequent years.

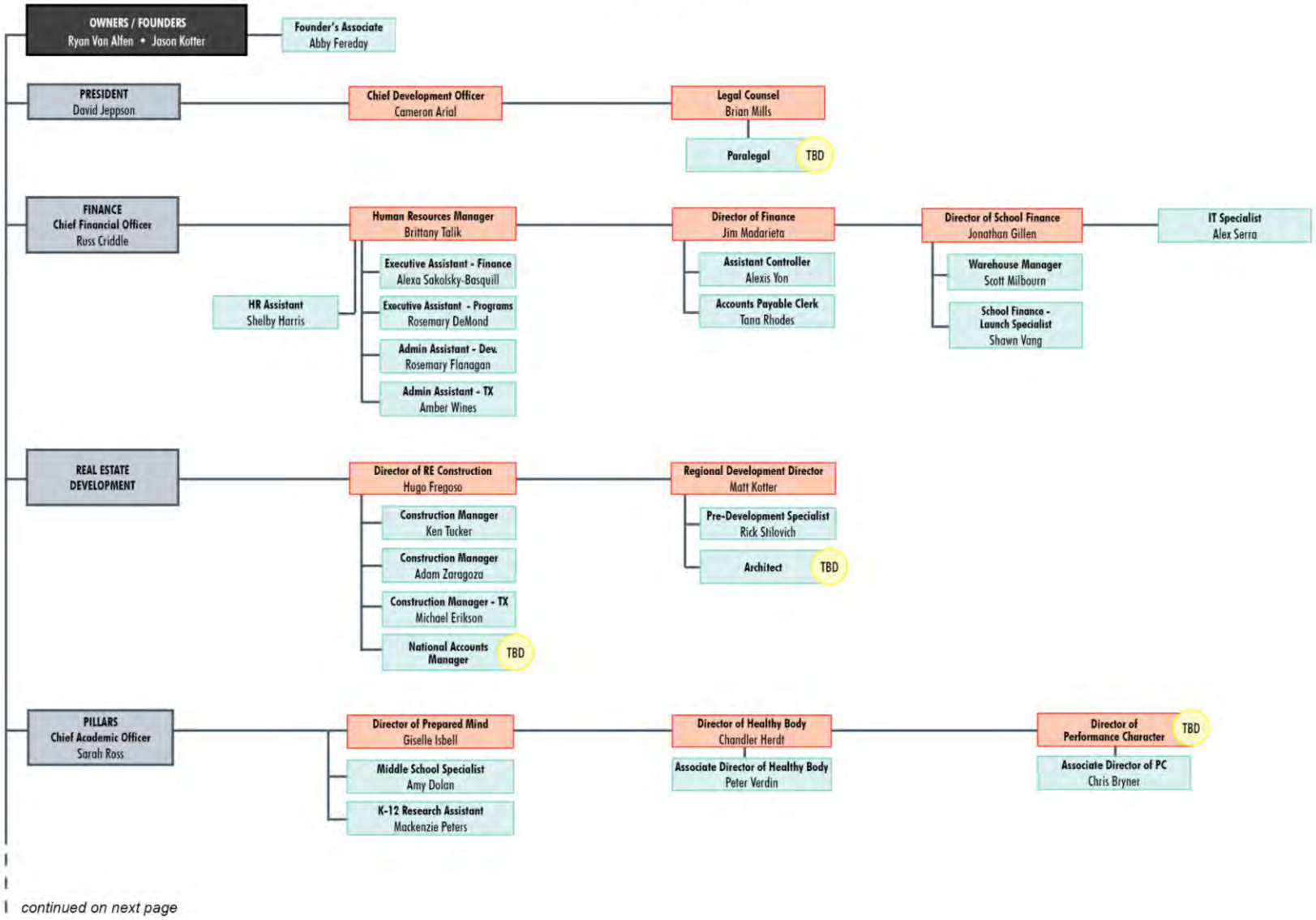


Because there is no regional network for Athlos Academies currently, there is no organizational chart.

EMO Organizational Chart (see next page)

Athlos Academies EMO Anticipated Organizational Chart

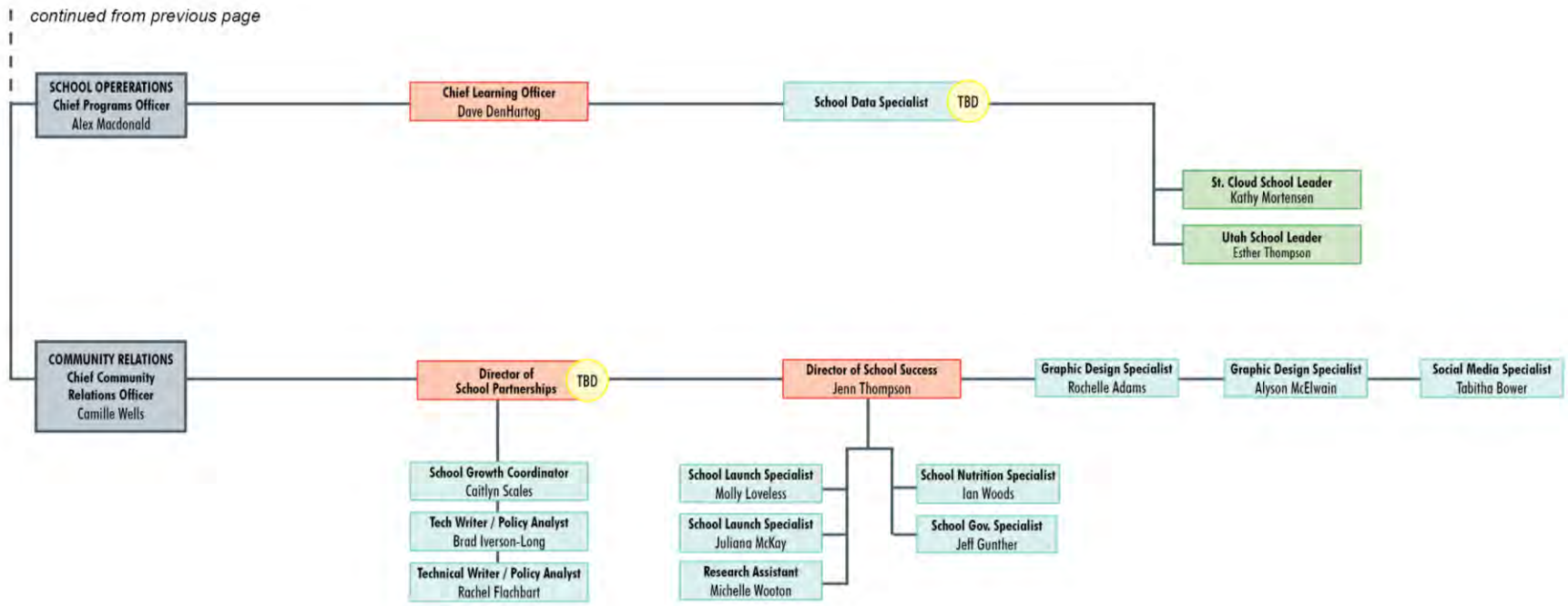
2017-2018



Attachment 8-220

Athlos Academies EMO Anticipated Organizational Chart

2017-2018



Attachment 9: Board Member Template

START-UP SCHOOL PROPOSED BOARD MEMBER ROSTER

			AREA OF EXPERTISE										COMMITTEE ASSIGNMENT					
PROPOSED BOARD MEMBERS Name & Title on Board (if applicable)	**OCCUPATION**	**LARGEST BUDGET MANAGED/ OVERSEEN ($ or N/A)**	Accounting/Finance	Fundraising/Development	Construction/Real Estate	Legal	Technology	PR/HR/Communications	Education	Medical	Community/Volunteer	Board Experience	Development	Real Estate	Board Development	Finance	Governance	Capital Campaign
Chris O'Neil	**VP Operations/ Acquisitions @ Bailey & Dutton Development; Managing Director @ AssetLogic**	**N/A**	X		X		X				X	X		X		X	X	X
Shane Dyer	**Civil Engineer @ Dyer Engineering Consultants**	**N/A**	X	X			X				X	X	X			X	X	X
Marcus Culpepper	**Middle School Science Teacher and Mentor Teacher @ Sparks Middle School**	**N/A**	X				X	X	X		X	X			X	X	X	
Jenny Keyes Freeman	**Former Washoe County School District Teacher and Mother**	**N/A**		X				X	X		X		X					X
Adriana Publico	**Staffing Coordinator @ Washoe County School District**	**N/A**	X	X			X	X			X	X	X		X			
Doug Rands	**Partner @ Rands, South, & Gardner (founder)**	**N/A**	X			X					X	X				X	X	
James Pickett	**Developer @ Ladera, LLC**	**N/A**	X	X	X						X	X	X	X		X		X

Attachment 10: Board Member Information Sheets

See PDF

Attachment 11: Board Bylaws, Code of Ethics and Conflict of Interest Policies

The Board of Directors of Athlos Academy of Reno has not yet ratified its bylaws, code of ethics and conflict of interest policies. The policies it adopts will likely be similar to these policies drafted by Athlos Academies.

ATHLOS ACADEMIES

DRAFT Bylaws of Athlos Academy of Reno

A Nevada Nonprofit Corporation

Board Policy [Insert Policy #]

Approved: [Insert Date]

Revised: _____

I. ORGANIZATION

A. Anchor Location: The physical location from which an electronic meeting originates or the participants are connected.

B. Principal Office: The principal office of Athlos Academy of Reno, a Nevada Nonprofit Corporation ("Corporation"), is [insert future address]. The Corporation may have other offices as the Board of Directors may designate or as the business of the Corporation may require.

C. Powers: The Corporation shall have such powers as are now or may hereafter be granted by the Nevada Nonprofit Corporation Law, or any successor legislation; except that such powers may be exercised only in furtherance of the purposes of the Corporation as stated in its Articles of Incorporation and consistent with its status as a corporation described in Section 501(c)(3) of the Internal Revenue Code.

D. Registered Office: The registered office of the Corporation required by the law, to be maintained in the State of Nevada, is [insert future address here], and may be changed from time to time by the Board of Directors, or as otherwise provided by the law.

E. Seal: The organization shall not have a seal, but may design a logo.

F. Name Change: The organization may, by a two-thirds (2/3) vote of the Board of Directors, change its name.

G. Purpose: The purposes of the Corporation are set forth in the Articles of Incorporation.

II. BOARD OF DIRECTORS

A. General Powers and Standard of Care: The Board of Directors has authority to exercise all corporate powers and manage the business and affairs of the Corporation, except as otherwise provided in Nevada Statute or the Articles.

A Director shall perform his or her duties as a Director, including as a member of any committee of the Board upon which the Director may serve, in good faith, in a manner the Director reasonably believes to be in the best interests of the Corporation, and with such care as an ordinarily prudent person in a like position would use under similar circumstances. In performing his or her duties, a Director is entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

1. Officers or employees of the Corporation the Director reasonably believes to be reliable and competent in the matters presented;
2. Legal counsel, public accountants or other persons as to matters that the Director reasonably believes to be within such person's professional or expert competence; or
3. A committee of the Board upon which the Director does not serve as to matters within the committee's designated authority, which committee the Director reasonably believes to merit confidence;

but a Director shall not be considered to be acting in good faith if the Director has knowledge concerning the matter in question that would cause his or her reliance to be unwarranted. A person who performs these duties of a Director shall have no liability to the Corporation by reason of being or having been a Director of the Corporation.

B. Presumption of Assent: A Director of the Corporation who is present at a meeting of the Board of Directors at which any action on any corporate matter is taken is presumed to have assented to the action unless the Director's dissent is entered in the minutes of the meeting or unless the Director files his or her written dissent to the action with the Secretary of the meeting before adjournment of the meeting or forwards the dissent by certified or registered mail to the Secretary of the Corporation within three (3) days after the adjournment of the meeting. The right to dissent shall not apply to a Director who voted in favor of the action.

C. Number, Election, and Qualification of Directors: The Board of Directors shall consist of no fewer than seven (7) members, with the exact number fixed pursuant to resolutions adopted by the Board of Directors. Each Director shall serve a term of three years. The names and addresses of the members of the first Board of Directors have been stated in the Articles. The initial Directors shall hold office until the third annual meeting of the Board of Directors and until their successors are elected and qualified. At the third annual meeting of the Board of Directors, the existing Directors shall elect Directors to hold office for a three-year term ending on the third annual meeting of the Board of Directors after

each new Director is elected, and the Board of Directors shall be elected in a like manner every third year thereafter. Each Director will hold office for the term for which he or she is elected and until his or her successor is elected and qualified. Directors need not be residents of the State of Nevada.

D. Vacancies: Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining Directors, though less than a quorum of the Directors. A Director elected to fill a vacancy is elected for the unexpired term of the Director's predecessor in office. Any directorship to be filled by reason of an increase in the number of Directors may be filled by the Board of Directors for a term of office continuing only until the next regular election of Directors.

E. Removal of Directors: At a meeting of the Board of Directors called expressly for that purpose, any director may be removed with cause by a vote of a majority of the Directors then in office. Any Director may be removed at such a meeting without cause by a vote of two-thirds of the Directors then in office.

F. Committees of the Board of Directors:

1. Membership: The Board of Directors, by resolution adopted by the Directors then in office, may designate and appoint one or more Director committees, each of which shall consist of two or more Directors.
2. Authority: Director committees, to the extent provided in the resolution establishing the committee, will have and exercise the authority of the Board of Directors in the management of the Corporation; provided, however, that no Director committee may have the authority of the Board of Directors in reference to (i) authorize distributions, (ii) approve dissolution, merger or the sale, pledge or transfer of all or substantially all of the Corporation's assets, (iii) elect, appoint or remove directors or fill vacancies on the Board of Directors or on any of its committees, or (iv) adopt, amend or repeal the Articles or these Bylaws. The designation and appointment of any committee and the delegation of authority to a committee does not operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed on the Board of Directors, or any individual Director.
3. Tenure: Each member of a committee will continue as such until the next annual meeting of the Board of Directors of the Corporation and until a successor is appointed unless (i) the committee is sooner terminated, (ii) the member is removed from the committee, or (iii) the member ceases to qualify as a member of the committee.
4. Chairperson: The Board of Directors will appoint one member of each committee as chairperson.
5. Vacancies: Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

6. Resignation: Any committee member may resign at any time by giving written notice to the Board of Directors, the President, or the Secretary of the Corporation. Unless otherwise specified in the notice of resignation, the resignation takes effect upon receipt. Acceptance of the resignation is not necessary to make the resignation effective.
7. Removal: The Board of Directors may remove a member with or without cause.

G. Compensation: No Director or committee member may receive a salary or compensation for services in that capacity. Directors or committee members may be reimbursed for actual expenses incurred in the performance of services as a Director or committee member. This provision does not preclude any Director from serving the Corporation in any other capacity and receiving compensation for services rendered in that capacity.

H. Director Conflicts of Interest: The Board of Directors shall adopt a Conflicts of Interest Policy. In addition to that policy, any Director who has an interest in a contract or other transaction presented to the Board or a committee for authorization, approval, or ratification must promptly and fully disclose his or her interest to the Board or committee prior to its acting on the contract or transaction. The disclosure shall include any relevant and material facts known to the Director about the contract or transaction that might reasonably be construed to be adverse to the Corporation's interest.

No Director may cast a vote on any matter that has a direct bearing on services to be provided by that Director, or any organization that he or she represents or that he or she has an ownership interest in or is otherwise interested in or affiliated with, which will directly or indirectly financially benefit the Director.

I. Loans to Directors: The Corporation shall not lend money to or use its credit to assist its Directors or Officers.

J. Liability of Directors for Wrongful Distribution of Assets: In addition to any other liabilities imposed by law upon the Directors of the Corporation, the Directors who vote for or assent to any distribution of assets, other than in payment of its debts, when the Corporation is insolvent or when the distribution will render the Corporation insolvent, or during the liquidation of the Corporation without the payment and discharge of or making adequate provisions for all known debts, obligations and liabilities of the Corporation, shall be jointly and severally liable to the Corporation for the value of the assets that are distributed, to the extent that debts, obligations and liabilities of the Corporation are not paid and discharged.

A Director is not liable under this section if, in the exercise of ordinary care, the Director relied and acted in good faith upon written financial statements of the Corporation represented to Director to be correct by an officer of the Corporation having charge of its books of account, or certified by an independent licensed or certified public accountant or firm of accountants to reflect fairly the financial condition of the Corporation, nor shall the Director be liable if, in the exercise of ordinary care and good faith, in determining the amount available for a distribution, the Director considered the assets to be equal to their book value.

A Director is not liable under this section, if, in the exercise of ordinary care, the Director acted in good faith and in reliance upon the written opinion of an attorney for the Corporation.

A Director against whom a claim is asserted under this section and who is held liable is entitled to contribution from the persons who accepted or received the distribution knowing the distribution was made in violation of this section, in proportion to the amounts received by them respectively.

III. BOARD MEETINGS

A. Directors' and Committee Meetings: Meetings of the Board of Directors, regular, emergency or closed, or meetings of any committee, may be held in or out of the State of Nevada in accordance with [insert statute]. Unless otherwise specified in this section or in the notice for the meeting, all meetings will be held at the anchor location.

B. Notice of Regular Meetings: Public bodies must be given written notice of the dates, times, and locations of all regularly scheduled meetings at the beginning of each calendar year [insert statute]. Except as otherwise provided in this section, regular meetings of the Board of Directors or any committee may be called by or at the request of the President, any Director or the chair of a committee, as the case may be, upon notice given to all other Directors or committee members, as the case may be, at least three business days before the meeting. Public notice must be posted not less than 24 hours before the meeting, noting the agenda, location, date, and time on the [insert location for posting as per Board's decision], at the anchor location, and after providing notice to a newspaper or local media correspondent [insert statute]. The Board of Directors may provide, by resolution, the time and place for the holding of additional regular meetings without other notice than the resolution.

The attendance at or participation of a Director or committee member in any meeting constitutes a waiver of notice of the meeting, except where a Director or committee member attends or participates for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

Neither the business to be transacted at, nor the purpose of, any regular meeting of the Board of Directors or any committee need be specified in the notice for the meeting.

C. Notice of Emergency Meetings: Emergency meetings of the Board of Directors or any committee may be called by or at the request of the President, any Director or the chair of a committee, as the case may be, upon notice given to all other Directors, committee members, as the case may be, and the public not less than 24 hours before the meeting, noting the agenda, date, time, and location.

D. Quorum and Voting Requirements: A simple majority of the number of Directors constitutes a quorum for the transaction of business at Board of Directors meetings. The act of the majority of the Directors present at a meeting at which a quorum exists is the act of the Board of Directors. A majority of the number of committee members fixed and appointed by the Board of Directors or the President, as the case may be, constitutes a quorum for the transaction of business at a meeting of the committee. The act of the majority of the committee members present at a meeting at which a quorum exists is the act of the committee.

E. Action Without Meeting: Any action required by the State of Nevada to be taken at a meeting of the Board of Directors, or any action that may be taken at a meeting of the Directors or of a committee, may be taken without a meeting if a consent in writing, setting forth the actions so taken, is signed by all of the Directors, or all of the members of the committee, as the case may be. The consent has the same effect as a unanimous vote. Action may only be taken on items listed in the published agenda.

F. Telephone and Electronic Meetings: Directors may participate in a meeting through use of conference telephone, electronic video communication, or other electronic transmission so long as all of the following apply:

1. Public notice of the electronic meeting has been given stating the location of the anchor location.
2. Public participation shall be maintained by one Director present at the anchor location.
3. Each director participating in the meeting can communicate with all of the other directors concurrently, and
4. Each director is provided with the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.

G. Advisory Council: The Board of Directors, from time to time and in its discretion, may invite or appoint interested persons to a volunteer advisory council of the Board of Directors. Volunteer members of the advisory council will serve at the pleasure of the Board and will not vote, or have a vote, on any Board action. Advisory council members will be chosen or invited based on their interest in the Corporation's

purposes and their expertise or ability to advise the Board of Directors on matters related to the Corporation's purpose.

IV. OFFICERS

A. Number: The officers of the Corporation will consist of a President, Vice President, Secretary, and Treasurer. The Board of Directors will elect the officers. The Board of Directors may elect or appoint other officers or assistant officers in the Board's discretion. Any two (2) or more offices may be held by the same person except the offices of President and Secretary.

B. Election and Term of Office: The Board of Directors will elect the officers of the Corporation annually at the annual meeting of the Board of Directors. If the election of officers is not held at the annual meeting, the Board of Directors shall hold the election shall as soon as practicable after the annual meeting. Each officer will hold office until a successor is duly elected and qualified, until the officer's death, or until the officer resigns or is removed.

C. Removal: The Board of Directors may remove any officer or agent whenever, in its judgment, the best interests of the Corporation will be served by removal. Any such removal shall not prejudice the contract rights, if any, of the officer or agent removed. Election or appointment of an officer or agent does not of itself create contract rights.

D. Vacancies: The Board of Directors may fill a vacancy in any office because of death, resignation, removal, disqualification or otherwise for the unexpired portion of the term.

E. President: The President is the principal executive officer of the Corporation and, subject to the control of the Board of Directors, will in general supervise and control all of the business and affairs of the Corporation. The President presides at all meetings of the members of the Board of Directors. The President may sign, with the Secretary or any other officer authorized by the Board of Directors, any promissory notes, deeds, mortgages, leases, contracts, or other instruments that the Board of Directors has authorized for execution, except in the cases where the signing and execution is expressly delegated by the Board of Directors or by these Bylaws to some other officer or agent of the Corporation, or is required by law to be otherwise signed or executed. The President will co-sign all checks or other deposit account withdrawals in excess of five thousand dollars ($5,000.00) and, in general, will perform all duties incident to the office of President and any other duties as the Board of Directors may prescribe from time to time.

F. Vice President: In the absence of the President or in the event of the President's death, inability or refusal to act, the Vice President will perform the duties of the President. When so acting, the Vice President has all the powers of and is subject to all the restrictions on the President. The Vice President will perform other duties as the President or the Board of Directors may assign.

G. Secretary: The Secretary will attend all meetings of the Board of Directors and will prepare and maintain minutes of those meetings. The Secretary has custody of and shall protect all executed deeds, leases, agreements and other legal documents and records to which the Corporation is a party or by which it is legally affected. The Secretary will, in general, perform all duties incident to the office of Secretary and any other duties assigned to the Secretary by the President or the Board of Directors.

H. Treasurer: The Treasurer is the principal financial officer of the Corporation and has charge and custody of and is responsible for all funds of the Corporation. The Treasurer will sign all checks and promissory notes of the Corporation and will receive and give receipts for moneys due and payable to the Corporation from any source and deposit all moneys in the name of the Corporation in banks, trust companies or other depositories as selected by the Board of Directors. The Treasurer will keep or cause to be kept, adequate and correct accounts of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The Treasurer will submit to the Board of Directors and the President, when required, statements of the financial affairs of the Corporation. The Treasurer will, in general, perform all financial duties incident to the office of Treasurer and any other duties assigned to the Treasurer by the President or the Board of Directors.

I. Officer Conflict of Interest: Any officer who has an interest in a contract or other transaction presented to the Board or a committee for authorization, approval, or ratification shall make a prompt and full disclosure of his or her interest to the Board or committee prior to its acting on the contract or transaction. The disclosure must include any relevant and material facts known to the officer about the contract or transaction that might reasonably be construed to be adverse to the Corporation's interest.

V. STAFF

A. Employment: The Board of Directors has authority to employ an Executive Director and any other staff as the Corporation may reasonably require from time to time.

B. Terms of Employment: The Board of Directors must approve all compensation paid to a staff person. Compensation for staff personnel must be reasonable and will be based on the following factors:

1. The amount and type of compensation received by others in similar positions;

2. The compensation levels paid in our particular geographic community;
3. The amount of time the individual spends carrying out the duties of his or her position;
4. The expertise and other pertinent background of the individual;
5. The size and complexity of the organization; and
6. The need of the organization for the services of the particular individual.

The terms and conditions of employment of the staff may be set forth in a written contract approved by the Board of Directors and signed by the Corporation and the staff person.

C. Staff Conflict of Interest: Any staff person who has an interest in a contract or other transaction presented to the Board or a committee for authorization, approval, or ratification shall make a prompt and full disclosure of his or her interest to the Board or committee prior to its acting on the contract or transaction. This disclosure must include any relevant and material facts known to the person about the contract or transaction that might reasonably be construed to be adverse to the Corporation's interest.

VI. MISCELLANEOUS

A. Indemnification of Officers, Directors, Employees, and Agents: The Corporation may indemnify Directors, officers, employees, and agents of the Corporation to the extent permitted by, and in accordance with the law. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation against any liability asserted against the person or incurred by the person in any such capacity or arising out of the person's status as a Director, officer, employee or agent.

B. Books and Records: The Corporation shall keep and maintain, at its registered office or principal place of business:

1. Correct and complete books and records of account;
2. Minutes of the proceedings of its Board of Directors and committees; and
3. A record of the names and addresses of all members of the Board of Directors.

Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

C. Loans: No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

D. Contracts: The Board of Directors may authorize any officer or officer's agent or agents of the Corporation, in addition to the officers authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation. Such authority may be general or confined to specific instances.

E. Checks, Drafts, etc.: All checks, drafts, or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by the officer or officer's agent or agents of the Corporation as provided for in these Bylaws or in the manner determined by the Board of Director.

F. Deposits: All funds of the Corporation not otherwise employed shall be deposited to the credit of the Corporation in the banks, trust companies, or other depositories selected by the Board of Directors.

G. Gifts: The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes of or for any special purpose of the Corporation.

H. Annual Financial Statements: The officers of the Corporation shall cause a balance sheet as of the closing date of the last fiscal year, together with a statement of income and expenditures for the year ending on that date, to be prepared and presented to the Directors at each annual meeting of the Board of Directors of the Corporation.

I. Fiscal Year: The fiscal year of the Corporation begins on the first day of July and ends on the last day of June each year, except that the first fiscal year will begin on the date of incorporation.

J. Regulation of Internal Affairs: The internal affairs of the Corporation are regulated as set forth in these Bylaws to the extent that these Bylaws are lawful.

K. Electronic Transmissions: Subject to any guidelines and procedures that the Board of Directors may adopt from time to time, the terms "written" and "in writing" as used in these Bylaws include any form of recorded message capable of comprehension by ordinary visual means, that is suitable for the receipt, retention, retrieval, and reproduction of information by the recipient, whether by facsimile, texting, email, or other electronic transmissions.

L. Amendments: These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by the Board of Directors of the Corporation at any regular or special meeting. In all cases, these Bylaws shall be compliant with Nevada and federal statutes and rules governing charter schools. In cases of any current or future conflict, the statute or rule shall govern.

The undersigned, being the Acting Secretary of the Corporation, does hereby certify that the foregoing Bylaws were duly adopted as the official Bylaws of the Corporation by unanimous consent of the Directors of the Corporation on _____.

_____

Name

ATHLOS ACADEMIES

DRAFT

Code of Ethics

PURPOSE

The purpose of this policy is to assist Athlos Academy's school board ("Governing Board) members in understanding the role of individual board members and the contribution that each member must make to develop an effective, ethical, and responsible Governing Board.

POLICY

A. AS A MEMBER OF THE GOVERNING BOARD I WILL:

1. Attend Governing Board meetings prepared for discussion of the agenda items.
2. Listen to the opinions of others.
3. Appreciate the merit of their work.
4. Vote my conscience after informed discussion, unless I abstain because a conflict of interest exists.
5. Be motivated only by a desire to serve the students of Athlos Academy of Reno.
6. Attempt to inform myself on the proper duties and functions of a Governing Board member.

B. IN PERFORMING THE PROPER FUNCITONS OF A GOVERNING BOARD MEMBER I WILL:

1. Spend adequate time in Governing Board meetings on educational policies.
2. Remember the legal responsibility that is mine is to establish policy—not to implement policy.
3. Consider myself a trustee of public education and do my best to protect, conserve, and advance its progress.
4. Work through the administration employees of the Governing Board—not over or around them.
5. Recognize that it is my responsibility, together with other Governing Board members, to see that the school is properly run, not to run it myself.

C. TO MAINTAIN RELATIONS WITH OTHER MEMBERS OF THE GOVERNING BOARD I WILL:

1. Respect the right of others to have and express opinions.
2. Recognize that authority rests with the Governing Board in legal session—not with the individual members of the Governing Board except as authorized by law.
3. Make no disparaging remarks, in or out of Governing Board meetings, about other members of the Governing Board or their opinions.

4. Recognize that to promise in advance of a meeting how I will vote on any proposition is to close my mind and agree not to think through other points of view which may be presented to the meeting.
5. Make decisions in Governing Board meetings only after all sides of debatable questions have been presented.
6. Insist that special committees be appointed to serve only in an advisory capacity to the Governing Board.

D. IN MEETING MY RESPONSIBILITIES TO MY COMMUNITY I WILL:

1. Attempt to appraise both the present and future educational needs of the school.
2. Attempt to obtain adequate financial support for the school program.
3. Interpret the needs and attitudes of the community and do my best to translate them into the educational program of the school.
4. Insist that business transactions of the school be on an ethical, open, and above board basis.
5. Avoid conflicts of interest and refrain from using my Governing Board position for personal gain.

E. IN WORKING WITH THE SCHOOL LEADER AND SCHOOL STAFF I WILL:

1. Hold the School Leader responsible for the administration of the school.
2. Give the School Leader authority commensurate with the responsibility.
3. Assure that the school will be administered by the best professional personnel available.
4. Participate in Governing Board action after considering the recommendation of the School Leader and only after the School Leader has furnished adequate information supporting the recommendation.
5. Insist the School Leader keep the Governing Board adequately informed.
6. Delegate details of Governing Board action to the School Leader .
7. Give the School Leader counsel and advice.
8. Recognize the status of the School Leader as an ex officio member of the Governing Board.
9. Refer all complaints to the proper administrative officer or insist that they be presented in writing to the whole Governing Board for proper referral.
10. Present any personal criticisms of employees to the School Leader .
11. Provide support for the School Leader and employees of the school so they may perform their proper functions on a professional level.

F. IN FULFILLING MY LEGAL OBLIGATIONS AS A GOVERNING BOARD MEMBER I WILL:

1. Comply with all federal, state and local laws relating to my role as a Governing Board member.
2. Comply with all school policies as adopted by the Governing Board.
3. Abide by all rules and regulations as promulgated by the State of Nevada and the Nevada State Charter School Authority and other federal and state agencies with jurisdiction over schools.
4. Take no private action that will compromise the Governing Board or school administration.
5. Recognize that school business may be legally transacted only in an open meeting of the Governing Board.

CODE OF ETHICS POLICY AGREEMENT

I,_____, understand that as a member of the Athlos Academy Governing Board, I have a legal and moral responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the school, and I will act responsibly and prudently as its steward. I will avoid being placed in a position of conflict of interest and will refrain from using my board position for personal gain. I pledge to take no private action that will compromise the Governing Board or school and I will respect the confidentiality of information that is privileged under applicable laws. I have read, understand, and am willing to comply with the roles and responsibilities of Governing Board members.

_____ _____

Signed *Dated*

Conflict of Interest Policy

For Officers and Board Members of a Committee with Board Authority

Article I – Purpose

1. The purpose of this Board conflict of interest policy is to protect the interests of the Nevada Nonprofit when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or member, or might result in a possible excess benefit transaction.
2. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

Article II – Definitions

1. Interested person – any 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 Nevada Nonprofit has a transaction or arrangement,
    b. A compensation arrangement with any entity or individual with which the Nevada nonprofit has a transaction or arrangement, or
    c. A potential ownership or investment interest in, or compensation arrangement with, any entity of individual with which the Nevada Nonprofit 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. A person who has a financial interest may have a conflict of interest only if the Board or Executive Committee decides that a conflict of interest exists, in accordance with this policy.

Article III – 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 Board or Executive Committee.
2. Recusal of Self – Any member may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.
3. 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 Board or Executive Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Executive Committee members shall decide if a conflict of interest exists.

4. Procedures for Addressing the Conflict of Interest
    a. An interested person may make a presentation at the Board or Executive 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 Board or Executive 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 Board or Executive Committee shall determine whether the nonprofit 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 Board or Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the nonprofit'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.
5. Violations of the Conflicts of Interest Policy
    a. If the Board or Executive 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 Board or Executive Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV – Records of Proceedings

The minutes of the 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 Board's or Executive 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.

Article V – Compensation

a. A voting member of the Board who receives compensation, directly or indirectly, from the nonprofit 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 nonprofit for services is precluded from voting on matters pertaining to that member's compensation.
c. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the nonprofit, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI – Periodic Reviews

To ensure the nonprofit operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
b. Whether partnership, joint, ventures, and arrangements with management organizations, if any, conform to the nonprofit's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

Article VII – Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the nonprofit may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

Attachment 12: Incubation Year Planning Table

2017-2018 Planning Year Milestones (SMART Goals)			
Work Stream	**Activity**	**Key Personnel**	**Milestone Date(s)**
INSTRUCTION	Review Curriculum, School Structures, Beliefs and Strategies and Extracurriculars	Academic Success Committee	February
	Assessment Plan Development	Academic Success Committee	March
	Review Teacher Professional Development Calendar	Academic Success Committee	March
	Review Report Card Structures	Academic Success Committee	April
TALENT	Approve School Leader Management policy, School Leader Job Description, School Leader Evaluation Process, Student handbook, Uniform Policy	Board	November
	Approve Employee Handbook	Board	January
	Interview School Leader	Board	January
	Endorse School Leader – Appoint to all committees	Board/School Leader	February
	Teacher Hire Approval	Board/School Leader	April-June
OPERATIONS	Determine Facilities Committee and Chair	Board	August
	Review Floor Plan	Facilities Committee	August
	Meet Athlos Academy Construction Manager	Facilities Committee, Athlos Academies	September
	Final Furniture and Color Palette Choices	Facilities Committee	October
	Update with Athlos Construction Manager, Final Signage Choices	Facilities Committee	November
	Review Security Features	Facilities Committee	March
	Meet with Nutrition Specialist to Discuss Food Service Operations	Academic Success Committee	March
	Keying Schedule	Facilities Committee	May

TECHNOLOGY	Develop High-Level Technology Infrastructure Plan	Facilities Committee	September
	Review Technology selections and school's 5-year technology plan	Facilities Committee	January
	Review Volunteer Tracking System	Facilities Committee	March
FINANCE	Review Directors and Officers Insurance Quote	Board	Prior to SPCSA approval
	Determine Finance committee members and chairs	Board	Prior to SPCSA approval
	Create school bank account	Board	September
	Meet Athlos Academies Director of Finance	Board/Finance Committee	September
	Review grant opportunities	Board/Finance Committee	September
	Review staffing plan and employee benefits package	Board/Finance Committee	November
	Review short-term lease of space	Board	January
	Review staff and teacher offer letter	Board	January
	Review and approve workers' compensation quote	Finance Committee	January
	Choose internet access provider	Board & Athlos Academies	January
	Purchasing, Hiring, and Existing Budget Review	Board	February
	School Leader On-Boarded (Including Technology Ordered)	Board	February
	Annual budget revision	Finance committee	March
	Prepare to hire registrar	Finance committee/Board	March
	Final Review of Annual Budget – Prepare to Recommend to Full Board	Finance committee	April

PARENT & COMMUNITY ENGAGEMENT	Determine Recruitment and Academic Success Committee members	Board	Prior to approval
	Deliver Recruitment Kit	Athlos Academies	August
	Meet Athlos Director of Community Relations	Board/Athlos Academies	September
	Develop a Community Relations Plan	Recruitment Committee	September
	Host a Parent Meeting	Recruitment Committee	September, October, November, January & February
	Begin "Chalk Talks," office hours and parent update meetings	Recruitment Committee	March
	Review Next Wave of Marketing Plans	Recruitment Committee	April
	Begin Introductions of the School "Team"	Recruitment Committee	April
	Begin Promoting Decisions as Board Makes Them (ex. Schedules, Curriculum, etc.)	Recruitment Committee	April
	Host Parent/Marketing events	Recruitment Committee	April, May and June
	Host a Registration Event	Recruitment Committee	June
SCHOOL SYSTEMS & CULTURE	Approve School Bylaws, Articles of Incorporation, MSA, Enrollment Policy, 1023 submission Conflict of Interest Policy Reaffirm Officers, Committees, and Terms	Board	August
	Review School website	Board	August
	Approve Line of Credit, Identify Signatories, Approve Grant Submissions, Enrollment/Lottery Plan and Startup Budget	Board	September
	Approve Succession Plan	Board	October

	Approve Grant Writing/Fundraising Policy, Facilities Use Policy, Internet Access, Review Staff and Teacher Offer Letter	Board	February
	Approve School Year Calendar and Daily Schedule	Board	March
	Approve Extracurricular Sports Plan, After Care Plan	Board	April
	Approve Annual Budget, PTO Policy, Transportation Plans/ Contracts (if needed), Breakfast and Lunch Program	Board	May
	Approve Crisis Management Plan, Student Recognition Plan, Approve Workplan	Board	June
OTHER	1023 Form Review with Independent Counsel	Board	August
	Board Succession Training	Board, Athlos Academies	September, October
	New Board Member Orientation	Board, Athlos Academies	October
	Conduct Mid-Year Board Self-Assessment Survey	Board	November
	Board Strategic Planning Overview	Board	February
	Board Governance vs. Management Training	Board, Athlos Academies	May
	Grand Opening	ALL	August

Attachment 13: EMO Agreement Documentation

Draft Terms Sheet

Duties of the Provider

a) **PRE-CHARTER APPROVAL**
   i) Charter School Application. Assistance with the preparation, review and submission of a charter application to authorizer and process approval;
   ii) Program Materials. Provide marketing materials, including brochures, presentation materials, and information packages regarding the Athlos Program;
   iii) Board of Director Training. Provide Board of Director training including
      (1) Board governance matters
      (2) Board preparation for the charter application interviews;
      (3) Development of Board policies and procedures;
   iv) Entity Formation. Assist with entity formation and licensing;
   v) Facility Solution. Site Selection and Pre-development work.

b) **POST-CHARTER APPROVAL**.
   i) Facility Construction. Manage the site pre-development and Construction work.
   ii) Initial Enrollment. Community outreach and marketing support for various marketing campaigns for the purpose of student enrollment at each School; these services, which will be provided and/ or funded by Provider, may include the following:
      (1) Temporary marketing signs at the construction site;
      (2) Marketing through neighborhood meetings, newspaper and digital advertising, billboards, radio spots, and community outreach for the purpose of student enrollment;
      (3) Assistance with enrollment processing;
      (4) Financial Services and Reporting. Provide back-office and accounting services, including payroll, accounts receivable, accounts payable, and other necessary accounting functions; provided, however, Provider shall provide full disclosure and access to such records as Organization may reasonably require.
   iii) Branding.
      (1) Provide brand guide and logos;
      (2) Provide internal school signs and gym logos;
   iv) Traffic Management. Provide training related to traffic management software, and managing student drop-off and pick-up;
   v) School Policies. Provide initial drafts of written policies relating to curriculum and other educational matters, compliance, employment, operations, and relations between the School and students/parents;
   vi) Personnel and Training:
      (1) School Personnel Recruitment. Assistance with the recruitment of candidates for the school through various activities. However, the Board shall retain ultimate authority with respect to any personnel decisions, including, without limitation, the authority to determine criteria for hiring, compensation, discipline and dismissal.

(2) Instructional Leaders. Assistance with the recruitment of candidates for instructional leaders/coaches through various activities. However, the Board shall retain ultimate authority with respect to any personnel decisions, including, without limitation, the authority to determine criteria for hiring, compensation, discipline and dismissal.

(3) Employment of School Leaders. Provider shall be responsible for recruiting and employing the school Education Leader and the school Operation Leader ("School Leaders"). Provider shall be reimbursed for the costs of these employees.

(4) Healthy Body Program. Assistance with the recruitment of candidates for the Sports Performance Program; however, the Board shall retain final authority with respect to any personnel decisions, including, without limitation, the authority to determine criteria for hiring, compensation, discipline and dismissal.

vii) Technology.

(1) Website. Provide Organization with the School's website platform.

(2) Email. Assist Organization with acquiring a domain for its email addresses.

(3) Social Media. Assist Organization in developing the School's social media accounts.

(4) Student Information System: Set up the School and provide access to the Student Information System that Provider uses. Provider shall be reimbursed for the costs of the Student Information System.

(5) Learning Management System: Set up the School and provide access to the Learning Management System that Provider uses. Provider shall be reimbursed for the costs of the Learning Management System.

viii) School Opening. Assistance with the following:

(1) Groundbreaking Ceremony. Assist with planning a community groundbreaking event on school site.

(2) Open House. Assist with initial open house and ribbon cutting;

(3) Parent's Night. Assist with training and assistance with Parent's Night

c) **ON-GOING EDUCATION SERVICES**.

i) Facility Expansion. Assistance with preparation for any future school expansion to accommodate school growth, pursuant to terms and conditions acceptable to Organization and Provider;

ii) Ongoing Enrollment. Consultation and assistance with the creation and review of marketing materials, as well the recruitment plan and support, for the purpose of ongoing student enrollment and retention;

iii) Athlos Program. Provide a Health Body, Prepared Mind, and Performance Character curriculum (collectively, "**Athlos Program**");

(1) Provide on-site Athlos Program training and consulting;

(2) Ensure alignment with State standards;

(3) Athletic Curriculum.

(a) Athletic Performance Coach Training;

(b) Ongoing Athletic Performance Coach training;

iv) Athlos Employees. Provider will employ the following School Leaders to provide continual education and administrative support. Provider shall be reimbursed for the costs of these employees.

(1) Education School Leader
(2) Operations School Leader

v) Athlos Tools. Access to Athlos Tools, which provides a platform for student assessment, data collection, and curricular resources.

vi) Website. Annual website renewal and assistance with website content.

vii) Social Media. Social Media content training.

i. Student Information System: Provide access and ongoing training to the Student Information System that Provider uses. Provider shall be reimbursed for the costs of the Student Information System.

viii) Learning Management System: Provide access and ongoing training to the Learning Management System that Provider uses. Provider shall be reimbursed for the costs of the Learning Management System.

ix) Traffic Management. Ongoing assistance with traffic management.

x) Training. Ongoing support including and related to:
(1) Coordinate professional development training of the School, including initial and ongoing training for the Athlos Curriculum for use by school personnel;
(2) Provide professional development tools and materials for the Athlos Curriculum;
(3) Assist with professional learning community implementation;
(4) Assist with teacher and school leader support and development;
(5) Host leadership workshops for school leaders and board members to attend (Athlos Institutes);
(6) Assist with community/parent events and engagement.

xi) Board of Director Reporting. Create and provide on a monthly basis reports on implementation progress, key deliverable dates, timelines, and assess performance of both Parties.

xii) Educational Material. Assist with the textbooks, educational material and curriculum selection;

xiii) After-School Programs. Assist Organization with the set up and launch of the initial after-school programs (if adopted by the School) and providing guidance as requested by Organization;

xiv) Performance Assessment Plan. Assist Organization with developing and implementing a student performance assessment plan;

xv) School Support Forms. Assist in the development and refinement of school support forms relating to school operations (such as enrollment forms, parent surveys, staff evaluation forms, and other office forms);

xvi) School Uniforms.
(1) Provide approved Athlos school uniforms for the sale/distribution to students;
(2) Provide approved Athlos gym wear for the sale/distribution to students;

xvii) Preferred Purchasing. Provide business contacts that may permit the Organization preferred access to sports products, apparel and equipment with industry leading brands;

xviii) Financial Services and Reporting. Provide back-office and accounting services, including payroll, accounts receivable, accounts payable, and other necessary accounting functions; provided, however, Provider shall provide full disclosure and access to such records as Organization may reasonably require.

Duties of the Organization

Organization shall be responsible for the following:

a) Conduct and attend monthly Board of Director's meeting;
b) Adopt and review school policies
c) Allow Provider access to school assessment and data records that enable Provider to assess performance of the school and program performance, in accordance with Applicable Law.

Draft Master Service–Agreement between Athlos Academies and Athlos Academy of Reno

MASTER SCHOOL SERVICES AGREEMENT

THIS MASTER SCHOOL SERVICES AGREEMENT (this "**Agreement**") is made as of this _____day of _____ , 2016, by and between School Model Support LLC, an Idaho limited liability organization, dba Athlos Academies, ("**Provider**"), and _____, a Nevada non-profit corporation, dba Athlos Academy of _____("**Organization**").

WITNESSETH:

WHEREAS, upon the approval of Organization's charter school application, this Agreement shall be effective between Organization and Provider to operate an open-enrollment charter school at each of the school locations (each a "**School**") authorized by the Nevada State Public Charter School Authority (each, a "**Charter**");

WHEREAS, Provider developed and owns an educational concept and program called "Athlos Academy" and provides, among other things, the Prepared Mind, Performance Character, and Healthy Body (the "**Program"**), and school opening and ongoing management services to charter schools across the United States. As part of this educational concept, Provider has entered into agreements with various outside parties to provide content, services and value to the Organization (the "**Outside Vendors**") to provide, among other things, educational services, physical education programs, sport-related products and management services;

WHEREAS, Organization desires to obtain Provider's services to develop educational excellence based on Athlos' school and Program design, and management principles pursuant to the terms hereof, and Provider is able and willing to provide the services as hereinafter set forth;

WHEREAS, Organization and The Charter School Fund LLC (an affiliate of Organization) intend to enter into an exclusive development agreement to provide permanent facilities for Organization's schools and such schools shall utilize the Athlos Academy educational concept;

WHEREAS, concurrently herewith Provider and Organization shall enter into a "Trademark License Agreement" which provides the schools the right to use Provider's name and logo. Provider and Organization shall enter into a Restriction Agreement regarding the Athlos Program;

WHEREAS, the Organization and Provider acknowledge and agree that, in accordance with Applicable Law (as defined below), the Governing Board of the Organization (the "**Governing Board**") has the primary responsibility and ultimate authority for the operations of the School, 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 Nevada State Public Charter School Authority; Nevada Department of Education; the Nevada Constitution; the Individuals with Disabilities in Education Act; the Family Educational Rights

and Privacy Act; and other applicable federal, state or local statutes, ordinances, and regulations; implementing regulationsof such laws; executive orders; common law; and other guidelines, policy statements, and rulings applicable to Nevada public charter schools (collectively, "**Applicable Law**"); and

WHEREAS, it is Provider's duty to implement the direction of the Governing Board, ensuring the discretion and autonomy of the Governing Board, and it is the Governing Board's duty to make all decisions and direct Provider to act accordingly on the Governing Board's behalf.

WHEREAS, Organization's Governing Board desires to engage Provider to perform services related to Provider's educational program, operations and support services, described herein as permitted by the Charter and Applicable Law.

NOW, THEREFORE, in consideration of the covenants and agreements contained herein, 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 as follows:

1) **ENGAGEMENT**. Organization hereby engages Provider on the terms and conditions hereinafter set forth to provide the Services (as defined below) and Provider hereby agrees to provide the Services to Organization pursuant to the terms hereof.

2) **SCHOOL SITE IDENTIFICATION**. Organization's identification of a new school site (the "**School**") location will be as follows: The School will be located at: _____, _____, NV _____ ("**Athlos Academy of _____**").

3) **TERM**. Organization agrees to engage Provider for an initial five-year term (in addition to the pre-operational year), commencing on the date the Organization's charter application is approved by the _____ (the "Term Commencement Date") and shall terminate on the second (2nd) anniversary of the Term Commencement Date. The Trademark License shall also terminate on the second (2nd) anniversary of the Term Commencement Date. The Provider and Organization may mutually agree in writing to extend the term of this Agreement and the Trademark License Agreement to any date; provided that the term of such agreements may not, at any time, exceed five (5) years, in accordance with the safe harbor limitations set forth in Revenue Procedure 97-13, as supplemented and modified by Notice 2014-67.

4) **DUTIES OF PROVIDER**. At Organization's request, and to the extent permitted by Nevada Revised Statute 386.562, Provider shall provide the following services (collectively, the "**Services**"):

a) **PRE-CHARTER APPROVAL**

i) Charter School Application. Assistance with the preparation, review and submission of a charter application to authorizer and process approval;

ii) Program Materials. Provide marketing materials, including brochures, presentation materials, and information packages regarding the Athlos Program;

iii) Governing Board of Director Training. Provide Governing Board of Director training including

(1) Governing Board governance matters
(2) Governing Board preparation for the charter application interviews;
(3) Development of Governing Board policies and procedures;

iv) Entity Formation. Assist with entity formation and licensing;
v) Facility Solution. Site Selection and Pre-development work.

b) **POST-CHARTER APPROVAL**.

i) Facility Construction. Manage the site pre-development and Construction work.
ii) Initial Enrollment. Community outreach and marketing support for various marketing campaigns for the purpose of student enrollment at each School; these services, which will be provided and/ or funded by Provider, may include the following:
(1) Temporary marketing signs at the construction site;
(2) Marketing through neighborhood meetings, newspaper and digital advertising, billboards, radio spots, and community outreach for the purpose of student enrollment;
(3) Assistance with enrollment processing;
(4) Financial Services and Reporting. Provide back-office and accounting services, including payroll, accounts receivable, accounts payable, and other necessary accounting functions; provided, however, Provider shall provide full disclosure and access to such records as Organization may reasonably require.
iii) Branding.
(1) Provide brand guide and logos;
(2) Provide internal school signs and gym logos;
iv) Traffic Management. Provide training related to traffic management software, and managing student drop-off and pick-up;
v) School Policies. Provide initial drafts of written policies relating to curriculum and other educational matters, compliance, employment, operations, and relations between the School and students/parents;
vi) Personnel and Training:
(1) School Personnel Recruitment. Assistance with the recruitment of candidates for the school through various activities. However, the Governing Board shall retain ultimate authority with respect to any personnel decisions, including, without limitation, the authority to determine criteria for hiring, compensation, discipline and dismissal.
(2) Instructional Leaders. Assistance with the recruitment of candidates for instructional leaders/coaches through various activities. However, the Governing Board shall retain ultimate authority with respect to any personnel decisions,

including, without limitation, the authority to determine criteria for hiring, compensation, discipline and dismissal.

(3) Employment of School Leaders. Provider shall be responsible for recruiting and employing the school Education Leader and the school Operation Leader ("School Leaders"). Provider shall be reimbursed for the costs of these employees.

(4) Healthy Body Program. Assistance with the recruitment of candidates for the Sports Performance Program; however, the Governing Board shall retain final authority with respect to any personnel decisions, including, without limitation, the authority to determine criteria for hiring, compensation, discipline and dismissal.

vii) Technology.

(1) Website. Provide Organization with the School's website platform.

(2) Email. Assist Organization with acquiring a domain for its email addresses.

(3) Social Media. Assist Organization in developing the School's social media accounts.

(4) Student Information System: Set up the School and provide access to the Student Information System that Provider uses. Provider shall be reimbursed for the costs of the Student Information System.

(5) Learning Management System: Set up the School and provide access to the Learning Management System that Provider uses. Provider shall be reimbursed for the costs of the Learning Management System.

viii) School Opening. Assistance with the following:

(1) Groundbreaking Ceremony. Assist with planning a community groundbreaking event on school site.

(2) Open House. Assist with initial open house and ribbon cutting;

(3) Parent's Night. Assist with training and assistance with Parent's Night

c) **ON-GOING EDUCATION SERVICES**.

i) Facility Expansion. Assistance with preparation for any future school expansion to accommodate school growth, pursuant to terms and conditions acceptable to Organization and Provider;

ii) Ongoing Enrollment. Consultation and assistance with the creation and review of marketing materials, as well the recruitment plan and support, for the purpose of ongoing student enrollment and retention;

iii) Athlos Program. Provide a Health Body, Prepared Mind, and Performance Character curriculum (collectively, "**Athlos Program**");

(1) Provide on-site Athlos Program training and consulting;

(2) Ensure alignment with State standards;

(3) Athletic Curriculum.

(a) Athletic Performance Coach Training;

(b) Ongoing Athletic Performance Coach training;

iv) Athlos Employees. Provider will employ the following School Leaders to provide continual education and administrative support. Provider shall be reimbursed for the costs of these employees.

(1) Education School Leader

(2) Operations School Leader

v) Athlos Tools. Access to Athlos Tools, which provides a platform for student assessment, data collection, and curricular resources.

vi) Website. Annual website renewal and assistance with website content.

vii) Social Media. Social Media content training.

i. Student Information System: Provide access and ongoing training to the Student Information System that Provider uses. Provider shall be reimbursed for the costs of the Student Information System.

viii) Learning Management System: Provide access and ongoing training to the Learning Management System that Provider uses. Provider shall be reimbursed for the costs of the Learning Management System.

ix) Traffic Management. Ongoing assistance with traffic management.

x) Training. Ongoing support including and related to:

(1) Coordinate professional development training of the School, including initial and ongoing training for the Athlos Curriculum for use by school personnel;

(2) Provide professional development tools and materials for the Athlos Curriculum;

(3) Assist with professional learning community implementation;

(4) Assist with teacher and school leader support and development;

(5) Host leadership workshops for school leaders and board members to attend (Athlos Institutes);

(6) Assist with community/parent events and engagement.

xi) Governing Board Reporting. Create and provide on a monthly basis reports on implementation progress, key deliverable dates, timelines, and assess performance of both Parties.

xii) Educational Material. Assist with the textbooks, educational material and curriculum selection;

xiii) After-School Programs. Assist Organization with the set up and launch of the initial after-school programs (if adopted by the School) and providing guidance as requested by Organization;

xiv) Performance Assessment Plan. Assist Organization with developing and implementing a student performance assessment plan;

xv) School Support Forms. Assist in the development and refinement of school support forms relating to school operations (such as enrollment forms, parent surveys, staff evaluation forms, and other office forms);

xvi) School Uniforms.

(1) Provide approved Athlos school uniforms for the sale/distribution to students;

(2) Provide approved Athlos gym wear for the sale/distribution to students;

xvii) Preferred Purchasing. Provide business contacts that may permit the Organization preferred access to sports products, apparel and equipment with industry leading brands;

xviii) Financial Services and Reporting. Provide back-office and accounting services, including payroll, accounts receivable, accounts payable, and other necessary accounting functions; provided, however, Provider shall provide full disclosure and access to such records as Organization may reasonably require.

5) DUTIES OF THE ORGANIZATION. Organization shall be responsible for the following:

a) Conduct and attend monthly Governing Board of Director's meeting;
b) Adopt and review school policies;
c) Carry out the provisions of Nevada Revised Statute 386.490 to 386.610;
d) Allow Provider access to school assessment and data records that enable Provider to assess performance of the school and program performance, in accordance with Applicable Law.

6) **DUTIES OF THE GOVERNING BOARD**. The Governing Board shall be responsible for the following:
a) Familiarize and follow the law and regulations governing the school;
b) Avoid conflicts of interest;
c) Assign students' interests and academic achievement as the top priority of the school;
d) Maintain accountability and transparency in all operations;

7) **MAINTENANCE OF FINANCIAL, EMPLOYMENT AND STUDENT RECORDS.** The school records shall be maintained as follows:
a) Financial Records. Provider will maintain accurate financial records pertaining to the operation of the school and retain these records as required by the applicable laws and regulations. All the financial records retained by Provider pertaining to Organization will be available to Organization, and to all other appropriate regulatory authorities for inspection and copying at the Organization's facilities upon request, it being understood that in most cases such copies will be made as reasonably as possible, not to exceed thirty (30) business days. Provider shall notify Organization about any requests from regulatory authorities. Provider, and its respective officers, directors, employees and designated agents are hereby authorized to serve as agents of the Organization, and agree to maintain the proper confidentiality of such records as required by law and the Charter.
b) Student Records. Organization and Provider will maintain accurate student records pertaining to students enrolled in the School as is required and in the manner provided by the Charter, applicable laws and regulations. Organization and Provider will have access to the student's physical and electronic records, in accordance with Applicable Law. During the term of this Agreement, Organization may disclose confidential information and data to Provider, its employees, officers and designated agents to the extent provided by law and the Charter. Organization and Provider will maintain the proper confidentiality of such records and information as required by law or the Charter Agreement, including provisions of the Family Educational Rights and Privacy Act ("FERPA"). Provider, and its respective officers, directors, employees and designated agents are hereby authorized to serve as agents of the Organization, having a legitimate educational interest in the program's success and its students for purposes of the FERPA such that they are jointly and severally entitled to access the educational records of the program for all purposes related to FERPA.
c) Employment Records. Organization and Provider will maintain accurate employment records pertaining to the School as is required and in the manner provided by the Charter Agreement, and applicable laws and regulations. Organization and Provider will maintain proper confidentiality of such records as required by the Charter Agreement and applicable law. The employee records will be available at the Organization's physical facility. Provider, and its respective officers, directors, employees, and designated agents are hereby

authorized to serve as agents of the Organization, and agree to maintain the proper confidentiality of such records as required by applicable laws and the Charter.

d) Access to Records. The Governing Board shall be entitled at any time with reasonable notice to inspect the financial, employee, student records and other business records pertaining to Organization.

8) TERMINATION.

a) Termination by Organization. Organization may terminate this Agreement with cause in the event that Provider fails to remedy a material breach within sixty (60) days after notice from Organization, or such longer period as may be necessary to cure the breach or default. A material breach includes, but is not limited to, a breach or default by Provider to provide the Services in a manner sufficient for Organization to operate the School in compliance with the terms and conditions of this Agreement, failure to account for its expenditures or pay operating costs, or a violation of Applicable Law.

b) Termination by Provider. Provider may terminate this Agreement with cause in the event that Organization fails to remedy a material breach within sixty (60) days after notice from Provider, or such longer period as may be necessary to cure the breach or default. A material breach includes, but is not limited to, failure by Organization to pay amounts due under this Agreement, unreasonable failure to meet performance standards, or Organization has not otherwise complied with its obligations under this Agreement.

i) In order to effectively implement the Athlos Program, Provider will supply training to School Leaders, as well as all other School administrators and employees, and make periodic visits to assist the School with the implementation of the program. As a part of such training, Provider will make periodic written summaries relating to suggestions of improvement. Provider understands and acknowledges that the Governing Board has final authority over the delivery of any curriculum utilized in a School. However, if Provider's assessments reveal (in Provider's discretion) that the Athlos Curriculum is being delivered in a way that is causing detriment to, and/or the dilution of, Provider's brand and reputation, Provider may terminate this Agreement with a ninety (90) day notice to Organization. The notice shall trigger provisions of Section f) below for that particular School.

c) Termination upon Loss of Charter. If the State (i) revokes, does not renew, or materially changes a Charter, or (ii) Organization has been informed in writing that a Charter will be revoked or will not be renewed; or (iii) Organization is no longer funded by the State of Nevada or the funding from the State of Nevada has been reduced to an amount whereby Organization is unable to meet its obligations under this Agreement, then either Party may, upon thirty (30) days written notice terminate this Agreement as to the affected terminated School(s) without penalty, further obligation or liability of any kind to either Party. The event shall trigger provisions of Section (f) below for that particular School.

d) Termination by Mutual Consent. This Agreement may be terminated by the mutual written consent of both Parties without penalty. Such termination shall be effective at such time, and upon such other terms as set forth in the written consent. Except as otherwise agreed by the Parties in writing, termination does not relieve Organization of any obligations for payments outstanding to Provider as of the date of termination. Other obligations of either Party may specifically continue and survive termination as provided in this Agreement.

e) Termination of Trademark and Intellectual Property. Any termination for Services at a School shall result in a termination of the Trademark License Agreement and related intellectual property for such School.

f) Removal of Program. Upon a termination as provided herein, or where the term expires and is not subsequently extended by Organization, Organization shall:

i) Remove Provider's trademark and usage of the name Athlos Academy (or approved variation) from the School, its trade dress and materials; remove any reference to the Outside Vendors; and eliminate all Outside Vendor program(s) (if implemented);

ii) Cease using the Athlos Curriculum and related professional development tools/materials, or any similar form thereof, and return all marketing-related materials to Provider;

iii) Terminate the use of Athlos school uniforms and gym uniforms;

iv) Forfeit use of Athlos-related website and social media accounts; the use of Athlos-related domain name; forfeit use of all Athlos-related electronic/internet functions and/or services; and forfeit access to business partnership discounts;

v) Forfeit the use of proprietary policies, processes, guides and handbooks.

vi) Organization shall comply with the terms of this Section (f) no later than ninety (90) days after Provider's receipt of such notice of termination, and shall submit compliance verification audit ninety (90) days following termination.

9) **SERVICES FEE.** In consideration for the Services, Provider shall receive a "Services Fee" equal to _____ (_____%), of local, state and federal gross revenues of Organization (excluding revenues from reimbursement programs such as free and reduced meals) for such month, payable in monthly installments. Payment shall be determined in accordance with United States generally accepted accounting principles which are consistently applied.

a) Services Fee Commencement. The Services Fee shall commence on the date Organization begins receiving payment from the State of Nevada, which will be July, 2017, with the first payment due on August 31, 2017, or 30 days after Organization receives the first payment from the State. ("Commencement Date").

b) Monthly Installments. The Services Fee shall be paid in 12 monthly installments. The Monthly Installments shall be payable monthly in arrears on the last day of the following calendar month. For example, payment for the month of July shall be due no later than August 31st.

i) Late Payment Fee. Organization agrees that any payments received after the due date shall include a one percent (1%) monthly late fee assessment.

c) Reasonableness. The Parties hereto acknowledge and agree that as of the date of this Agreement, the Services Fee payable to Provider is reasonable, necessary and fair market value compensation for services rendered; and upon payment of the fee to Provider, those revenues become the sole property of Provider and are no longer the State of Nevada public funds.

d) Other. The Services Fee is the only compensation or other payments, independent of any Line of Credit as previously discussed, 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, travel expenses, and other benefits payable to any Provider employees.

10) **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:

a) If to Provider: School Model Support LLC
418 S. 9th Street, Suite 201
Boise, Idaho 83702-7153
ATTN: Legal Department
Phone: (208) 908-5622
Fax: (208) 376-8523

b) If to Organization:

_____

_____

ATTN:
Phone:
Fax:

c) 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

d) 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.

11) **NON-DISCLOSURE/NON-COMPETITION.** Organization agrees to treat this Agreement confidentially and shall not disclose the terms contained herein except as required law. In the event of a breach, Organization understands that such breach may result in immediate, great, irreparable and continuing harm and damage to Provider for which there is no adequate remedy at law. Organization further agrees that for a period of five years following the termination of a School from this Agreement, Organization shall not open a new program in that School, or open a new school facility within a radius of ten (10) miles of the School, which incorporates or attempts to incorporate any program which is similar or deceptively similar to Athlos Academies, and its educational programs centered around performance character, fitness and wellness, including programs provided by Outside Vendors. In the event Organization breaches this Agreement, Provider shall be entitled to obtain, from any court of competent jurisdiction, a temporary restraining order and preliminary and permanent injunctive relief, without the

necessity of posting bond, to enforce the terms of this paragraph, in addition to any and all monetary damages allowed by law.

12) INSURANCE.

a) General Liability Insurance. Each Party shall, in conformance with NAC 386.215, at its own expense, maintain general liability insurance, including, without limitation, bodily injury and property damage insuring itself with a minimum of $1,000,000.00 per occurrence and $2,000,000.00 aggregate limit of liability coverage. Each Party shall provide the other Party with a certificate evidencing such insurance and showing the other Party as an additional insured.

b) Worker's Compensation Insurance. Each Party shall, at its own expense, maintain workers' compensation insurance as required by law to cover their respective employees (if any) and at the other Party's request, shall provide the other Party with a certificate or certificates of insurance.

c) Automobile Insurance. If a Party owns or operates any automobile within the State, such Party shall, at its own expense, maintain comprehensive automobile insurance, insuring itself with a minimum of $1,000,000.00 combined single limit. Each such Party shall provide the other Party, at the other Party's request, with a certificate evidencing such insurance.

13) MISCELLANEOUS.

a) Governing Law. This Agreement shall be governed by, and construed in accordance with, the laws of the State of Idaho.

b) Mediation. The Parties agree to negotiate in good faith in an effort to resolve any dispute related to this Agreement that may arise within forty-five (45) days of the other party's receipt of such notice of dispute. If the dispute cannot be resolved by negotiation, then the Parties will submit the dispute to mediation before resorting to binding arbitration or litigation and will equally share the costs of a mutually acceptable third party mediator. This paragraph survives termination of this Agreement. This paragraph does not preclude a party from seeking equitable relief from a court of competent jurisdiction. In the event a dispute is submitted to litigation, that litigation shall be determined by a judge, and each party waives its right to a jury trial.

c) Indemnification. Each Party shall indemnify, defend, and hold harmless the other Party, as well as Governing Board members, directors, officers, employees, agents and other representatives, from any and all manner of loss, cost, expense (including attorneys' fees and other costs and expenses of litigation, defense and appeal), damage, injury, liability, claims, actions and causes of action whatsoever arising from or in any way related to the Party's: (i) own negligent or willful acts or omissions; (ii) breach of this Agreement; or (iii) operation of its own responsibilities under this Agreement.

d) Counsel Sought. Each Party acknowledges that (i) the Party was advised or represented by counsel in connection with the negotiation, preparation, revision and execution of this Agreement; (ii) before executing this Agreement, the Party discussed the Agreement with the Party's counsel and became fully informed of the terms, contents, conditions and effect of this Agreement; (iii) the Party is legally competent, as well as fully qualified and authorized to execute this Agreement; (iv) in executing this Agreement, the Party is not relying on any warranty, statement, promise or representation of any kind that has been

made to the Party by any other Party, or by legal counsel for any other Party or anyone acting for another Party in any capacity, except as expressly stated in this Agreement; (v) each Party expressly disclaims reliance upon any facts, promises, warranties, undertakings, or representations, whether express or implied, by any other Party, or its agents or legal counsel as consideration for this Agreement, except for the explicit provisions of this Agreement; (vi) the Party has relied solely on the Party's own judgment and/or the advice of the Party's counsel in executing this Agreement; (vii) the Party understands the terms, contents, conditions, and effect of this Agreement, and voluntarily accepts the Agreement in its entirety; and (viii) each Party has executed this Agreement of its own free will as a free and voluntary act, without any duress, coercion or undue influence exerted by or on behalf of any person or entity.

e) 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.

f) Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

g) Authority. To the extent that this Agreement is executed by a Party or Parties on behalf of an individual, corporation, governmental entity, trust, estate or other legal entity, such Party or Parties executing this Agreement represent that they have authority to act on behalf of the entities or individuals for which they purport to act and to bind those entities or individuals to the terms and conditions of this Agreement. Furthermore, as each Party is a legal entity, each Party acknowledges, represents, warrants and confirms that it has full and complete authorization and power to execute this Agreement in the capacity herein stated, and this Agreement is a valid, binding and enforceable obligation and does not violate any law, rule, regulation, contract or agreement enforceable against it.

h) Entire Agreement. This Agreement contains the entire agreement between the Parties, but only as concerns the specific matters addressed herein. Furthermore, this Agreement supersedes any and all prior or contemporaneous agreements and any and all prior or contemporaneous negotiations, warranties, discussions or representations, whether oral or written, and this Agreement is subject to modification, waiver, or addition only by means of a writing signed by the Party to be charged.

i) Successors and Assigns. This Agreement is binding upon and inures to the benefit of the Parties and their respective successors, beneficiaries, administrators, and permitted assigns.

j) Counterparts. This Agreement may be executed in any number of counterparts, each of which will be deemed an original, and all of which together will constitute one and the same instrument. This Agreement may be transmitted to the Parties by facsimile or other electronic means, the Parties may sign and return their respective signatures by facsimile or other electronic means, and such signatures transmitted by facsimile or electronically will be presumed valid, binding, and of the same force and effect as an original signature to this Agreement.

k) Time is of the Essence. Time is of the essence for any and all conditions, obligations and other requirements of this Agreement.

l) Contractors. Pursuant to NAC 386.400, any contractor performing work for the Organization must inform each person whom the contractor employs or hires or has anyone perform a direct service for the Organization that:

i) The person is not employed by the governing body of the charter school; and

ii) The provision of NRS 386.595 do not apply to an employee of the contractor or any person hired by the contractor to perform a service to the charter school, including, whiout limitation, the provisions governing the status of employees of a charter school and their collective barganing rights and benefits.

(Signatures on 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:**
School Model Support LLC, an Idaho limited liability organization By:	Athlos Academy of _____, a Nevada non-profit corporation
Name: Title:	Name: Title:

MASTER SCHOOL SERVICES AGREEMENT

*THIS MASTER SCHOOL SERVICES AGREEMENT (this "**Agreement**") is made as of this day of , 2017, by and between School Model Support LLC, an Idaho limited liability organization, dba Athlos Academies, ("**Provider**"), and Athlos Academy of Reno, a Nevada Public Charter School, dba Athlos Academy of Reno ("**Organization**").*

WITNESSETH:

***WHEREAS**, upon the approval of Organization's charter school application, this Agreement shall be effective between Organization and Provider to operate an open-enrollment charter school at each of the school locations (each a "**School**") authorized by the Nevada Public Charter School Authority ("**Authority**");*

***WHEREAS**, Provider has developed and owns an educational concept and program called "Athlos Academy" and provides, among other things, the Prepared Mind, Performance Character, and Healthy Body (the "**Program**"), and school opening and ongoing management services to charter schools across the United States. As part of this educational concept, Provider has entered into agreements with various outside parties to provide content, services and value to the Organization (the "**Outside Vendors**") to provide, among other things, educational services, performance character programs, physical education programs, sport-related products and management services;*

***WHEREAS**, Organization desires to obtain Provider's services to develop Educational Excellence based on Athlos' school and Program design, and management principles pursuant to the terms hereof, and Provider is able and willing to provide the services as hereinafter set forth;*

***WHEREAS**, Organization and Provider or an affiliate of Provider, intend to enter into an exclusive development agreement to provide permanent facilities for Organization's schools and such schools shall utilize the Athlos Academy educational concept;*

***WHEREAS**, concurrently herewith Provider and Organization shall enter into a "License Agreement" which grants Organization the right to use certain of Provider's trademarks, copyrighted materials, trade secret information, and other intellectual property as necessary for the implementation of the Athlos Program;*

***WHEREAS**, the Organization and Provider acknowledge and agree that, in accordance with Applicable Law (as defined below), the Governing Board of the Organization (the "**Governing Board**") has the primary responsibility and ultimate authority for the operations of the School, 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 Nevada Board of Elementary and Secondary Education; Nevada Department of Education; the Nevada Constitution; the Individuals with Disabilities in Education Act; the Family Educational Rights and Privacy Act; and other applicable federal, state or local statutes, ordinances, and regulations; implementing regulations*

*of such laws; executive orders; common law; and other guidelines, policy statements, and rulings applicable to Nevada public charter schools (collectively, "**Applicable Law**"); and*

***WHEREAS,** it is Provider's duty to implement the direction of the Governing Board, ensuring the discretion and autonomy of the Governing Board, and it is the Governing Board's duty to make all decisions and direct Provider to act accordingly on the Governing Board's behalf.*

***WHEREAS**, Organization's Governing Board desires to engage Provider to perform services related to Provider's educational program, operations and support services, described herein as permitted by the Charter and Applicable Law.*

***NOW, THEREFORE**, in consideration of the covenants and agreements contained herein, 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 as follows:*

1) ***ENGAGEMENT**. Organization hereby engages Provider on the terms and conditions hereinafter set forth to provide the Services (as defined below) and Provider hereby agrees to provide the Services to Organization pursuant to the terms hereof.*

2) ***SCHOOL SITE IDENTIFICATION**. Organization's identification of a new school site (the "**School**") location will be as follows: The School will be located at: _____, _____, NV _____ ("**Athlos Academy of Reno**").*

3) ***TERM**. Organization agrees to engage Provider for an initial two-year term (in addition to the pre-operational year), commencing on the date the Organization's charter application is approved by the Nevada Public Charter School Authority (the "Term Commencement Date") and shall terminate on the second (2nd) anniversary of the Term Commencement Date. The License shall also terminate on the second (2nd) anniversary of the Term Commencement Date. The Provider and Organization may mutually agree in writing to extend the term of this Agreement and the License Agreement to any date.*

4) ***DUTIES OF PROVIDER**. At Organization's request, and to the extent permitted by Nevada Revised Statute 386.562, Provider shall provide the following services (collectively, the "**Services**"):*

   a) ***PRE-CHARTER APPROVAL***
      i) *Charter School Application. Assistance with the preparation, review and submission of a charter application to authorizer and process approval;*

      ii) *Program Materials. Provide marketing materials, including brochures, presentation materials, and information packages regarding the Athlos Program;*

      iii) *Governing Board of Director Training. Provide Governing Board of Director training including*

(1) Governing Board governance matters
(2) Governing Board preparation for the charter application interviews;
(3) Development of Governing Board policies and procedures;

iv) Entity Formation. Assist with entity formation and licensing;

v) Facility Solution. Site Selection and Pre-development work.

b) **POST-CHARTER APPROVAL.**

i) Facility Construction. Manage the site pre-development and Construction work.

ii) Initial Enrollment. Community outreach and marketing support for various marketing campaigns for the purpose of student enrollment at each School; these services, which will be provided and/ or funded by Provider, may include the following:
(1) Temporary marketing signs at the construction site;
(2) Marketing through neighborhood meetings, newspaper and digital advertising, billboards, radio spots, and community outreach for the purpose of student enrollment;
(3) Assistance with enrollment processing;
(4) Financial Services and Reporting. Provide back-office and accounting services, including payroll, accounts receivable, accounts payable, and other necessary accounting functions; provided, however, Provider shall provide full disclosure and access to such records as Organization may reasonably require.

iii) Branding.
(1) Provide brand guide and logos;
(2) Provide internal school signs and gym logos;

iv) Traffic Management. Provide training related to traffic management software, and managing student drop-off and pick-up;

v) School Policies. Provide initial drafts of written policies relating to curriculum and other educational matters, compliance, employment, operations, and relations between the School and students/parents;

vi) Personnel and Training:
(1) School Personnel Recruitment. Assistance with the recruitment of candidates for the school through various activities. However, the Governing Board shall retain ultimate authority with respect to any personnel decisions, including, without limitation, the authority to determine criteria for hiring, compensation, discipline and dismissal.

(2) *Instructional Leaders. Assistance with the recruitment of candidates for instructional leaders/coaches through various activities. However, the Governing Board shall retain ultimate authority with respect to any personnel decisions, including, without limitation, the authority to determine criteria for hiring, compensation, discipline and dismissal.*

(3) *Employment of School Leaders. Provider shall be responsible for recruiting and employing the school Education Leader and the school Operation Leader ("School Leaders"). Provider shall be reimbursed for the costs of these employees.*

(4) *Healthy Body Program. Assistance with the recruitment of candidates for the Sports Performance Program; however, the Governing Board shall retain final authority with respect to any personnel decisions, including, without limitation, the authority to determine criteria for hiring, compensation, discipline and dismissal.*

vii) *Technology.*

(1) *Website. Provide Organization with the School's website platform.*

(2) *Email. Assist Organization with acquiring a domain for its email addresses.*

(3) *Social Media. Assist Organization in developing the School's social media accounts.*

(4) *Learning Management System. Set up the School and provide access to the Learning Management System that Provider uses. Provider shall be reimbursed for the costs of the Learning Management System.*

viii) *School Opening. Assistance with the following:*

(1) *Groundbreaking Ceremony. Assist with planning a community groundbreaking event on school site.*

(2) *Open House. Assist with initial open house and ribbon cutting;*

(3) *Parent's Night. Assist with training and assistance with Parent's Night*

c) ***ON-GOING EDUCATION SERVICES.***

i) *Facility Expansion. Assistance with preparation for any future school expansion to accommodate school growth, pursuant to terms and conditions acceptable to Organization and Provider;*

ii) *Ongoing Enrollment. Consultation and assistance with the creation and review of marketing materials, as well the recruitment plan and support, for the purpose of ongoing student enrollment and retention;*

iii) *Athlos Program. Provide a Health Body, Prepared Mind, and Performance Character curriculum (collectively, "**Athlos Program**");*

(1) *Provide onsite Athlos Program training and consulting;*

(2) *Ensure alignment with State standards;*

(3) *Athletic Curriculum.*

(a) *Athletic Performance Coach Training;*

(b) Ongoing Athletic Performance Coach training;

iv) Athlos Employees. Provider will employ the following School Leaders to provide continual education and administrative support. Provider shall be reimbursed for the costs of these employees.
(1) Education School Leader
(2) Operations School Leader

v) Athlos Tools. Access to Athlos Tools, which provides a platform for student assessment, data collection, and curricular resources.

vi) Website. Annual website renewal and assistance with website content.

vii) Social Media. Social Media content training.

(1) Student Information System: Provide access and ongoing training to the Student Information System that Provider uses. Provider shall be reimbursed for the costs of the Student Information System.

viii) Learning Management System: Provide access and ongoing training to the Learning Management System that Provider uses. Provider shall be reimbursed for the costs of the Learning Management System.

ix) Traffic Management. Ongoing assistance with traffic management.

x) Training. Ongoing support including and related to:
(1) Coordinate professional development training of the School, including initial and ongoing training for the Athlos Curriculum for use by school personnel;
(2) Provide professional development tools and materials for the Athlos Curriculum;
(3) Assist with professional learning community implementation;
(4) Assist with teacher and school leader support and development;
(5) Host leadership workshops for school leaders and board members to attend (Athlos Institutes);
(6) Assist with community/parent events and engagement.

xi) Governing Board Reporting. Create and provide on a monthly basis reports (Athlos Report, and Director's Report) to the Governing Board. The Athlos Report shall contain a summary of Provider's services performed in the preceding month. The Director's Report shall contain a summary of key measurables and progress of the school, and other information that the School Leader, in his/her professional judgment, deems necessary.

xii) *Educational Material. Assist with the textbooks, educational material and curriculum selection;*

xiii) *After-School Programs. Assist Organization with the set up and launch of the initial after-school programs (if adopted by the School) and providing guidance as requested by Organization;*

xiv) *Performance Assessment Plan. Assist Organization with developing and implementing a student performance assessment plan;*

xv) *School Support Forms. Assist in the development and refinement of school support forms relating to school operations (such as enrollment forms, parent surveys, staff evaluation forms, and other office forms);*

xvi) *School Uniforms.*
(1) *Provide approved Athlos school uniforms for the sale/distribution to students;*
(2) *Provide approved Athlos gym wear for the sale/distribution to students;*

xvii) *Preferred Purchasing. Provide business contacts that may permit the Organization preferred access to sports products, apparel and equipment with industry leading brands;*

xviii) *Financial Services and Reporting. Provide back-office and accounting services, including payroll, accounts receivable, accounts payable, and other necessary accounting functions; provided, however, Provider shall provide full disclosure and access to such records during normal business hours, or within two business days if the records are stored in a location that is not the Athlos's primary place of business.*

5) ***DUTIES OF THE ORGANIZATION.*** *Organization shall be responsible for the following:*

a) *Conduct and attend monthly Governing Board meeting. The Athlos Report and Director's Report as set forth in paragraph (xi) section 4 of this Agreement, shall be presented in each Governing Board meeting. Committee reports, discussion items, and other action items shall follow the presentation of the Athlos and Director's reports.*
b) *Adopt and review school policies;*
c) *Carry out the provisions of Nevada Revised Statute 386.490 to 386.610;*
d) *Allow Provider access to school assessment and data records that enable Provider to assess performance of the school and program performance, in accordance with Applicable Law.*

6) ***DUTIES OF THE GOVERNING BOARD****. The Governing Board shall be responsible for the following:*

a) *Familiarize and follow the law and regulations governing the school;*
b) *Avoid conflicts of interest;*
c) *Assign students' interests and academic achievement as the top priority of the school;*
d) *Maintain accountability and transparency in all operations;*

7) ***MAINTENANCE OF FINANCIAL, EMPLOYMENT AND STUDENT RECORDS.*** *The school records shall be maintained as follows:*

a) *Financial Records. Provider will maintain accurate financial records pertaining to the operation of the school and retain these records as required by the applicable laws and regulations. All the financial records retained by Provider pertaining to Organization will be available to Organization, and to all other appropriate regulatory authorities for inspection and copying at the Organization's facilities upon request, it being understood that in most cases such copies will be made as reasonably as possible, not to exceed thirty (30) business days. Provider shall notify Organization about any requests from regulatory authorities. Provider, and its respective officers, directors, employees and designated agents are hereby authorized to serve as agents of the Organization, and agree to maintain the proper confidentiality of such records as required by law and the Charter.*

b) *Student Records. Organization and Provider will maintain accurate student records pertaining to students enrolled in the School as is required and in the manner provided by the Charter, applicable laws and regulations. Organization and Provider will have access to the student's physical and electronic records, in accordance with Applicable Law. During the term of this Agreement, Organization may disclose confidential information and data to Provider, its employees, officers and designated agents to the extent provided by law and the Charter. Organization and Provider will maintain the proper confidentiality of such records and information as required by law or the Charter Agreement, including provisions of the Family Educational Rights and Privacy Act ("FERPA"). Provider, and its respective officers, directors, employees and designated agents are hereby authorized to serve as agents of the Organization, having a legitimate educational interest in the program's success and its students for purposes of the FERPA such that they are jointly and severally entitled to access the educational records of the program for all purposes related to FERPA.*

c) *Employment Records. Organization and Provider will maintain accurate employment records pertaining to the School as is required and in the manner provided by the Charter Agreement, and applicable laws and regulations. Organization and Provider will maintain proper confidentiality of such records as required by the Charter Agreement and applicable law. The employee records will be available at the Organization's physical facility. Provider, and its respective officers, directors, employees, and designated agents are hereby authorized to serve as agents of the Organization, and agree to maintain the proper confidentiality of such records as required by applicable laws and the Charter.*

d) *Access to Records. The Governing Board shall be entitled at any time with reasonable notice to inspect the financial, employee, student records and other business records pertaining to Organization.*

8) *TERMINATION.*

a) *Termination by Organization. Organization may terminate this Agreement for cause in the event that Provider fails to remedy a material breach within sixty (60) days after notice from Organization, or such longer period as may be necessary to cure the breach or default. A material breach includes, but is not limited to, a breach or default by Provider to provide the Services in a manner sufficient for Organization to operate the School in compliance with the terms and conditions of this Agreement, failure to account for its expenditures or pay operating costs, or a violation of Applicable Law. In the event Organization seeks an amendment to the Charter Agreement to continue operations, subsequent to a Termination of this Agreement by the Organization, Organization shall disclose the entire application for amendment, including, without limitation, all curriculum, branding, school policies, and learning management systems, to Provider. Organization shall disclose the application to Provider prior to any Charter Amendment being submitted to an authorizing agency. In the event of a material breach by Provider, justifying Termination by Organization during the pendency of a school semester, the parties shall make good faith efforts to come to an agreement to mitigate any disruption to the students attending the School.*

b) *Termination by Provider. Provider may terminate this Agreement for cause in the event that Organization fails to remedy a material breach within sixty (60) days after notice from Provider, or such longer period as may be necessary to cure the breach or default. A material breach includes, but is not limited to, failure by Organization to pay amounts due under this Agreement, unreasonable failure to meet performance standards as required by the charter authorizer, SPCSA, or Organization has not otherwise complied with its obligations under this Agreement. In the event of a material breach by Organization, justifying Termination by Provider during the pendency of a school semester, the parties shall make good faith efforts to come to an agreement to mitigate any disruption to the students attending the School.*

i) *In order to effectively implement the Athlos Program, Provider will supply training to School Leaders, as well as all other School administrators and employees, and make periodic visits to assist the School with the implementation of the program. As a part of such training, Provider will make periodic written summaries relating to suggestions of improvement. Provider understands and acknowledges that the Governing Board has final authority over the delivery of any curriculum utilized in a School. However, if Provider's assessments reveal (in Provider's discretion) that the Athlos Curriculum is being delivered in a way that is causing detriment to, and/or the dilution of, Provider's brand and reputation, Provider may terminate this Agreement with a ninety (90) day notice to Organization. The notice shall trigger provisions of Section f) below for that particular School.*

c) *Termination upon Loss of Charter. If the State of Nevada ("State") (i) revokes, does not renew, or materially changes a Charter, or (ii) Organization has been informed in writing that a Charter will be revoked or will not be renewed; or (iii) Organization is no longer funded by the State or the funding from the State has been reduced to an amount whereby Organization is unable to meet its obligations under this Agreement, then either Party may, upon thirty (30) days written notice terminate this Agreement as to the affected terminated School(s) without penalty, further obligation or liability of any kind to either Party. The event shall trigger provisions of Section (f) below for that particular School.*

d) *Termination by Mutual Consent. This Agreement may be terminated by the mutual written consent of both Parties without penalty. Such termination shall be effective at such time, and upon such other terms as set forth in the written consent. Except as otherwise agreed by the Parties in writing, termination does not relieve Organization of any obligations for payments outstanding to Provider as of the date of termination. Other obligations of either Party may specifically continue and survive termination as provided in this Agreement.*

e) *Termination of License Agreement Any termination for Services at a School shall result in a termination of the License Agreement and related intellectual property for such School*

f) *Removal of Program. Upon a termination as provided herein, or when the term expires and is not subsequently extended by Organization, Organization shall:*
   i) *Remove Provider's trademark and usage of the name Athlos Academy (or approved variation) from the School, its trade dress and materials; remove any reference to the Outside Vendors; and eliminate all Outside Vendor program(s) (if implemented);*
   ii) *Cease using the Athlos Curriculum and related professional development tools/materials, including all Licensed materials, or any similar form thereof, and return all marketing-related materials to Provider;*
   iii) *Terminate the use of Athlos school uniforms and gym uniforms;*
   iv) *Forfeit use of Athlos-related website and social media accounts; the use of Athlos-related domain name; forfeit use of all Athlos-related electronic/internet functions and/or services; and forfeit access to business partnership discounts;*
   v) *Forfeit the use of proprietary policies, processes, guides and handbooks.*
   vi) *Organization shall comply with the terms of this Section (f) no later than ninety (90) days after Provider's receipt of such notice of termination, and shall submit compliance verification audit ninety (90) days following termination.*

9) ***SERVICES FEE.*** *In consideration for the Services, Provider shall receive a "Services Fee" equal to (%), of the per pupil funds and local revenues received from the Nevada Department of Education via the distributive school account received by the Organization for such quarter, payable in quarterly installments to Provider. Payment shall*

be determined in accordance with United States generally accepted accounting principles which are consistently applied.

a) *Services Fee Commencement. The Services Fee shall commence on the date Organization begins receiving payment from the State of Nevada, which will be July, 2018, with the first payment due on August 31, 2018, or 30 days after Organization receives the first payment from the State. ("**Commencement Date**").*

b) *Monthly Installments. The Services Fee shall be paid in 12 monthly installments. The Monthly Installments shall be payable monthly in arrears on the last day of the following calendar month. For example, payment for the month of July shall be due no later than August 31st.*

   i) *Late Payment Fee. Organization agrees that any payments received after the due date shall include a one percent (1%) monthly late fee assessment.*

c) *Reasonableness. The Parties hereto acknowledge and agree that as of the date of this Agreement, the Services Fee payable to Provider is reasonable, necessary and fair market value compensation for services rendered; and upon payment of the fee to Provider, those revenues become the sole property of Provider and are no longer the State of Nevada public funds.*

d) *Other. The Services Fee is the only compensation or other payments, independent of any Line of Credit as previously discussed, 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, travel expenses, and other benefits payable to any Provider employees.*

10) ***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:*

a) *If to Provider: School Model Support LLC*
   PO Box 1598
   Boise, Idaho 83701
   ATTN: Legal Department
   Phone: (208) 519-4049
   Fax: (208) 376-8523

b) *If to Organization:*
   _____
   _____

ATTN:
Phone:
Fax:

e) *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*

f) *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.*

11) NON-DISCLOSURE/NON-COMPETITION. *Organization agrees to treat this Agreement confidentially and shall not disclose the terms contained herein except as required law, including NRS 239 and NRS 241. In the event of a breach by the Organization, Organization understands that such breach may result in immediate, great, irreparable and continuing harm and damage to Provider for which there is no adequate remedy at law. Organization further agrees that, for a period of five years following the termination of a School from this Agreement, Organization shall not open a new program in that School, or open a new school facility within a radius of ten (10) miles of the School, which incorporates or attempts to incorporate any program which is deceptively similar to Athlos Academies, and its educational programs centered around performance character, fitness and wellness, including programs provided by Outside Vendors. In the event Organization breaches this Agreement, Provider shall be entitled to obtain, from any court of competent jurisdiction, a temporary restraining order and preliminary and permanent injunctive relief, without the necessity of posting bond, to enforce the terms of this paragraph, in addition to any and all monetary damages allowed by law.*

12) INSURANCE.

a) *General Liability Insurance. Each Party shall, in conformance with NAC 386.215, at its own expense, maintain general liability insurance, including, without limitation, bodily injury and property damage insuring itself with a minimum of $1,000,000.00 per occurrence and $2,000,000.00 aggregate limit of liability coverage. Each Party shall provide the other Party with a certificate evidencing such insurance and showing the other Party as an additional insured.*

b) *Worker's Compensation Insurance. Each Party shall, at its own expense, maintain workers' compensation insurance as required by law to cover their respective employees (if any) and at the other Party's request, shall provide the other Party with a certificate or certificates of insurance.*

c) *Automobile Insurance. If a Party owns or operates any automobile within the State, such Party shall, at its own expense, maintain comprehensive automobile insurance, insuring itself with a minimum of $1,000,000.00 combined single limit. Each such Party shall provide the other Party, at the other Party's request, with a certificate evidencing such insurance.*

13) MISCELLANEOUS.

a) *Governing Law. This Agreement shall be governed by, and construed in accordance with, the laws of the State of Idaho.*

b) *Mediation. The Parties agree to negotiate in good faith in an effort to resolve any dispute related to this Agreement that may arise within forty-five (45) days of the other party's receipt of such notice of dispute. If the dispute cannot be resolved by negotiation, then the Parties will submit the dispute to mediation before resorting to binding arbitration or litigation and will equally share the costs of a mutually acceptable third party mediator. This paragraph survives termination of this Agreement. This paragraph does not preclude a party from seeking equitable relief from a court of competent jurisdiction. In the event a dispute is submitted to litigation, that litigation shall be determined by a judge, and each party waives its right to a jury trial.*

c) *Indemnification. Each Party shall indemnify, defend, and hold harmless the other Party, as well as Governing Board members, directors, officers, employees, agents and other representatives, from any and all manner of loss, cost, expense (including attorneys' fees and other costs and expenses of litigation, defense and appeal), damage, injury, liability, claims, actions and causes of action whatsoever arising from or in any way related to the Party's: (i) own negligent or willful acts or omissions; (ii) breach of this Agreement; or (iii) operation of its own responsibilities under this Agreement.*

d) *Counsel Sought. Each Party acknowledges that (i) the Party was advised or represented by counsel in connection with the negotiation, preparation, revision and execution of this Agreement; (ii) before executing this Agreement, the Party discussed the Agreement with the Party's counsel and became fully informed of the terms, contents, conditions and effect of this Agreement; (iii) the Party is legally competent, as well as fully qualified and authorized to execute this Agreement; (iv) in executing this Agreement, the Party is not relying on any warranty, statement, promise or representation of any kind that has been made to the Party by any other Party, or by legal counsel for any other Party or anyone acting for another Party in any capacity, except as expressly stated in this Agreement; (v) each Party expressly disclaims reliance upon any facts, promises, warranties, undertakings, or representations, whether express or implied, by any other Party, or its agents or legal counsel as consideration for this Agreement, except for the explicit provisions of this Agreement; (vi) the Party has relied solely on the Party's own judgment and/or the advice of the Party's counsel in executing this Agreement; (vii) the Party understands the terms, contents, conditions, and effect of this Agreement, and voluntarily accepts the Agreement in its entirety; and (viii) each Party has executed this Agreement of its own free will as a free and voluntary act, without any duress, coercion or undue influence exerted by or on behalf of any person or entity.*

e) *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.*

f) *Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.*

g) *Authority. To the extent that this Agreement is executed by a Party or Parties on behalf of an individual, corporation, governmental entity, trust, estate or other legal entity, such Party or Parties executing this Agreement represent that they have authority to act on behalf of the entities or individuals for which they purport to act and to bind those entities or individuals to the terms and conditions of this Agreement. Furthermore, as each Party is a legal entity, each Party acknowledges, represents, warrants and confirms that it has full and complete authorization and power to execute this Agreement in the capacity herein stated, and this Agreement is a valid, binding and enforceable obligation and does not violate any law, rule, regulation, contract or agreement enforceable against it.*

h) *Entire Agreement. This Agreement contains the entire agreement between the Parties, but only as concerns the specific matters addressed herein. Furthermore, this Agreement supersedes any and all prior or contemporaneous agreements and any and all prior or contemporaneous negotiations, warranties, discussions or representations, whether oral or written, and this Agreement is subject to modification, waiver, or addition only by means of a writing signed by the Party to be charged.*

i) *Successors and Assigns. This Agreement is binding upon and inures to the benefit of the Parties and their respective successors, beneficiaries, administrators, and permitted assigns.*

j) *Counterparts. This Agreement may be executed in any number of counterparts, each of which will be deemed an original, and all of which together will constitute one and the same instrument. This Agreement may be transmitted to the Parties by facsimile or other electronic means, the Parties may sign and return their respective signatures by facsimile or other electronic means, and such signatures transmitted by facsimile or electronically will be presumed valid, binding, and of the same force and effect as an original signature to this Agreement.*

k) *Time is of the Essence. Time is of the essence for any and all conditions, obligations and other requirements of this Agreement.*

l) *Contractors. Pursuant to NAC 386.400, any contractor performing work for the Organization must inform each person whom the contractor employs or hires or has anyone perform a direct service for the Organization that:*

i) *The person is not employed by the governing body of the charter school; and*

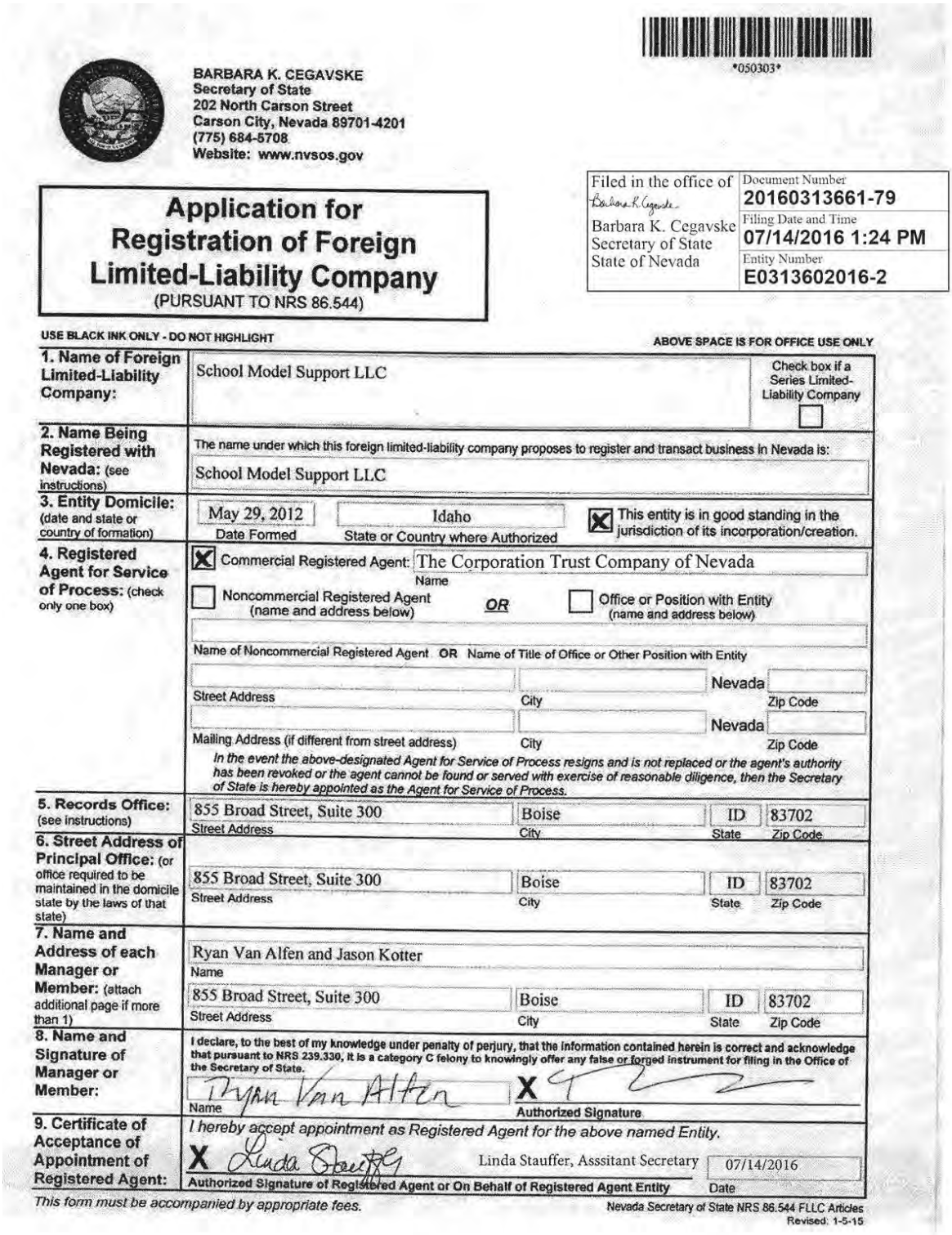
ii) *The provision of NRS 386.595 do not apply to an employee of the contractor or any person hired by the contractor to perform a service to the charter school, including, whiout limitation, the provisions governing the status of employees of a charter school and their collective barganing rights and benefits.*

m) *Survival. The parties' obligations under the Section 8, and any provisions relating to the payment of any fees owed to Athlos shall survive the termination or expiration of this Agreement.*

IN WITNESS WHEREOF, Organization and Provider have caused this Agreement to be executed as of the day and year first above written.

PROVIDER:	***ORGANIZATION:***
School Model Support LLC, an Idaho limited liability organization	*Athlos Academy of Reno, a Nevada non-profit corporation*
Name: *Title:*	*Name:* *Title:*

EMO's Nevada Business Status



BARBARA K. CEGAVSKE
Secretary of State
202 North Carson Street
Carson City, Nevada 89701-4201
(775) 684-5708
Website: www.nvsos.gov

050303

Application for Registration of Foreign Limited-Liability Company
(PURSUANT TO NRS 86.544)

Filed in the office of	Document Number
Barbara K. Cegavske	20160313661-79
Barbara K. Cegavske Secretary of State State of Nevada	Filing Date and Time 07/14/2016 1:24 PM
	Entity Number E0313602016-2

USE BLACK INK ONLY - DO NOT HIGHLIGHT — ABOVE SPACE IS FOR OFFICE USE ONLY

1. Name of Foreign Limited-Liability Company: School Model Support LLC — ☐ Check box if a Series Limited-Liability Company

2. Name Being Registered with Nevada: (see instructions) The name under which this foreign limited-liability company proposes to register and transact business in Nevada is: School Model Support LLC

3. Entity Domicile: (date and state or country of formation) May 29, 2012 (Date Formed) — Idaho (State or Country where Authorized) — ☒ This entity is in good standing in the jurisdiction of its incorporation/creation.

4. Registered Agent for Service of Process: (check only one box)
☒ Commercial Registered Agent: The Corporation Trust Company of Nevada (Name)
☐ Noncommercial Registered Agent (name and address below) OR ☐ Office or Position with Entity (name and address below)
Name of Noncommercial Registered Agent OR Name of Title of Office or Other Position with Entity
Street Address — City — Nevada — Zip Code
Mailing Address (if different from street address) — City — Nevada — Zip Code
In the event the above-designated Agent for Service of Process resigns and is not replaced or the agent's authority has been revoked or the agent cannot be found or served with exercise of reasonable diligence, then the Secretary of State is hereby appointed as the Agent for Service of Process.

5. Records Office: (see instructions) 855 Broad Street, Suite 300 — Boise — ID — 83702 (Street Address — City — State — Zip Code)

6. Street Address of Principal Office: (or office required to be maintained in the domicile state by the laws of that state) 855 Broad Street, Suite 300 — Boise — ID — 83702 (Street Address — City — State — Zip Code)

7. Name and Address of each Manager or Member: (attach additional page if more than 1) Ryan Van Alfen and Jason Kotter (Name)
855 Broad Street, Suite 300 — Boise — ID — 83702 (Street Address — City — State — Zip Code)

8. Name and Signature of Manager or Member: I declare, to the best of my knowledge under penalty of perjury, that the information contained herein is correct and acknowledge that pursuant to NRS 239.330, it is a category C felony to knowingly offer any false or forged instrument for filing in the Office of the Secretary of State.
Ryan Van Alfen (Name) — X _____ (Authorized Signature)

9. Certificate of Acceptance of Appointment of Registered Agent: *I hereby accept appointment as Registered Agent for the above named Entity.*
X _____ Linda Stauffer, Asssitant Secretary — 07/14/2016
Authorized Signature of Registered Agent or On Behalf of Registered Agent Entity — Date

This form must be accompanied by appropriate fees.

Nevada Secretary of State NRS 86.544 FLLC Articles
Revised: 1-5-15

SECRETARY OF STATE

STATE OF NEVADA

CERTIFICATE OF REGISTRATION
OF
FOREIGN LIMITED LIABILITY COMPANY

I, BARBARA K. CEGAVSKE, the duly elected and qualified Nevada Secretary of State, do hereby certify that I am the legal custodian of the records pertaining to Limited Liability Companies, and that I am the proper officer to execute this certificate.

I further certify upon said records that **SCHOOL MODEL SUPPORT LLC**, a Limited Liability Company organized under the laws of the State of Idaho did, on July 14, 2016 qualify pursuant to the provisions of the Nevada Revised Statutes and is currently registered to transact business in this State as a Limited Liability Company.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the Great Seal of State, at my office on July 14, 2016.

Barbara K. Cegavske

BARBARA K. CEGAVSKE
Secretary of State

Certified By: Stephen Loff
Certificate Number: C20160714-1602
You may verify this certificate online at **http://www.nvsos.gov/**

Attachment 14: Not Applicable

Attachment 15: Operational Execution Plan

(a) Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

Athlos Academy of Reno will not provide transportation for students, as the financial workbook indicates. This likely will not be a barrier to enrollment or attendance, given the conditions of schools and housing growth in South Reno means. Issues of overcrowding in South Reno have motivated parents to find other schools for their children, inside and outside the Washoe County School District, which requires those parents to find their own transportation options. Given the systemic overcrowding in WCSD, we anticipate this to be the case for Athlos Academy of Reno, as well.

Athlos Academy of Reno would like to provide student transportation and understands the potential negative implications of not offering this service. We hope to receive grant funding or complete fundraising that will allow us to offer student transportation in subsequent years.

(b) Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

As outlined in the budget, Athlos Academy of Reno will be providing breakfast and lunch to its students. Federal funding for breakfast and lunch will be partially funded by Federal Breakfast Program and Federal Lunch Program. Those programs are anticipated to cover $169,275 of the total $204,631 cost, as budgeted.

Prior to opening, Athlos Academy of Reno will determine whether to operate its food service program or contract to another provider. Our goal is to provide the most cost-effective and nutritious option for food service. If needed, the school will partner with Athlos Academies, which has assisted other charter schools in selecting a food service provider.

The daily schedule at Athlos Academy of Reno includes time for lunch and the facility plan includes a lunch room for students.

(c) Facilities maintenance (including janitorial and landscape maintenance)

Custodial services are listed in the budget, at a cost of $39,600 per year. Facilities maintenance is budgeted at a cost of approximately $45,000 per year. This amount is included in the $75,000 budget for general office supplies.

Prior to opening, Athlos Academy of Reno will determine the most cost-effective hiring solution for facilities maintenance, including hiring employees to maintain the facility or contracting with a cleaning and management company.

(d) School health and nursing services

Athlos Academy of Reno's budget does not include nursing services in its initial years of operations. Instead, the school will train staff in first aid and other necessary health services. Additionally, Athlos Academy of Reno will look to partner with health care organizations that could offer clinics or other health services at the school. Hiring nursing staff is one of the highest priorities not included in the budget, and unanticipated revenues or fundraising could lead to adding part-time or full-time health staff.

(e) Purchasing processes

Athlos Academy of Reno will follow state purchasing and procurement laws. The procurement process will also be developed from existing Athlos Academies policies, listed below.

VII. PURPOSE

The purpose of this regulation is to establish the principles and responsibilities to be used in making purchases on behalf of Athlos Academy of Reno for goods and services.

VIII. POLICY

A. Purchasing Principles

1. The School Leader or designee may establish purchasing principles which shall be published. The principles shall be adopted based on the following values:

    a. All school purchases shall seek the highest quality of goods or services available.
    b. Purchases shall consider the level of customer service provided by the vendor, or the experience of the service provider.
    c. All school purchases of goods shall consider the provision and quality of warranties.
    d. All school purchases of goods shall consider the availability of rebate programs from the vendor.
    e. All school purchases of goods or services shall consider the overall cost savings offered by a vendor. Placing a vendor on an authorized list does not guarantee that all items offered by the vendor are the lowest price, but that based on the school's total spend with such a vendor, the chosen vendor has the best possibility of saving money for the district.
    f. All purchases of goods and services shall consider the advantage of improving the school's ability to do business with diverse vendors or providers, and the ability to engage the local community in doing business with Athlos Academy of Reno. Diversity of subcontractors and suppliers shall be considered under this value as well.
    g. All purchasing decisions shall consider the sustainability of the purchasing choice.

h. All purchasing decisions shall determine whether a partnership program is available through the vendor or supplier.

2. All purchasing procedures shall conform to and abide by the city ordinances, state statutes, legal counsel of the school, and school affirmative action policies.

3. Purchases that do not adhere to the school purchasing principles or made in contravention to school purchasing policies:

    a. May not be approved;
    b. May not be paid for by school funds; or
    c. The school may seek reimbursement from the employee who made the purchase.

B. Purchasing Procedures

1. Athlos Academy of Reno shall establish and publish standard purchasing procedures.

2. The School Leader has authorized that some purchases may be allowed by using a school authorized purchase card program. School policy shall establish the rules for approved purchases for this program, and provide training to persons authorized to participate in the program.

3. Persons authorized to purchase goods and services shall use the school's established authorized vendors, if established, unless otherwise agreed to with the School Leader. Purchasers shall contact the School Leader prior to making purchases or entering requisitions to request a variance from the authorized vendor program if the purchaser wants to use another vendor.

C. Responsibility

1. All Athlos Academy of Reno employees charged with making purchases of goods and services on behalf of the school shall follow school procedures and all applicable law and school policies for such purchases. Willful failure to do so may result in disciplinary action up to and including termination of employment.

2. The School Leader or designee shall provide necessary training on purchasing procedures, programs and district purchasing policies and regulations to employees.

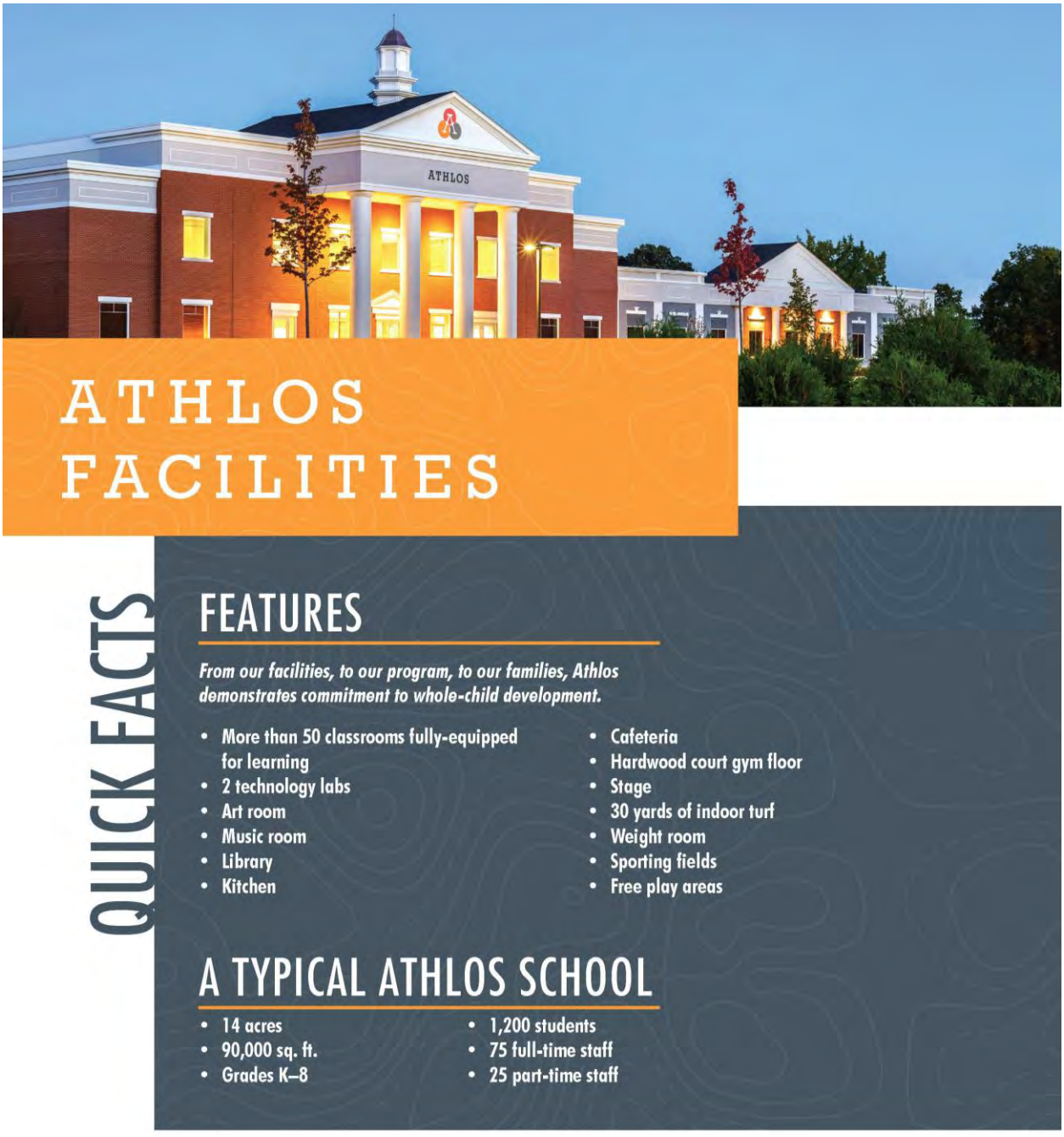
3. All Athlos Academy employees charged with using the purchasing programs of the school shall participate in the minimum required training prior to being granted access to the purchasing programs

(f) Safety and security (include any plans for onsite security personnel)

Athlos Academy of Reno is not budgeting for any on-site security personnel. However, the school facility will be designed and operated in ways that enhance safety and security, including door controls, limited access points, and using check-in systems.

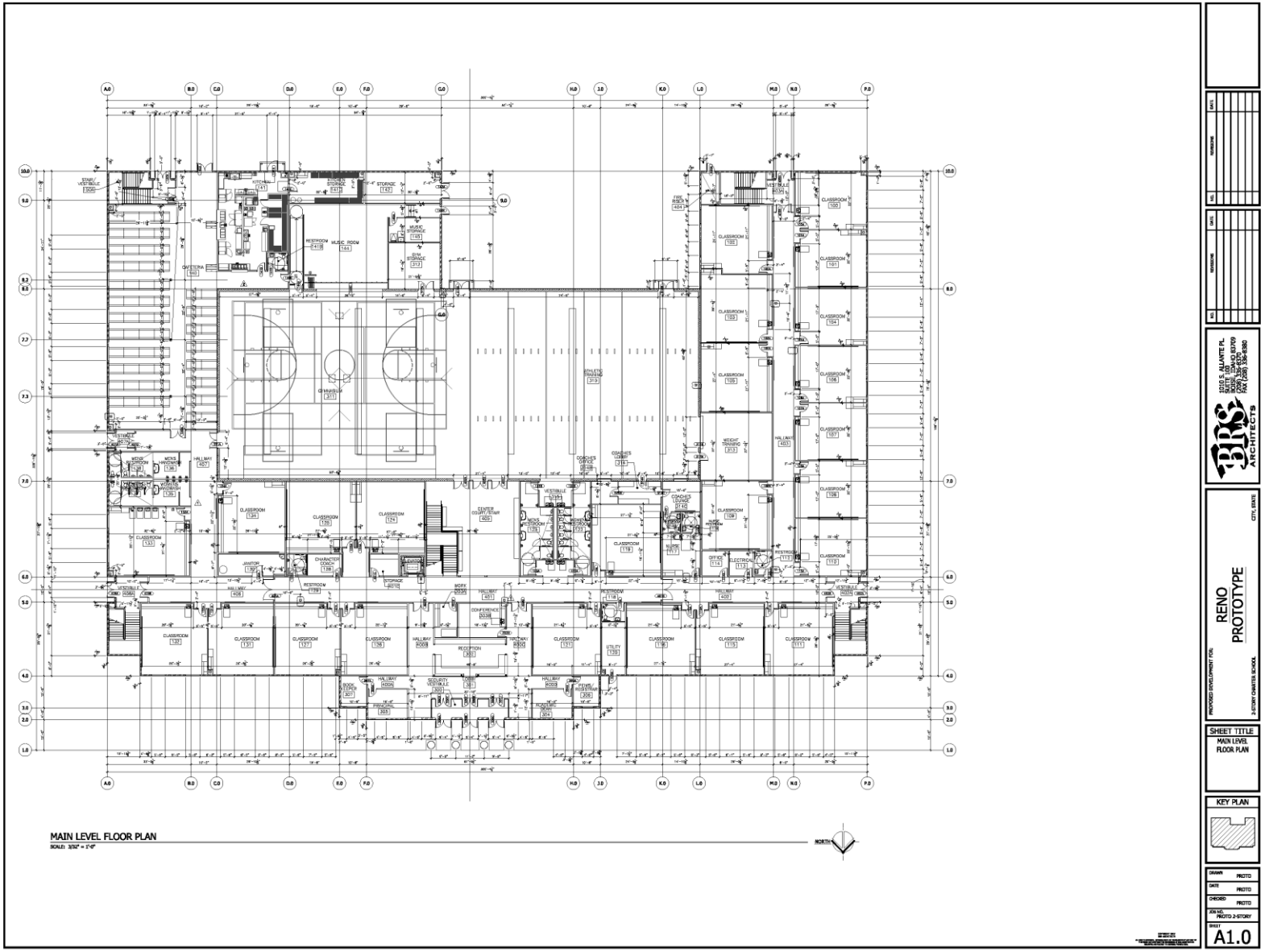
Attachment 16: Facility Commitment

Athlos Academy of Reno has not yet secured a facility or location, but the following is a description of a typical Athlos facility.



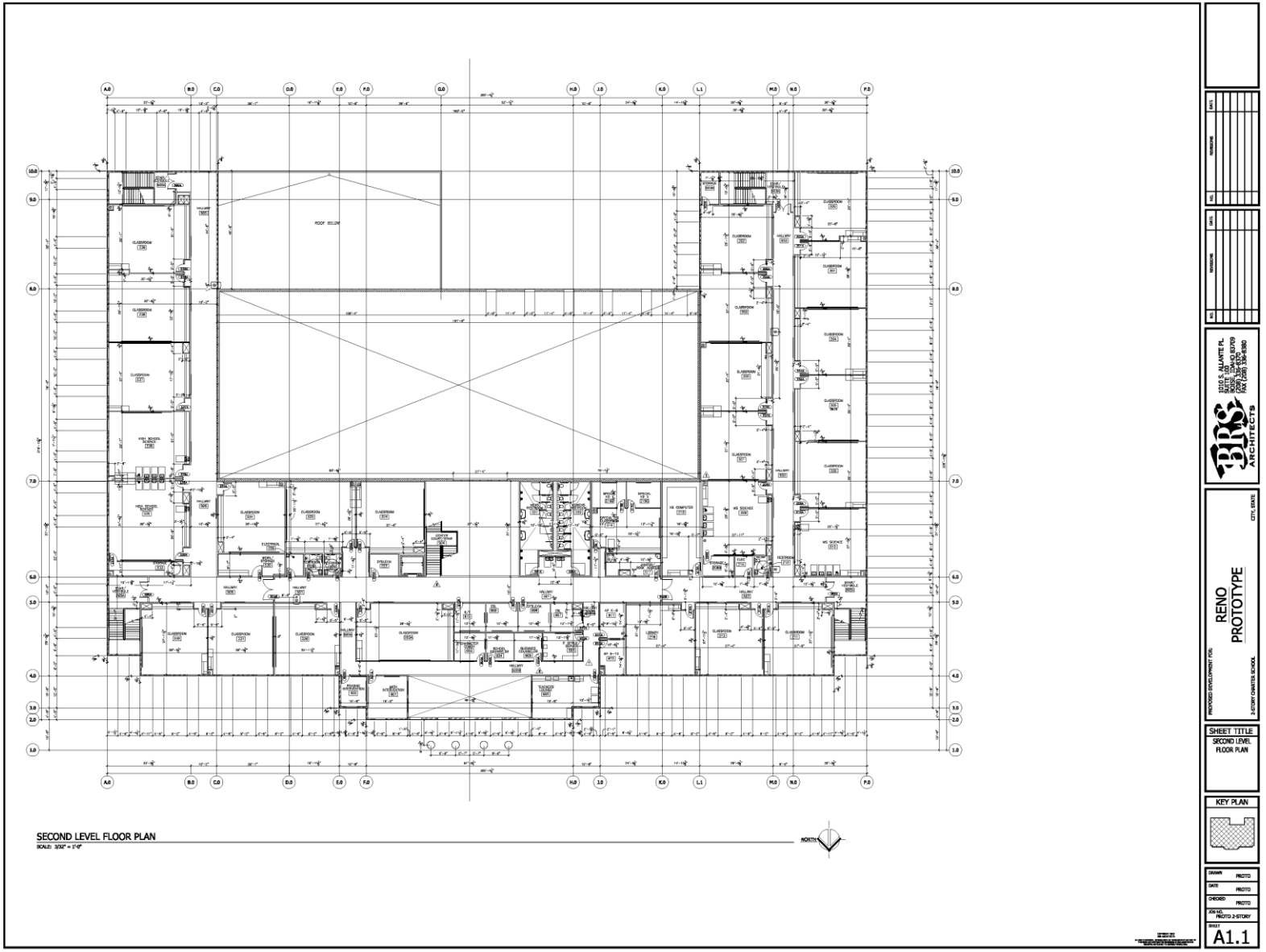
On the following two pages are prototype floorplans for a two-story facility at Athlos Academy of Reno. Athlos Academies has not yet built a two-story facility, but would adjust its design to fit the South Reno community.

First Floor



Attachments 16-284

Second Floor



Attachment 17: Insurance Coverage

Athlos Academy of Reno will secure insurance policies that meet or exceed Nevada state recommendations of:

- General liability insurance with a minimum coverage of $1,000,000 including coverage for molestation and sexual abuseUmbrella liability insurance with a minimum coverage of $3,000,000.
- Educators' legal liability insurance with a minimum coverage of $1,000,000.
- Employment practices liability insurance with a minimum coverage of $1,000,000.
- Employment benefits liability insurance with a minimum coverage of $1,000,000.
- Insurance covering errors and omissions of the sponsor and governing body of the charter school with a minimum coverage of $1,000,000.
- Motor vehicle liability insurance with a minimum coverage of $1,000,000.
- Liability insurance for sports and athletic participation with a minimum coverage of $1,000,000.

The following entities or groups will be covered under this insurance policy:

- The sponsor of the charter school;
- All employees of the charter school, including, without limitation, former, present and future employees;
- Volunteers at the charter school; and
- Directors of the charter school, including, without limitation, executive directors.

Attachment 18: Budget Narrative

In addition to the topics requested in the application, there are also "Comments on the Financial Plan Workbook" included in this attachment.

Budget Narrative

(a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

Per Pupil Revenue is a conservative $6,855. The revenue is composed of state and federal revenues as outlined and calculated via the charter workbook. The school anticipates fundraising revenues of approximately $30 per a student for each of the first six years noted in the charter. Using conservative estiamtes will ensure that Athlos Academy of Reno has an adequate amount of resources to provide an excellent education.

(b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.

Athlos Academy of Reno anticipates receiving a line of credit from Athos Academies (EMO) as part of its year zero operations. The line of credit will go toward supporting the year zero operations and ensuring the school can open and be successful beginning day one. Year zero operations include an allocation for general operating expenses, including staff development and marketing efforts associated with staff and student recruitment, special education services, general office supplies, and technology needs, as well as lease space and contracted services associated with annual audit and legal services.

(c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.

Athlos Academy of Reno's budget is both conservative and complete to ensure the school can operate effectively. The school has allocated an appropriate amount of staff to ensure that the school not only provides excellence in instruction but also provides student services that will ensure student success. Additionally, the school has allocated staff necessary to ensure the unique needs of the Athlos model are met.

Staff salaries are based on expectations of salaries offered within the Washoe County School District. The school will allocate no less than $600 per employee per month for medical benefits. In addition, the school will offer life insurance and unemployment insurance benefits. The school will participate in the Nevada state retirement system and has allocated budget associated with the costs of providing that benefit to our employees.

The school will be staffed with ~~an executive director~~ *school leader* and assistant *school leader* ~~administrator~~, along with two instructional ~~guides~~ *coaches* and one guidance counselor year one,

growing to two in year two. The school will have office staff, including an office manager, registrar, two front-line employees, and a kitchen manager. Additionally, Athlos Academy of Reno will have a staff member responsible for external relations, who will work with the local districts, volunteers, and stakeholders to integrate the school into the Reno community.

The school will be staffed with an adequate amount of faculty to ensure that the school meets student-to-teacher ratios as outlined and required in Nevada. Additionally, the school will have a special education director, along with two teachers in year one, with a third coming on in year three. The school feels their instructional staff will ensure the school and its students obtain educational excellence while providing services to meet the needs of all the students it serves.

The school will also staff to meet the specific needs of the Athlos model. To that end, Athlos Academy of Reno will also have sports performance coaches who will implement the Healthy Body pillar of the Athos model.

In addition to the school's staffing needs, Athlos Academy of Reno will spend approximately $3.8 million in general operating costs, facilities, and technology and equipment. Much of the general operating costs are calculated based on Athlos Academies' (EMO) past experience working with charter schools in other states. Curriculum and professional development costs, special education contracted services, office supplies, and food services are all based on past experience operating charter schools of similar size and enrollment throughout the country.

The lease rate associated with this school is based on educated estimates of a lease associated with the construction of an Athlos Academy school. The lease is designed as a triple net lease, so the school will be responsible for costs associated with utilities and building maintenance, all of which have been outlined conservatively within the school's charter application. Additionally, the school has budgeted to provide new end-user devices for students, staff, and faculty. The costs associated with this technology is based on estimates of costs incurred for other Athos Academies (EMO) schools of similar size and enrollment. In addition to end-user technology, the school has also budgeted for internet and phone service, other computer hardware needs, and as needed IT contractors for assistance with the management and maintenance of the school's end-user technology, infrastructure, and network.

(d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.

See below.

(e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.

The contingency budget at Athlos Academy of Reno protects key aspects of the mission and educational program, though at sometimes lower levels consistent with the financial realities presented by low enrollment numbers. The contingency plan makes the following changes under the assumption that enrollment comes in at less than anticipated:

- Local and state revenue fall in line with actual enrollment.

- Purchased professional and technical services fees associated with services provided by Athlos Academies (EMO) adjust with enrollment. This allows the school to continue to meet its compliance and administrative requirements.
- The number of teachers is reduced to align with adjusted enrollment. Sections per grade are capped so that employment costs track with the number of students. During the enrollment period, new sections will be added only when the move can be financially justified.
- The number of paraprofessionals will be reduced, as will hours for hired paraprofessionals.
- Janitorial hours will decrease or will be contracted out.
- The employer contribution to health insurance premiums will be reduced to reflect the reduction in state funding received. Additionally, the school may look to hire more part-time personnel rather than full-time, thus reducing the school's employer contribution costs.
- More professional development will be the responsibility of the EMO and/or shall be conducted remotely, saving on travel costs, while allowing for training in research-based methodology.
- Food services expenses will be reduced in line with enrollment.
- Occupancy expenses stay largely the same. Adjustments can be made for occupancy costs that adjust with enrollment, such as supplies, water and utilities. However, fixed costs, such as property taxes and lease payments, cannot change.
- Supplies budgets will be reduced commensurate with enrollment, which is felt particularly in the first operational year, since many dollars were already spent in the planning year. With fewer students, the school will need to purchase less to complement what it already purchased with projected grant funds and the line of credit the school will receive.

These plans still protect the school's innovative program and the ability to provide services that ensure the students receive an excellent education. Adjustments will be made commensurate with enrollment and the goal that student excellence is maintained as financing adjustments are made.

(f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

There are no major outside philanthropic revenue projections, so such a cash flow contingency has not been considered.

Comments on the Financial Plan Workbook

School Inputs Tab

- **Private Fundraising:** This assumes a $100,000 line of credit provided by Athlos Academies (EMO). This is as much driven by the school's need for a line of credit as much as the template's format. There is no space to put a line of credit , so it is listed under private fundraising. It will not be a donation, but instead need to be paid back. However, there is not an option in the workbook to pay back the line of credit , which makes it look more like a donation than usage of an LOC.
- **Insurance:** The workbook also includes legal costs and insurance costs in year zero, in order to have them in later years. The costs are the same in year zero as later years of

operation, which inflates year zero insurance needs; the school would only need directors and officers and some liability insurance in year zero.

- **Medical Insurance – Single Coverage, Family Coverage, Unemployment Insurance, and even Life Insurance:** These numbers are much higher than will actually be provided per an employee, because the workbook template has a limited number of places where you can put in positions. Since Athlos Academy of Reno will be a larger school, this template does not work for it. There is not enough space to add all of our employees (see faculty hiring comments below). These items specifically key off of FTE inputs, which are not accurately represented in the workbook because of its design. Athlos Academies' *(EMO)* director of finance spoke with an official with the Nevada State Public Charter School Authority, who said they did not want to add lines or allow us to make adjustments. Athlos Academy of Reno plans on spending approximately $550 per qualifying FTE for insurance, not what is presented. Due to the lower FTE in the template, the amount of insurance per FTE was increased to calculate gross expenses correctly.
- **Employee Hiring:** Calculating expenses correctly in the workbook required some adjustments that make some FTE calculations look inaccurate. Because of the number of staffing levels, many similar positions were combined into a single line. For example, under office staff, there is an amount of $286,500 for office staff. This will pays for approximately five office staff members. Unfortunately, there are not enough lines in the workbook for five office staff members. Special education staffing has the same issue. Athlos Academy of Reno is planning to have ~~two~~ *three* special education teachers in ~~2017~~ *2018*, then add a ~~third~~ *fourth* in ~~2019~~ *2020*. As with office staff, this would cause FTE issues and the calculation of the benefits discussed earlier. For the faculty positions, the number of faculty is listed by grade level for K-5. For grades 6-8, faculty positions are listed by subject matter, as is required. ~~Sports~~ *Athletic* performance coaches are listed as general under the title of grade level teacher, as there is no space in the workbook for our sports performance coaches.
- **General Operating Expenses:** Textbook costs were problematic to calculate in the workbook, which assumes that textbooks are purchased once, then depreciated over a certain number of years. Athlos Academies' (EMO) template assumes that there will be a fixed amount budgeted yearly for textbooks and curriculum after an initial large purchase, allowing the school to use that money to enhance programs after year one. However, the provided template does not allow for such spending on textbooks. When inputting textbooks into the budget, it is required to select the number of years those textbooks will be used for, with one year not being an option. The Nevada State Public Charter School Authority instructed Athlos Academies' *(EMO)* director of finance to allocate additional dollars annually to library books. This is an annual budget line item. Athlos Academy of Reno won't actually spend $60 per student, or $73,000 per year, on library books. That amount is money allocated for ongoing textbook needs on an annual basis.
  Supplies for students includes classroom curriculum and instructional supplies allocated for students. Unfortunately, due to the FTE issues (noted in the previous bullet point), it isn't possible to correctly allocate faculty curriculum by classroom. There are also several notes next to *Parent and Staff meetings and Saturday school* built into the template that cannot be removed but have no bearing on Athlos Academy of Reno

- **Contracted Services:** Athlos Academies *(EMO)* often has more contracted services. However, we allocated *legal and audit* here, as specified. The minus, as noted under the LOC issue, is that the workbook automatically allocates legal to year zero at the annual amount the school will need when open, which is likely higher than will be required. This issue necessitates the need for the LOC.
  There are also many dollar amounts associated with youth sports. These amounts are locked in the "no" option for whether Athlos Academy of Reno will offer them. Currently, there are no plans for such youth sports teams. Fortunately, these amounts don't roll into the budget.

Technology and Equipment Inputs

- **General Liability Insurance:** To have liability insurance in the budget across the six year period, a school must also choose to have it in year zero as well. Athlos Academy of Reno isn't expecting to spend $22,500 in the planning year for insurance, but the template does not allow for variation in allocating such insurance.
- **New Laptops – Faculty:** The amount for a faculty laptop is close to $800 or $900. However, because of our FTE issues we need to adjust this per-FTE amount higher to encapsulate all of the costs we will have year one. Additionally, much like textbooks, we have to assign a useful life to this product. To offset the useful lives and the cost allocation issues, we allocated another dollar amount to Computer Hardware, that will be an ongoing cost and will allow us to replace technology inventory on an as-needed basis.

Budget summary

- The surplus for the school varies somewhat year-to-year, making the school's finances look less consistent across the six-year time period. That is wholly because of the template: it allocates costs in a manner that causes financial statement fluctuations. Athlos Academy of Reno assumes more of a consistent $100,000 to $150,000 increase in the fund balance, beginning in year three.

Cash Flow

- The cash flow also contains some formula errors. For example, cell B48 should be added to B46 to equal the amount in B50. Unfortunately, the mathematical formula does not work, and the cell is locked and cannot be fixed. Also, numerous cells have "##" signs, rather than actual number. This is due to the cell not being wide enough to display the numbers. Unfortunately, these cell widths are also locked. However, the net change in cash does match the income statement.

Attachment 19: Financial Workbook

See Excel document

Attachment 20: Not Applicable

Attachment 21: EMO Historical Financial Documents

As discussed with SPCSA, this section will be discussed at a meeting with Athlos Academies (EMO) staff, at least one Athlos Academy of Reno board member, and SPCSA staff.

Attachment 22: EMO School Audits

See attached PDF.

Attachment 23: EMO Data Request template

See attached Excel document.

Supporting Documents

The following materials are referenced in the revised Athlos Academy of Reno charter application

Washoe County School District CRT Assessment Results

ELL

Group Summary Report

CRT (New NV Standards), Year 2015-2016, Grades 3-8

					Mathematics								Reading							
Group	Year	Grade	Number Enrolled	Number Tested	Mean Scale Score	% Proficient	% Above Target	% Emergent/ Developing	% Approaches Standard	% Meets Standard	% Exceeds Standard	Number Tested	Mean Scale Score	% Proficient	% Above Target	% Emergent/ Developing	% Approaches Standard	% Meets Standard	% Exceeds Standard
State	2015-2016	3	37925	37400	2423.3	44.9	TBD	28	27.1	29	15.9	37439	2420.3	46	TBD	27.7	26.2	24	22
ELL	2015-2016	3	9946	9887	2395.1	27.9	TBD	39.4	32.7	22.2	5.8	9891	2385	25.6	TBD	40	34.3	19	6.6
Not ELL	2015-2016	3	27979	27513	2433.4	51	TBD	23.9	25.1	31.4	19.6	27548	2432.9	53.3	TBD	23.3	23.3	25.8	27.5
WCSD	2015-2016	3	5447	5242	2431.4	48.9	TBD	24.2	27	30.2	18.7	5249	2423.5	47.3	TBD	26.8	25.9	23.5	23.8
ELL	2015-2016	3	1432	1396	2395.4	27.9	TBD	38.5	33.6	21.7	6.2	1397	2380.3	22.5	TBD	42.8	34.7	17.2	5.3
Not ELL	2015-2016	3	4015	3846	2444.5	56.5	TBD	19	24.5	33.3	23.2	3852	2439.1	56.3	TBD	21	22.7	25.8	30.5
State	2015-2016	4	36547	36012	2459.8	38	TBD	26.3	35.7	24.7	13.3	36070	2462.8	47.1	TBD	29.9	23	24.8	22.3
ELL	2015-2016	4	8567	8515	2426.2	19.1	TBD	41.2	39.7	15	4.1	8524	2420.6	24.8	TBD	47.6	27.5	18.7	6.1
Not ELL	2015-2016	4	27980	27497	2470.2	43.9	TBD	21.7	34.5	27.7	16.2	27546	2475.9	54	TBD	24.5	21.6	26.6	27.3
WCSD	2015-2016	4	5268	5068	2469.8	42.7	TBD	21.5	35.8	27.2	15.5	5073	2464.5	47.2	TBD	28.1	24.8	24.8	22.3
ELL	2015-2016	4	1253	1218	2426.3	16.6	TBD	40.1	43.3	13	3.6	1219	2411.3	18.5	TBD	51.8	29.8	15.3	3.1
Not ELL	2015-2016	4	4015	3850	2483.6	51	TBD	15.6	33.4	31.7	19.3	3854	2481.3	56.2	TBD	20.6	23.2	27.8	28.4
State	2015-2016	5	35855	35229	2485.6	32.2	TBD	36.7	31.1	17.6	14.6	35263	2500.1	50.6	TBD	25.9	23.5	32.7	17.9
ELL	2015-2016	5	5733	5671	2428.5	8.1	TBD	66.8	25.1	6.3	1.8	5675	2434.2	14.6	TBD	55.8	29.6	13.1	1.5
Not ELL	2015-2016	5	30122	29558	2496.5	36.9	TBD	30.9	32.3	19.8	17	29588	2512.7	57.6	TBD	20.2	22.3	36.5	21

WCSD	2015-2016	5	5101	4907	2499.5	38.2	TBD	31.2	30.6	18.8	19.4	4909	2504.8	53.1	TBD	23.3	23.6	35.3	17.8
ELL	2015-2016	5	779	738	2425.7	6	TBD	71.1	22.9	4.5	1.5	738	2427.8	9.6	TBD	61.5	28.9	8.9	0.7
Not ELL	2015-2016	5	4322	4169	2512.6	43.9	TBD	24.1	32	21.3	22.6	4171	2518.4	60.8	TBD	16.5	22.7	40	20.8
State	2015-2016	6	35000	34387	2498.4	30.3	TBD	36.8	32.9	18.8	11.5	34435	2508.7	41.9	TBD	27.7	30.4	32.5	9.4
ELL	2015-2016	6	4746	4672	2420.4	4.8	TBD	73.2	22	4	0.8	4681	2433.1	6.1	TBD	65.2	28.7	5.7	0.4
Not ELL	2015-2016	6	30254	29715	2510.7	34.3	TBD	31	34.6	21.1	13.2	29754	2520.6	47.6	TBD	21.8	30.6	36.7	10.9
WCSD	2015-2016	6	4892	4730	2526.9	41.8	TBD	26.1	32.1	23.9	17.9	4742	2526.8	50.2	TBD	19.3	30.6	38.2	12
ELL	2015-2016	6	566	544	2430.9	4.4	TBD	69.7	25.9	3.5	0.9	545	2436.9	3.9	TBD	61.1	35	3.9	0
Not ELL	2015-2016	6	4326	4186	2539.4	46.7	TBD	20.5	32.8	26.6	20.1	4197	2538.5	56.2	TBD	13.8	30	42.6	13.5
State	2015-2016	7	35316	34189	2509.4	29.3	TBD	39.8	30.9	18.2	11.1	34665	2540.8	46.9	TBD	24.8	28.3	35	11.8
ELL	2015-2016	7	4765	4702	2432	5.3	TBD	75.4	19.3	4.3	1	4711	2457.2	7.6	TBD	61.9	30.5	7.1	0.6
Not ELL	2015-2016	7	30551	29487	2521.8	33.1	TBD	34.2	32.7	20.5	12.7	29954	2553.9	53.1	TBD	19	28	39.5	13.6
WCSD	2015-2016	7	4983	4754	2535.4	38.4	TBD	28.7	32.8	22.2	16.3	4807	2554.9	53.2	TBD	18.1	28.8	40.2	13
ELL	2015-2016	7	596	567	2441.2	5.5	TBD	71.6	22.9	4.6	0.9	567	2461.3	6.9	TBD	61	32.1	6.7	0.2
Not ELL	2015-2016	7	4387	4187	2548.2	42.9	TBD	22.9	34.2	24.6	18.3	4240	2567.5	59.4	TBD	12.3	28.3	44.6	14.7
State	2015-2016	8	35973	28403	2497.3	17.6	TBD	54	28.3	12.7	4.9	34703	2552.2	47	TBD	26.1	26.9	35.9	11.2
ELL	2015-2016	8	4881	4679	2440.7	3.9	TBD	81.6	14.5	3.1	0.8	4747	2464	7.6	TBD	64.5	27.8	7.4	0.2
Not ELL	2015-2016	8	31092	23724	2508.4	20.4	TBD	48.6	31	14.6	5.7	29956	2566.2	53.3	TBD	20	26.7	40.4	12.9
WCSD	2015-2016	8	4983	3558	2510.4	21.1	TBD	48.4	30.5	15.3	5.8	4806	2568.7	53.8	TBD	18.9	27.2	41.1	12.7
ELL	2015-2016	8	726	685	2449.8	4.8	TBD	79.4	15.8	3.2	1.6	693	2478.5	8.5	TBD	56.6	34.9	8.2	0.3
Not ELL	2015-2016	8	4257	2873	2524.8	25	TBD	41	34	18.2	6.8	4113	2583.9	61.5	TBD	12.6	25.9	46.7	14.8

Averages:

ELL	13.01666667
Not ELL	55.775
State	46.58333333
WCSD	50.8

IEP

Group Summary Report

CRT (New NV Standards), Year 2015-2016, Grades 3-8

					Mathematics								Reading							
Group	Year	Grade	Number Enrolled	Number Tested	Mean Scale Score	% Proficient	% Above Target	% Emergent/ Developing	% Approaches Standard	% Meets Standard	% Exceeds Standard	Number Tested	Mean Scale Score	% Proficient	% Above Target	% Emergent/ Developing	% Approaches Standard	% Meets Standard	% Exceeds Standard
State	2015-2016	3	37925	37400	2423.3	44.9	TBD	28	27.1	29	15.9	37439	2420.3	46	TBD	27.7	26.2	24	22
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ELL	2015-2016	3	1432	1396	2395.4	27.9	TBD	38.5	33.6	21.7	6.2	1397	2380.3	22.5	TBD	42.8	34.7	17.2	5.3
Not ELL	2015-2016	3	4015	3846	2444.5	56.5	TBD	19	24.5	33.3	23.2	3852	2439.1	56.3	TBD	21	22.7	25.8	30.5
State	2015-2016	4	36547	36012	2459.8	38	TBD	26.3	35.7	24.7	13.3	36070	2462.8	47.1	TBD	29.9	23	24.8	22.3
ELL	2015-2016	4	8567	8515	2426.2	19.1	TBD	41.2	39.7	15	4.1	8524	2420.6	24.8	TBD	47.6	27.5	18.7	6.1
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WCSD	2015-2016	4	5268	5068	2469.8	42.7	TBD	21.5	35.8	27.2	15.5	5073	2464.5	47.2	TBD	28.1	24.8	24.8	22.3
ELL	2015-2016	4	1253	1218	2426.3	16.6	TBD	40.1	43.3	13	3.6	1219	2411.3	18.5	TBD	51.8	29.8	15.3	3.1
Not ELL	2015-2016	4	4015	3850	2483.6	51	TBD	15.6	33.4	31.7	19.3	3854	2481.3	56.2	TBD	20.6	23.2	27.8	28.4
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ELL	2015-2016	5	5733	5671	2428.5	8.1	TBD	66.8	25.1	6.3	1.8	5675	2434.2	14.6	TBD	55.8	29.6	13.1	1.5
Not ELL	2015-2016	5	30122	29558	2496.5	36.9	TBD	30.9	32.3	19.8	17	29588	2512.7	57.6	TBD	20.2	22.3	36.5	21
WCSD	2015-2016	5	5101	4907	2499.5	38.2	TBD	31.2	30.6	18.8	19.4	4909	2504.8	53.1	TBD	23.3	23.6	35.3	17.8
ELL	2015-2016	5	779	738	2425.7	6	TBD	71.1	22.9	4.5	1.5	738	2427.8	9.6	TBD	61.5	28.9	8.9	0.7
Not ELL	2015-2016	5	4322	4169	2512.6	43.9	TBD	24.1	32	21.3	22.6	4171	2518.4	60.8	TBD	16.5	22.7	40	20.8
State	2015-2016	6	35000	34387	2498.4	30.3	TBD	36.8	32.9	18.8	11.5	34435	2508.7	41.9	TBD	27.7	30.4	32.5	9.4
ELL	2015-2016	6	4746	4672	2420.4	4.8	TBD	73.2	22	4	0.8	4681	2433.1	6.1	TBD	65.2	28.7	5.7	0.4

Not ELL	2015-2016	6	30254	29715	2510.7	34.3	TBD	31	34.6	21.1	13.2	29754	2520.6	47.6	TBD	21.8	30.6	36.7	10.9
WCSD	2015-2016	6	4892	4730	2526.9	41.8	TBD	26.1	32.1	23.9	17.9	4742	2526.8	50.2	TBD	19.3	30.6	38.2	12
ELL	2015-2016	6	566	544	2430.9	4.4	TBD	69.7	25.9	3.5	0.9	545	2436.9	3.9	TBD	61.1	35	3.9	0
Not ELL	2015-2016	6	4326	4186	2539.4	46.7	TBD	20.5	32.8	26.6	20.1	4197	2538.5	56.2	TBD	13.8	30	42.6	13.5
State	2015-2016	7	35316	34189	2509.4	29.3	TBD	39.8	30.9	18.2	11.1	34665	2540.8	46.9	TBD	24.8	28.3	35	11.8
ELL	2015-2016	7	4765	4702	2432	5.3	TBD	75.4	19.3	4.3	1	4711	2457.2	7.6	TBD	61.9	30.5	7.1	0.6
Not ELL	2015-2016	7	30551	29487	2521.8	33.1	TBD	34.2	32.7	20.5	12.7	29954	2553.9	53.1	TBD	19	28	39.5	13.6
WCSD	2015-2016	7	4983	4754	2535.4	38.4	TBD	28.7	32.8	22.2	16.3	4807	2554.9	53.2	TBD	18.1	28.8	40.2	13
ELL	2015-2016	7	596	567	2441.2	5.5	TBD	71.6	22.9	4.6	0.9	567	2461.3	6.9	TBD	61	32.1	6.7	0.2
Not ELL	2015-2016	7	4387	4187	2548.2	42.9	TBD	22.9	34.2	24.6	18.3	4240	2567.5	59.4	TBD	12.3	28.3	44.6	14.7
State	2015-2016	8	35973	28403	2497.3	17.6	TBD	54	28.3	12.7	4.9	34703	2552.2	47	TBD	26.1	26.9	35.9	11.2
ELL	2015-2016	8	4881	4679	2440.7	3.9	TBD	81.6	14.5	3.1	0.8	4747	2464	7.6	TBD	64.5	27.8	7.4	0.2
Not ELL	2015-2016	8	31092	23724	2508.4	20.4	TBD	48.6	31	14.6	5.7	29956	2566.2	53.3	TBD	20	26.7	40.4	12.9
WCSD	2015-2016	8	4983	3558	2510.4	21.1	TBD	48.4	30.5	15.3	5.8	4806	2568.7	53.8	TBD	18.9	27.2	41.1	12.7
ELL	2015-2016	8	726	685	2449.8	4.8	TBD	79.4	15.8	3.2	1.6	693	2478.5	8.5	TBD	56.6	34.9	8.2	0.3
Not ELL	2015-2016	8	4257	2873	2524.8	25	TBD	41	34	18.2	6.8	4113	2583.9	61.5	TBD	12.6	25.9	46.7	14.8

Averages:

IEP:	13.89166667
Not IEP	53.13333333
State	46.58333333
WCSD	50.8

Ethnicity

CRT (New NV Standards), Year 2015-2016, Grades 3-8

		Mathematics										Reading						
Group	Grade	Number Enrolled	Number Tested	Mean Scale Score	% Proficient	% Above Target	% Emergent/ Developing	% Approaches Standard	% Meets Standard	% Exceeds Standard	Number Tested	Mean Scale Score	% Proficient	% Above Target	% Emergent/ Developing	% Approaches Standard	% Meets Standard	% Exceeds Standard
State	3	37925	37400	2423.3	44.9	TBD	28	27.1	29	15.9	37439	2420.3	46	TBD	27.7	26.2	24	22
Am In/AK Native	3	338	333	2400.1	28.2	TBD	36.6	35.1	19.8	8.4	335	2389.6	29.6	TBD	41.2	29.3	20.9	8.7
Black	3	4015	3930	2384.2	25.9	TBD	46.9	27.3	20.2	5.6	3938	2383.6	28.5	TBD	44	27.5	18.2	10.3
Hispanic	3	16300	16163	2407.5	35.4	TBD	33.9	30.7	26.1	9.4	16178	2402.5	36.1	TBD	33.4	30.5	22.5	13.5
White	3	12363	12131	2447.5	58.5	TBD	17.8	23.7	33.8	24.7	12143	2446.8	60.2	TBD	18.2	21.6	26.8	33.4
Two or More Races	3	2540	2496	2436.9	53.3	TBD	22.3	24.4	32.8	20.5	2497	2436.8	54.9	TBD	22.2	22.9	25.2	29.7
Asian	3	1816	1802	2472.3	71.1	TBD	9.8	19.1	37	34.2	1803	2463.7	69	TBD	11.6	19.4	29.3	39.7
Pacific Islander	3	553	545	2425.7	45.7	TBD	26.1	28.3	33	12.7	545	2421	45.1	TBD	23.9	31	25.7	19.4
WCSD	3	5447	5242	2431.4	48.9	TBD	24.2	27	30.2	18.7	5249	2423.5	47.3	TBD	26.8	25.9	23.5	23.8
Am In/AK Native	3	86	85	2397.3	24.7	TBD	34.1	41.2	20	4.7	85	2378.2	15.3	TBD	40	44.7	10.6	4.7
Black	3	122	108	2397.4	31.5	TBD	38.9	29.6	25	6.5	108	2386.6	26.9	TBD	43.5	29.6	16.7	10.2
Hispanic	3	2197	2134	2407.8	35.9	TBD	33.4	30.7	26.4	9.5	2137	2397.2	32.5	TBD	35.8	31.7	20.8	11.7
White	3	2418	2312	2451.2	60.5	TBD	16.6	22.9	33.8	26.6	2316	2447.5	61.2	TBD	18.4	20.3	27	34.2
Two or More Races	3	337	327	2439.3	51.1	TBD	20.2	28.7	30.9	20.2	327	2432.9	52.3	TBD	25.7	22	20.2	32.1
Asian	3	224	215	2479.7	73.5	TBD	7.4	19.1	36.7	36.7	215	2458	66	TBD	11.2	22.8	28.8	37.2
Pacific Islander	3	63	61	2405	29.5	TBD	29.5	41	23	6.6	61	2387.7	24.6	TBD	42.6	32.8	14.8	9.8
State	4	36547	36012	2459.8	38	TBD	26.3	35.7	24.7	13.3	36070	2462.8	47.1	TBD	29.9	23	24.8	22.3
Am In/AK Native	4	368	359	2424.3	20.3	TBD	44.6	35.1	16.7	3.6	360	2433.4	29.2	TBD	45.8	25	16.7	12.5
Black	4	3867	3766	2417.2	17.9	TBD	46.2	35.9	14.2	3.7	3784	2421.4	28	TBD	48.5	23.5	18	9.9
Hispanic	4	15476	15346	2442.7	27.9	TBD	32.9	39.2	20.3	7.6	15359	2444.4	37.7	TBD	36.5	25.7	23.3	14.4
White	4	12166	11931	2486.5	52.8	TBD	15	32.2	31.9	21	11948	2490.1	60.7	TBD	18.8	20.5	28	32.6

Two or More Races	4	2355	2315	2474.5	45.7	TBD	19.3	35	29.1	16.6	2321	2481.8	56.4	TBD	23	20.6	26.9	29.4
Asian	4	1795	1781	2504.8	61.7	TBD	9.9	28.4	32.2	29.5	1783	2506.1	68.1	TBD	14.4	17.5	27.6	40.5
Pacific Islander	4	520	514	2465.3	38.7	TBD	22	39.3	24.3	14.4	515	2465.3	48.9	TBD	28.9	22.1	26	22.9
WCSD	4	5268	5068	2469.8	42.7	TBD	21.5	35.8	27.2	15.5	5073	2464.5	47.2	TBD	28.1	24.8	24.8	22.3
Am In/AK Native	4	79	77	2426.9	20.8	TBD	42.9	36.4	13	7.8	77	2427.5	28.6	TBD	49.4	22.1	19.5	9.1
Black	4	106	92	2436.8	25	TBD	33.7	41.3	18.5	6.5	92	2434.4	31.5	TBD	40.2	28.3	18.5	13
Hispanic	4	2118	2059	2445.3	27.4	TBD	31.1	41.4	20.3	7.1	2061	2437	32.7	TBD	38.7	28.7	20.9	11.7
White	4	2366	2267	2491.1	56.1	TBD	13	30.9	34.2	21.9	2270	2488.4	59.3	TBD	18.2	22.5	28.7	30.7
Two or More Races	4	282	269	2482.1	48.7	TBD	15.6	35.7	27.9	20.8	269	2477.8	53.9	TBD	24.5	21.6	23.4	30.5
Asian	4	245	233	2504.6	62.2	TBD	8.6	29.2	31.8	30.5	233	2498.8	67.4	TBD	15.5	17.2	30.9	36.5
Pacific Islander	4	72	71	2430.3	19.7	TBD	38	42.3	14.1	5.6	71	2415	26.8	TBD	53.5	19.7	14.1	12.7
State	5	35855	35229	2485.6	32.2	TBD	36.7	31.1	17.6	14.6	35263	2500.1	50.6	TBD	25.9	23.5	32.7	17.9
Am In/AK Native	5	356	341	2458.8	18.5	TBD	50.4	31.1	10.9	7.6	341	2469.8	36.1	TBD	38.1	25.8	27.3	8.8
Black	5	3855	3764	2439.9	13.3	TBD	59	27.7	9	4.3	3773	2463.4	33.1	TBD	41.5	25.4	25.3	7.8
Hispanic	5	15125	14951	2466.6	22.3	TBD	44.9	32.8	14.1	8.2	14964	2481.9	41.2	TBD	31.8	27	30.5	10.7
White	5	11925	11634	2514.6	46.3	TBD	23	30.7	23.7	22.6	11642	2525.7	63.8	TBD	16.3	20	36.9	26.8
Two or More Races	5	2221	2187	2500.8	39.6	TBD	30.4	29.9	19.8	19.9	2191	2517.2	58.6	TBD	20.1	21.4	35	23.6
Asian	5	1865	1851	2536.6	55.6	TBD	16	28.4	22.7	32.9	1850	2546	73.4	TBD	11.6	15.1	37.7	35.6
Pacific Islander	5	508	501	2485.9	33.1	TBD	35.3	31.5	23.2	10	502	2501.1	51.4	TBD	25.9	22.7	32.9	18.5
WCSD	5	5101	4907	2499.5	38.2	TBD	31.2	30.6	18.8	19.4	4909	2504.8	53.1	TBD	23.3	23.6	35.3	17.8
Am In/AK Native	5	102	99	2471.6	22.2	TBD	45.5	32.3	10.1	12.1	99	2479.4	41.4	TBD	31.3	27.3	32.3	9.1
Black	5	129	120	2451.2	20.8	TBD	55	24.2	17.5	3.3	120	2467.7	35	TBD	38.3	26.7	30.8	4.2
Hispanic	5	2009	1943	2471.8	24.1	TBD	43.2	32.7	14.3	9.8	1944	2477.6	38.3	TBD	32.8	28.9	30.3	8
White	5	2288	2202	2523.1	50.2	TBD	19.9	29.9	22.9	27.3	2203	2528.2	65.7	TBD	14.7	19.6	39.8	26
Two or More Races	5	302	286	2515.5	46.9	TBD	27.3	25.9	19.6	27.3	286	2522.8	60.8	TBD	18.9	20.3	36.4	24.5
Asian	5	218	207	2537.6	54.1	TBD	17.4	28.5	22.2	31.9	207	2531.3	68.6	TBD	14	17.4	41.1	27.5
Pacific Islander	5	53	50	2456.2	18	TBD	52	30	14	4	50	2457.4	28	TBD	46	26	20	8
State	6	35000	34387	2498.4	30.3	TBD	36.8	32.9	18.8	11.5	34435	2508.7	41.9	TBD	27.7	30.4	32.5	9.4
Am In/AK Native	6	358	347	2478.5	19	TBD	43.8	37.2	14.1	4.9	345	2487.6	24.9	TBD	35.1	40	22	2.9
Black	6	3650	3543	2441.7	11.5	TBD	62	26.5	8.4	3.1	3542	2467.3	22.4	TBD	47.1	30.4	19	3.4

Hispanic	6	14827	14615	2477.4	20.7	TBD	45	34.4	14.7	6	14643	2490.3	32	TBD	34	34	27.3	4.7
White	6	11618	11391	2530.5	43.7	TBD	22.9	33.3	25.8	17.9	11412	2534.2	55.5	TBD	17.4	27.1	41.3	14.2
Two or More Races	6	2095	2060	2511.2	35	TBD	31	34.1	21.3	13.7	2054	2523	49.1	TBD	22.1	28.8	36.5	12.6
Asian	6	1935	1922	2562.3	55.9	TBD	15.6	28.5	24.9	31	1930	2562.1	69	TBD	10.6	20.4	42.7	26.2
Pacific Islander	6	517	509	2500.1	29.1	TBD	34.4	36.5	19.4	9.6	509	2506.4	38.7	TBD	26.5	34.8	31.2	7.5
WCSD	6	4892	4730	2526.9	41.8	TBD	26.1	32.1	23.9	17.9	4742	2526.8	50.2	TBD	19.3	30.6	38.2	12
Am In/AK Native	6	92	89	2483.1	19.1	TBD	38.2	42.7	15.7	3.4	89	2495.8	27	TBD	27	46.1	24.7	2.2
Black	6	98	90	2485.6	28.9	TBD	42.2	28.9	20	8.9	90	2498.5	33.3	TBD	34.4	32.2	25.6	7.8
Hispanic	6	1936	1886	2498.6	27.7	TBD	36.6	35.6	18	9.8	1888	2502.3	35.7	TBD	26.4	37.9	30.3	5.4
White	6	2211	2132	2550.2	53.6	TBD	17.5	28.9	29.4	24.2	2136	2546.1	61.9	TBD	13.4	24.7	45.1	16.8
Two or More Races	6	285	275	2540.4	46.5	TBD	22.5	30.9	21.1	25.5	275	2542.3	57.5	TBD	16	26.5	37.8	19.6
Asian	6	213	204	2571.4	62.7	TBD	10.8	26.5	31.9	30.9	209	2563.7	71.3	TBD	8.1	20.6	50.7	20.6
Pacific Islander	6	57	54	2499.8	25.9	TBD	29.6	44.4	22.2	3.7	55	2502.1	40	TBD	21.8	38.2	38.2	1.8
State	7	35316	34189	2509.4	29.3	TBD	39.8	30.9	18.2	11.1	34665	2540.8	46.9	TBD	24.8	28.3	35	11.8
Am In/AK Native	7	334	318	2486.6	18.6	TBD	50.6	30.8	12.6	6	317	2518.2	34.4	TBD	31.9	33.8	27.8	6.6
Black	7	3790	3635	2457.6	12.1	TBD	62.6	25.3	8.9	3.2	3660	2496.7	26.8	TBD	42.7	30.5	22.2	4.6
Hispanic	7	14689	14446	2486.8	19.8	TBD	48.8	31.5	13.9	5.9	14525	2520.6	36.7	TBD	31.1	32.2	29.9	6.8
White	7	11865	11376	2542	42.3	TBD	25.9	31.9	25.3	17	11605	2568.9	60.7	TBD	14.8	24.5	43	17.6
Two or More Races	7	2091	2001	2524.5	34.3	TBD	32.3	33.4	20.7	13.6	2037	2557.9	55.9	TBD	18.5	25.6	41.3	14.6
Asian	7	2010	1890	2573.8	55.3	TBD	18.1	26.6	25.7	29.6	1992	2592.8	71.1	TBD	10.5	18.4	43.5	27.7
Pacific Islander	7	537	523	2507.9	24.3	TBD	38.6	37.1	17.4	6.9	529	2535	43.9	TBD	23.1	33.1	37.6	6.2
WCSD	7	4983	4754	2535.4	38.4	TBD	28.7	32.8	22.2	16.3	4807	2554.9	53.2	TBD	18.1	28.8	40.2	13
Am In/AK Native	7	76	73	2509.7	28.8	TBD	37	34.2	19.2	9.6	73	2527.7	38.4	TBD	31.5	30.1	30.1	8.2
Black	7	111	106	2490.3	22.6	TBD	47.2	30.2	17.9	4.7	107	2521.7	35.5	TBD	33.6	30.8	29.9	5.6
Hispanic	7	1987	1929	2505.1	24.2	TBD	40.9	35	16.1	8.1	1933	2530.3	39.9	TBD	25.1	35	33.5	6.4
White	7	2234	2099	2560.2	49.7	TBD	18.7	31.5	27.7	22.1	2137	2576.6	64.7	TBD	11.5	23.8	46.1	18.6
Two or More Races	7	291	275	2555.3	46.2	TBD	18.5	35.3	21.8	24.4	279	2570.9	62.7	TBD	11.8	25.4	47.7	15.1
Asian	7	233	222	2579.1	59.5	TBD	16.7	23.9	27.5	32	228	2575.9	64.9	TBD	12.3	22.8	45.2	19.7
Pacific Islander	7	51	50	2495.9	26	TBD	40	34	18	8	50	2508.1	26	TBD	36	38	18	8
State	8	35973	28403	2497.3	17.6	TBD	54	28.3	12.7	4.9	34703	2552.2	47	TBD	26.1	26.9	35.9	11.2

Am In/AK Native	8	345	303	2486.6	13.9	TBD	57.8	28.4	7.9	5.9	329	2532.1	38	TBD	30.4	31.6	31	7
Black	8	3875	3380	2454.4	6.4	TBD	73.4	20.2	5.2	1.2	3699	2505.1	26.6	TBD	43.7	29.7	22.8	3.8
Hispanic	8	15128	12879	2482	12.1	TBD	61	27	9.3	2.7	14778	2531.5	37.3	TBD	32.7	29.9	30.9	6.5
White	8	11991	8675	2525.6	26.5	TBD	40.8	32.7	18.5	8	11433	2582.1	60.6	TBD	15.9	23.4	43.5	17.2
Two or More Races	8	1989	1500	2511.6	21	TBD	47.3	31.7	15.1	5.9	1911	2569.7	54.6	TBD	19.4	26	41.5	13.1
Asian	8	2104	1234	2555.8	40.2	TBD	30.9	28.9	25.5	14.7	2025	2606.8	72	TBD	10.4	17.6	47.7	24.3
Pacific Islander	8	541	432	2510.4	21.8	TBD	47.5	30.8	15.7	6	528	2556.1	48.9	TBD	20.5	30.7	39.4	9.5
WCSD	8	4983	3558	2510.4	21.1	TBD	48.4	30.5	15.3	5.8	4806	2568.7	53.8	TBD	18.9	27.2	41.1	12.7
Am In/AK Native	8	84	66	2491	13.6	TBD	56.1	30.3	7.6	6.1	79	2539.1	39.2	TBD	25.3	35.4	30.4	8.9
Black	8	107	88	2477.7	14.8	TBD	61.4	23.9	11.4	3.4	99	2533.7	35.4	TBD	33.3	31.3	31.3	4
Hispanic	8	2030	1655	2490.1	13.8	TBD	58.4	27.8	10.3	3.5	1967	2540.2	40.2	TBD	27.4	32.4	33.9	6.4
White	8	2194	1387	2533	28.6	TBD	36.8	34.5	20.7	7.9	2111	2594.2	66.3	TBD	11.2	22.5	47.6	18.8
Two or More Races	8	298	197	2521.8	26.4	TBD	43.7	29.9	19.8	6.6	285	2582.5	60.7	TBD	14.7	24.6	45.6	15.1
Asian	8	213	120	2554.1	37.5	TBD	33.3	29.2	23.3	14.2	208	2597.5	65.9	TBD	10.6	23.6	49	16.8
Pacific Islander	8	57	45	2486.1	13.3	TBD	62.2	24.4	8.9	4.4	57	2537.5	36.8	TBD	28.1	35.1	33.3	3.5

Averages

Am/Indian	20.64166667	White	47.4
Asian	57.44166667	Two or More Races	41.225
Black	19.225	State	32.05
Hispanic	24.275	WCSD	38.51666667
Pacific Islander	27.09166667		

School Policies

Parental Involvement

PURPOSE

The purpose of this policy is to comply with federal law to encourage a school-home partnership that will help all students at Athlos Academy succeed.

POLICY

A. The Governing Board will direct the Lead School Administrator or designee to develop jointly with, agree upon with, and distribute to, parent/guardian(s) of Athlos students this policy that will be incorporated into Athlos Academy's *Title I, Parental Involvement* plan.

B. Athlos Academy's *Title I, Parental Involvement* plan will:
   1. Provide the coordination, technical assistance, and other support necessary to assist Athlos Academy in planning and implementing an effective school-home partnership;
   2. Build the schools' and parent/guardians' capacity for strong parental involvement;
   3. Conduct, with the involvement of parent/guardian(s), an annual evaluation of the content and effectiveness of the parental involvement policy and identify barriers to greater participation, particularly with parent/guardian(s) who are economically disadvantaged, disabled, have limited literacy or English proficiency, or who are of a racial or ethnic minority.
   4. Use the findings of the evaluations to design strategies for improving and revising, if necessary, the school-level parental involvement plan; and
   5. If Athlos Academy's *Title I, Parental Involvement* plan is not satisfactory to the parent/guardian(s) of participating children, the school will submit any comments from parent/guardian(s) with the plan when the plan is submitted to the state.

C. To carry out the requirements of parental involvement, Athlos Academy will provide full opportunities for the participation of parent/guardian(s) with limited English proficiency or with disabilities, including providing information and school profiles in a language and form that is understandable by the parent/guardian(s).

   1. This policy ensures that information about school and parent meetings, programs, and activities is sent home in the language used in the homes of the participating children.

D. Athlos Academy shall develop with parent/guardian(s) a school/parent compact that outlines how parent/guardian(s), staff, and students will share the responsibility for improved student achievement and attainment of state standards.

E. As partners in the educational process, parent/guardian(s) will be asked in the compact:
   1. To set rules, times, and limits so children go to bed early on school nights; arrive at school on time and are picked up on time at the end of the day; complete class assignments on time; and eat a nutritious breakfast and lunch each day (no soda or candy).
   2. To actively participate in school activities, fundraisers, Student Led conferences, Back-to-School Night, and Open House.
   3. To attend school events with their children.
   4. To see that students cares for school property and take ownership of any damage to school books or property due to carelessness or neglect by paying for that damage.
   5. To notify the school with a phone call by 9:00 a.m. when a student is absent.
   6. To inform the school of any special situation regarding the student's well-being, safety and health.
   7. To complete and return to school any requested information promptly.

F. This policy will be updated periodically to meet the changing needs of parent/guardian(s) and the school.

Community Use of School Facilities Policy

1) **POLICY**

a) School facilities are available for public use at the discretion of the Lead School Administrator and under the following conditions:

i) The proposed use concerns supervised civic, educational, recreational, or community activities.

ii) The proposed use does **not** interfere with Athlos Academy's program or school activities at the time of scheduling, and shall be subject to change or cancellation should the school require the space.

iii) Long- term contracts may be negotiated and shall be approved by both the Lead School Administrator and the Governing Board, and shall include a rental fee, service fees (custodial, etc.), and proof of liability insurance.

2) **PROCEDURE**

a) School facilities use shall be supervised under the following conditions:

i) The organization/individual(s) using the facilities shall provide supervision at no less than 1 adult to 25 children;

ii) The organization/individual(s) shall ensure that order is maintained for the duration of the event(s), including arrival to and dismissal from the grounds.
(1) All supervising adults shall be 18 or older.

(2) All supervising adults as well as any additional adults with unsupervised access to children shall pass a background check prior to approval of the application. Proof of background clearance shall be on file with all approved applications.

(3) Responsibility for injury, incident, or damage to school property shall be assumed by the organization/individual(s) using the school space. A signed waiver and/or proof of insurance shall be kept on file with all approved applications.

b) School facilities use by the public shall be approved by the Lead School Administrator with the guidance and advisement of the Board of Directors under the following conditions.
(1) Applications shall be made at least four-weeks prior to an event or the first occurrence of a repeating event, and shall be approved by the Lead School Administrator.
(2) The Application shall describe days, times, areas of the building, and any specific equipment (such as furniture) the organization is allowed to use. The organization or group shall be held accountable to ensure that the terms are followed.
(3) Fees for use of school facilities may be charged, shall be determined by the Lead School Administrator, and shall take into consideration building security, public safety, cost to the school and any other factors unique to the Applicant's proposed use.
(4) The Application shall outline cleaning responsibilities of the Applicant and an agreement by the applicant to reimburse the school for any cleaning costs.

Parent-Teacher Organization Policy

1) **PURPOSE**
   a) This policy establishes the responsibilities and guidelines to be followed by an approved Parent-Teacher Organization.
2) **DEFINITIONS**

   a) Approved Parent-Teacher Organization: An organization consisting of parents of students attending Athlos Academy of Reno and school staff that follows the guidelines outlined in this policy in exchange for rights outlined in this policy. An approved Parent-Teacher Organization is considered a school-allowed group.

3) **POLICY**

   a) Purpose of a Parent-Teacher Organization:
      1. The Governing Board encourages the formation and operation of approved parent-teacher organizations at Athlos Academy of Reno to provide financial support and volunteer assistance to the school.

      2. An approved parent-teacher organization should:
         i. Support the mission and vision and educational programs of Athlos Academy of Reno;

         ii. Support collaborative relationships between parents or other caregivers and the staff and faculty of Athlos Academy of Reno;

         iii. Support the teachers and administration of Athlos Academy of Reno; and

         iv. Raise funds to support these goals.

   b) In order to become and remain an Approved Parent-Teacher Organization, an organization must:

      i) Submit to the Governing Board Bylaws and Operating Procedures that outline:
         (1) The officer positions within the organization and their terms and means of election;
         (2) A mission statement that aligns with the purposes in Section A;
         (3) Membership guidelines that are non-discriminatory;
         (4) Provisions for the maintenance of liability insurance; and
         (5) Internal financial controls and policies that, at a minimum, require the organization to have its own bank account, to not store money on school grounds, and to require two signatures for disbursements.

4) Financial control procedures shall be approved by Athlos Academies' Director of School Finance.
   i) Submit to the Governing Board any amendments to the Bylaws or Operating Procedures, as well as names, positions, and contact information for current officers.

   ii) Agree to comply with Governing Board Policies, including the following:
      (1) Background Checks

(2) Visitors

(3) School Facilities Use

(4) Fundraising

(5) Grant Writing

(6) Student Records Confidentiality

(7) Confidentiality of Employee Records

b) In exchange for agreeing to follow the above guidelines, an organization may be approved by the Governing Board as an approved Parent-Teacher Organization.

c) As an approved Parent-Teacher Organization, an organization is entitled to:

i) Status as a school-approved organization;

ii) Use of the school's name, logo, and/or mascot subject to approval by the Lead School Administrator; and

iii) Distribution of PTO correspondence through school communications channels with prior approval by the Lead School Administrator or designee.

d) The Governing Board shall only endorse one organization as an approved Parent-Teacher Organization at any given time.

Safety Plan

See the Big Picture

Keeping the children in our care safe is a primary duty for every school. Athlos schools implement several safety measures, including:

- A safe walking/biking plan
- A visitor background check program (Raptor)
- Facilities safety measures
- A safe drop-off and dismissal plan for drivers and students (Driveline)
- A comprehensive school safety plan (School Safety Plan)

The school leader works diligently with Athlos HQ, community volunteers, and city officials to ensure each of these safety measures are well-designed and work together.

While your school leader will take care of the first 4 bullet points, the comprehensive school safety plan, sometimes called a crisis management plan, is best developed with a team. Thank you for volunteering to help! This plan is a crucial part of the big picture of student safety at Athlos.

This course is intended to walk you through the process of finalizing the plan. You'll meet together 6 times to complete 9 exercises, and your work will result in 4 final products.

Understand Your Role

As many teams are involved with the development of this plan, let's review the roles each team plays in the big picture.

- Community Volunteer Team - This is you! Your role is to complete9 exercises that make this plan specific to your school and your community. These details are the core of the plan.
- Athlos School Success Team - This team, based in Boise, has developed
- a process to guide the community volunteer team to a high quality final product. Our role is to prepare a draft and final copies of your plan based on the work you do in the exercises.
- Emergency Responders - Once the plan is drafted, your team will invite members of your local emergency responders (firefighters or police officers or EMTs, etc.) to review and give final feedback on the plan.
- Incident Command Team - This is a school-based team with specific roles and responsibilities for leading the school's actions in the event of an
- emergency. Assigning specific names to each defined role is one of the exercises the community volunteer team will complete.
- Governing Board - The school's governing board ultimately needs to adopt the plan. The governing board is bound by the regulations of open meetings law, and will need this plan on their meeting agenda as an action item no later than their regularly scheduled July meeting.
- Administrative Team - Your school's administrative team is tasked with overseeing that the development of the safety plan stays on schedule and that teachers are trained, families are informed, and students practice. This team is also responsible for reviewing the plan each year.

Review the Sections of the Plan

The school safety plan defines various hazards and threats that might occur at the school, and outlines what to do if such events actually happen. It summaries the role that each type of person in the school community plays in preparing for, getting through, and recovering from any emergencies that might occur. It also outlines a clearly defined chain of command including emergency responders in the event of a crisis.

The basic sections of the school safety plan include:

Section I. Office Staff Tools

Includes the emergency drill tracking form, emergency contact information sheet, etc.

Section II. School Safety Plan

Includes the roles and responsiblities sheet, the warning and communication plan, training assignments, etc.

This section of the plan considers how warnings about emergencies might be received by the school, how that information will travel throughout the school, and how communications are delivered to emergency responders, communities, and families. It also considers how training and practicing will take place.

Section III. Recovery and Resources

Includes the emergency recovery plan, handouts for families about how children process grief, training materials for teachers to help them look for signs of students who may need counseling services, etc.

Section IV. Action Plans

While we can prepare for the most common threats and hazards, we cannot predict every emergency. For that reason, this section highlights the 5 basic action plans that teachers and students need to practice. The action plans are:

1. Active Intruder
2. Fire Evacuation
3. Lockdown
4. Shelter in Place
5. Family Reunification

These 5 action plans are the basic elements of each of the threats and hazards protocols (described below). Knowing these 5 action plans will prepare teachers for an unpredictable emergency in which he/she may have to use professional discretion to navigate an emergency with the greatest degree of safety.

Section V. Threats and Hazards Protocols

These protocols consider the most common emergencies and establish a plan that outlines an order of action specific to that threat. Threats and hazards are divided into 4 categories:

1. Natural
2. Technological
3. Biological
4. Human-Caused

This part of the plan considers a before, during, and after aspect of the most likely kinds of emergencies in each of these 4 categories. These protocols reference the 5 action plans.

For example, a protocol for an earthquake may include the shelter in place action plan followed by the fire evacuation action plan, and may have a few steps specific to earthquakes in between.

Pillar Implementation Guide

PILLAR IMPLEMENTATION GUIDE

Three pillars define the Athlos model: **Prepared Mind, Healthy Body, and Performance Character**. Under each pillar, there are 12 strategies broken down into the categories of **Curriculum, Instruction, Assessment, and Family and Community**. Additionally, Athlos has designated eight school-wide structures which are key elements of our model that impact all three pillars. (See Pillar Mission, Beliefs, and Strategies document.)

Building an excellent school takes time. Realizing that this process is not easy, Athlos Academies has established a rubric-based implementation system to help you master these strategies and structures one step at a time.

NAVIGATING THE GUIDE

ORIENTING YOURSELF TO THE RUBRICS:

This implementation guide contains 44 rubrics. There is one rubric for each strategy within each of the three pillars and one for each of the school-wide structures. Think of these rubrics as your road map to excellent implementation.

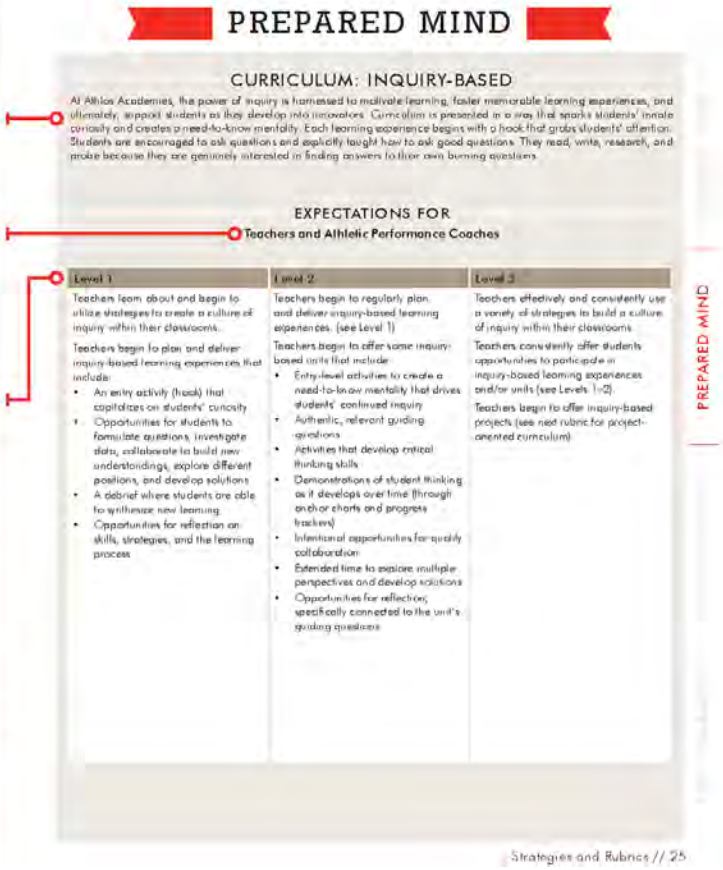
Above the rubric for each strategy, you will find a paragraph-long description of that strategy.

Each rubric is divided into two parts. The first part lists responsibilities of school leaders which include: administrators, instructional coaches, Performance Character coaches, and lead athletic performance coaches. The second rubric lists the responsibilities of teachers and athletic performance coaches.

The rubrics are further divided into three levels: Level 1, Level 2, and Level 3. The activities listed in level three represent what that strategy would look like when it is fully implemented. No school is expected to be at this advanced level right away. Levels 1–2 describe a step-by-step progression that, if followed, will help you achieve the advanced level over time.

PURPOSE OF THE RUBRICS:

The purpose of these rubrics is to guide the implementation of each strategy, allow for self-assessment, and focus individual/group goal-setting. School leaders and the Athlos home court team will use the rubrics to support the implementation of each strategy, plan professional development, and help schools or individuals set and achieve their goals.



PREPARED MIND

CURRICULUM: INQUIRY-BASED

At Athlos Academies, the power of inquiry is harnessed to motivate learning, foster memorable learning experiences, and ultimately, support students as they develop into innovators. Curriculum is presented in a way that sparks students' innate curiosity and creates a need-to-know mentality. Each learning experience begins with a hook that grabs students' attention. Students are encouraged to ask questions and explicitly taught how to ask good questions. They read, write, research, and make because they are genuinely interested in finding answers to their own burning questions.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers learn about and begin to utilize strategies to create a culture of inquiry within their classrooms. Teachers begin to plan and deliver inquiry-based learning experiences that include: • An entry activity (hook) that capitalizes on students' curiosity • Opportunities for students to formulate questions, investigate data, collaborate to build new understandings, explore different positions, and develop solutions • A debrief where students are able to synthesize new learning • Opportunities for reflection on skills, strategies, and the learning process	Teachers begin to regularly plan and deliver inquiry-based learning experiences. (see Level 1) Teachers begin to offer some inquiry-based units that include: • Entry-level activities to create a need-to-know mentality that drives students' continued inquiry • Authentic, relevant guiding questions • Activities that develop critical thinking skills • Demonstrations of student thinking as it develops over time (through anchor charts and progress trackers) • Intentional opportunities for quality collaboration • Extended time to explore multiple perspectives and develop solutions • Opportunities for reflection, specifically connected to the unit's guiding questions	Teachers effectively and consistently use a variety of strategies to build a culture of inquiry within their classrooms. Teachers consistently offer students opportunities to participate in inquiry-based learning experiences and/or units (see Levels 1–2). Teachers begin to offer inquiry-based projects (see next rubric for project-oriented curriculum).

PREPARED MIND

Strategies and Rubrics // 25

USING THE RUBRICS

HOW TO READ THE RUBRICS:

In any one school year, you will be expected to focus only on the strategies that you have been trained on or that have been deemed by your school leaders to be a focus. It is unrealistic to attempt mastery of all 36 strategies and all eight school-wide structures in one year.

While the rubrics are meant to be read from left to right, it may be beneficial to begin by reading the description of Level 3 to get a vision of the goal you will be working toward. Then, focus on Level 1 and try to master all of those tasks before moving on to Level 2. If you think you have mastered all of the Level 1 tasks for a particular strategy, focus your energy on Level 1 tasks in another strategy before moving on to any Level 2 tasks.

CHECKLIST FOR IMPLEMENTATION:

After you learn about each strategy, use the rubric like a checklist to guide your implementation. Staff trainings are planned to support the implementation of each strategy. Resources are available at your school and on Canvas to support your work. Focus only on the strategies that you have been trained on.

SELF-ASSESSMENT, REFLECTION, AND GOAL SETTING:

The final pages of this implementation guide contain self-assessment/goal-setting templates for you. Begin by assessing your current level of implementation for all of the strategies within a pillar. Use the rubric for each strategy to understand what Level 1, Level 2, or Level 3 look like. Thinking about consistent, high-quality implementation of each strategy, be honest about the level in which you are currently operating at least 75 percent of the time.

Once you have assessed your implementation level for each of the strategies within a pillar, use the back side of the template to focus your reflection/goal-setting on just one or two strategies. Take time to reflect on what is working/not working related to your focal strategies. List evidence of your current level of implementation (or you could list the evidence that you plan to collect) and then set one to two specific, realistic, measurable goals.

Use your self-assessment, reflection, and goals to initiate conversations with the leadership team at your school and your PLC. Discuss the training you might need and collaborate on ways to support each other with strategy-implementation.

Self-assessment should occur at least twice a year. However, depending on your personal, team, or school goals, this self-assessment/reflection process could occur more frequently.

PROGRESS THROUGH THE RUBRICS:

Once you are consistently meeting all of the Level 1 criteria for a specific strategy, you are ready to move on to Level 2. Content presented during staff trainings will continue to support your work.

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PILLAR MISSION, BELIEFS, & STRATEGIES

PILLAR MISSION: The Athlos three pillar approach weaves together a model for educational excellence. Believing that intelligence, athleticism, and character are malleable, a growth mindset is integral to the design. Prepared Mind, Healthy Body, and Performance Character all depend on each other to help students reach their maximum potential and build strong schools and communities.

PREPARED MIND

Overarching Statement: A Prepared Mind is adaptable, reflective, and ready to embrace new challenges.

Beliefs

- Curriculum provides authentic opportunities for students to construct understanding, think critically, and collaborate.
- The best instructional practices spark curiosity, positively engage all students, and consider different types of learners.
- Healthy assessment practices involve clear directions, effective feedback and explicit steps towards mastery.
- Family and community involvement in the academic process leads to more successful students.

Strategies

Curriculum
- Inquiry-based
- Project-based
- Integrated (interwoven, interdisciplinary, connected)

Instruction
- Culture of growth and positivity
- Active, student-centered
- Technology strategically utilized

Assessment
- Learning targets frame learning
- Formative and summative tasks used to inform instruction
- Effective use of data

Family & Community
- Consistent, quality communication
- Family engagement in the learning process
- Use of community experts

HEALTHY BODY

Overarching Statement: Mind and body are inextricably linked.

Beliefs

- Structured athletic curriculum and creative play develop physical literacy.
- Coaches help develop student athleticism through positive and effective instruction.
- Assessments are integrated routinely and promote student growth in fitness and athleticism.
- A culture of wellness is developed as families and communities partner to support healthy lifestyles.

Strategies

Curriculum
- Athlos athletic curriculum knowledge and methodology
- Unstructured free play
- Integration of Healthy Body into classroom content

Instruction
- Culture of growth and positivity
- Differentiated instruction
- Modeling effective practices

Assessment
- Athlos athletic curriculum assessment protocols
- Formative and summative tasks used to inform instruction
- Student disposition data

Family & Community
- Extracurricular activities
- Community and wellness events
- Promote school team building

PERFORMANCE CHARACTER

Overarching Statement: Performance Character is a key indicator of future success.

Beliefs

- Performance Character curriculum gains relevancy when integrated into every facet of a student's school day.
- Safe, engaging classrooms result when teachers weave Performance Character into their daily instruction.
- Self-assessing Performance Character builds student mindfulness, motivation, and metacognition.
- The greatest Performance Character growth occurs when families and communities partner with schools to support and mentor students.

Strategies

Curriculum
- Kickoffs
- Huddles
- Prepared Mind and Healthy Body integration

Instruction
- Performance Character building protocols
- Integrated trait opportunities
- Performance Character based classroom management and modeling

Assessment
- Self-assessments
- Celebrations of growth
- Performance Character showcase presentations

Family & Community
- Trait conversations
- Performance Character community events
- Athlos Roots integration

SCHOOL-WIDE STRUCTURES

Athlos schools have school-wide structures in place that support excellence. These structures represent key components of the model that occur across all three pillars. Full implementation of these structures are evidenced by positive school culture, high expectations for both staff and students, clear communication with the community, and progressive implementation of the pillars.

THE EIGHT SCHOOL-WIDE STRUCTURES

Athlos behavioral support system

Standards-based grading

Student-led conferences

Student portfolio system

Teacher professionalism

Professional learning communities (PLCs)

Student work exhibitions

School portfolios



School-wide structures are not limited to one particular pillar. Instead they are interwoven throughout the Athlos model to create a positive school culture and set school-wide expectations.

SCHOOL-WIDE STRUCTURES

BEHAVIORAL SUPPORT SYSTEM

Establishing a safe, caring environment with a focus on learning frames the Athlos behavioral support system. The school staff consistently follows behavior protocols to ensure common understanding. Recognizing the importance of teacher presence, norms, routines, and communication, classroom management is seen holistically and results in a respectful, engaging learning environment. Athlos schools utilize restorative practices when dealing with misbehavior.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders provide training for teachers about purpose and process for using restorative practices and Positive Behavioral Interventions and Support (PBIS). Leaders explain purpose and process for using PBIS and restorative practices with parents and families and ensure that families attend. Leaders provide resources for students and teachers that support an understanding of the school's behavioral support system. Leaders collect data on behavioral incidents and reflect on management of student offenses. Leaders debrief on the effectiveness of PBIS and restorative practices and strategize next steps to improve implementation. Leaders guide the implementation of Tier 1 PBIS.	Leaders provide training for teachers regarding effective PBIS and restorative practices integration. Leaders inform parents about the intricacies of PBIS and restorative practices, finding opportunities for families to practice and find ways to integrate both PBIS and restorative practices in their home environment. Leaders collect data on behavioral incidents and reflect on management of student offenses. Leaders debrief on the effectiveness of PBIS and restorative practices and strategize next steps to improve implementation. Leaders guide the implementation of Tier 2–3 PBIS.	Leaders provide advanced training for teachers regarding effective PBIS and restorative practices integration. Leaders ensure that all families are well versed in PBIS and restorative practices and provide trainings for families and the community. Leaders collect data on behavioral incidents along with teacher documentation that reflects on management of student offenses. Leaders debrief on the effectiveness of PBIS and restorative practices and strategize next steps to improve implementation. Leaders continue to guide Tier 2–3 PBIS implementation.

SCHOOL-WIDE STRUCTURES

BEHAVIORAL SUPPORT SYSTEM

Establishing a safe, caring environment with a focus on learning frames the Athlos behavioral support system. The school staff consistently follows behavior protocols to ensure common understanding. Recognizing the importance of teacher presence, norms, routines, and communication, classroom management is seen holistically and results in a respectful, engaging learning environment. Athlos schools utilize restorative practices when dealing with misbehavior.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers utilize PBIS and restorative practices both in and out of the classroom, focusing on affective statements and restorative questions. Teachers use huddles to explain and practice the purpose and process of PBIS and restorative practices. Teachers consider teacher presence, norms, routines, and effective communication while establishing management in the active classroom. Teachers submit data to administration that reflects student behavior.	Level 1 + Teachers utilize PBIS and restorative practices both in and out of the classroom, demonstrating proficiency with affective statements, restorative questions and proactive circles. Teachers are metacognitive regarding teacher presence, norms, routines, and effective communication while managing an active classroom. Teachers use data on student behaviors to make decisions that support positive behavior.	Teachers utilize PBIS and restorative practices both in and out of the classroom, demonstrating proficiency with affective statements, restorative questions, circles, and restorative conferencing. Teachers use huddles to explain and practice the purpose and process of PBIS and restorative practices. Teachers document (through journaling and/or video recording) classroom practices around presence, norms, routines, and effective communication while managing an active classroom. Teachers use data on student behaviors to make decisions that support positive behavior and document the effectiveness of these decisions.

SCHOOL-WIDE STRUCTURES

STANDARDS-BASED GRADING

Using content standards to frame evaluation is at the heart of standards-based grading. Classroom behavior, effort, punctuality, and other school elements often included in "grades" are represented in an alternative method to clearly delineate the standards being met. Standards-based grading facilitates transparency and the growth mindset, as students are able to easily see and understand how to improve.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders train teachers on what standard-based grading is and help establish its value and relationship to a growth mindset. Leaders train teachers on why and how to develop high-quality learning targets and effectively utilize a variety of assessment strategies. Leaders train the staff on the recording, calculating, and reporting process of both formative and summative assessments using the Athlos Academies standards-based grading assessment format. Leaders establish the process through which academic progress is communicated with families. Leaders share this process with teachers and families.	Leaders continue to support teachers in the development and implementation of standards-based grading: clear learning targets, rubrics, effective assessments. Leaders continue to train and support teachers on how to record and calculate standards-based grades, including the roles of formative and summative assessments. Leaders work with teachers and families to ensure that communication regarding academic progress is clear and helpful.	Leaders begin documenting the quality of learning targets, assessments, and feedback given by each teacher. Leaders continue to facilitate staff discussions around standards-based grading to ensure consistency among the staff in regards to recording, calculating, and reporting summative assessments. Leaders utilize effective methods to share academic progress with outside audiences, including families and the broader community.

SCHOOL-WIDE STRUCTURES

STANDARDS-BASED GRADING

Using content standards to frame evaluation is at the heart of standards-based grading. Classroom behavior, effort, punctuality, and other school elements often included in "grades" are represented in an alternative method to clearly delineate the standards being met. Standards-based grading facilitates transparency and the growth mindset, as students are able to easily see and understand how to improve.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers learn the what, why and how of standards-based grading and set up their grading system using the Athlos Academies standards-based grading assessment format. Teachers begin to develop and use learning targets, rubrics, and a variety of assessments to set clear expectations and support student progress. Teachers begin to organize and report assessments by learning target, not assessment type. Teachers begin calculating, reporting, and discussing standards-based grades. This means grades: • Are based on pre-set standards, not the work of other students • Are calculated using high-quality assessments aligned to learning targets • Do not include practice assignments, formative assessments, or student behaviors Teachers share this process with students and families.	Teachers continue to articulate clear expectations through the use of learning targets, rubrics, and a variety of high quality assessments. All assessments are organized and reported by learning target, not assessment type. Teachers continue calculating, reporting and discussing standards-based grades that: • Are based on pre-set standards, not the work of other students • Are calculated using high-quality assessments aligned to learning targets • Do not include practice assignments, formative assessments, or student behavior Teachers continue to share this process with students and families to ensure that communication regarding progress is clear and helpful.	Teachers consistently articulate clear expectations and support student growth through the effective use of learning targets, rubrics, and a variety of high-quality assessments. Teachers consistently and effectively calculate, report, and discuss standards-based grades that: • Are based on pre-set standards, not the work of other students • Are calculated using only high-quality summative assessments aligned to learning targets • Do not include practice assignments, formative assessments, or student behavior

SCHOOL-WIDE STRUCTURES

STUDENT-LED CONFERENCES

At Athlos Academies, student-led conferences (SLCs) take the place of traditional parent-teacher conferences. Through the process of planning for and facilitating their own SLCs, students are empowered to honestly reflect on their learning, take ownership of their successes and challenges, and set specific goals for the future. Portfolios used during conferences contain artifacts from all three Athlos pillars, Prepared Mind, Healthy Body, and Performance Character, and are shared with families as evidence of growth. All parents/guardians are expected to attend the SLCs and the coordinating teacher does everything possible to ensure that the 15–20 minute meeting happens with success.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders schedule student-led conferences twice a year and manage all logistics necessary for student-led conferences to run smoothly. (e.g. communicate with families, schedule times that allow for all families to attend, provide translators, etc.). Leaders clearly explain to families the purpose, process, and expectations around SLCs. Leaders begin to collect data on family attendance and administer surveys for families to give feedback. Leaders provide training and support for teachers on the purpose, process, and expectations of student-led conferences. This includes providing a template (appropriately differentiated for different grade levels) for students that ensures all three pillars are addressed during SLCs. Leaders debrief the SLC process and strategize steps for improvement.	Leaders continue to schedule and facilitate student-led conferences twice a year on days/times that allow for all families to attend. All logistical issues are managed (e.g. effectively communicated, translators as needed, etc.). Leaders continue to champion the value of SLCs and explain to families the purpose, process, and expectations. Leaders continue to collect data on family attendance and administer surveys for families to give feedback. Leaders continue to train/support teachers as they prepare students to effectively lead SLCs. Leaders record some SLCs to be used for feedback and training. Leaders debrief the process of SLCs with staff along with feedback from families. Leaders and teachers begin working together to strategize steps for improvement.	Leaders effectively schedule and facilitate student-led conferences twice a year on days/times that allow for all families to attend. All logistical issues are managed effectively (e.g. effectively communicated, translators as needed, etc.). Leaders consistently champion the value of SLCs and clearly explain to families the purpose, process, and expectations. Leaders consistently collect data on family attendance and administer surveys for families to give feedback. Leaders consistently train/support teachers and ensure that new staff members are well-prepared to guide students through SLCs (using videotape and role-playing as necessary). Leaders continue to record SLCs to be used for feedback and training. Leaders continue to facilitate faculty conversations about lessons learned from the SLC process and family feedback. Leaders and teachers strategically plan for improvement.

SCHOOL-WIDE STRUCTURES

STUDENT-LED CONFERENCES

At Athlos Academies, student-led conferences (SLCs) take the place of traditional parent-teacher conferences. Through the process of planning for and facilitating their own SLCs, students are empowered to honestly reflect on their learning, take ownership of their successes and challenges, and set specific goals for the future. Portfolios used during conferences contain artifacts from all three Athlos pillars, Prepared Mind, Healthy Body, and Performance Character, and are shared with families as evidence of growth. All parents/guardians are expected to attend the SLCs and the coordinating teacher does everything possible to ensure that the 15–20 minute meeting happens with success.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers explain the purpose and process of student-led conferences to students. Teachers help students prepare for SLCs using the template provided by school leaders. Time is set aside for students to prepare and practice their presentations, addressing all three Athlos pillars. Evidence from working folders is organized into three-ring binders and used to demonstrate growth and set goals. Teachers co-facilitate SLCs with students. At least 75 percent of families participate in SLCs.	Teachers ensure students understand the purpose and process of student-led conferences. Teachers model an effective SLC and help students practice and receive feedback, using role-plays and fish bowls. Teachers help students prepare for SLCs using the template provided by school leaders. Students reflect on their work and share goals related to all three Athlos pillars, using their portfolios as evidence. Teachers support students as they facilitate their own SLCs and ask questions to deepen student and family reflection. At least 90 percent of families participate in SLCs.	Teachers empower students to plan and lead their own student-led conferences by ensuring they clearly understand the purpose and process. Teachers support students in refining their ability to reflect on and speak articulately about their work. Students effectively use portfolios to guide reflections and set goals related to all three Athlos pillars. Student reflection focuses on the overall learning process, not just individual assignments. Teachers continue to support students and families as students facilitate their own SLC and families ask probing questions to deepen reflection. At least 95 percent of families participate in student-led conferences

SCHOOL-WIDE STRUCTURES

STUDENT PORTFOLIO SYSTEM

The Athlos student portfolio system offers students a formal way to showcase their work. Portfolios have sections for each Athlos pillar (Prepared Mind, Healthy Body, and Performance Character) and display evidence of students meeting standards. The portfolios also offer an opportunity to highlight growth and development. Portfolios will be used during the student-led conferences and also during a formal Performance Character portfolio presentation.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders provide training for teachers on the types and purposes of portfolios. Leaders articulate expectations for portfolios: length, sections, use at student-led conferences, etc. Leaders help teachers work through the logistics of working folders, portfolio storage, scheduling and management of portfolio work days, etc.	Leaders continue to provide training and support on the development and use of student portfolios, especially the effective integration of portfolios into student-led conferences. Leaders continue to support teachers with the logistics of working folders, portfolio storage, scheduling and management of portfolio work days, etc. Leaders solicit and analyze feedback from staff, students, and families on the entire portfolio process.	Leaders continue to provide training and support on the development and use of student portfolios, especially the intricacies of an effective portfolio that includes annotations and reflections and is used to guide discussion at student-led conferences. Leaders consistently support teachers with the logistics of working folders, portfolio storage, scheduling and management of portfolio work days, etc. Leaders continue to solicit and analyze feedback from staff, students, and families and use portfolio data to improve instruction.

SCHOOL-WIDE STRUCTURES

STUDENT PORTFOLIO SYSTEM

The Athlos student portfolio system offers students a formal way to showcase their work. Portfolios have sections for each Athlos pillar (Prepared Mind, Healthy Body, and Performance Character) and display evidence of students meeting standards. The portfolios also offer an opportunity to highlight growth and development. Portfolios will be used during the student-led conferences and also during a formal Performance Character portfolio presentation.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers learn about the types and purposes of student portfolios. Teachers clearly articulate to students the purpose of and expectations for portfolios and their use at student-led conferences. Teachers help students set up and use working folders to gather evidence of progress and growth in all three Athlos pillars. Teachers schedule and manage portfolio work days where students organize artifacts into a portfolio that will be shared at student-led conferences.	Teachers continue to learn about effective use of portfolios to demonstrate depth of knowledge relative to learning targets in all three Athlos pillars. Teachers continue to clearly communicate purpose and expectations for student portfolios. Teachers provide time and support for students to develop portfolios used at student-led conferences. Portfolios include: • Artifacts from all three Athlos pillars • Evidence of mastery or growth relative to specific learning targets • Student reflections and goals	The quality and depth of student portfolios continues to grow under the guidance and support of teachers. Portfolios are well organized and include annotations, reflections, and goals related to all three Athlos pillars. Portfolios are effectively used to guide discussion during student-led conferences.

SCHOOL-WIDE STRUCTURES

TEACHER PROFESSIONALISM

Displaying professionalism as a teacher is a high priority in Athlos schools. Professionalism looks like teachers that have effective lessons prepared, follow school norms and routines, engage fully in professional development, find ways to support colleagues, contribute to school improvement, and demonstrate a growth mindset. Being a professional means you recognize that you are always a model and others follow your lead, both on school grounds and beyond.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders facilitate the creation and implementation of a community understandings document to articulate the school's mission, values, and goals along with the responsibilities of different community members. Leaders provide time for staff members to build positive community culture based on respect, trust, open dialogue, and a growth mindset. Leaders develop a set of staff norms to ensure clear roles and expectations. Leaders model a culture of professionalism in the way meetings are facilitated, teachers' perspectives are sought, and school decision-making is a shared process. Leaders consider teachers' time and work load when planning professional development and assigning teacher responsibilities. Leaders meet their own professional opportunities on time. Leaders begin to provide opportunities for teachers to reflect on their practice, give/seek feedback, develop a growth mindset, assume leadership roles, and form committees.	Leaders monitor the implementation of community understandings to articulate the school's mission, values, and goals along with the responsibilities of different community members. Leaders solicit feedback on the community understandings document from all community members and facilitate a revision process as necessary. Leaders continue to model and support the development of positive staff culture and ensure the confidentiality of all staff members, students, and families is honored and protected. Leaders continue to revisit staff norms, seeking feedback for improvement. School decision-making continues to be a shared process. Leaders continue to provide opportunities for teachers to reflect on their practice, give/seek feedback, develop a growth mindset, assume leadership roles, and form committees. Leaders honor teachers' time and work load when planning professional development and assigning responsibilities. Leaders meet their own professional responsibilities on time. Leaders begin to seek out professional development opportunities for themselves and teachers, demonstrating leadership within the professional community.	Leaders support the school's mission, values, goals, and responsibilities (as outlined in the school's community understandings document) through their actions and words. Leaders ensure the school's mission, values, goals, and responsibilities are upheld by all community members. Leaders continue to foster positive staff culture, ensuring the confidentiality of all staff members, students, and families is honored and protected. Shared decision-making is the norm. Leaders continually provide opportunities for teachers to assume leadership roles and join committees. Leaders thoughtfully reflect on practices and decisions (their own and those of staff members), give and seek feedback, model a growth mindset, and focus on improvement. Leaders continue to honor teachers' time and work load and continue to meet their own professional responsibilities on time. Leaders consistently seek out professional development opportunities for themselves and teachers, demonstrating and supporting leadership within the professional community.

SCHOOL-WIDE STRUCTURES

TEACHER PROFESSIONALISM

Displaying professionalism as a teacher is a high priority in Athlos schools. Professionalism looks like teachers that have effective lessons prepared, follow school norms and routines, engage fully in professional development, find ways to support colleagues, contribute to school improvement, and demonstrate a growth mindset. Being a professional means you recognize that you are always a model and others follow your lead, both on school grounds and beyond.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers participate in the creation of a community understandings document to articulate the school's mission, values, and goals along with the responsibilities of different community members. Teachers help facilitate the implementation of the community understandings document by sharing and discussing it with students and family members. Teachers fully participate in professional development and team-building activities with the goal of building a positive community culture based on respect, trust, open dialogue, and a growth mindset. Teachers follow staff norms and meet professional responsibilities on time (e.g. duties, record keeping, meetings, etc.).	Teachers continue to support the implementation of community understandings that articulate the school's mission, values, and goals along with the responsibilities of different community members. Teachers continue to work together to support development of positive staff culture. Teachers take advantage of opportunities to reflect on their practice, give/seek feedback, develop a growth mindset, assume leadership roles, and form committees. Teachers continue to follow staff norms and meet professional responsibilities on time (e.g. duties, record keeping, meetings, etc.). Teachers begin to attend professional development, demonstrating leadership within the professional community.	Teachers support the school's mission, values, and goals (as outlined in the school's community understandings document) through their actions and words. Teachers meet their own professional responsibilities. Teachers are collaborative and respectful, sharing ideas and expertise to support others. Teachers honor the confidentiality of students, families, and staff while advocating for all students' growth and learning. Teachers thoughtfully reflect on practices and decisions, give/seek feedback, demonstrate a growth mindset, and focus on improvement. Teachers consistently follow staff norms and meet professional responsibilities on time (e.g. duties, record keeping, meetings, etc.). Teachers attend and begin to facilitate professional development opportunities within and outside of the school, demonstrating leadership in the professional community.

SCHOOL-WIDE STRUCTURES

PROFESSIONAL LEARNING COMMUNITIES

Professional learning communities (PLCs) are designed to give small groups of teachers the opportunity to work on common tasks related to improving their practice. Individuals within PLCs take on different roles, helping to facilitate and document learning. PLCs consistently meet and follow an agreed upon agenda, leading to a great way for groups of teachers to grow and develop.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders provide training for teachers on the purpose, value, structure, and effectiveness of professional learning communities (PLCs). Leaders ensure time is set aside for grade-level collaborative meetings. Leaders facilitate regular PLC meetings focused on one of the pillar strategies or school-wide structures. Leaders model effective PLCs through the use of an agenda, learning targets, a growth mindset, time for reflection, and openness to feedback/ questions.	Level 1 + Leaders begin working with PLCs to analyze data, set priorities, articulate goals, seek solutions, and develop plans of action. Leaders begin to empower teachers to choose the focus of their PLCs.	Level 1-2+ Leaders continue to provide training, support, and feedback for PLCs, recognizing them as critical structures for change. Leaders empower teachers to plan and facilitate their own PLC meetings.

SCHOOL-WIDE STRUCTURES

PROFESSIONAL LEARNING COMMUNITIES

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EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers learn about the purpose, value, structure, and effectiveness of PLCs. Teachers learn about growth mindset and its importance in effective PLCs for teacher development. Teacher teams commit to regular collaborative meetings to discuss curriculum, instructional practices, assessments, and resources during collaborative time. Teachers begin to set personal and team goals for PLC-driven change.	Teachers continue learning and growing within their PLCs. Teacher teams continue regular PLC meetings. Agendas, learning targets, and other strategies are utilized to focus discussions and manage time. PLCs begin to incorporate: • Focus on teacher-chosen strategies • Analysis of student work • Sharing of effective practices • Plans for integrating connections between disciplines and pillars • Reflections on pedagogy • Dialogue modeling respect, openness and trust • Personal and team goal-setting based on data analysis	Teachers continue to seek out new learning and growth opportunities. Teachers plan and facilitate their own PLC meetings with the support and encouragement of leaders. PLCs are valuable, organized, and efficient. PLCs reflect a culture of respect, trust, openness, and growth mindset. PLCs regularly incorporate: • Teacher-chosen topics/foci • Analysis of data from a variety of sources • Celebrations of success and best practices • Interdisciplinary planning • Time for personal and peer feedback/reflection • Development of personal and team goals based on data analysis

SCHOOL-WIDE STRUCTURES

STUDENT WORK EXHIBITIONS

Presenting and displaying high-quality work is a top priority for Athlos schools. Visitors will be able to see quality work in classrooms, in hallways, and at formal exhibition events. Recognizing the importance of craftsmanship, student work exhibitions often include the standards, rubrics, and processes involved. Observers instantly recognize the depth of understanding expected of students when interacting with displayed student work.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders begin to train teachers on the value of student work exhibitions and types of exhibitions. Leaders train teachers on the value and types of student work displays. Leaders discuss and share expectations for posting student work in classrooms and hallways. These expectations should include: • Each display has a clear purpose and demonstrates the values of Athlos Academies • All displays include a learning target • Displayed work rotates so that different students' work is highlighted • The three Athlos pillars are integrated into work exhibitions	Leaders continue to provide training, support, and feedback to teachers regarding displays of student work in classrooms and hallways. Continue Level 1 expectations and include: • All displays include learning target, rubric, or student explanation/ reflection • Work shows progress (earlier drafts displayed with final product) Leaders train teachers on the purpose and value of exhibition events to celebrate student learning. Leaders train teachers on expectations for student engagement in displays of work and exhibition events (e.g. guidelines for giving presentations, demos, performances; protocols for students to plan displays) and begin to document student exhibitions with photos/videos. Leaders manage the scheduling and logistics required for each team of teachers to host at least one exhibition event. Leaders provide time/help/ encouragement for teacher teams to plan and prepare for student work exhibition events.	Leaders maintain high standards around displayed student work and consistently provide training, support and feedback to teachers and students. Leaders continue to offer training and support on the purpose of and expectations for exhibition events. Leaders manage the scheduling and logistics required for exhibition events where family and community members are invited to see high-quality demonstrations of student work related to all three Athlos pillars. Leaders provide time/help/ encouragement for teacher/student teams to plan and prepare for exhibition events. Events are planned to exemplify the three Athlos pillars and guide audience members through the process of learning, not just the products. Leaders facilitate staff debrief/peer feedback protocols with the goal of continuing to improve student work exhibitions.

SCHOOL-WIDE STRUCTURES

STUDENT WORK EXHIBITIONS

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EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers learn about the value of student work exhibitions, the types of exhibitions, and expectations for displaying student work. Teachers begin to collect and display student work. These expectations should include: • Each display has a clear purpose and demonstrates the values of Athlos Academies • All displays include a learning target • Displayed work rotates so that different students' work is highlighted • The three Athlos pillars are integrated into work exhibitions	Teachers continue to collect and display student work following the Level 1 expectations. Additionally: • All displays include learning target, rubric, or student explanation/ reflection • Work shows progress (earlier drafts displayed with final product) The quality of work displayed by students continues to improve. Teachers begin to include students in the planning and set-up of student work displays in classrooms/hallways. Teacher teams plan and host at least one exhibition event.	School-wide expectations around student work displays are consistently met. These expectations include: • All displays include a learning target, rubric, or student reflection • Displayed work rotates so that different students' work is highlighted • The three Athlos pillars are intentionally woven throughout all work exhibitions • Work shows progress (earlier drafts displayed with high-quality final products) Teachers support/encourage students to increasingly take ownership of classroom/hallway displays that highlight both the process and products of learning. Teacher teams work with students to plan and host exhibition events that celebrate the process and products of student growth related to all three Athlos pillars. Family and community members are invited to these exhibition events.

SCHOOL-WIDE STRUCTURES

SCHOOL PORTFOLIOS

Considering the Athlos pillar implementation system, designated school individuals will share evidence documenting development. Evidence will align with Athlos strategies and could be in the form of pictures, videos, surveys, lessons, agendas, and more. Schools will share this evidence throughout the school year. Athlos will build their portfolio and share a finished product in the summer.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders learn about Athlos Academies school portfolio expectations. General information and big-picture goals are shared with all staff members. Leaders create a school portfolio team and determine roles/ responsibilities for collecting and organizing artifacts, documenting the school's pillar implementation progress. The school portfolio team begins to collect and submit evidence of pillar implementation.	Leaders provide training and support to the portfolio team and teachers on the development of a high-quality school portfolio and the process of submitting evidence. Leaders ask teachers to consider which assignments and lessons to submit as evidence (in the form of documents, photos, and videos) of pillar implementation. Leaders begin to collect and submit evidence from observations, coaching cycles, and learning walks from classrooms, turf, and hallways and collect copies or pictures for Athlos home court. The school portfolio team continues to collect, organize and submit evidence that documents the implementation of all 36 Athlos pillar strategies and eight school-wide structures.	Leaders continue to support the school portfolio team, encourage teachers to submit high-quality evidence of pillar implementation, and submit evidence from observations, coaching cycles, learning walks, etc. The school portfolio team continues to collect, organize, and submit evidence that documents the implementation of all 36 Athlos pillar strategies and eight school-wide structures. The school portfolio is published (by staff at Athlos home court in Boise) on the school website. The portfolio shows evidence of pillar implementation and showcases high-quality student work.

SCHOOL-WIDE STRUCTURES

SCHOOL PORTFOLIOS

Considering the Athlos pillar implementation system, designated school individuals will share evidence documenting development. Evidence will align with Athlos strategies and could be in the form of pictures, videos, surveys, lessons, agendas, and more. Schools will share this evidence throughout the school year. Athlos will build their portfolio and share a finished product in the summer.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers learn the basics of Athlos school portfolio expectations and goals. Teachers alert the school portfolio team when they have assignments or lessons that might serve as evidence of pillar implementation.	Expectations for the school portfolio are clarified for teachers. Teachers begin submitting evidence (documents, photos, and videos) of pillar implementation.	Teachers continue to submit evidence (documents, photos, and videos) of high-quality pillar implementation.

PREPARED MIND

A PREPARED MIND IS ADAPTABLE, REFLECTIVE, AND READY TO EMBRACE NEW CHALLENGES.

BELIEFS:

Curriculum provides authentic opportunities for students to construct understanding, think critically, and collaborate.

The best instructional practices spark curiosity, positively engage all students, and consider different types of learners.

Healthy assessment practices involve clear directions, effective feedback and explicit steps towards mastery.

Family and community involvement in the academic process leads to more successful students.

STRATEGIES:

Curriculum
- Inquiry-based
- Project-based
- Integrated (interwoven, interdisciplinary, connected)

Instruction
- Culture of growth and positivity
- Active, student-centered
- Technology strategically utilized

Assessment
- Learning targets frame learning
- Formative and summative tasks used to inform instruction
- Effective use of data

Family and Community
- Consistent, quality communication
- Family engagement in the learning process
- Use of community experts

PREPARED MIND

CURRICULUM: INQUIRY-BASED

At Athlos Academies, the power of inquiry is harnessed to motivate learning, foster memorable learning experiences, and ultimately, support students as they develop into innovators. Curriculum is presented in a way that sparks students' innate curiosity and creates a need-to-know mentality. Each learning experience begins with a hook that grabs students' attention. Students are encouraged to ask questions and explicitly taught how to ask good questions. They read, write, research, and probe because they are genuinely interested in finding answers to their own burning questions.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders introduce the inquiry process, model how inquiry can be integrated into learning experiences, and share strategies for creating a culture of inquiry. Leaders model the inquiry process in professional development.	Leaders continue to model inquiry and support teachers in building a culture of inquiry. Leaders introduce the inquiry process at the unit level. Leaders identify effective exemplars of inquiry-based learning experiences within the school and showcase these models.	Leaders continue to support and model a school culture of inquiry and utilize the inquiry process when evaluating school's progress and development (i.e. using data and guiding questions to investigate student achievement). Leaders introduce the inquiry process as a component of project-based learning (see rubric for project-based curriculum). Leaders ensure that effective inquiry-based learning experiences are the norm and continue to showcase exemplars.

PREPARED MIND

CURRICULUM: INQUIRY-BASED

At Athlos Academies, the power of inquiry is harnessed to motivate learning, foster memorable learning experiences, and ultimately, support students as they develop into innovators. Curriculum is presented in a way that sparks students' innate curiosity and creates a need-to-know mentality. Each learning experience begins with a hook that grabs students' attention. Students are encouraged to ask questions and explicitly taught how to ask good questions. They read, write, research, and probe because they are genuinely interested in finding answers to their own burning questions.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers learn about and begin to utilize strategies to create a culture of inquiry within their classrooms. Teachers begin to plan and deliver inquiry-based learning experiences that include: • An entry activity (hook) that capitalizes on students' curiosity • Opportunities for students to formulate questions, investigate data, collaborate to build new understandings, explore different positions, and develop solutions • A debrief where students are able to synthesize new learning • Opportunities for reflection on skills, strategies, and the learning process	Teachers begin to regularly plan and deliver inquiry-based learning experiences. (see Level 1) Teachers begin to offer some inquiry-based units that include: • Entry-level activities to create a need-to-know mentality that drives students' continued inquiry • Authentic, relevant guiding questions • Activities that develop critical thinking skills • Demonstrations of student thinking as it develops over time (through anchor charts and progress trackers) • Intentional opportunities for quality collaboration • Extended time to explore multiple perspectives and develop solutions • Opportunities for reflection, specifically connected to the unit's guiding questions	Teachers effectively and consistently use a variety of strategies to build a culture of inquiry within their classrooms. Teachers consistently offer students opportunities to participate in inquiry-based learning experiences and/or units (see Levels 1–2). Teachers begin to offer inquiry-based projects (see rubric for project-oriented curriculum).

PREPARED MIND

CURRICULUM: PROJECT-BASED

Project-based learning refers to an educational philosophy where students plan, design, and create a high-quality product (e.g. project, publication, presentation) throughout a learning experience. The creation of the project is the learning, not just a way to assess learning at the end. Teachers play the role of facilitator as students construct their own understanding of content knowledge throughout all stages of the product: brainstorm, research, plan, development, revision, publish.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders introduce project-based learning and show exemplars. Leaders introduce and model the revision process and how to create high-quality products. This includes: • Clear expectations/criteria • Use of exemplars and rubrics • Feedback (using self, peer, and teacher critique protocols) • Revision • Reflection • An authentic audience	Leaders provide training on the "how-tos" of project-based learning (e.g. assessment, management, resources, exemplars, etc.). Leaders model how high-quality products can be integrated into the curriculum and support teachers using professional development time to plan and develop project-based learning experiences. Leaders identify the effective development of high-quality products within the school and showcase these models within the school.	Leaders establish clear expectations around project work and ensure that project-based learning is integrated into the curriculum at all grade levels where appropriate. Leaders support using professional development time for planning, implementation, and assessment of true project-based learning experiences. Leaders identify effective uses of project-based learning and the creation of high-quality products within the school and showcase these models in the larger community.

CURRICULUM: PROJECT-BASED

Project-based learning refers to an educational philosophy where students plan, design, and create a high-quality product (e.g. project, publication, presentation) throughout a learning experience. The creation of the project is the learning, not just a way to assess learning at the end. Teachers play the role of facilitator as students construct their own understanding of content knowledge throughout all stages of the product: brainstorm, research, plan, development, revision, publish.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers learn the difference between doing projects and project-based learning. Teachers begin to develop project-based learning experiences. Teachers learn about and begin to implement the revision process for high-quality products in their classrooms.	Teachers continue to learn about project-based learning and how to effectively plan, implement and assess project-based learning experiences. Teachers begin to implement project-based learning experiences. Teachers begin to lead students through the revision process to create high-quality products. A variety of self, peer, and teacher critique protocols begin to be implemented.	Project-based learning is integrated into the curriculum in meaningful ways where appropriate. At least one project-based learning experience is part of every teacher's year-long curriculum plan. Craftsmanship is a top priority and teachers help facilitate an iterative process that leads to high-quality projects. This includes: • Clear expectations/criteria • Use of exemplars and rubrics • Feedback (self, peer, teacher critique protocols) • Revision • Reflection • An authentic audience

PREPARED MIND

CURRICULUM: INTEGRATED

Students construct deeper understanding when curriculum is meaningful to them. At Athlos Academies, integrated curriculum means that key ideas are interwoven throughout all areas of learning; concepts are not taught in isolation. Curriculum is interdisciplinary and content area teachers look for connections and opportunities for collaboration. New content is connected to real world situations, to previous topics, and to the Healthy Body and Performance Character pillars so students understand that what they are learning at school really matters. Integrated curriculum is important because nothing in everyday life (in nature, in business, etc.) can be confined to just one subject area. In addition, certain skills (e.g. critical thinking, literacy, seeing multiple perspectives, research) will help students find success in all areas of their lives.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders introduce the idea of integrated curriculum and model the use of big ideas, guiding questions, and anchor texts. Leaders support teachers in analyzing the Common Core ELA standards in order to incorporate reading/writing into content-based units. Leaders provide time for collaborative planning focused on integrated curriculum.	Leaders continue to support teachers in their understanding and effective use of big ideas, guiding questions, and anchor texts. Leaders continue to support teachers in analyzing Common Core ELA and finding opportunities to incorporate literacy activities into content-based learning experiences. Leaders continue to provide time for collaborative planning where teachers discuss content standards and look for and capitalize on opportunities for integration.	Level 1–2+ Leaders support teachers in analyzing and evaluating their implementation of integrated curriculum.

PREPARED MIND

CURRICULUM: INTEGRATED

Students construct deeper understanding when curriculum is meaningful to them. At Athlos Academies, integrated curriculum means that key ideas are interwoven throughout all areas of learning; concepts are not taught in isolation. Curriculum is interdisciplinary and content area teachers look for connections and opportunities for collaboration. New content is connected to real world situations, to previous topics, and to the Healthy Body and Performance Character pillars so students understand that what they are learning at school really matters. Integrated curriculum is important because nothing in everyday life (in nature, in business, etc.) can be confined to just one subject area. In addition, certain skills (e.g. critical thinking, literacy, seeing multiple perspectives, research) will help students find success in all areas of their lives.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers learn about and begin to use guiding questions and big ideas throughout learning experiences. Teachers identify opportunities for integrating Common Core ELA standards into content-based learning experiences (e.g. anchor texts, content-area writing, literature circles, presentation skills) and begin to implement some reading/writing activities within different content areas. During collaborative planning time, teachers/teams discuss content standards, look for opportunities for integration. Each teacher collaborates with at least one team member to plan and implement an interdisciplinary learning experience. (e.g. all the first grade teachers, middle school math and science teachers, classroom teacher and art or technology teacher.) When teaching content-area standards, teachers look for and begin to facilitate classroom discussions on connections across disciplines (i.e. connections to other pillars, other content areas, previous learning, real world situations).	Teachers continue to use guiding questions and big ideas throughout learning experiences. Teachers begin to intentionally integrate a variety of activities related to Common Core ELA standards into content-based learning experiences. Teachers continue to collaborate with team members to find and utilize opportunities for interdisciplinary learning experiences. Teachers begin to intentionally integrate connections across disciplines into content-area learning experiences.	Teachers consistently use guiding questions and big ideas throughout learning experiences. Literacy is intentionally woven into content-based units. This includes: • The use of anchor texts • Literature circles (fiction and nonfiction) • Informational writing and/or content-specific technical papers • Refined presentation and listening skills Connections across disciplines are intentional. Teachers consistently offer students integrated learning experiences. This could include: • Clear expectations/criteria • Collaboration with other content area teachers (math, science, ELA, social studies, art, technology) • Meaningful integration of the Healthy Body and Performance Character pillars • Intentionally building on previous learning • Projects connected to real world concerns/issues

PREPARED MIND

INSTRUCTION: ACTIVE, STUDENT CENTERED

Good teachers know that in any setting, the person doing the most speaking, writing, reading, and moving is the one doing the most learning. In a traditional setting where the teacher is found lecturing to a room full of students, the teacher is the one most likely to learn that content well. One of the foundational beliefs of Athlos Academies is that the mind and body are inextricably linked. This means that Athlos classrooms must be the home of active, student-centered instruction. In practice, this means that active teaching and assessment practices (e.g. protocols) are utilized, movement breaks occur in every classroom at every grade level, time is set aside for unstructured free play at every grade level, and the Healthy Body and Performance Character pillars are integrated at every opportunity.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders train staff on the effective use of active teaching/assessment strategies including instructional protocols which ensure active engagement of all students. Examples: games, role-plays, simulations, and walks/hikes. Leaders model these practices with active, engaging, teacher-centered professional development. Leaders model Performance Character trait integration and movement breaks during professional development.	Leaders continue to train staff on additional strategies and protocols. Professional development models new strategies/protocols with teacher-centered, active teaching and learning. This includes movement breaks and in-depth discussions of how Performance Character trait development/reflection can easily be integrated (e.g. norms, collaboration skills, social intelligence, etc.). Leaders coach and observe teachers, giving feedback on how to improve classroom strategies and protocols.	Level 1-2+ Leaders provide time during professional development for teachers to share successful protocols and strategies. Leaders facilitate time/coverage for teachers to observe each other. This time is spent looking for new protocols and instructional strategies and offering feedback to each other.

INSTRUCTION: ACTIVE, STUDENT CENTERED

Good teachers know that in any setting, the person doing the most speaking, writing, reading, and moving is the one doing the most learning. In a traditional setting where the teacher is found lecturing to a room full of students, the teacher is the one most likely to learn that content well. One of the foundational beliefs of Athlos Academies is that the mind and body are inextricably linked. This means that Athlos classrooms must be the home of active, student-centered instruction. In practice, this means that active teaching and assessment practices (e.g. protocols) are utilized, movement breaks occur in every classroom at every grade level, time is set aside for unstructured free play at every grade level, and the Healthy Body and Performance Character pillars are integrated at every opportunity.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers learn about and begin to utilize a variety of active teaching/assessment strategies including instructional protocols which ensure active engagement of all students. Examples: games, role-plays, simulations, and walks/hikes. Teachers plan and implement movement breaks throughout the day (at least five two-minute breaks per day). Teachers look for opportunities to discuss and reflect on students' Performance Character trait development related to active teaching/assessment strategies (e.g. set and check in on classroom norms, debrief a process, trait reflections, etc.).	Teachers continue to utilize a variety of active teaching/ assessment strategies. Teachers work together during professional development time to brainstorm ideas for protocols and strategies, try them out in class, and reflect on their effectiveness. The Healthy Body pillar is considered when determining which protocols and class activities to use. Teachers plan and consistently implement at least five two-minute movement breaks per day. Teachers frequently integrate discussions on how Performance Character traits are developed through active classroom processes.	Level 1–2+ Teachers use an intentional blend of active instructional strategies and protocols, strategically balancing the time students spend working individually, in groups, and as a whole class. Teachers consider the Healthy Body and Performance Character pillars when determining which protocols and class activities to use.

PREPARED MIND

INSTRUCTION: TECHNOLOGY STRATEGICALLY UTILIZED

The 21st century is a digital world filled with ever-evolving technologies that have the potential to enhance or even transform classroom experiences by motivating students and expanding the boundaries of what a "classroom" is. Teachers need to be creative in making sure technology enhances learning by allowing students to experience new ways of exploring, collaborating, and creating; at the same time, they must be careful to ensure that it is not a distraction. 21st century learning does not mean that technology is used all the time, for every task. In fact, online time should be balanced with time away from screens and devices. Teachers need to think strategically about their space, tools, and practices and about the goal and purpose of each student task.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders ensure students have access to devices and that technology is used appropriately—not overused. Leaders provide training on effective use of technology, strategies for classroom management with technology, and digital citizenship.	Leaders continue to ensure access to devices along with necessary/appropriate upgrades. Leaders seek opportunities for staff to receive training on current trends in technology and education. Leaders continually ensure that technology is used appropriately and that digital citizenship is a focus throughout the school.	Leaders work with teachers and students to find increasingly innovative ways to appropriately and strategically use the latest technology to enhance learning. Leaders provide opportunities for staff to train colleagues on how they have successfully used technology and tech-friendly classroom management strategies to enhance learning. Leaders continue to ensure that a positive culture of digital citizenship occurs throughout the school.

INSTRUCTION: TECHNOLOGY STRATEGICALLY UTILIZED

The 21st century is a digital world filled with ever-evolving technologies that have the potential to enhance or even transform classroom experiences by motivating students and expanding the boundaries of what a "classroom" is. Teachers need to be creative in making sure technology enhances learning by allowing students to experience new ways of exploring, collaborating, and creating; at the same time, they must be careful to ensure that it is not a distraction. 21st century learning does not mean that technology is used all the time, for every task. In fact, online time should be balanced with time away from screens and devices. Teachers need to think strategically about their space, tools, and practices and about the goal and purpose of each student task.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers learn about ways that technology can be used to enhance but not distract from learning. Teachers begin to design and implement learning experiences that utilize technology. Teachers begin to implement tech-friendly classroom management strategies and lessons on digital citizenship.	Technology is used to enhance but not distract from learning. Technology is leveraged in order to promote experiences with, and exposure to, the world outside of the classroom as well as allow for learning to take place outside of class time. Teachers continue to develop a culture of digital citizenship, utilizing tech-friendly classroom management strategies.	Technology is strategically utilized to enhance learning, provide universal access to materials, adapt curricular resources, and promote experiences with, and exposure to, the world outside of the classroom. It is also used to allow for student learning outside of class time. Teachers provide opportunities for students to participate in projects and create products that use and develop their technology skills. Teachers continue to foster a culture of digital citizenship, utilizing tech-friendly classroom management strategies (including student reflections and self-management).

PREPARED MIND

INSTRUCTION: CULTURE OF GROWTH AND POSITIVITY

Students need to feel safe and supported before they can excel in the classroom. This means a classroom culture of growth and positivity is a foundational element of student success. The biggest key to the development of this culture is teaching and fostering a growth mindset in teachers, students, and family members. Under the umbrella of this growth mindset, there are many aspects of classroom culture to consider. Setting high expectations for student behavior and intentionally setting up classroom norms and routines are an important place to start. All Athlos teachers are encouraged to establish positive classrooms built on key Performance Character traits.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders offer training on setting high expectations for student behavior and developing norms and routines. (See Performance Character rubrics).	Leaders continue to offer training on setting high expectations for student behavior and developing norms and routines. (See Performance Character rubrics).	Leaders continue to offer training on setting high expectations for student behavior and developing norms and routines. (See Performance Character rubrics).
Leaders offer training on growth mindset. This includes current research, the importance of a growth mindset in staff/students, and strategies for fostering a growth mindset in students.	Leaders continue to offer training on growth mindset, including research on the brain's malleability.	Research related to a growth mindset continues to be integrated into professional development. In addition, leaders conduct school-wide book club discussions on growth mindset (e.g. *Mindsets in the Classroom* by Mary Ricci).
Leaders facilitate discussions around the use of "praise" in relation to achievement.	Leaders begin to monitor, evaluate, and review school strategies/protocols that relate to a growth mindset.	Leaders continue to monitor, evaluate, and review school strategies/ protocols that relate to a growth mindset and begin collecting data on growth mindset implementation in the classroom
Leaders model strategies and word-choice that support the development of a growth mindset.	Leaders continue to facilitate discussions around language and the use of "praise" in relation to achievement. Teachers have opportunities to share best practices in fostering classroom growth mindset.	Leaders continue to facilitate discussions around language and the use of "praise" in relation to achievement. Teachers continue to share best practices.
	Professional collaboration continues to build a community of trust where the goal is growth and development.	Professional collaboration continues to foster a community of trust where the goal is growth and development.

INSTRUCTION: CULTURE OF GROWTH AND POSITIVITY

Students need to feel safe and supported before they can excel in the classroom. This means a classroom culture of growth and positivity is a foundational element of student success. The biggest key to the development of this culture is teaching and fostering a growth mindset in teachers, students, and family members. Under the umbrella of this growth mindset, there are many aspects of classroom culture to consider. Setting high expectations for student behavior and intentionally setting up classroom norms and routines are an important place to start. All Athlos teachers are encouraged to establish positive classrooms built on key Performance Character traits.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers learn about and begin setting high expectations for student behavior and developing classroom norms/ routines. (See Performance Character rubrics).	Teachers continue to set high expectations for student behavior and develop classroom norms/ routines. (See Performance Character rubrics).	Teachers consistently set high expectations for student behavior and develop classroom norms/routines. (See Performance Character rubrics).
Teachers begin to use language that reflects a growth mindset where "process praise" is used to highlight effort and strategies.	Teachers often use language that reflects a growth mindset where "process praise" is used to highlight effort, strategies, positive choices, and perseverance.	Teachers consistently use language that reflects a growth mindset where "process praise" is used to highlight effort, strategies, positive choices, perseverance and healthy behavior.
Teacher instruction helps students begin to accept mistakes as opportunities.	Teacher instruction helps students accept mistakes as opportunities and deal with setbacks constructively.	Teacher instruction helps students consistently accept mistakes as opportunities and deal with setbacks constructively.
Teachers find themselves highlighting positive behaviors.	Teachers find themselves highlighting positive behaviors more than negative ones.	Teachers find themselves consistently highlighting positive behaviors more than negative ones.
	Teachers begin to teach students about the brain's malleability.	Teachers continue to teach students about the brain's malleability.
		Teachers support student self-assessment of growth mindset.

PREPARED MIND

ASSESSMENT: LEARNING TARGETS FRAME LEARNING

Students cannot be successful if they are not clear about what is expected of them. At Athlos Academies, learning targets are powerful tools that guide student learning and allow for inquiry, self-assessment, and ownership. Learning targets consist of clear, concise, student-friendly statements about what students will know, understand, or do by the end of a learning experience.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders model the use of both content and Performance Character learning targets in all professional development. Leaders provide support, training and direction on the development of learning targets (both long-term and supporting targets) and expectations for their use.	Leaders provide training and model the use of different types of learning targets (i.e. knowledge, skill, reasoning, Performance Character, long-term, and supporting targets). Leaders begin to check classrooms for learning targets and give feedback on their quality.	Leaders focus training and modeling on learning target word choice, paying particular attention to precise verbs and the creation of clear targets. Leaders regularly check classrooms for knowledge, skill, reasoning, and Performance Character learning targets and give feedback on their quality.

ASSESSMENT: LEARNING TARGETS FRAME LEARNING

Students cannot be successful if they are not clear about what is expected of them. At Athlos Academies, learning targets are powerful tools that guide student learning and allow for inquiry, self-assessment, and ownership. Learning targets consist of clear, concise, student-friendly statements about what students will know, understand, or do by the end of a learning experience.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers write long-term and supporting learning targets for their curriculum units based on state standards. Student-friendly learning targets are displayed and discussed in every classroom. Both academic and Performance Character learning targets are highlighted in each learning experience. Progress on learning targets is reflected on report cards and during student-led conferences.	Student-friendly long-term and supporting learning targets are written to inform both method of instruction and method of assessment (e.g. knowledge, skill, reasoning, and Performance Character). Both academic and Performance Character learning targets are consistently used and discussed for every learning experience. Progress on learning targets is reflected on report cards and during student-led conferences. Students begin to self-assess and monitor their own progress on learning targets.	Knowledge, skill, reasoning, and Performance Character learning targets are used effectively for every learning experience. Long-term and supporting targets are consistently and efficiently used to inform classroom experiences as well as formative and summative assessments. Particular attention is paid to verb choice and specificity. Students track their own progress on long-term and supporting learning targets and share their progress and reflection during student-led conferences.

PREPARED MIND

ASSESSMENT: FORMATIVE AND SUMMATIVE TASKS USED TO INFORM INSTRUCTION

At Athlos Academies, assessment is an ongoing process used to improve instruction and support students. Both formative and summative tasks are used to do this. Formative assessment is assessment for learning. These are various activities in which students demonstrate what they know and can do so far. The purpose of formative assessment is for teachers to gauge where students are and to adapt subsequent tasks accordingly. Summative assessment is assessment of learning. These are activities that take place at the end of a learning experience in which students demonstrate what they have learned. Summative assessments are meant to be evaluative, and have the power to drive big changes in curriculum choice or instructional practice.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders model and share resources on a variety of formative and summative assessment strategies. Leaders provide support and direction on how to best use formative and summative assessments to inform instruction. Leaders provide time during professional development for grade-level teams to learn about common assessments.	Leaders provide training on new methods of formative and summative assessment, including the use of new technology platforms. Leaders offer support, feedback, and direction on teachers' use of formative and summative assessment strategies to inform instruction. Leaders provide time during professional development for grade-level teams to develop common assessments.	Leaders continue to seek out training opportunities for themselves and for staff on new formative and summative assessment strategies and help to implement them in the school. Leaders continue to offer support, feedback, and direction on teachers' use of both formative and summative assessment to inform and improve instruction (including choices in curriculum and instructional strategies). Leaders provide time for grade-level teams to administer and analyze results of common assessments.

ASSESSMENT: FORMATIVE AND SUMMATIVE TASKS USED TO INFORM INSTRUCTION

At Athlos Academies, assessment is an ongoing process used to improve instruction and support students. Both formative and summative tasks are used to do this. Formative assessment is assessment for learning. These are various activities in which students demonstrate what they know and can do so far. The purpose of formative assessment is for teachers to gauge where students are and to adapt subsequent tasks accordingly. Summative assessment is assessment of learning. These are activities that take place at the end of a learning experience in which students demonstrate what they have learned. Summative assessments are meant to be evaluative, and have the power to drive big changes in curriculum choice or instructional practice.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers learn about and begin to use a variety of formative assessment strategies. Teachers learn about and begin to use a variety of summative assessment strategies. Teachers learn about and begin to discuss common assessments.	Teachers consistently use a variety of formative assessment strategies (informal and formal) to determine next steps in lessons and support student improvement. Teachers continue to develop and implement a variety of summative assessments, including authentic and performance assessments, to measure students' depth of understanding. Grade-level teams collaborate to develop common assessments.	Teachers skillfully use a variety of timely, clear, specific formative assessments to determine next steps in lessons and to support student improvement. Teachers design and implement a variety of authentic, summative assessments. These assessments are used to measure students' depth of understanding and inform choices in curriculum and instructional strategies. Grade-level teams administer and begin to analyze data from common assessments.

PREPARED MIND

ASSESSMENT: EFFECTIVE USE OF DATA

In an effort to keep improving their practice, teachers and school leaders at Athlos Academies gather and analyze data from a variety of sources. Building on a school-wide culture of growth and positivity, teachers and school leaders are able to give honest, constructive, no-blame feedback to each other and ultimately do what is best for Athlos student learning.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders begin to develop school work plans and goals on the effective use of data. Leaders begin to build a data culture based on trust, honesty, and humility while training teachers on the value of and strategies for effective use of data. School leaders develop and implement a school assessment plan (screening, diagnostic, progress monitoring).	School work plans and goals are developed based on data derived from a variety of sources (e.g. standardized tests, interim assessments, student work, classroom observations, school surveys, etc.). Data teams are formed. Leaders continue to build a data culture based on trust, honesty, and humility while beginning to work with teachers and teams to collect and use data with intentionality and purpose. School leaders effectively utilize the school assessment plan (screening, diagnostic, progress monitoring) to support student progress.	School work plans are implemented and goals are revised as needed. Data teams continue to meet, reflect on their work, and grow/improve. Leaders continue to foster a data culture of trust, honesty, and humility while working with teachers and teams to collect and use data with intentionality and purpose. School leaders continue to effectively utilize the school assessment plan (screening, diagnostic, progress monitoring) to inform and improve instruction.

ASSESSMENT: EFFECTIVE USE OF DATA

In an effort to keep improving their practice, teachers and school leaders at Athlos Academies gather and analyze data from a variety of sources. Building on a school-wide culture of growth and positivity, teachers and school leaders are able to give honest, constructive, no-blame feedback to each other and ultimately do what is best for Athlos student learning.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers learn about types of data available and how to use data effectively to improve instruction. Teachers begin to look at student work during professional development and offer feedback to improve instruction. Teachers have the opportunity to look at a variety of assessments and learn to analyze the information for patterns, strengths, and weaknesses.	Data team meetings occur to collaboratively analyze data from standardized tests and interim assessments. Teachers continue to look at student work during professional development and offer feedback to improve instruction. Teachers understand how to interpret information from standardized tests and interim assessments and intentionally use it to guide instruction. Teachers work with students in analyzing their own data a few times a year.	Data teams meet regularly to collaboratively analyze data to identify and address needs or plan interventions. Information is communicated to teachers on a regular basis. Teachers routinely look at student work during professional development and offer feedback to improve instruction. Teachers consistently interpret information from standardized tests and interim assessments and intentionally use it to guide instruction. Students are regularly involved in analyzing their own data to identify trends, strengths, needs, and to set goals.

PREPARED MIND

FAMILY AND COMMUNITY: CONSISTENT, QUALITY COMMUNICATION

Athlos Academies understands the importance of frequent, high-quality communication between school and home. Consequently, school leaders have the responsibility of creating and implementing a school-wide communication plan that is effective, timely, culturally-responsive and innovative. Teachers are expected to implement the communication plan and work collaboratively with leaders to foster a culture of frequent, high-quality school/home communication.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders create a communication plan (including platforms, norms, frequency, tracking, language, and culturally-responsive communication) for the school staff to follow. The communication plan includes: • Within school communication (leader/teacher, teacher/teacher) • School-home communication • Classroom-home communication • Individual teacher-individual parent communication Leaders introduce and train teachers on communication strategies and expectations. Leaders introduce the communication plan to parents.	Leaders help to facilitate effective communication by implementing and adhering to the communication plan, revising the plan when necessary. Leaders gather and disseminate families' and staff's feedback to staff on quality of communication and translate that into changes in practice, if needed.	Level 1–2+ Leaders support and ensure effective implementation of the communication plan, making improvements as necessary.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers begin to implement communication plan developed by school leaders. Teachers and students help keep parents up to date and informed on classroom activities as well as students' academic progress. Teachers develop their classroom webpage on the school website and regularly update it with assignments, news, and reminders.	Level 1+ Teachers continue to implement communication plan developed by school leaders. Teachers share best practices in regards to family communication.	Level 1–2+ Teachers continue to implement communication plan developed by school leaders and share best practices.

FAMILY AND COMMUNITY: ENGAGEMENT IN THE LEARNING PROCESS

Families know their students best, so engaging parents in the learning process is essential to student success. Beyond simply communicating with families about what's going on in the classroom and on the turf, Athlos teachers look for meaningful ways to involve families in the learning process, both in school and at home.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders provide training on the why/how to engage families in the learning process. Leaders help teachers find or design supplemental learning opportunities to share with families.	Leaders and staff members collaborate to implement strategies that support a school-wide culture of family engagement. Leaders research and offer quality supplemental learning opportunities, along with monitoring what is being recommended at a teacher level. Leaders help design systems that track family involvement (e.g. homework completion; student-led conference attendance; family volunteers in classroom).	Leaders and staff members continue to implement strategies that support a school-wide culture of family engagement. Leaders help to coordinate family classroom visits and make sure that visits support (and do not detract from) learning. Leaders help implement systems that track family involvement (e.g. homework completion; student-led conference attendance; family volunteers in classroom).

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers intentionally plan and implement activities to promote family engagement (e.g. beginning of the year surveys, student/family interview assignments, etc.). Teachers begin sharing academic resources with parents to support and supplement student learning.	Teachers continue to plan and implement activities that promote family engagement (e.g. beginning of the year surveys, student/family interview assignments, etc.). Family members are offered opportunities to visit the classroom, participate in activities, and share expertise. Teachers continue to share academic resources with parents to support and supplement student learning.	Teachers consistently plan and implement activities that promote family engagement (e.g. beginning of the year surveys, student/family interview assignments, etc.). Family members are consistently seen in the classroom, participating in activities and sharing their expertise. Teachers consistently share cutting-edge academic resources with parents to support and supplement student learning.

PREPARED MIND

FAMILY AND COMMUNITY: USE OF COMMUNITY EXPERTS

Our communities are full of content-area specialists who are willing and excited to collaborate with teachers to support student learning. Athlos teachers know how the meaningful integration of community experts into learning experiences can deepen students' understanding of concepts, help them see real-world applications, and motivate them to dig deeper and more fully engage with their work at school. Additionally, work with specialists can motivate the production of high-quality products, help students gain self-confidence, and build 21st century skills like time-management, communication, and professionalism.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders facilitate the finding and hosting of community experts for school events and classroom activities. Community experts are vetted by school leaders. Leaders ensure that teachers are not overwhelmed by the number of community experts interested in assisting. Community experts present at key events hosted by the school.	Level 1+ Leaders continue to help teachers find community experts for school events and classroom activities.	Level 1-2+ As needed, leaders support teachers in finding community experts for school events and classroom activities.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers begin to plan how to integrate community experts (local or global via Skype) into classroom learning experiences. Teachers explicitly teach and model how to interact with experts and guests (e.g. greeting, showing respect, helping the expert orient to the building and the learning).	Teachers begin to invite experts (local or global via Skype) into classroom learning experiences. Teachers continue to teach and model how to interact with experts and guests.	Teachers regularly and meaningfully integrate experts (local or global via Skype) into classroom learning experiences. Students interact appropriately with experts and guests with little coaching from teachers.

HEALTHY BODY

MIND AND BODY ARE INEXTRICABLY LINKED.

BELIEFS:

Structured athletic curriculum and creative play develop physical literacy.

Coaches help develop student athleticism through positive and effective instruction.

Assessments are integrated routinely and promote student growth in fitness and athleticism.

A culture of wellness is developed as families and communities partner to support healthy lifestyles.

STRATEGIES:

Curriculum

- Athlos athletic curriculum (AAC) knowledge and methodology
- Unstructured free play
- Integration of Healthy Body into classroom content

Instruction

- Culture of growth and positivity
- Differentiated instruction
- Modeling effective practices

Assessment

- AAC assessment protocols
- Formative and summative tasks used to inform instruction
- Student disposition data

Family and Community

- Extracurricular activities
- Community and wellness events
- Promote school team building

HEALTHY BODY

CURRICULUM: ATHLOS ATHLETIC CURRICULUM KNOWLEDGE AND METHODOLOGY

Athlos athletic curriculum (AAC) knowledge and methodology is the foundational knowledge needed to effectively implement the AAC. It encompasses the long term athletic development model, movement methodology in the forms of linear and multi-directional speed, pediatric resistance training methodology, and the current national standards from SHAPE America. Sound scientific research formed the foundation on which each of these areas of the AAC were selected and incorporated. Each level requires a different skill set and a specific level of content knowledge.

EXPECTATIONS FOR

Leaders: Administrators, Lead AP Coaches

Level 1	Level 2	Level 3
Administration supports Healthy Body staff in pursuing content knowledge associated with AAC and holds staff accountable for attending home court professional development. Lead APC identifies areas of support needed for staff growth.	Lead athletic performance coach meets with administration team to review staff goals and evaluate delivery of the AAC.	Lead athletic performance coach leads AAC planning huddles with staff.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Athletic performance coaches set goals surrounding their development of content knowledge and methodology (i.e. obtaining their CSCS, creating a relevant staff reading list, etc.) Athletic performance coaches demonstrate sufficient knowledge in AAC methodology.	Level 1 + Athletic performance coaches show evidence of growth in AAC methodology knowledge. Athletic performance coaches provide feedback in the form of effective external coaching cues. Athletic performance coaches provide age appropriate progressions and regressions of prescribed drills, exercises, and games. Athletic performance coaches are able to transition between each lesson segment seamlessly maximizing the majority of class time.	Level 1–2 + Lesson plan adaptations reflect expertise in AAC methodology.

HEALTHY BODY

CURRICULUM: UNSTRUCTURED FREE PLAY

Unstructured free play refers to periods of physical activity throughout the day where students can play and move without it being overly structured or programmed by adults. These 15 minute breaks occur at least two times per day, ideally up to three to four times. During unstructured free play, all students are engaged in a form of activity they enjoy. This time is protected because teachers value the benefits it provides students.

EXPECTATIONS FOR

Leaders: Administrators, Lead AP Coaches

Level 1	Level 2	Level 3
Administration schedules two or three fifteen-minute free play recess breaks for all students daily. Administration provides research to the staff on the value and importance of free play as an element of school culture.	Level 1 + Administration looks to increase free play opportunities for all students. Administration provides feedback to teachers on their transitions and free play experiences.	Level 1–2 + Administration helps to gather data on the effectiveness of free play experiences (both during recess and in classrooms). Administration helps to provide resources and support to teachers for increasing the quality of free play experiences.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers facilitate smooth transitions in order to maximize free play time. Teachers protect free play time for students.	Level 1 + Teachers facilitate quality free play time by avoiding adult interaction, and promoting student problem solving and creative design.	Level 1–2 + Teachers help to track "on-task" behavior in the classroom in relation to the amount of quality free play experiences. Unstructured free play reflections occur during grade level PLCs

HEALTHY BODY

CURRICULUM: INTEGRATION INTO CLASSROOM CONTENT

The Athlos model truly comes alive when all three pillars are integrated simultaneously. Integration of Healthy Body into classroom content means that students are moving throughout the school day, not just on the turf. Because movement and cognition are powerfully linked, classroom movement breaks are used in every classroom to enhance students' learning potential. We also know that the field of exercise science has exploded in the last 20 years. This also includes building students' knowledge in areas such as anatomy, physiology, kinesiology, nutrition, etc. The goal is to put healthy habits into motion on the turf, while integrating these topics into our academic teaching in order to teach students to stay healthy.

EXPECTATIONS FOR

Leaders: Administrators, Lead AP Coaches

Level 1	Level 2	Level 3
Administration highlights the importance and celebrates Healthy Body integration into classroom instruction. Administration models the use of movement breaks during staff professional development time.	Level 1+ Administration requires evidence of Healthy Body integration into classroom instruction and focuses on quality implementation.	Level 1–2+ Administration considers Healthy Body integration into teacher evaluation process.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Athletic performance coaches begin to develop a specific plan on how to support the integration of movement breaks into the classroom. Teachers sometimes integrate Healthy Body content into subject units. Students experience two to three movement breaks per day within the classroom.	Athletic performance coaches begin to implement a specific plan on how to support integration of movement breaks into the classroom. Teachers often integrate Healthy Body content into subject units. Students experience three to four movement breaks per day within the classroom.	Athletic performance coaches continue to support integration of movement breaks into the classroom. Teachers regularly integrate Healthy Body content into subject units. Students experience four to five movement breaks per day within the classroom.

HEALTHY BODY

INSTRUCTION: CULTURE OF GROWTH AND POSITIVITY

A culture of growth and positivity is about more than just classroom culture; it is the school culture, staff culture, and the classroom culture all wrapped into one. It is empowering students, staff, and communities to take risks, make mistakes, learn, and grow. This takes careful and intentional planning to make happen. Culture is delicate—it is something that is difficult to develop and easy to lose control of. This development of positivity and growth must be interwoven in every interaction with students and staff.

EXPECTATIONS FOR

Leaders: Administrators, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders offer research and direction on the importance of a growth mindset.	Level 1+ Administrator and lead coach reflect on culture with implementation of teacher/coach/student/parent surveys. A school-wide book club on *Mindset in the Classroom* by Mary Ricci happens at some point in the school year.	Continue with Level 1–2

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Athletic performance coaches begin to use language that reflects a growth mindset where "process praise" is used to highlight effort, strategies, positive choices, healthy behavior, and perseverance. Athletic performance coach instruction helps students begin to accept mistakes as opportunities, helping to deal with setbacks constructively. Athletic performance coaches find themselves highlighting a majority of positive behaviors.	Athletic performance coaches frequently use language that reflects a growth mindset where "process praise" is used to highlight effort, strategies, positive choices, healthy behavior, and perseverance. Athletic performance coach instruction frequently helps students accept mistakes as opportunities, helping to deal with setbacks constructively. Athletic performance coaches find themselves highlighting a majority of positive behaviors.	Athletic performance coaches consistently use language that reflects a growth mindset where "process praise" is used to highlight effort, strategies, positive choices, healthy behavior, and perseverance. Athletic performance coach instruction consistently helps students accept mistakes as opportunities, helping to deal with setbacks constructively. Athletic performance coaches find themselves highlighting a majority of positive behaviors.

HEALTHY BODY

INSTRUCTION: DIFFERENTIATED INSTRUCTION

For Healthy Body, differentiated instruction is the ability of the athletic performance coach to adjust a lesson, drill, activity, or game in order to maximize learning for the student. Athlos Academies believes that movement is a skill, meaning that proper movement mechanics can be taught. All Athlos athletic performance coaches need to understand the importance of modifying the curriculum and/or equipment to include all students.

EXPECTATIONS FOR

Leaders: Administrators, Lead AP Coaches

Level 1	Level 2	Level 3
Lead coach introduces coaching staff to effective strategies for differentiating instruction.	Lead coach incorporates curriculum methodology into weekly team planning huddle.	Lead coach establishes a rotation for other coaches to lead team planning huddles.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Coaches become aware of opportunities to differentiate instruction. Athletic performance coaches collaboratively plan AAC lesson plans in advance.*	Level 1+ Athletic performance coaches collaboratively create AAC lesson plans in advance and submit suggestions via Athlos Tools.* Athletic performance coaches are able to evaluate and customize lesson plans to maximize class engagement.*	Level 1–2+ Athletic performance coaches differentiate AAC lesson plans for individuals with varying abilities.*

*Including adaptive physical education

HEALTHY BODY

INSTRUCTION: MODELING EFFECTIVE PRACTICES

Modeling is simply practicing what you preach. Modeling is an effective way of teaching, since students are always watching what you say and what you do—both on the turf and also throughout the school. As an athletic performance coach, you must be prepared to routinely model on many levels—you must model movements on the turf as well as lifestyle choices that lead to health and wellness. On the turf, the effective use of modeling utilizes three modes of learning—auditory, visual, and kinesthetic—and helps students to acquire new skills. Throughout the school day, modeling positive behavior choices teaches students how to treat each other and themselves.

EXPECTATIONS FOR

Leaders: Administrators, Lead AP Coaches

Level 1	Level 2	Level 3
Lead coach facilitates rehearsal of drills/exercises associated with the AAC throughout the week. Lead coach and administration develop a culture that considers healthy lifestyle choices.	Level 1+ Lead coach and administration develop a culture that frequently models healthy lifestyle choices. (Teacher professionalism)	Level 1–2+ Lead coach and administration develop a culture that embraces healthy lifestyle choices. (Teacher professionalism)

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Athletic performance coaches develop goals surrounding healthy lifestyle choices and have the ability to model movements within the AAC.	Level 1+ Athletic performance coaches' lifestyle choices reflect their healthy lifestyle goals as an example for students, staff, and families. Athletic performance coaches are able to model all of the exercises associated with the AAC.	Level 1–2+ Athletic performance coaches embrace a healthy lifestyle. Athletic performance coaches are able to effectively model all of the exercises associated with the AAC and continue to refine demonstration of the AAC.

HEALTHY BODY

ASSESSMENT: ATHLOS ATHLETIC CURRICULUM ASSESSMENT PROTOCOLS

The Athlos athletic curriculum assessment protocols are comprised of the fitness-focused and athleticism-focused assessment phases. Modeled after Fitness Gram, the fitness assessments include BMI, pacer, 90 degree push-up, curl-up, trunk lift, and shoulder flexibility. These tests are performed in first quarter and toward the end of the fourth quarter. The athleticism assessments include BMI, 300 yard shuttle, 20 yard sprint, hexagon agility, vertical jump, and standing long jump. These are performed at the end of the second and third quarters.

EXPECTATIONS FOR

Leaders: Administrators, Lead AP Coaches

Level 1	Level 2	Level 3
Lead coach designs a yearly AAC assessment plan to include dates and daily schedule of assessments. School leaders protect this time to facilitate testing.	Level 1+ Lead coach facilitates the incorporation of Healthy Body scorecards into instruction.	Level 1–2+ Lead coach runs reports on Healthy Body data to be considered as a part of the lesson planning process.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Athletic performance coaches set goals surrounding completion of testing and overall implementation. Athletic performance coaches implement all assessment phases of the AAC and submit data on Athlos Tools. Eighty-five percent of students complete each phase of assessment.	Level 1+ AAC assessment implementation is organized and facilitates physical activity for students pre/post assessment. Ninety percent of students complete each phase of assessment.	Level 1–2+ Athletic performance coaches consider AAC assessment data as part of the lesson planning process. Ninety percent or more of students complete each phase of assessment

HEALTHY BODY

ASSESSMENT: STUDENT DISPOSITION DATA

Athletic performance coaches ensure students are not only developing the competencies to be life-long movers, but the confidence to do so as well. The success of the Healthy Body pillar is apparent not only when students start to become more efficient movers, but when students' attitudes and dispositions toward physical activity start to change. Coaches seek to develop a student body that believes their level of athleticism is not fixed. By reinforcing a growth mindset and implementing activities such as student surveys and peer sharing, the benefits of a pillar dedicated to developing healthy bodies are realized when there is evidence of a mindset shift in students.

EXPECTATIONS FOR

Leaders: Administrators, Lead AP Coaches

Level 1	Level 2	Level 3
Administrator collaborates with coaching staff to create a Healthy Body disposition survey to capture student beliefs surrounding Healthy Body pillar.	Administrator collaborates with coaching staff to incorporate student families into Healthy Body disposition survey.	Level 1–2+ Administrator and lead coach collaborate with classroom teachers to integrate academic content into Healthy Body projects.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Athletic performance coaches set timeline for distribution of survey and completion date. Eighty-five percent of students complete disposition survey. Athletic performance coaches deliver a Healthy Body disposition survey and facilitate student tracking of physical activity outside of the school day.	Level 1+ Athletic performance coaches facilitate student goal creation and evaluation surrounding the Healthy Body disposition survey, the Healthy Body scorecard, and outside of school day physical activity tracking. Ninety percent of students complete disposition survey. Sixty to seventy-five percent of families complete disposition survey.	Level 1–2+ Students incorporate their Healthy Body goals into a personal wellness project. More than eighty-five percent of families complete disposition surveys.

HEALTHY BODY

ASSESSMENT: FORMATIVE AND SUMMATIVE TASKS USED TO INFORM INSTRUCTION

At Athlos Academies, assessment is an ongoing process used to improve instruction and support students. Both formative and summative tasks are used to do this. Formative assessment is assessment for learning. These are various activities in which students demonstrate what they know and can do so far. The purpose of formative assessment is for coaches to gauge where students are and to adapt subsequent tasks accordingly. Summative assessment is assessment of learning. These are activities that take place at the end of a learning experience in which students demonstrate what they have learned. Summative assessments are meant to be evaluative, and have the power to drive big changes in curriculum choice or instructional practice.

EXPECTATIONS FOR

Leaders: Administrators, Lead AP Coaches

Level 1	Level 2	Level 3
School leaders and lead coach offer both formative and summative feedback to athletic performance coaches through use of coach observation tools. Leaders/lead athletic performance coaches model the use of learning targets during meetings and professional development. Leaders provide support and direction on how to best integrate formative assessments into the learning process.	Level 1+ Coaches peer-evaluate through the use of coach observation tools. Leaders provide training on new methods of formative and summative assessment, including the use of new technology platforms. Athletic performance coaches check for consistency among coach learning targets as well as the implementation at the beginning and end of each class.	Level 1–2+ Coaches self-evaluate through the use of videoing class periods and the coach observation tools. Leaders continue to seek out training opportunities for themselves and for staff on new formative and summative assessment strategies and help to implement them in the school.

HEALTHY BODY

ASSESSMENT: FORMATIVE AND SUMMATIVE TASKS USED TO INFORM INSTRUCTION

At Athlos Academies, assessment is an ongoing process used to improve instruction and support students. Both formative and summative tasks are used to do this. Formative Assessment is assessment for learning. These are various activities in which students demonstrate what they know and can do so far. The purpose of formative assessment is for coaches to gauge where students are and to adapt subsequent tasks accordingly. Summative Assessment is assessment of learning. These are activities that take place at the end of a learning experience in which students demonstrate what they have learned. Summative assessments are meant to be evaluative, and have the power to drive big changes in curriculum choice or instructional practice.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Athletic performance coaches begin to use a variety of formative assessment strategies (informal and formal) to determine next steps in AAC lessons and support student improvement. Learning targets inform classroom experiences and instruction as well as formative and summative assessments. Teachers begin to design a variety of summative assessments to measure students' depth of understanding. These assessments are based on learning targets and serve as evidence for what students can do and know.	Level 1+ Athletic performance coaches consistently uses a variety of formative assessment strategies (informal and formal) to determine next steps in AAC lessons and how to support student improvement. Student-friendly learning targets are displayed and discussed at the beginning and end of instruction (part of last word). Students begin to self-assess and monitor their progress on learning targets.	Level 1–2+ Teachers skillfully use a variety of formative assessment strategies (informal and formal) to determine next steps in AAC lessons and how to best support student improvement. Students track their own progress on learning targets and share them during student-led conferences. Teachers design a variety of summative assessments to measure students' movement and skill competency. These assessments are based on learning targets and serve as evidence for what students are able to execute (movement and sport techniques and tactics).

HEALTHY BODY

FAMILY AND COMMUNITY: EXTRACURRICULAR ACTIVITIES

Extracurricular activities encourage student involvement and provide teaching and learning opportunities beyond what happens during the school day. Whether it be competing on the soccer or the debate team, extracurriculars are an additional opportunity to develop Performance Character. Extracurricular choices that adhere to the Healthy Body pillar also allow students to practice the skills they're learning on the turf.

EXPECTATIONS FOR

Leaders: Administrators, Lead AP Coaches

Level 1	Level 2	Level 3
School administration identifies school community interest in after school extracurriculars. Administrator establishes a timeline for introducing school extracurriculars.	Level 1+ School administration educates themselves on the long term athletic development model and its implications on extracurriculars. Information is provided to parents regarding the Athlos approach to extracurriculars. Extracurricular accomplishments are routinely on display (i.e. added in exhibition night).	Level 1–2+ School administration considers and applies the long term athletic development model when expanding the extracurricular program. School leaders and lead athletic performance coaches find opportunities for extracurricular teams/clubs to participate in community service.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
The extracurricular program is supported by athletic performance coaches (i.e. team sports or Healthy Body related club)	Level 1+ The extracurricular program is supported by both athletic performance coaches and classroom teachers.	Continue Level 1–2 expectations

HEALTHY BODY

FAMILY AND COMMUNITY: COMMUNITY AND WELLNESS EVENTS

School events focused on wellness provide an opportunity to model the Athlos three pillar approach to families and the larger community. These events provide an opportunity to highlight the learning taking place both in the classroom and on the turf, while also involving family and community members.

EXPECTATIONS FOR

Leaders: Administrators, Lead AP Coaches

Level 1	Level 2	Level 3
Lead athletic performance coaches organize an AAC curriculum night for families within the first semester.	Lead athletic performance coaches organize multiple AAC curriculum nights as well as wellness education opportunities for families.	Level 1–2+ Lead athletic performance coaches organize a school and community Healthy Body newsletter. (digital or print)

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Athletic performance coaches set goals surrounding family attendance at events. Athletic performance coaches lead AAC curriculum night for families.	Level 1+ Athletic performance coaches assist in recruiting members of the health and wellness community to present to families.	Level 1–2+ Athletic performance coaches provide routine after school fitness opportunities for families. Athletic performance coaches regularly contribute to a Healthy Body newsletter. (digital or print)

HEALTHY BODY

FAMILY & COMMUNITY: SCHOOL TEAM BUILDING

The promotion of school team building through physical activity is an integral component of the Healthy Body pillar. It helps develop strong school culture and gives coaches the opportunity to serve as the experts in exercise science for the rest of the staff. The first piece of this involves learning opportunities on the turf; these experiences help the staff better understand the AAC. Additionally, providing staff opportunities for physical activity through movement and resistance training is a key piece to creating a culture of wellness. Both of these pieces develop school culture. This type of collaboration and communication is important for the success of the school and three pillar approach.

EXPECTATIONS FOR

Leaders: Administrators, Lead AP Coaches

Level 1	Level 2	Level 3
School leaders establish routine staff-wide team building opportunities on the turf.	Level 1+ School leaders create opportunities for staff to establish health and fitness accountability partners.	Level 1–2+ School leaders organize off-site Healthy Body related team building opportunities.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Athletic performance coaches set goals surrounding staff participation in school team building events. Athletic performance coaches plan and lead school wide staff team building events on the turf.	Level 1+ Athletic performance coaches serve as exercise science experts and mentor staff in setting reaching health and fitness goals.	Level 1–2+ Athletic performance coaches lead off-site Healthy Body related team building opportunities.

PERFORMANCE CHARACTER

PERFORMANCE CHARACTER IS A KEY INDICATOR OF FUTURE SUCCESS.

BELIEFS:

Performance Character curriculum gains relevancy when integrated into every facet of a student's school day.

Safe, engaging classrooms result when teachers weave Performance Character into their daily instruction.

Self-assessing Performance Character builds student mindfulness, motivation, and metacognition.

The greatest Performance Character growth occurs when families and communities partner with schools to support and mentor students.

STRATEGIES:

Curriculum
- Kickoffs
- Huddles
- Prepared Mind and Healthy Body integration

Instruction
- Performance Character building protocols
- Integrated trait opportunities
- Performance Character based classroom management and modeling

Assessment
- Self-assessments
- Celebrations of growth
- Performance Character showcase presentations

Family and Community
- Trait conversations
- Performance Character community events
- Athlos Roots integration

PERFORMANCE CHARACTER

CURRICULUM: KICKOFFS

Kickoffs take place quarterly at Athlos schools. These school-wide events intend to inform and excite students about the 12 Performance Character traits. The first quarter kickoff introduces students to all 12 traits. The remaining three kickoffs each focus on one of the overarching traits: grit, leadership, or social intelligence.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Administrators and Performance Character coaches ensure kickoffs take place quarterly for all students.	Administrators and Performance Character coaches ensure kickoffs take place quarterly for all students and integrate student recognition and involvement	Level 1–2+ Administrators and Performance Character coaches ensure that planned kickoff activities are creative, engaging, and age-appropriate.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers and/or Athletic Performance coaches participate as needed to involve students in quarterly kickoffs.	All teachers and/or Athletic Performance coaches help facilitate meaningful student involvement in quarterly kickoffs.	Teachers and/or Athletic Performance coaches take leadership roles in helping plan quarterly kickoffs. All teachers participate or facilitate these kickoffs with enthusiasm and clarity. Teachers empower students to help lead kickoffs when appropriate.

PERFORMANCE CHARACTER

CURRICULUM: HUDDLES

A central component to the Athlos Performance Character program is the morning huddle. This is the time teachers explicitly focus on the 12 traits. This 15-30 minute time each morning follows a suggested meeting structure (as described in *The Morning Meeting Book*) and includes activities and tasks that highlight or allow students to actively practice and reflect on one of the traits. During the first quarter of the school year, students are introduced briefly to all 12 traits through their morning huddles. The remaining quarters focus in detail on four traits at a time, one of the overarching traits and three of the supporting traits.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Performance Character coaches begin to support huddle implementation using student-centered coaching practices and prepare (by studying the huddle framework and participating in professional development) to lead full staff professional development in Level 2.	Performance Character coaches support huddle implementation using student-centered coaching practices and lead professional development for staff.	Performance Character coaches continue to support implementation through on-going student-centered coaching and professional development based on need and school-wide goals.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers and/or Athletic Performance coaches familiarize themselves with the huddle framework, huddle activity guide and lesson plans, and are able to plan and implement a huddles a few times each week.	Teachers and/or Athletic Performance coaches implement regular huddles throughout the week using the huddle activity guide and lesson plans. Teachers begin to integrate restorative circles into huddles weekly.	Teachers and/or Athletic Performance coaches implement regular huddles and restorative circles throughout the week. Huddles are engaging and student-centered.

PERFORMANCE CHARACTER

CURRICULUM: PILLAR INTEGRATION

At Athlos schools, the Performance Character program is not a standalone or add-on. It is an integral part of the school culture and of the other two pillars, Prepared Mind and Healthy Body. Teachers and coaches at Athlos schools regularly incorporate the 12 traits into their daily curriculum. On the turf, at the end of nearly every session, coaches bring students together to recognize and review trait(s) students displayed during the session. In the classroom, teachers embed activities and conversations focused on the 12 traits into academic content. This holistic approach helps make the traits even more relevant for students.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Performance Character coaches begin to support Prepared Mind and Healthy Body Integration by providing relevant resources and preparing to lead professional development in Level 2. Examples include: • Research articles • Lesson ideas • Reflection activities	Level 1+ Performance Character coaches support Prepared Mind and Healthy Body Integration using student-centered coaching practices and lead professional development for staff. Professional development focus may include: • Trait integration • Lesson planning • Reflection activities	Level 1–2+ Performance Character coaches seek to deepen integration through continued coaching and professional development.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers and/or athletic performance coaches regularly look for opportunities to integrate Performance Character into their lessons.	Teachers and/or athletic performance coaches regularly integrate Performance Character into lessons and identify meaningful opportunities for integration during the lesson planning process. Lesson plans demonstrate thoughtful integration of Performance Character.	Level 1–2+ Teachers and/or athletic performance coaches continue deepen integration with Performance Character coach support.

INSTRUCTION: PERFORMANCE CHARACTER BUILDING PROTOCOLS

Athlos teachers are encouraged and expected to incorporate instructional protocols in their classroom that target Performance Character development. These protocols encourage collaboration and communication amongst groups of students. These collaborative, cooperative environments naturally elicit and build up the 12 traits in student behavior. Examples of such protocols include: gallery walks, final words, admit and exit tickets, jigsaws, interactive word walls, peer critiques, and more.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Performance Character coaches introduce teachers and/or athletic performance coaches to Performance Character building protocols and provide support and resources as needed.	Performance Character coaches continue to support implementation using student-centered coaching practices and lead professional development for staff.	Level 1–2+ Performance Character coaches seek to deepen integration through continued coaching and professional development.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers and/or athletic performance coaches learn about performance character building protocols and how they support student growth in the Performance Character traits and begin to implement. Examples include: • Using protocols during huddles • Incorporating protocols into lesson plans • Using protocols to debrief in the classroom and on the turf	Teachers and/or athletic performance coaches regularly implement Performance Character building protocols that support trait growth in their instruction. Lesson plans demonstrate thoughtful integration of protocols.	Level 1–2+ Teachers and/or athletic performance deepen integration with Performance Character coach support.

PERFORMANCE CHARACTER

INSTRUCTION: INTEGRATED TRAIT OPPORTUNITIES

While explicit focus on the 12 traits during morning huddles and kickoffs is important to a student's understanding and development of the traits, Athlos teachers are also encouraged to embed opportunities for students to practice the traits into their classroom instruction. Instruction that is project-oriented and inquiry-based naturally allows for leadership opportunities in the classroom and encourages curiosity, creativity, social intelligence, courage, and more.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Performance Character coaches introduce teachers and/or athletic performance coaches to strategies that provide opportunities for students to practice Performance Character throughout their day.	Performance Character coaches continue to support implementation using student-centered coaching practices and lead professional development for staff.	Level 1–2+ Performance Character coaches seek to deepen integration through continued coaching and professional development.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers and/or athletic performance coaches learn about the types of work, strategies, and opportunities they can provide students in order to support trait growth and begin to implement. Examples include: • Social-emotional learning activities • Mindfulness • Problem-solving and conflict resolution strategies • Goal-setting	Teachers and/or athletic performance coaches regularly integrate trait opportunities for students.	Teachers and/or athletic performance coaches successfully structure their classroom environments to allow students to engage in meaningful practice of all 12 traits while adding breadth and depth to their experience.

PERFORMANCE CHARACTER

INSTRUCTION: PERFORMANCE CHARACTER BASED CLASSROOM MANAGEMENT AND MODELING

All Athlos teachers have access to and are encouraged to use the resource *Management in the Active Classroom* to establish positive classrooms built on key Performance Character traits. This resource supports teachers in using instructional approaches that help build a respectful, active, collaborative, growth-oriented, and self-managed classroom. It is broken into six key sections: teacher presence, norms, routines, communication, group work, and deeper support for challenging behaviors.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Performance Character coaches familiarize themselves with the *Management in the Active Classroom* prepare to lead professional development for staff in Level 2.	Performance Character coaches continue to support implementation using student-centered coaching practices and lead professional development for staff.	Level 1–2+ Performance Character coaches seek to deepen integration through continued coaching and professional development.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers and/or athletic performance coaches familiarize themselves with the *Management in the Active Classroom* resource and begin to implement related practices into their classroom management plans. Teachers and/or athletic performance coaches connect practices to the Athlos positive behavior support plan.	Teachers and/or athletic performance coaches fully integrate practices from the *Management in the Active Classroom* resource into their classroom management plans and reflect on their implementation. Teachers and/or athletic performance coaches fully integrate practices with the Athlos positive behavior support plan.	Level 1–2+ Teachers and/or athletic performance coaches deepen integration with Performance Character coach support.

PERFORMANCE CHARACTER

ASSESSMENT: SELF-ASSESSMENTS

At Athlos schools, students are encouraged to regularly reflect on their Performance Character growth. Sometimes this happens organically, in the moment, or in the context of positive or negative behavior. However, Athlos schools also intentionally and formally dedicate time to allow students to self-assess on a quarterly basis. At the conclusion of each quarter, Athlos students spend time filling out a self-assessment scorecard. They score themselves anywhere from one to five and provide a few reasons to support their score.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Performance Character coaches provide support for the quarterly self-assessment process in classrooms and provide teachers with feedback. Performance Character coaches lead teachers and/or athletic performance coaches in an annual staff self-assessment reflection.	Performance Character coaches continue to support implementation using student-centered coaching practices and lead professional development for staff.	Level 1–2+ Performance Character coaches seek to deepen implementation through continued coaching and professional development.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers and/or athletic performance coaches model how to accurately self-assess through self-reflection and the use of reflection activities. Teachers ensure all students self-assess their Performance Character traits quarterly using the Athlos scorecard. Teachers and/or Athletic Performance Coaches provide support and opportunities for students to identify and collect evidence of Performance Character.	Teachers and/or athletic performance coaches regularly implement Level 1 expectations for student self-assessment and deepen students' self-reflection through ongoing support and modeling. Teachers and/or athletic performance coaches support student development of the Performance Character portfolio sections.	Level 1–2+ Teachers and/or athletic performance coaches deepen integration with Performance Character coach support.

PERFORMANCE CHARACTER

ASSESSMENT: CELEBRATIONS OF GROWTH

At Athlos schools, students are regularly recognized for embodying the 12 traits. One key way to showcase students when they demonstrate one of the traits is to award a "shout-out" card. This card includes the name of the trait the student demonstrated in addition to an explanation (written by an administrator, teacher, or fellow student) regarding what the student did to warrant the recognition. These "shout-outs," along with other methods of recognition the school may incorporate, serve as a great platform to celebrate Performance Character growth.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders and Performance Character coaches find opportunities to recognize and celebrate both teachers and student growth when they demonstrate one of the 12 Performance Character traits. Leaders and Performance Character coaches integrate celebrations of growth into school-wide events such as kickoffs.	Performance Character coaches continue to support implementation using student-centered coaching practices and lead professional development for staff.	Performance Character coaches continue with Level 1–2 expectations and seek to deepen implementation through continued coaching and professional development.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers and/or athletic performance coaches create opportunities to celebrate student growth when they demonstrate Performance Character. Examples include: • Using "shout-outs" to recognize students • Identifying examples of Performance Character in the classroom and on the turf • Modeling recognition of growth for students to recognize each other	Teachers and/or athletic performance coaches regularly implement Level 1 expectations for celebrations of growth and develop consistent recognition opportunities for students.	Teachers and/or athletic performance coaches continue with Level 1–2 expectations and deepen implementation with Performance Character coach support.

ASSESSMENT: PERFORMANCE CHARACTER SHOWCASE PRESENTATION

In their final year of elementary school (typically 5th grade), middle school (8th grade), and high school (12th grade), Athlos students create a formal, focused portfolio that highlights their growth in a select few traits. Students prepare and showcase this portfolio to a panel of community members. This process serves as a "passage" of sorts as students progress to the next level of schooling.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Performance Character coaches introduce the concept of Performance Character showcase presentations (5th, 8th, and 12th grade presentations of portfolios to a group of community members for review and feedback) to staff and strategically plan for roll-out for Level 2. Coaches brainstorm and plan a process for rubric development for Performance Character showcase presentations and how teachers will help students prepare for them.	Performance Character coaches train and support 5th, 8th, and 12th grade teachers in developing Performance Character showcase presentations requirements and rubrics. Coaches recruit school panel members, coordinate and facilitate these presentations for all students during the final quarter of the school year. Coaches gather feedback from the school community (students, families, teachers, panelists) about how to improve the process.	Performance Character coaches train and support 5th, 8th, and 12th grade teachers in developing Performance Character showcase presentations requirements and rubrics. Coaches recruit panel members from the local community and train them on being audience members. Coaches schedule and facilitate these presentations for all students during the final quarter of the school year.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers familiarize themselves with the Performance Character showcase presentation components and provide students with opportunities to engage in presentation activities in preparation for 5th, 8th, and 12th grade presentations.	Grade 5, 8 and 11 teachers begin to implement basic Performance Character showcase presentations components and help students prepare for presentation (preserve time to develop presentations and give feedback).	Grade 5, 8, and 11 teachers fully implement Performance Character showcase presentation components and support student preparation throughout the school year.

FAMILY AND COMMUNITY: TRAIT CONVERSATIONS

While learning about and practicing the 12 traits certainly helps students develop, another key component is encouraging conversations about trait growth with multiple parties, including families. Teachers are expected to have a strong grasp of the 12 traits and be ready to discuss with students openly and often. However, it is the intentional conversations about the traits with students' families that brings the Performance Character program full circle. This often happens at student-led conferences when students have the opportunity to present their self-assessments and discuss their growth with both their teachers and parents/guardians.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Administrators and Performance Character coaches introduce the importance of student/teacher/parent conversations around student Performance Character trait self-assessments and portfolios.	Administrators and Performance Character coaches provide platforms (including student-led conferences and community meetings) and training for teachers to facilitate conversations between students, families, and teachers regarding student Performance Character trait self-assessments and evidence portfolios.	Level 1–2+ Performance Character coaches seek to deepen implementation through continued coaching and professional development.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers initiate informal conversations with students and families about trait growth.	Teachers begin to facilitate formal discussions regarding trait self-assessments with families and students (including trait reflections and student-led conferences).	Teachers fully implement trait conversations into student-led conferences and/or other platforms. Teachers encourage students to share their reflections at school and community events about their Performance Character growth.

PERFORMANCE CHARACTER

FAMILY AND COMMUNITY: PERFORMANCE CHARACTER COMMUNITY EVENTS

Athlos schools are encouraged to plan and execute community events that focus on Performance Character traits. This might mean bringing in a guest speaker and inviting families and community members to attend, or it might include students participating in a community event such as a 9/11 remembrance ceremony. The goal is twofold: 1) that students are active in the community and practicing the 12 traits, and 2) community members are able to learn about and experience the 12 traits in meaningful ways.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Leaders and Performance Character coaches ensure that topic of Performance Character is integrated into at least one community event (like Athlos athletic curriculum night).	Leaders and Performance Character coaches ensure that at least one community event (planned and executed) focuses predominantly on Performance Character.	Leaders and Performance Character coaches consistently integrate Performance Character into all community events and continue to hold specific Performance Character community events.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
n/a	Teachers participate in the Performance Character focused community event.	Teachers help plan and participate in the Performance Character focused community event.

PERFORMANCE CHARACTER

FAMILY AND COMMUNITY: ATHLOS ROOTS INTEGRATION

Athlos Roots is a concept implemented at Athlos schools to help students learn about and gain an appreciation for their cultures of origin, ancestors, family history, etc., particularly through the lens of Performance Character. Athlos Roots elements are incorporated wherever they fit best (typically in the social studies curriculum or morning huddles). Teachers encourage students to add any Athlos Roots experiences, assignments, or projects in the Performance Character section of their student portfolios.

EXPECTATIONS FOR

Leaders: Administrators, Instructional Coaches, PC Coaches, Lead AP Coaches

Level 1	Level 2	Level 3
Performance Character coaches familiarize themselves with the Athlos Roots concept and plan to lead professional development in Level 2.	Performance Character coaches introduce Athlos Roots to teachers and/or athletic performance coaches and provide professional development. Performance Character coaches support Athlos Roots implementation using student-centered coaching practices. Level 2 examples include: • Huddle activities • Athlos Roots portfolio projects	Performance Character coaches continue with Level 1–2 expectations and seek to deepen implementation through continued coaching and professional development.

EXPECTATIONS FOR

Teachers and Athletic Performance Coaches

Level 1	Level 2	Level 3
Teachers incorporate Athlos Roots activities into their huddle curriculum throughout the year.	Teachers incorporate Athlos Roots activities into their huddle curriculum throughout the year and begin to integrate the Athlos Roots portfolio project into their curriculum.	Level 1–2+ Teachers deepen implementation with Performance Character coach support.

SELF-ASSESSMENT AND REFLECTION

Using the rubric for each strategy (found in the implementation guide), please identify which best describes your current level of implementation for each strategy. Think about consistent, high-quality implementation of each level and choose where you would place yourself most (at least 75 percent) of the time.

SCHOOL-WIDE STRUCTURES	Not Yet 0	Level 1	Level 2	Level 3
Athlos behavioral support system				
Standards-based grading Student portfolio system				
Student-led conferences				
Student portfolio system				
Teacher professionalism				
Professional learning communities (PLCs)				
Student work exhibitions				
School portfolios				

One **school-wide structure** I want to focus on: _____

Reflection (What worked/what didn't?):
Refer to the implementation guide for what the strategy should look/sound like.

Evidence (What are/will students be saying/doing?):

Goals moving forward:

What resources or professional development is needed to meet my goals?:

One **school-wide structure** I want to focus on: _____

Reflection (What worked/what didn't?):
Refer to the implementation guide for what the strategy should look/sound like.

Evidence (What are/will students be saying/doing?):

Goals moving forward:

What resources or professional development is needed to meet my goals?:

SELF-ASSESSMENT AND REFLECTION

Using the rubric for each strategy (found in the implementation guide), please identify which level best describes your current level of implementation for each strategy. Think about consistent, high-quality implementation of each level and choose where you would place yourself most (at least 75 percent) of the time.

PREPARED MIND				
Curriculum:	Not Yet 0	Level 1	Level 2	Level 3
Inquiry-based				
Project-based				
Integrated				
Instruction:	Not Yet 0	Level 1	Level 2	Level 3
Culture of growth/positivity				
Active, student-centered				
Technology strategically utilized				
Assessment:	Not Yet 0	Level 1	Level 2	Level 3
Learning targets frame learning				
Formative and summative tasks used to inform instruction				
Effective use of data				
Family and Community:	Not Yet 0	Level 1	Level 2	Level 3
Consistent, quality communication				
Family engagement in the learning process				
Use of community experts				

One **Prepared Mind** strategy I want to focus on: _____

Reflection (What worked/what didn't?):
Refer to the implementation guide for what the strategy should look/sound like.

Evidence (What are/will students be saying/doing?):

Goals moving forward:

What resources or professional development is needed to meet my goals?:

One **Prepared Mind** strategy I want to focus on: _____

Reflection (What worked/what didn't?):
Refer to the implementation guide for what the strategy should look/sound like.

Evidence (What are/will students be saying/doing?):

Goals moving forward:

What resources or professional development is needed to meet my goals?:

SELF-ASSESSMENT AND REFLECTION

Using the rubric for each strategy (found in the implementation guide), please identify which best describes your current level of implementation for each strategy. Think about consistent, high-quality implementation of each level and choose where you would place yourself most (at least 75 percent) of the time.

HEALTHY BODY				
Curriculum:	Not Yet 0	Level 1	Level 2	Level 3
AAC knowledge and methodology				
Unstructured free play				
Integration of Healthy Body into classroom content				
Instruction:	Not Yet 0	Level 1	Level 2	Level 3
Culture of growth/positivity				
Differentiated instruction				
Modeling effective practices				
Assessment:	Not Yet 0	Level 1	Level 2	Level 3
AAC assessment protocols				
Formative and summative tasks used to inform instruction				
Student disposition data				
Family & Community:	Not Yet 0	Level 1	Level 2	Level 3
Extracurricular activities				
Community and wellness events				
Promote school team building				

One **Healthy Body** strategy I want to focus on: _____

Reflection (What worked/what didn't?):
Refer to the implementation guide for what the strategy should look/sound like.

Evidence (What are/will students be saying/doing?):

Goals moving forward:

What resources or professional development is needed to meet my goals?:

One **Healthy Body** strategy I want to focus on: _____

Reflection (What worked/what didn't?):
Refer to the implementation guide for what the strategy should look/sound like.

Evidence (What are/will students be saying/doing?):

Goals moving forward:

What resources or professional development is needed to meet my goals?:

SELF-ASSESSMENT AND REFLECTION

Using the rubric for each strategy (found in the implementation guide), please identify which best describes your current level of implementation for each strategy. Think about consistent, high-quality implementation of each level and choose where you would place yourself most (at least 75 percent) of the time.

PERFORMANCE CHARACTER				
Curriculum:	Not Yet 0	Level 1	Level 2	Level 3
Kickoffs				
Huddles				
Prepared Mind and Healthy Body integration				
Instruction:	Not Yet 0	Level 1	Level 2	Level 3
Performance Character building protocols				
Integrated trait opportunities				
Performance Character based classroom management and modeling				
Assessment:	Not Yet 0	Level 1	Level 2	Level 3
Self-assessments				
Celebrations of growth				
Performance Character showcase presentations				
Family & Community:	Not Yet 0	Level 1	Level 2	Level 3
Trait conversations				
Performance Character community events				
Athlos Roots integration				

One **Performance Character** strategy I want to focus on: _____

Reflection (What worked/what didn't?):
Refer to the implementation guide for what the strategy should look/sound like.

Evidence (What are/will students be saying/doing?):

Goals moving forward:

What resources or professional development is needed to meet my goals?:

One **Performance Character** strategy I want to focus on: _____

Reflection (What worked/what didn't?):
Refer to the implementation guide for what the strategy should look/sound like.

Evidence (What are/will students be saying/doing?):

Goals moving forward:

What resources or professional development is needed to meet my goals?:

Professional Development Plan

Spring/Summer Leadership Training Topics			
School Leader(s)	**Leadership Team**	**Instructional Coaches & Lead Athletic Performance Coach**	**Front Office/ Support Staff**
New Employee Paperwork/Logistics; Orientation Manual on Canvas			
Introduction to Athlos: Mission, Vision, History			
Roles/Responsibilities of H.C. & Roles/Responsibilities at the School			
Technology: Office 365, Canvas, PowerSchool,			
Staff Recruitment & Hiring			
Calendars and Scheduling			
Work Plan Overview and Expectations			
Growth Mindset: Culture & Community			
Policies, Procedures, & Protocols			
Charter Goals Overview		N/A	
Board Reports & Subcommittees		N/A	
Facility Rental Agreement		N/A	
PTA/PTO		N/A	
FERPA/Student Access to Internet		N/A	
ExtraCurriculars		N/A	
Copy Machines/Office Supplies			
Brand Guide			
Media Relations			
Introduction to the Pillars: Overview of Pillar Implementation Guide, Pillar Rollout Plan			N/A
Finance role, purchasing, invoicing, back office relationships, grants/grant process, payroll	Purchasing, invoicing, grants/grant process		Finance role, purchasing, invoicing, back office relationships, grants/grant process, payroll
PowerSchool: Enrollment Process, new hire process, state reporting		PowerSchool & PowerTeacher: What teachers need to know	PowerSchool: Enrollment Process, new hire process, state reporting
Leadership Skills and Team Building			
Managing Conflict (with families, students, staff, etc.)			
Overview of School-Wide Structures			

Driveline			
Behavior Plan			
Assessment Plan			N/A
Pupil Progression Plan			N/A
Teacher Evaluation & Improvement Plan			N/A
Teacher Professionalism, PLC Year One Plan			N/A
Administrator Evaluation Plan	N/A		
SPED Plan: process, case load, staffing, training staff			
ELL Plan: process, case load, staffing, trainings			
Multi-Tiered Systems of Support: Data Team, Differentiation			
School Communication Plan			
Customer service - school culture, greeting, phone etiquette, FAQ, Org Chart			
School Breakfast/Lunch Program, Schedule, Logistics, Training, Communication			
Spaces & Places: Expectations & Ideas for Physical Environment			N/A
Curriculum Overview: What & Why			N/A
N/A	N/A	Supporting Teachers: Classroom Culture, Classroom Management, Growth Mindset	N/A
N/A	N/A	Deep Dive into Curriculum: Canvas, Resources, How-to upport Teachers, Supports, Materials Needed	N/A
Standards-Based Grading: Philosophy & Big Picture			N/A
Huddles: Purpose, Expectations, Schedule			N/A
N/A	N/A	Huddles: Supporting Teachers	N/A
N/A	N/A	Standards-Based Grading: Day to Day Implementation	N/A
N/A	N/A	PowerSchool & Report Cards	N/A
Active, Student-Centered Instruction: Modeling Movement Breaks & Protocols			N/A
Plan On-Site Training Days with Staff			

Boise Summer Institute				
Year One	**Year Two**	**Year Three**	**Year Four**	**Year Five**
Athlos Mission, Vision, & History				
Growth Mindset	Growth Mindset			
Huddles	Huddles	Kick-Offs	Kick-Offs	
Culture & Community	Culture & Community	Culture & Community	Culture & Community	Culture & Community
		Athlos Roots	Athlos Roots	Athlos Roots
Leadership Skills	Leadership Skills	Leadership Skills	Leadership Skills	Leadership Skills
	Differentiation	Differentiation 2	Differentiation 3	Differentiation 4
Assessment Practices (SBG) 1	Assessment Practices (SBG) 2	Assessment Practices (SBG) 3	Assessment Practices (SBG) 4	Assessment Practices (SBG) 5
Behavior Support System & Classroom Management	Behavior Support System & Classroom Management	Behavior Support System & Classroom Management	Behavior Support System & Classroom Management	Behavior Support System & Classroom Management
Curriculum What & Why	Lesson/Unit Planning	Integrated Curriculum	Integrated Curriculum	Local Connections, Community Experts
	Inquiry-Based Learning	Inquiry 2		
	High Quality Work & the Revision Process	Project-Based Learning (outside contractor)	Project-Based Learning (outside contractor)	Project-Based Learning (outside contractor)
	Math (outside partnership)	Math (outside partnership)	Math (outside partnership)	Math (outside partnership)
Turf Experiences				
Movement Breaks				
Use of Protocols				
Debrief and Reflection				

On-Site Teacher Training Days (Year One)											
Day:	**Day 1**	**Day 2**	**Day 3**	**Day 4**	**Day 5**	**Day 6**	**Day 7**	**Day 8**	**Day 9**	**Day 10**	**Day 11**
Facilitated By:	Athlos School Success Team	Athlos School Success Team with School Leadership Team	Athlos Pillar Team	Athlos School Success & Pillar Teams	School Leadership Team	Athlos Pillar Team	Athlos Pillar Team	Athlos Pillar Team	School Leadership Team	School Leadership Team	School Leadership Team
Morning Huddle/Team-Building											
Morning Session 1	Logistics Part 1: Welcome to Athlos: Intro to Athlos, Overview of next two weeks, New hire paperwork; Overview of tools/resources; Where to find policies and handbooks	Logistics Part 2: Q&A; Purchasing processes; Substitutes and time off; Technology check	Intro to the Athlos model: Pillar implementation Guide and School Wide Structures	PowerSchool: attendance, lunch alerts,	MTSS, Sped, and ELL - Case Load. specific review of accommodations and who are your kids.	Bridges Math training/ Coaches on the turf	Balanced Literacy Overview/ Lucy Calkins/ Coaches on the turf	Whole Staff intro to Athlos Athletic Curriculum	PLCs: Expectations, schedule	Teacher Work Time with Floating School Staff Support	Teacher Work Time with Floating School Staff Support
Movement Break											
Morning Session 2	School Calendar and Daily Schedule Review. What extra duties to expect?	School Safety: Arrival and Dismissal; Duties Assignments	School/classroom culture: PBIS, Management in the Active Classroom	Continue Structures and Strategies Overview - Standards Based Grading Guide	State mandated trainings: mandatory reporting, bullying and suicide prevention trainings	Bridges Math training/ Coaches on the turf	Reading: K-2 - foundational literacy; 3-5 - reading/ Coaches on the turf	Staff Turf Experience	Teacher Work Time with Floating School Staff Support	Teacher Work Time with Floating School Staff Support	Teacher Work Time with Floating School Staff Support
Lunch											
Afternoon Session 1	Employee payroll, benefits	School Safety: Emergency Plan Training with practice	School Culture: school procedural expectations, duties assignments, daily protocols; develop class schedule (playground, lunch, hallways. .)	PowerTeacher Grade Book, Report Cards, Standards-Based Grading Practical Implementatoin	School Assessment Plan: awareness of tools used, schedule	Bridges Math training/ Coaches on the turf	Spaces and Places Classroom Walk Through	Science and Social Studies Overview and Teacher Planning Time	Afternoon: Kick off team building experience	Afternoon: Kick off team building experience	Afternoon: Kick off team building experience
Movement Break											
Afternoon Session 2	CLassroom Part: provided supplies list, overview of curriculum, overview of suggested classroom set up	Plan Back to School Night. (what happens in your classroom, what happens in common spaces, documents to print/online access, map and coordinating volunteerspresentation.	Morning Huddles; First two weeks	Report Card Domains, State Standards Review, Begin Unit Mapping	Communication Plan: Expectations; Set up classroom webpages	Teacher Planning Time with Instructional Guides.	DINNER BREAK	Teacher Planning Time with Instructional Guides.	Teacher Planning Time with Instructional Guides.	Teacher Planning Time with Instructional Guides.	Teacher Planning Time with Instructional Guides.
Focused Teacher Work Time	Explore materials from today's sessions (i.e. employee handbook, family handbook, finish new hire paperwork,	Set up your safety materials. Make sure all of your technology is working. Explore Canvas.	Develop classroom managment plan, Plan first week of morning huddles	Continue standards review and curriculum mapping	Teacher Planning Time-first 2 weeks of building classroom culture	Set up Number Corner, plan first weeks of math lessons	Back to School Night	Teacher Planning Time with Instructional Guides	Teachers' Choice	Teachers' Choice	Teachers' Choice

Ongoing Support During Year One				
School Leader/HomeCourt Ongoing Support	**Instructional Coach/HomeCourt Ongoing Support**	**Lead APC/HomeCourt Ongoing Support**	**PC Coach/HomeCourt Ongoing Support**	**Fall Staff Meeting Topics/Trainings**
Check-ins, Q&As, What's Working?, Troubleshooting	Check-ins, Q&As, What's Working?, Troubleshooting	Check-ins, Q&As, What's Working, Troubleshooting	Check-ins, Q&As, What's Working?, Troubleshooting	Culture & Community
Leadership Skills	Leadership Skills	Leadership Skills- Coach observation, coach mentorship, crucial conversation	Leadership Skills	Team-Building
Culture & Community	Culture & Community	Culture & Community	Culture & Community	Check-ins, Q&As, What's Working?, Troubleshooting
School Policies & Procedures	Team-Building	AAC Knowledge & Methodology- AAC Overview	Classroom Management	Behavior Support Plan
Communication (w/ staff, families, communities)	Standards-Based Grading	AAC Knowledge & Methodology- Linear Speed	12 Traits	PBIS & Restorative Questions
Operational Items	PLCs: Expectations, Coaching Cycles, Schedule	AAC Knowledge & Methodology- Multi Directional Speed	Huddles	Operational Check-ins & Updates
State-Mandated Trainings/Reports	Teacher Evaluation & Improvement Plan	AAC Knowledge & Methodology- Resistance Training	PC Based Protocols in Huddles & Content	Assessment Plan/Schedule
Behavior Support Plan	Student-Led Conferences	Culture of Growth & Positivity- First Two Weeks	Trait Conversations	School-Home Communication
PBIS & Restorative Questions	Report Card Logistics	Differentiated Instruction- Lesson Planning	Celebrations of Success	Standards-Based Grading
Teacher Evaluation & Improvement Plans	Content Area/Curriculum Support	Culture of Growth & Positivity- External Cuing		PLCs: Expectations, Coaching Cycles, Schedule
Recruitment, hiring, onboarding		Culture of Growth & Positivity- Performance Character Integration		Teacher Evaluation & Improvement Plan
Leadership Team Meetings		Formative & Summative Assessment on the Turf		Student-Led Conferences
Transportation				Report Card Logistics
Contracts				Math Training
Staff Professionalism				Literacy Training
Student/Parent/Community Relations				Standards, Targets, Assessments
Board Relations				Lesson & Unit Planning
Understanding the Role of School Leader				
Technology				

Multi-Tier System of Supports Plan

Athlos' Academy Schools' Response To Intervention (RtI) in the Academic Program

"Only when schools create a tiered, systematic intervention program can the promise of certain access be realized. A systematic response begins with the school's ability to identify students who need help. After students are identified, the school must determine the right intervention to meet the child's learning needs, and then monitor each student's progress to know if the intervention is working. If the evidence demonstrates that the intervention is not meeting the intended outcome for a specific student, the school must revise the student's support by providing more intensive and targeted assistance; alternatively, if students reach grade-level expectations, the same flexible time and resources are used to extend students to even higher levels of achievement."
Austin Buffum, Simplifying Response to Intervention: Four Essential Guiding Principles

Multi-tiered System of Support (MTSS) for Academic and Behavior Support (Refer to Athlos' Positive Behavior Support Plan)

In order to establish a positive school culture and learning environment, Athlos' Academy Schools utilize a Multi-tiered System of Support (MTSS) built upon the foundation of Response to Intervention (RTI). Response to Intervention (RtI) is a multi-tier academic approach focused on providing early identification and support for students whose learning or behavior needs are not being met. It is an equitable pathway in identifying students who may require special education services. RtI involves "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educating decisions" (Batsche et al., 2005). The multi-tiered system of support and service delivery is grounded in the belief that ALL students can learn and achieve high standards. Athlos' Academy Schools embrace this approach in order to effectively target students' academic achievement and behavioral needs.

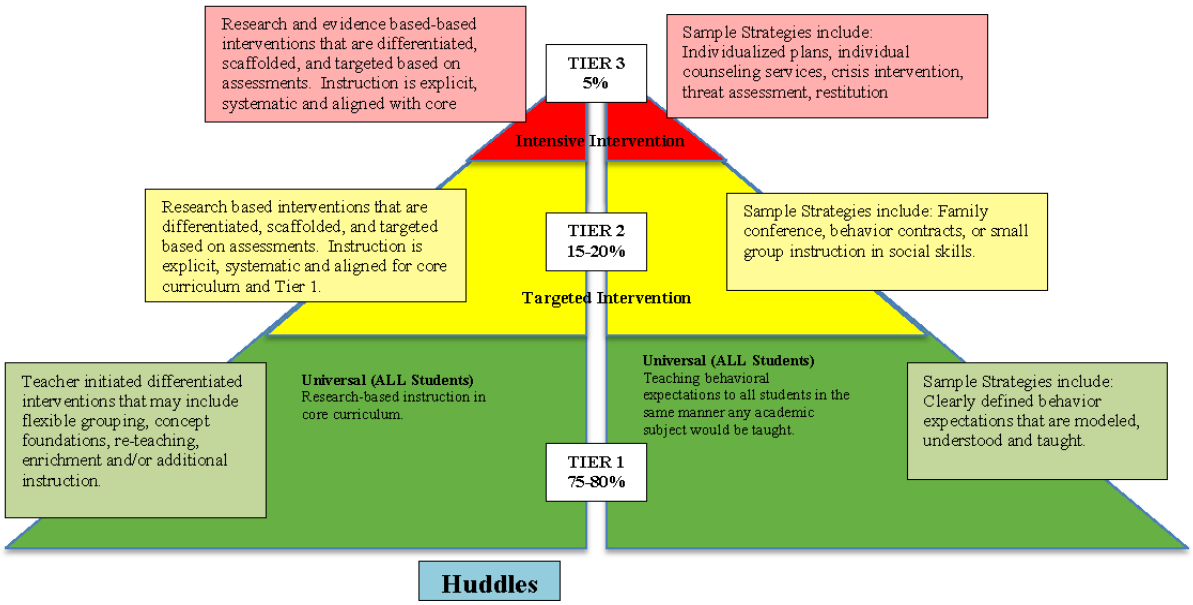
Successful implementation of the multi-tiered system of support includes the following five key components.

1. All students receive **research-based, standards-aligned instruction** in the general education classroom.
2. All students receive **universal benchmark screening** to determine if grade-level benchmarks are being met.
3. Student achievement and outcomes encompass **shared responsibility** among staff.
4. **Data-informed decision-making** is used as a framework for analyzing student performance and guide instructional decisions.
5. **Parental engagement and participation** is integral to the process.



RTI (Response To Intervention)
3 Tiers of Support

Source: http://www.naset.org/4354.0.htmlhttp://www.naset.org/4354.0.html



Defining the Three-Tiered Approach (Refer to Athlos' Positive Behavior Support Plan for Behavioral Supports)

Tier I is universal, meaning that ALL students receive the same academic and behavior supports within the classroom. This tier focuses on the core curriculum components and is aligned to Athlos' three pillars of *Prepared Mind, Healthy Body and Performance Character.* The classroom teacher generally provides supports at this tier. She may change her method of instruction or intervention by implementing differentiated practices, provide the student extra help or offer accommodations as soon as a student begins to struggle.

Assessment at this level includes a process for routinely reviewing students' progress on state mandated (when available) and benchmark assessments. Grade level teams analyze class-wide and grade-wide data to determine overall trends. Once students are identified as needing intervention at this level, an intervention plan is created and implemented and progress is monitored on a regular basis using class-wide assessment data (i.e. classroom curriculum assessments that include pre/post tests, performance based assessments, check-lists for skill mastery, etc.) *It is expected that 80% of students in a grade level will make adequate progress within Tier 1.*

NOTE: A student should be in attendance during core instruction and intervention at least 90% of the time prior to receiving Tier 2 instruction.

Tier 2 allows students to access additional instruction beyond Tier 1. Tier 2 instruction is more intense and requires more time and narrows the focus of instruction and intervention. Interventions are strategic, targeted supports that are individualized for small groups of students with more significant academic concerns or who have been identified as underachieving. Research and/or evidence based instructional strategies and interventions are developed based on the student's specific learning need. Multiple school personnel may provide interventions to the students at this level, including the classroom teacher, intervention specialist, or other qualified staff personnel.

Assessment at this level includes a process for routinely reviewing students' progress on state mandated (when available), benchmark and progress monitoring assessments as well as any other pertinent data. Further assessments given at this level are based on individual need resulting directly to intervention needs of the individual student. Once an intervention is in place, the response to intervention is monitored on a regular basis (i.e. every other week). If the learning need is difficult to identify, a diagnostic assessment may be given to determine the focus of the intervention.

Problem solving and following student progress at this level will most likely occur formally in MTSS Data Team meetings, however, informal discussion should take place on a weekly basis with the classroom teacher and the person providing the intervention and monitoring student progress. *Up to 15% of students in a grade level may require Tier 2 intervention.*

Tier 3 encompasses the most intensive services a school provides to a small group of students and/or individuals. Interventions supports are intended for students with significant and/or chronic deficits as well as students with significant underachievement. Interventions at this level are skill specific and evidenced based. Interventions increase in intensity and often require small group (three or less) or one-to-one instruction. The MTSS Data Team determines if a student should be moved to Tier 3 interventions after several individual interventions have resulted in a lack of progress and the gap between current progress and expected growth continues to widen.

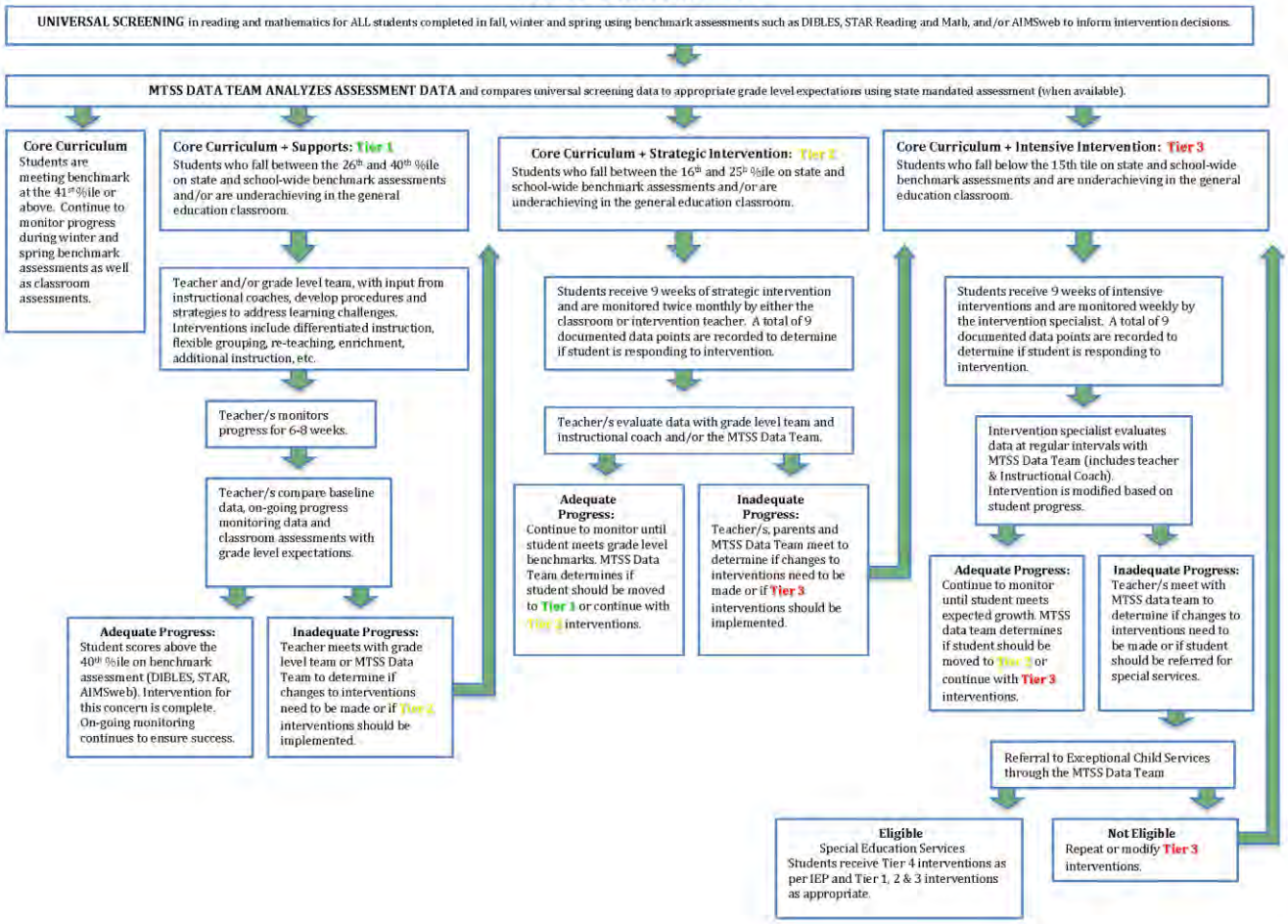
As in Tier 2, assessment at this level includes a process for routinely reviewing students' progress on state mandated (when available), benchmark and progress monitoring assessments as well as any other pertinent data. Further assessments given at this level are based on individual need resulting directly in interventions that meets those needs. If the learning need is difficult to identify, a diagnostic assessment may be given to determine the focus of the intervention. The underlying expectation continues to be that assessments provide information on how to meet the student's need instructionally.

Once an intervention is in place, the response to intervention is monitored on a weekly basis over an extended period of time to determine if the student is responding to the intervention. Problem solving within the MTSS Data Team helps in determining if a student is responding to interventions and if the interventions needs to be changed in any way. *Approximately 5% of students in a grade-level may need Tier 3 intervention. Tier 3 is not synonymous with Special Education.*

Multi-Tiered Support System (MTSS) at a Glance			
Tier I	**Tier 2**	**Tier 3**	**Tier 4**
Who Receives Intervention: Students who fall between the 26th and 40th percentile on state and school-wide benchmark assessments.	**Who Receives Intervention:** Students who fall between the 16th and 25th percentile on state and school-wide benchmark assessments.	**Who Receives Intervention:** Students who fall below the 15th percentile on state and school-wide benchmark assessments.	**Exceptional Child Services:** Evaluation for Special Education
Who Provides Intervention: Classroom teacher and possible push-in support from paraprofessional.	**Who Provides Intervention:** Classroom teacher, paraprofessional and/or intervention specialist.	**Who Provides Intervention:** Intervention specialist	
Location of Support: Classroom	**Location of Support:** Classroom or other small group location outside of the classroom.	**Location of Support:** Location outside of the classroom.	
Tier Structure: Universal, research-based instruction in core curriculum and teacher-initiated differentiated interventions that may include small group, concept foundations, re-teaching, lesson study, enrichment and or additional instruction, etc.	**Tier Structure:** Research-based interventions that are differentiated, scaffolded, and targeted based on assessments. Instruction is explicit, systematic and aligned to core curriculum and Tier 1.	**Tier Structure:** Research and evidence-based interventions that are differentiated, scaffolded, and targeted based on assessments. Instruction is explicit, systematic and aligned with core curriculum, Tier 1 and Tier 2.	
Time for Intervention: As required by building schedule for core curriculum.	**Time of Intervention:** Core curriculum plus a minimum of three times per week/30 minutes or more **or** as prescribed by the intervention as designed **or** recommended by the MTSS Data Team.	**Time of Intervention:** Minimum of four times per week/30 minutes or more or as prescribed by the intervention as designed **or** recommended by the MTSS Data Team.	
Group Size: Flexible groups as needed for lessons and activities within the general education classroom.	**Group Size:** Homogenous small group, no more than 6 students **or** as determined appropriate by the MTSS Data Team.	**Group Size:** Homogeneous group of no more than three students **or** as determined appropriate by the MTSS Data Team. Some students may require one-to-one instruction.	
Frequency of Progress Monitoring: Monthly utilizing school-wide benchmark and classroom wide assessments (i.e. Core Phonics Survey, student work samples, pre/post assessments, curriculum based measures such as DIBLES or AIMSweb, etc.). Continuous measuring and comparing of student learning to determine progress and adjust instruction.	**Frequency of Progress Monitoring:** Twice per month using short probes (DIBLES, AIMSweb, etc.) in the deficit skill area/s along with daily anecdotal/observational notes **or** as recommended by the MTSS Data Team. Additional diagnostic assessments may be needed.	**Frequency of Progress Monitoring:** Weekly using short probes (DIBLES, AIMSweb, etc.) in the deficit skill area/s along with daily anecdotal/observational notes **or** as recommended by the MTSS Data Team. Additional diagnostic assessments may be needed.	
Length of Intervention: If the student's performance does not improve following a 6-8 week cycle of differentiated instruction, the teacher should consult with the Grade-Level Team for next steps (Change in instructional strategies, providing a variety of accommodations, change in group size, etc.) **or** referral to MTSS Data Team.	**Length of Intervention:** Minimum of 9 weeks. After nine documented data points, review student progress to determine if student is responding to intervention. **Good Progress Shown** if trend line is positive and the last four data points are at or above the aim line, continue the intervention until progress is commensurate with grade level expectations and/or skill is attained. Return student to Tier I instruction/differentiation. **Questionable Progress Shown** if trend line is positive but the last four data points are inconsistent, consider modifying the intervention (extended time, another day, smaller group, further diagnostic assessment to pin-point exact learning issue, change in program, teacher, etc.). Reassess progress in 6-9 weeks. **Poor Progress Shown** if trend line is flat, negative, or positive but the last four data points are below the aim line, request a meeting with the MTSS Data Team for assistance.	**Length of Intervention:** After nine documented data points, review student progress with members of the MTSS data team to determine if student is responding to intervention and ways in which to move the students forward. **Good Progress Shown** if trend line is positive and the last four data points are at or above the aim line, return student to Tier 2. **Questionable Progress Shown** if trend line is positive but the last four data points are inconsistent, consider modifying the intervention (extended time, another day, smaller group, further diagnostic assessment to pin-point exact learning issue, change in program, teacher, etc.). Reassess progress in 6-9 weeks. **Poor Progress Shown** if trend line is flat, negative, or positive but the last four data points are below the aim line, meet with the MTSS Data Team and consider referral for an Exceptional Child Services evaluation.	
Staff/Parental Involvement: Information about student progress provided to parents via, but not limited to progress reports, report cards, conferences and email correspondence.	**Staff/Parental Involvement:** Student progress on targeted skills frequently communicated between general education teacher, intervention teacher and/or MTSS Data Team. Communication/meetings with parents regarding intervention decisions at the commencement and conclusion of each intervention cycle or change and ongoing communication regarding progress on targeted skills.		

Response to Intervention (RtI): Roles and Responsibilities				
Athlos' Home Court	**School Leadership Assessment Coordinator**	**Classroom and Intervention Teachers and/or Grade Level Teams**	**Multi-Tiered Support System (MTSS) Data Team**	**Parent/Guardian**
Facilitate Professional Development and implementation of the RTI process and procedures.	• Ensure universal screening for all K-8 students in reading and mathematics three times per year at equal intervals (fall, winter, spring) • Ensure adherence to all testing policies. • Ensure there is a year-long meeting schedule in place in August for MTSS meetings. • Ensure there is a school-wide plan for collecting and entering progress monitoring data. • Attend, participate and support the MTSS Data Team. • Ensure that the appropriate staff attend and participate in MTSS Data Team meetings. • Ensure that meetings are focused on problem-solving strategies and analyzing data to make sound instructional decisions that support student learning. • Ensure all staff is provided with necessary training. • Assure fidelity of core instruction and interventions through "learning walks" and more formal classroom observations. • Provide for flexible scheduling opportunities and resources to allow for effective intervention to occur. • Initiate creative problem solving strategies in order to remove barriers so that appropriate interventions can occur. • Identify content and behavior "specialist/s" within the building (i.e. Instructional Coaches, Reading Specialists, etc.) • Maintain parental/family participation, engagement. And communication • Communicate needs to Athlos' Home Court.	• Deliver standards-aligned and research based classroom instruction. • Meet in grade level teams as required to determine which students need support, what the support will entail and how achievement will be monitored. Collect and discuss Tier I data. • Adapt instruction to provide differentiation and accommodations that meet the needs of students requiring additional support (Tier 1 and some Tier 2) • Administer formative and summative assessments on a regular basis. • Maintain appropriate communication with parents/guardians on student's progress (phone calls, emails, letters home, growth graphs, conferences, etc.). Contact student's parent/guardian at least twice prior to seeking assistance from the MTSS Data Team. • Complete MTSS Data Team referral packet when appropriate. State concerns in observable and measureable terms. • Collaborate with MTSS Data Team to problem solve solutions. • Implement and progress monitor interventions designed by MTSS Data Team when specified. Deliver intervention with fidelity. • Any other responsibilities assigned by the building principal at his/her discretion. • Update data wall on a regular basis for Tier 1 and Tier 2 students.	The MTSS data team is comprised of a variety of educators (teacher/s and specialist/s) who possess a diverse set of skills and expertise and the student's parent/guardian. In some circumstances, the student may be part of this team as well. The MTSS Data Team consistently reviews and utilizes all school-wide standardized assessments to include those required by the state and school-wide administered benchmark assessments and facilitates the identity of potential concerns in student achievement. The team also oversees progress monitoring at some points in Tier 2 and all points in Tier 3. • Analyze fall, winter, and spring state mandated assessments, universal benchmark screening and progress monitoring data at Tiers 2 and 3. • Ensure appropriate data is collected by the classroom teacher/specialists before proceeding with the MTSS Data Team meeting. • Prepare data for the MTSS meeting • Formally invite parents/guardians to the appropriate meetings. • Manage the case file throughout the MTSS process. • Support referring teacher through the process. • Assign a case manager to follow-up on actions plans to ensure intervention implementation and fidelity and students' response to the intervention. • Document meetings. • Follow all MTSS Data Team protocols. • Update data wall on a regular basis for Tier 2 and 3 students.	• Share perspective – developmental history, contributing factors, etc. • Share students likes, dislikes, strengths and challenges • Share interventions implemented in the home and progress made • Share students' concerns and perceptions • Collaborate with team to problem solve solutions based on information gathered and data presented. • Support and communicate during monitoring period.

Academic RtI Flow Chart



6

The Multi-tiered Support System (MTSS) Data Team

A Problem Solving Approach Through Data-Informed Decision-Making

The single most powerful influence on enhancing achievement is feedback.
Hattie, J. (2009). Visible Learning: A synthesis of over 800 meta analyses relating to achievement. New York: Routledge

Data-informed decision-making offers schools a framework to examine assessment data of student achievement and apply the outcomes to effective instructional practices. Critically studying student performance data on standardized, benchmark, progress monitoring and other forms of assessments allows educators to make informed instructional decisions that benefit all learners.

Collecting, organizing, analyzing and sorting data can be very time consuming and a drain on human resources so it becomes vital for schools to approach this work with a clear vision of the data inquiry process that contributes to student achievement and a positive school spirit.

Empowering data practices takes school personnel out of the position of being "data driven" and places them in the driver's seat, actively viewing data collaboratively in order to effect positive outcomes. Following are some characteristics of empowering data practices:

- Internal school goals and priorities, and internal accountability shape the work. The school community understands and supports the work; the tone is collaborative and positive.
- Data collection is not an end in itself but is in the service of action. Data inquiry is centered on specific strategies (affecting teaching practices, curriculum, school structures and culture) and their effectiveness.
- Data are collected both on the extent to which a strategy is actually being used, and its effectiveness.
- Multiple indicators of effectiveness are pursued, quantitative where appropriate (tests, grades, numbers of students) and qualitative (interviews, observations, surveys) where appropriate.
- Data are disaggregated, sorted and analyzed until they are diagnostically useful for school improvement.
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The MTSS Data Team comprised of a variety of educators (classroom teacher, Instructional Coaches, Intervention Specialists, parents, and individuals who possess a set of skills and expertise such as school counselor, psychologist, behavior interventionist, etc.) uses a six-step process in its approach to positive outcomes for students.

1. **Collect and chart data:** The MTSS Data Team gathers and displays data from standardized, benchmark and formative data sets. Through disaggregation, the MTSS Data Team is able to plan for the acceleration of learning.
2. **Analyze data and prioritize needs:** The MTSS Data Team identifies strengths and needs of student performance, then forms inferences based on the data. The most urgent needs of learners are prioritized.
3. **Set, review, and revise incremental goals:** The MTSS Data Team collaboratively sets incremental goals. These short-term goals are reviewed and revised throughout the data cycle.
4. **Select common instructional strategies/interventions:** The MTSS Data Team collaboratively identifies research/evidence-based materials, instructional strategies/interventions based on Step 2 analysis.
5. **Determine results indicators:** The MTSS Data Team creates descriptors of successful strategies/interventions as well as expected improvements in ongoing student achievement indicating indicate effectiveness of selected strategies/interventions.
6. **Monitor and evaluate results:** The MTSS Data Team facilitates progress monitoring for some Tier 2 and all of Tier 3 students in collaboration with the interventions teacher/s. Team members help in determining next action steps. The following sites give pertinent information on ways to monitor student progress.

   Doing What Works: This site outlines steps for conducting progress monitoring, including writing goals and objectives, making data collection decisions (e.g. tools and schedule), evaluating and visually representing data, adjusting instruction, and communicating progress. https://dwwlibrary.wested.org/system/resources/documents/000/000/332/original/2588956-5380247-Steps_for_Monitoring_and_Graphing_Progress-primary.pdf?1466819562

   This site provides various scenarios or "case studies" that walk people through what the progress monitoring may look like for students: http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_rtipm.pdf

   This site provides different images for progress monitoring:
   https://www.google.com/search?q=RTI+progress+monitoring&safe=active&client=safari&rls=en&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwie9NvbnJrRAhVkxVQKHbLSDDIQsAQIYw&biw=2560&bih=1342

   Pintrest provides some great progress monitoring ideas for classroom teachers:
   https://www.pinterest.com/explore/progress-monitoring/

   This site provides many tools by content area (goals, progress monitoring tools, etc.). It is mainly for IEP goals but also works for many Tier 2 and 3 students. http://www.onsetasc.org/resources.cfm?subpage=830112

This PDF document has links to several RtI graphing tools: https://www.sde.idaho.gov/assessment/iri/files/teacher-resources/Online-Progress-Monitoring-Resources.pdf

This site gives examples of many RtI forms: https://www.google.com/search?q=progress+monitoring+forms&safe=active&client=safari&sa=X&rls=en&biw=2560&bih=1342&tbm=isch&imgil=9VLeugipVkN0AM%253A%253BrHg3BYxRviCoDM%253Bhttp%25253A%25252F%25252Fwww.art4search.com%25252Fsample-student-progress-monitoring-forms&source=iu&pf=m&fir=9VLeugipVkN0AM%253A%252CrHg3BYxRviCoDM%252C_&usg=__yzn2Y7ELT8tw6lM6gC6d8gjbqB0%3D&ved=0ahUKEwiCw-G2n5rRAhUfiVQKHSahA-8QyjcILw&ei=h3IlWMLiL4iS0gKmwo74Dg#imgrc=9VLeugipVkN0AM%3A

Videos on progress monitoring: https://www.youtube.com/results?search_query=RtI+progress+monitoring

MTSS Data Team meetings are scheduled in August for the entire year. Meetings are held on a weekly basis, or as needed, for approximately one hour with the exception of the following three meetings, which are scheduled no more than two weeks after each universal benchmark assessment is complete (fall, winter and spring). These meetings are scheduled for approximately one-half day.

- **Initial/Fall Goal Setting and Instructional Planning Session**
- **Winter Benchmark Follow-up Session**
- **Spring Benchmark Follow-up Session:** Celebrate, Review, Reflect and Plan

After each of the above meetings, it is imperative information be formulated in a teacher friendly format and communicated back to grade level teachers by the teacher attending the planning and follow-up benchmark sessions.

The following templates have been created to facilitate the RtI process. They have been created in word in order to be modified as desired by your school team.

RtI T 1 – Initial Teacher Paperwork for Beyond Tier 1 Intervention

RtI T 2 – Fall Universal Screening Data Management: List of Student "At Risk"

RtI T 3 – Assignment of Interventions of Students "At Risk" (may or may not want to utilize)

RtI T 4 – Student Intervention Documentation Form for Tiers 2 and 3

RtI T 5 – Intervention Plan Mid Point Evaluation

RtI T 6 – Gap Analysis Worksheet

RtI T 7 – Tier 2 Decision Tree

RtI T 8 – Tier 3 Decision Tree

RtI T 9 – Sample Parent Letter

RtI T 10 – A Family Guide to Response to Intervention (RtI)

RtI T 11 – Student RtI Documentation Folder

The following tables outline the process utilized for both weekly and benchmark follow-up meetings.

MTSS Data Team Weekly Meetings: (Tier 2 and 3)

Step 1: Collect and Chart the Data

Expectation	Guiding Questions	Documentation
• At least three days prior to the meeting, teacher or intervention specialist provides the MTSS Data Team facilitator the completed **RtI T 1** paperwork (for initial meetings) or **RtI T4** (intervention documentation) if student has been receiving interventions. • Teacher(s) come prepared for a 60-minute meeting. • Team facilitator provides each team member with the data in paper form shown in a table or graph or displayed using a document camera or other viewing device. • Teacher shares presenting problem and summarizes interventions implemented and length of time for interventions as well as the results of ongoing progress monitoring (Tiers 2 & 3) • A Tier 2 (**RtI T 9**) or Tier 3 (**RtI T 10**) Decision Tree may be used to guide the team in in deciding movement into a Tier 2 or 3 intervention)	1. What is the concern? Why are you recommending this student for Tier 2 (3) interventions? 2. How does this student compare to others in his/her grade level or group? 3. Have there been any extenuating circumstances in which this student is not making progress (divorce, death, depression, etc.). 4. Has the student been in attendance during core instruction and intervention at least 90% of the time (Tier 1)? 5. What interventions have been used thus far? What progress has been made? Is this student following his/her trend line?	Completed RtI T 1 document if an initial referral beyond Tier 1 RtI T 4 – Student Intervention Documentation Form (Tier 2 & 3) Other relevant data and paper work that may be appropriate (student work samples, classroom assessments, discipline records, etc.).

Step 2: Analyze Strengths and Obstacles

Expectation	Guiding Questions	Documentation
• The team examines student work, behavior records, and assessment data to determine strengths, obstacles and anything that stands out in relation to the learning discrepancy. • The team looks for trends, patterns and underlying misconceptions. • Inferences are made to determine reasons for the discrepancy.	1. How close is this student to proficiency or expected growth? 2. What instructional strategies work best for this student? 3. What kind of a learner is this student (visual, auditory, kinesthetic)? 4. What patterns and trends do we notice? 5. What areas should be celebrated and what adult actions may have contributed to the performance? 6. Which areas have greatest potential for growth? 7. Which areas are of most urgent need?	Record trends, patterns and underlying misconceptions in relation to student's learning discrepancy.

Step 3: Setting Goals

Expectation	Guiding Questions	Documentation
• Based on obstacles and misconceptions, team members create attainable, yet challenging data-based, measureable goals to address the need of the learner. A Gap Analysis worksheet may be used in determining rate of improvement (ROI) needed in order for the student to attain grade-level benchmarks (**RtI T 6**). **RtI T 5** may be used for a mid-point review.	1. Is this student ready for Tier 2 (if initial referral) intervention or would s/he benefit from a 15-minute one-on-one session three times a week to work with a paraprofessional and continue in Tier 1? 2. Would this student benefit from a shortened work load? 3. According to this student's learning style, what goal/s make sense in developing skill deficiency? 4. What is the rate of improvement this student would need to show in order to meet benchmark expectations? Is this an attainable goal?	Complete templates RtI T 6 and RtI T 5 (if appropriate) Summarize and document relevant information.

Step 4: Select Research/Evidence Based Instructional Strategies/Interventions

Expectation	Guiding Questions	Documentation
• The team uses the results from Step 2 to determine instructional strategies/interventions that are research/evidence based. • The team matches the instructional strategies/interventions to the individual or groups of students. • Strategies/interventions chosen address the skill discrepancy and improves student learning.	1. What materials are available to address the student's learning needs? 2. How can we best schedule interventions to meet the students' learning needs? 3. Who will provide the interventions? How often? Where? 4. How will we ensure the intervention is provided with fidelity?	Summarize and document relevant information.

Step 5: Determine Results Indicators

Expectation	Guiding Questions	Documentation
• The team develops results indicators to clearly describe student and adult behaviors if success is achieved in relation to the instructional strategy or intervention. • "Look fors" in student work are also established.	1. What should the results look like? From the teacher? From the student/s? 2. What should we be seeing in student work? In progress monitoring data?	Summarize and document relevant information.

Step 6: Monitor and Evaluate Results

Expectation	Guiding Questions	Documentation
Monitoring is continuous, not only at the end of the intervention. This allows for adjustments along the way. Mid-point reviews (**RtI T 5**) should take place every 4 ½ weeks with the MTSS Data team to determine if any intervention adjustments need to be made. Not only are student successes and challenges monitored; adult actions and implementation fidelity are also monitored.	1. What monitoring tools should be used for this particular intervention? Who is responsible? 2. How often should the student be monitored? 3. When will we know if a change in intervention needs to take place? 4. Who will monitor fidelity of the intervention? 5. When should the team meet on this student to determine if the intervention is improving student learning at expected rates?	Summarize and document relevant information. Document agreed upon action plan. Assign roles & responsibilities through "case managers" (teacher check-in, look at progress monitoring data together, monitor fidelity, scheduling is honored, etc.). Place notes on a secure network in an RtI file folder created for students in which all involved staff have access. Send notes via email, paper copy or other form of communication to appropriate staff not in attendance.

Interim Steps (between meeting): RtI folders created for each student (update relevant information on student's personal RtI Document Folder (**RtI T 11**), monitor fidelity of intervention, monitor student progress, change (fine tune) intervention (may or may not require team meeting – teachers are encouraged to continue to adjust instructional "practice" based on classroom performance and observation. Complete data wall card for student.

MTSS Data Team Benchmark Meetings

Part I. Initial/Fall Goal Setting and Instructional Planning Session (To be scheduled at least two weeks after the universal benchmark screening)

NOTE: At least one half-day should be planned for this meeting. Participants should include the principal, one teacher from each grade level team, an intervention specialist, special education teacher and instructional coach/es as well as any other school personnel deemed appropriate (school counselor, school social worker, school psychologist, nurse). One member is assigned as facilitator (a permanent position throughout the year) by the principal.

Prior to data team meeting:

- Data sets/packets (e.g., statewide mandated assessment data, DIBELS, STAR Reading and Math, or AIMSweb) are prepared for the MTSS Data Team meeting in a teacher-friendly format by building Principal or designee 3-5 days in advance of the meeting.
  According to their universal screening benchmark assessment scores, students are placed into the following categories by teacher and grade level:
  1. Students who fall above the 40th %ile
  2. Students who fall between the 26th and 40th %ile **Tier 1**
  3. Students who fall between the 16th and 25th %ile **Tier 2**
  4. Students who fall below the 15th %ile **Tier 3**
- Substitute teachers are scheduled in advance by the principal for all teachers participating in any of the MTSS Data Team meetings that happen during instructional hours.
- Meeting logistics, including the date/time, place, and an agenda, are arranged by principal or designee and sent out several days prior to the meeting.

NORMS: Developing team norms before the meeting begins, systemizes team expectations around task completion, team processes and interpersonal interactions.

During the meeting:

Team uses school-provided data sets that include results of state mandated assessments, and universal fall benchmark data.

Essential Questions:

1. How many students are successful in reading and mathematics?
2. Within these subjects, what are the areas of strengths and weaknesses?
3. How can I/we establish and sustain a culture and process for strategic instructional decision-making across our building, teams and classrooms?

Tier 1: Students who fall between the 26th and 40th %ile

Expectation	Guiding Questions	Documentation
Team identifies which students will be considered for Tier 1 interventions (**RtI T 2**). • Review all available data for students who fall between the 26th and 40th %ile (e.g., DIBELS/AIMSweb, STAR or data spreadsheet containing all assessment data). • Identify students who are at the upper and lower ends. • Check for corroboration across different subtest or assessment measures. • Identify which students would benefit from Tier 1 interventions.	1. How many of our students are falling between the 26th and 40th %ile in reading and math? What are their deficits areas? 2. How many of these students are on a 504 plan? How many are identified special education, ELL, Gifted & Talented? 3. How many of these students are close to the cut score of the 41st %ile? How many fall near the 26th % ile? 4. Do we have these students assigned to the correct classroom (too many special education students in one classroom – if so, are we providing the support the teacher needs such as a paraprofessional, etc.) 5. What information do we know that the assessments do not show?	Summarize and document relevant data.
Team sets suggested school and class wide measurable goals to achieve by winter benchmark review session. Team reviews either item analysis to identify specific skills that large numbers of students missed OR subscale averages, which provide broad information about group strengths and needs. This will help in identifying skills to address. Team sets goals based on data. Goals should be stated in terms of students making x (number) progress toward identified benchmark. (80% of third grade students will reach expected benchmark at or above the 41st %ile in mathematics by winter benchmark assessment.)	1. What big holes do we need to be aware of throughout each grade level? (i.e. in 3rd grade students are low in computation skills). 2. What goal/s shall we aim for by our next review point?" 3. In order to meet our goal target, what must we do?	Specific grade level deficits are documented. Measureable school and classroom goals are documented and shared.
Team selects instructional strategies and assessment practices that directly address benchmark deficits.	1. What strategies/interventions should be implemented at each grade-level?	Record ideas.
Team analyzes suggested interventions according to the following: • Research/evidence based • Practical Curricular materials are available to implement intervention or can easily be created.	From these ideas, 1. Which ones have a good research/evidence base? 2. Of those, which ones are most practical? 3. What materials do we have available? What materials do we need? What professional development do we need? How do we provide it (on-line, grade-level teachers studying together (lesson study), mentor classes, learning walks, etc.)	Record ideas.
Team selects strategies to implement during intervention.	Based on what is recorded, what strategies/interventions should be implemented at each grade level?	Document strategies/interventions to be implemented at each grade level.

Team plans logistics of implementing intervention/s: •Team assists all teachers in learning intervention (if not already used) using: ➢ peer modeling and coaching ➢ grade-level "chats" regarding implementation ➢ assistance by instructional coaches, intervention specialists, etc. ➢ Campus courses •Team locates or creates instructional materials. •Team plans for monitoring of intervention. • Time to create/adapt materials • Scheduling for teaching strategies to novice teachers (e.g., peer coaching, modeling)	1. As a team, how can we make this really happen for our teachers and students? 2. What do we have to do to make sure we all use the intervention as planned? 3. Who can help us with implementation and how will we know that we are on track? 4. What data source/s will be used to monitor progress so we're not surprised at winter benchmark?	Summarize and document relevant information.
Teachers plan for progress monitoring (at least monthly)	1. What assessments will be used for classroom monitoring? 2. Who will be doing the monitoring (teacher, paraprofessional, other person)?	Summarize and document relevant information)
Place ALL Tier 1 students on the data wall as a starting point for intervention. The data wall is updated at the end of weekly meetings when appropriate. Document agreed upon action plan. Assign roles & responsibilities through "case managers" (teacher check-in, look at progress monitoring data together, monitor fidelity, scheduling is honored, communication with parents, etc.). Place notes on a secure network in which all involved staff have access. Send notes via email, paper copy or other form of communication to appropriate staff not in attendance.		
Tier 2: Students who fall between the 16th and 25th %ile		
Expectation	**Guiding Questions**	**Documentation**
Team identifies which students may be considered for Tier 2 interventions. • Review all available data for students who fall between the 16th and 26th %ile (e.g., DIBELS/AIMSweb, STAR or data spreadsheet containing all assessment data). • Identify students who are at the upper and lower ends of this cut score. • Check for corroboration across different subtest or assessment measures. • Identify which students would benefit from Tier 2 intervention	1. How many of our students are falling between the 16th and 25th %ile in reading, math, written expression? 2. How far behind are these students? 3. What has been their slope since the last assessment (if not school's first year)? 4. How do the DIBELS/AIMSweb/STAR scores compare with our state assessment (for intermediate grades and above)? 5. Which students do we think will get to benchmark if they are kept in Tier 2 intervention? 6. Which students will need Tier 2 supports this benchmark session?"	Summarize and document relevant data.
Team sets school and class-wide measurable goals to achieve by winter benchmark review session. Team reviews either item analysis to identify specific skills that large numbers of students missed OR subscale averages, which provide broad information about group strengths and needs. This will help in identifying skills to address. Team sets goals based on data. Goals should be stated in terms of students making x (number) progress toward identified benchmark. (90% of Tier 2 students will show expected growth as evidenced by progress monitoring graphs and spring benchmark assessment).	1. What big holes do we need to be aware of throughout each grade level? (i.e. in 3rd grade students are low in computation skills). 2. Is there a classroom with more Tier 2 students? If so, how will we support that teacher? 3. What goal/s shall we aim for by our next review point?" 4. In order to meet our goal target, what must we do?	Specific grade level deficits are documented. Measureable school and classroom goals are documented and shared.
Team selects instructional strategies and assessment practices that directly address benchmark deficits.	1. What strategies/interventions should be implemented at each grade-level?	Record ideas.
Team analyzes suggested interventions according to the following: • Research/evidence based • Practical Curricular materials are available to implement intervention or can easily be created.	From these ideas, 1. Which ones have a good research/evidence base? 2. Of those, which ones are most practical? 3. What materials do we have available? 4. What materials do we need? 5. What professional development do we need? How do we provide that (on-line, grade-level teachers studying together (lesson study), mentor classes, learning walks, etc.)	Record ideas.
Team selects strategies to implement during intervention.	2. Based on what is recorded, what strategies/interventions should be implemented at each grade-level?	Document strategies/interventions to be implemented at each grade level.
Team plans logistics of implementing intervention: • Team identifies the instructional group in which the intervention will occur. • Team identifies frequency and duration (amount of time each day) of the intervention. • Team plans for monitoring of intervention.	1. What intervention group shall we use for these students?" 2. When and how often will the intervention be delivered? 3. Who will provide the intervention? 4. Where will the intervention take place? 5. What do we have to do to make sure the intervention is implemented as planned?	Document logistics of intervention.
Team plans for progress monitoring (at least twice per month).	1. What assessment/s will be used to monitor progress? 2. Who is responsible for the progress monitoring?	Summarize and document relevant information.
Place ALL Tier 2 students on the data wall as a starting point for intervention. The data wall is updated at the end of weekly meetings when appropriate. Document agreed upon action plan. Assign roles & responsibilities through "case managers" (teacher check-in, look at progress monitoring data together, monitor fidelity, scheduling is honored, communication with parents, etc.). Place notes on a secure network in which all involved staff have access. Send notes via email, paper copy or other form of communication to appropriate staff not in attendance.		

Tier 3: Students who fall below the 15th %ile		
Expectation	**Guiding Questions**	**Documentation**
Team identifies which students will be considered for Tier 3 interventions. • Review all available data for students who fall below the 15th %ile (e.g., DIBELS/AIMSweb, STAR or data spreadsheet containing all assessment data). • Check for corroboration across different subtest or assessment measures. • Identify which students may be candidates for Exceptional Child Services.	1. How many of our students are falling below the 15th %ile in reading and math? 2. How far behind are these students? 3. What has been their slope since the last assessment (if not school's first year)? 4. How do the DIBELS/AIMSweb/STAR scores compare with our state assessment (for intermediate grades and above)? 5. How many students do we believe we can move into Tier 2 or Tier 1 interventions? 6. Which students may need referral to Exceptional Child Services?	Summarize and document relevant data.
Team sets school and class-wide measurable goals to achieve by winter benchmark review session. Team reviews either item analysis to identify specific skills that large numbers of students missed OR subscale averages, which provide broad information about group strengths and needs. This will help in identifying skills to address. Team sets goals based on data. Goals should be stated in terms of students making x (number) progress toward identified benchmark.	1. What big holes do we need to be aware of throughout each grade level? (i.e. in 3rd grade students are low in computation skills). 2. Is there a classroom with more Tier2 students? If so, how will we support that teacher? 3. What goal/s shall we aim for by our next review point?" 4. In order to meet our goal target, what must we do?	Specific grade level deficits are documented. Measureable school and classroom goals are documented and shared.
Team selects instructional strategies and assessment practices that directly address benchmark deficits.	1. What strategies/interventions should be implemented at Tier 3?	Record ideas.
Team analyzes suggested interventions according to the following: • Research/evidence based • Practical • Curricular materials are available to implement intervention or can easily be created.	From these ideas, 1. Which ones have a good research/evidence base? 2. Of those, which ones are most practical? 3. What materials do we have available? 4. What materials do we need? 5. What professional development do we need? How do we provide that (on-line, grade-level teachers studying together (lesson study), mentor classes, learning walks, etc.)	Record ideas.
Team selects strategies to implement during intervention.	1. Based on what is recorded, what strategies/interventions should be implemented at each grade-level?	Document strategies/interventions to be implemented at each grade level.
Team plans logistics of implementing intervention: • Team identifies the instructional group in which the intervention will occur. • Team identifies frequency and duration (amount of time each day) of the intervention. • Team plans for monitoring of intervention.	1. What intervention group shall we use for these student?" 2. When and how often will the intervention be delivered? 3. Who will provide the intervention? 4. Where will the intervention take place? 5. What do we have to do to make sure the intervention is implemented as planned?	Document logistics of intervention.
Team plans for progress monitoring (at least weekly).	1. What assessment/s will be used to monitor progress? 2. Who is responsible for the progress monitoring?	Summarize and document relevant information.
Place ALL Tier 3 students on the data wall as a starting point for intervention. The data wall is updated at the end of weekly meetings when appropriate. Document agreed upon action plan. Assign roles & responsibilities through "case managers" (teacher check-in, look at progress monitoring data together, monitor fidelity, scheduling is honored, communication with parents, etc.). Place notes on a secure network in which all involved staff have access. Send notes via email, paper copy or other form of communication to appropriate staff not in attendance.		

Part II. Winter Benchmark Follow-up Session (To be scheduled at least two weeks after the winter universal benchmark screening)

- Team will use winter benchmark, progress monitoring assessments, and updated data wall for this meeting.
- Meeting logistics, including the date/time, place, and an agenda, are sent out several days prior to the meeting.

During the meeting:

Team uses school-provided data sets that include universal winter benchmark data, progress monitoring graphs and any other pertinent data deemed significant.

Essential Questions:

1. How many students have made progress since the fall benchmark assessment? Are we updating this progress on our data wall on a consistent basis?
2. What subject have students made the most progress? Have identified skills in grade levels improved?
3. Which classrooms have we seen make the most progress?
4. How many students have we moved from one Tier to the other – either up or down? Why have we done so well, or not so well (fidelity of program/services/scheduling, keeping progress monitoring promises and changes in instruction when necessary, collaboration among staff, etc.)
5. How can I/we continue to establish and sustain a culture and process for strategic instructional decision-making across our building, teams and classrooms?

Tier 1: Students who fall between the 26th and 40th %ile

Expectation	Guiding Questions	Documentation
Team reviews progress of students who have received Tier 1 interventions. • Review student scores using the appropriate assessments. • Check for corroboration across different subtest or assessment measures.	1. How are our students doing on the winter benchmark assessment compared to the fall? 2. Have we moved any students out of Tier 1? How many? Have there been any students who have moved to Tier 2? How many? 3. Are there any classrooms that are losing ground? If so, how can we support?	Summarize and document relevant information.
Team evaluates effectiveness of strategies/interventions used to determine if: • Gains are clearly linked to interventions. • Interventions worked for some students but not others. • Interventions overall were ineffective. • Interventions were not implemented as planned. Team decides which students need • To discontinue Tier 1 interventions • Continue Tier 1interventions • Move to Tier 2 interventions (**RtI T 7** – Tier 2 Decision Tree)	1. Are the interventions we are using having a positive effect on student learning? 2. Were the gains clearly linked to interventions for all students? 3. Did the interventions work for some students and not for others? 4. Did some interventions work poorly? Were these interventions used with fidelity? Did we have a change in teachers?	Summarize and document any relevant information. Record successful and unsuccessful interventions.
Team sets measurable goal/s to achieve by the next review period. Goal/s should be stated in terms of % of students making *x* (give a number) progress toward identified benchmark.	1. What are the goals to aim for by spring benchmark review session?	Document measureable goals.
Team decides on continuation of existing interventions or selects new ones. If new interventions are implemented, they should be: • Research/evidence based. • Practical. • Curricular materials available to implement intervention or can easily be created.	1. Based on where our students are now, shall we keep our existing interventions or plan for different ones? 2. Are we supporting teachers in the best way possible? 3. Is a change of intervention teacher needed for certain students?	Document existing or new intervention. If intervention has changed, state the reason/s why.
Team plans logistics of implementing intervention/s: •Team assists all teachers in learning intervention (if not already used) using: ➢ peer modeling and coaching ➢ grade-level "chats" regarding implementation ➢ assistance by instructional coaches, intervention specialists, etc. ➢ Campus courses •Team locates or creates instructional materials. •Team plans for monitoring of intervention. •Time to create/adapt materials •Scheduling for teaching strategies to notice teachers (e.g. peer coaching, modeling, etc.)	1. Are classroom teachers differentiating instruction, providing accommodations and using flexible groupings? 2. What do we have to do to make sure the intervention is implemented as planned? 3. Is there a teacher who needs more support? How can we help?	Summarize and document relevant information.
Team plans for progress monitoring (at least monthly).	1. Are we using the appropriate progress monitoring tools? 2. Is progress being monitored on a regular basis for Tier 1 students? 3. Are we changing instruction after a certain number of data points if the interventions are not showing expected growth? 4. Are charts, graphs, etc. being updated on a regular basis? 5. Who is responsible for the progress monitoring?	Document progress-monitoring plan (e.g. AIMSweb reading CBM).
Document agreed upon action plan. Assign roles & responsibilities through "case managers" (teacher check-in, look at progress monitoring data together, monitor fidelity, scheduling is honored, communication with parents, etc.). **Update Data Wall** if needed. Place notes on a secure network in which all involved staff have access. Send notes via email, paper copy or other form of communication to appropriate staff not in attendance.		

Tier 2: Students who fall between the 16th and 25th %ile		
Expectation	**Guiding Questions**	**Documentation**
Team reviews progress of students who have received Tier 2 interventions. • Review student scores using the appropriate assessments. • Check for corroboration across different subtest or assessment measures.	1. How are our students doing on the winter benchmark assessment compared to the fall? 2. Have we moved any students out of Tier 2? How many? Have there been any students who have moved to Tier 3? How many? 3. Are there any classrooms that are losing ground? If so, how can we support?	Summarize and document relevant information.
Team evaluates effectiveness of strategies/interventions used to determine if: • Gains are clearly linked to interventions. • Interventions worked for some students but not others. • Interventions overall were ineffective. • Interventions were not implemented as planned. Team decides which students need: • To discontinue Tier 2 interventions • Continue Tier 2 interventions • Move to Tier 3 interventions (**RtI T 8** – Tier 3 Decision Tree)	1. Are the interventions we are using having a positive effect on student learning? 2. Were the gains clearly linked to interventions for all students? 3. Did the interventions work for some students and not for others? 4. Did some interventions work poorly? Were these interventions used with fidelity? Did we have a change in teachers?	Summarize and document any relevant information. Record successful and unsuccessful interventions.
Team sets measurable goal/s to achieve by the next review period. • Goal/s should be stated in terms of % of students making *x* (give a number) progress toward identified benchmark.	1. What are the goals to aim for by spring benchmark review session?	Document measureable goals.
Team decides on continuation of existing interventions or selects new ones. If new interventions are implemented, they should be: • Research/evidence based. • Practical. • Curricular materials available to implement intervention or can easily be created.	1. Based on where our students are now, shall we keep our existing interventions or plan for different ones? 2. Are we supporting teachers in the best way possible? 3. Is a change of intervention teacher needed for certain students?	Document existing or new intervention. If intervention has changed, state the reason/s why.
Team plans logistics of implementing intervention: • Team identifies the instructional group in which the intervention will occur. • Team identifies frequency and duration (amount of time each day) of the intervention. • Team plans for monitoring of intervention.	1. Are the intervention groups we're using for our students the appropriate groups? 2. Is the time and frequency for our interventions groups effective for most students? 3. Do results indicate a teacher change? 4. What do we have to do to make sure the intervention is implemented as planned?	Document logistics of intervention.
Team plans for progress monitoring (at least twice per month).	6. Are we using the appropriate progress monitoring tools? 7. Is progress being monitored every other week on our Tier 2 students? 8. Are we changing instruction after a certain number of data points if the interventions are not showing expected growth? 9. Are charts, graphs, etc. being updated on a regular basis? 10. Who is responsible for the progress monitoring?	Document progress-monitoring plan (e.g. AIMSweb reading CBM).
Document agreed upon action plan. Assign roles & responsibilities through "case managers" (teacher check-in, look at progress monitoring data together, monitor fidelity, scheduling is honored, communication with parents, etc.). **Update Data Wall** if needed. Place notes on a secure network in which all involved staff have access. Send notes via email, paper copy or other form of communication to appropriate staff not in attendance.		
Tier 3: Students who fall below the 15th %ile		
Expectation	**Guiding Questions**	**Documentation**
Team reviews progress of students who have received Tier 3 interventions. • Review student scores using the appropriate assessments. • Check for corroboration across different subtest or assessment measures.	1. How are our Tier 3 students doing on the winter benchmark assessment compared to the fall? 2. Have we moved any students from Tier 3 back to Tier 2? If we have not, are they at least making expected growth according to their growth trend line? 3. How many students, if any, have been referred to Exceptional Child Services?	Summarize and document relevant data.
Team evaluates effectiveness of strategies/interventions used to determine if: • Gains are clearly linked to interventions. • Interventions worked for some students but not others. • Interventions overall were ineffective. • Interventions were not implemented as planned. Team decides which students need: • To discontinue Tier 3 interventions • Continue Tier 3 interventions • Refer student to Exceptional Child Services	1. Are the interventions we are using having a positive effect on student learning? 2. Were the gains clearly linked to interventions for all students? 3. Did the interventions work for some students and not for others? 4. Did some interventions work poorly? Were these interventions used with fidelity? Did we have a change in teachers?	Summarize and document any relevant information. Record successful and unsuccessful interventions.
Team sets measurable goal/s to achieve by the next review period. • Goal/s should be stated in terms of % of students making *x* (give a number) progress toward identified benchmark.	1. What are the goals to aim for by spring benchmark review session?	Document measureable goals.
Team decides on continuation of existing interventions or selects new ones. If new interventions are implemented, they should be: • Research/evidence based. • Practical. Curricular materials available to implement intervention or can easily be created.	1. Based on where our students are now, shall we keep our existing interventions or plan for different ones? 2. Are we supporting teachers in the best way possible? 3. Is a change of intervention teacher needed for certain students?	Document existing or new intervention. If intervention has changed, state the reason/s why.

Team plans logistics of implementing intervention: • Team identifies the instructional group in which the intervention will occur. • Team identifies frequency and duration (amount of time each day) of the intervention. • Team plans for monitoring of intervention.	1. Are the intervention groups we're using for our students the appropriate groups? 2. Is the time and frequency for our interventions groups effective for most students? 3. Do results indicate a teacher change? 4. What do we have to do to make sure the intervention is implemented as planned?	Document logistics of intervention.
Team plans for progress monitoring (at least weekly).	1. Are we using the appropriate progress monitoring tools? 2. Is progress being monitored every other week on our Tier 2 students? 3. Are we changing instruction after a certain number of data points if the interventions are not showing expected growth? 4. Are charts, graphs, etc. being updated on a regular basis? 5. Who is responsible for the progress monitoring?	Document progress-monitoring plan (e.g. AIMSweb reading CBM).
Document agreed upon action plan. Assign roles & responsibilities through "case managers" (teacher check-in, look at progress monitoring data together, monitor fidelity, scheduling is honored, communication with parents, etc.). **Update Data Wall** if needed. Place notes on a secure network in which all involved staff have access. Send notes via email, paper copy or other form of communication to appropriate staff not in attendance.		

Part III. <u>Spring Benchmark Follow-up Session</u>: This meeting is to celebrate, review and reflect on student achievement for the current year and set goals for the coming year based on end of year data.

Data Walls

Athlos Academy Schools use data walls for organizing school-wide data. A data wall is a visual, interactive representation of data that displays results over a period of time.

The purpose of a data wall is to be able to look "at a glance" and identify patterns and trends in strengths and weaknesses in:

- School-wide data
- Grade level data
- Classroom data
- Individual student data
- Certain populations

Data walls are also used to make instructional decisions, facilitate team engagement and learning, and support the belief that we have a shared responsibility to support learning for all students.

The benefits of a school wide data wall help in determining choices in instructional strategies and interventions for individuals and groups of students, promote collaboration and encourages reflection.

After initial universal benchmark assessment in the fall, results are evaluated and reveal information needed to plan for instruction. Inputting this type of information onto data walls on a consistent basis leads to higher accountability and ultimately to an increase in student achievement.

Individual students cards are displayed in different colors depending on tier instruction the student is receiving. Generally Tier 1 cards are represented in green, Tier 2 in yellow and Tier 3 in red. Each student card contains information the school deems necessary (i.e. medical alert, ELL, 504, etc.). Each school will have their own system for a data wall the best meets the school's needs and logistics.

It is important that a school's data wall be visible for all staff to view on a consistent basis and that it be regularly updated after the weekly MTSS Data Team meetings. Data walls can be displayed on a wall in the school or digitally on a secure network that can be viewed from staff computers and during the MTSS Data Team meetings. It is important that confidentiality of student data be secured and that no students or parents have access to the data wall (FERPA Law).

Examples of school-wide data walls can be found at:

https://www.google.com/search?q=data+wall+examples&sa=X&espv=2&biw=2560&bih=1317&tbm=isch&tbo=u&source=univ&ved=0ahUKEwjeIJGL4ZfRAhVL4WMKHU9IDZQQ7AkIPw#tbm=isch&q=school+wide+data+wall+examples

Videos that discuss and show school-wide data walls can be found at:

https://www.youtube.com/results?search_query=school+wide+data+wall+examples

Resources

Batsche, G., Elliott, J., Graden, J. L., Grimes, J., Kovaleski, J. F., Prasse, D., et al. (2005). *Response to Intervention Policy Considerations and Implementation*. Reston, VA: National Association of State Directors of Special Education.

Web-Based Resources on RtI

General

A Cultural, Linguistic, and Ecological Framework for Response to Intervention with English Language Learners:
http://www.centeroninstruction.org/files/Framework for RTI.pdf
This pdf document discusses the benefits of the RtI process for ELLs.

Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide:
http://www.ed.gov/rschstat/research/pubs/rigorousevid/index.html
This site links to publications that provide educational practitioners with user-friendly tools to distinguish practices supported by rigorous evidence from those that are not.

Intervention Central: RtI Wire
http://www.jimwrightonline.com/php/rti/rti_wire.php
Link Description:
This section of Jim Wright's extensive Intervention Central website provides access to a wide variety of free Response to Intervention Resources. These include an RtI Training Kit as well as a broad array of Internet Resources. Web resources are categorized as: Understanding the RtI Model, Using Teams to Problem Solve, Selecting the Correct Interventions, Monitoring Student Progress, and Graphing Data for Visual Analysis. Each section contains links to materials, resources, and tools developed across the nation.

National Center for Learning Disabilities
http://www.ncld.org/images/stories/downloads/parent_center/rti_final.pdf
NCLD provides a variety of resources targeted at parents and others advocating in the field of learning disabilities. They recently published this 'Parents Guide to Response-to-Intervention'.

National Center for Response to Intervention http://www.RTI4Success.org
This site has a variety of resources including information about universal screeners, progress monitoring, interventions, papers and presentations on RtI topics and a discussion forum.

National Center on Student Progress Monitoring
www.studentprogress.org
Progress monitoring at several levels is a critical feature of RtI. The NCSPM contains a variety of presentations, articles, webinars, FAQs, etc. related to efficient, reliable monitoring of student progress. A tool reviewing many of the commercially available progress monitoring packages is a valuable component of the website.

Interventions

Best Evidence Encyclopedia (BEE)
http://bestevidence.org
This site includes detailed program overviews and reviews, broken down into categories: Mathematics programs, Reading programs, Science programs, Comprehensive School Reform programs, and Early Childhood programs. In each program category there are program ratings; you can find top-rated programs for school or district use – these have strong or moderate evidence of effectiveness – as well as limited evidence programs and other programs.

What Works Clearinghouse website: www.w-w-c.org
This site publishes reviews on the research of different programs, products, practices, and policies in educations and tries to answer the questions, "What works in education?" based on high-quality research. The goal of the site is to provide educators with the information they need to make evidence-based decisions.

Intervention Central website: http://www.interventioncentral.org
This site includes ideas for both academic and behavioral interventions, as well as information on curriculum-based measures and a behavioral Intervention Planner.

Early Childhood

Frameworks for Response to Intervention in RtI: Description and Implementation:
http://www.naeyc.org/files/naeyc/RTI%20in%20Early%20Childhood.pdf
This pdf document defines the frameworks for RtI in Early Childhood Education and was made to promote a broad understanding and discussion of the topic.

Literacy

Florida Center for Reading Research: www.fcrr.org
The FCRR site explores all aspects of reading research – basic research into literacy-related skills for typically developing readers and those who struggle, studies of effective prevention and intervention, and psychometric work on formative assessment.

Early Literacy Resources: http://free-reading.net
This site contains activities and intervention materials for the following early literacy skills, including: print concepts, phonological awareness, letter sounds, sounding out, word recognition, etc. The site is primarily useful for Tier 1 and 2 interventions.

Improving Adolescent Literacy: Effective Classroom and Intervention Practices (Grades 4-12):
http://www.ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8
This site links a pdf document that presents strategies for classroom teachers and specialist to use in increasing the reading ability of adolescent students.

Other Quick Links

Oregon Reading First: http://oregonreadingfirst.uoregon.edu/

Pikes Peak Literacy Strategies Project: www.pplsp.org

Recognition and Response: http://www.recognitionandresponse.org/

RTI Action Network http://www.RtInetwork.org/

The Center for Data Driven Reform in Education http://www.cddre.org/

Office of Special Education Programs (OSEP) - Responsiveness to Intervention in the SLD Determination Model: http://www.osepideasthatwork.org/toolkit/ta_responsiveness_intervention.asp

Advances in Progress Monitoring – University of Minnesota
http://cehd.umn.edu/EdPsych/SpecialEd/CBMConference/handouts.html

Many of the above resources were taken from the Mississippi State Department of Education, Office of Elementary Education and Reading Student Intervention Services Pre-K - 12 Published 2010

Student Code of Conduct

Athlos Academy

Anti-Bullying Policy

I. PURPOSE

Athlos Academy of Reno is committed to making our school a safe and caring place for all students. We will treat each other with respect, and we will refuse to tolerate bullying of any kind at our school.

II. POLICY

A. Bullying occurs in the following situations:

1. When someone intentionally commits, or conspires to commit an act of harassment, intimidation, or bullying against another student.
2. When an individual repeatedly hurts, frightens, threatens, or intentionally excludes another individual.
3. Any intentional gesture or written, verbal, or physical act by a student that causes harm or fear of harm to another student or that student's property, or that is severe or persistent enough to create an intimidating, threatening, or abusive educational environment for a student.
4. When an act of hazing occurs.
5. Cyberbullying (the use of technology to commit an act of harassment, intimidation, or bullying).

B. Bullying behaviors include, but are not limited to the following:

1. Hurting someone physically by hitting, kicking, tripping, or pushing;
2. Stealing or damaging another person's things;
3. Ganging up on someone;
4. Teasing someone in a hurtful way;
5. Using put-downs, such as insulting someone's race, religion, or gender;
6. Limiting a student's access to educational tools;
7. Spreading rumors or untruths about someone;
8. Intentionally excluding someone else, or trying to get other kids not to play with someone;
9. Engaging in behaviors meant to physically or mentally harm an individual prior to their acceptance in a social group (hazing); or
10. Using any form of technology to engage in cyber-bullying activities.

C. School employees at Athlos Academy of Reno shall commit to the following to prevent bullying and help children feel safe at school:

1. Closely supervise students in all areas of the school and playground; and
2. Watch for signs of bullying and stop the behavior when it happens.

D. Any student who feels that he/she is being bullied or harassed should immediately contact his/her teacher or the Lead School Administrator.

1. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited and subject to disciplinary action including in-school suspension, out of school suspension, or expulsion.
   a. The Lead School Administrator or designee shall maintain contact with reporters for a reasonable period of time following their report in order to determine if retaliation has occurred.
2. Students who engage in bullying behaviors will be subject to disciplinary action, not limited to revocation of technology privileges, in-school suspension, out of school suspension, or expulsion in severe cases.
3. Students found to have submitted a false report of bullying, cyberbullying, hazing, harassment, or retaliation shall be subject to disciplinary action in accordance with *Student Policy 5502 – Discipline Policy*.

E. In accordance with *tudent Policy 5504 – Parental Notificaation of Certain Incidents*, parent/guardian(s) shall be notified by Athlos Academy of Reno in the event their child becomes a victim of bullying.

F. The School Administrator shall ensure appropriate staff oversight of common areas in order to reduce the incidence of bullying.

1. Athlos Academy of Reno shall collect information annually as a part of its stakeholder survey aimed at determining the prevalence of bullying, cyber-bullying, hazing and harassment in schools, specifically such locations as playgrounds, hallways, and lunch areas.

G. Athlos Academy of Reno shall provide annual training in order to reduce bullying, cyberbullying, hazing, and harassment to staff, students, and applicable volunteers.

1. Training shall include the following types of aggression:

   a. Overt aggression (physical fighting such as punching, shoving, kicking, and verbal threatening behavior such as name calling, or both physical and verbal aggression or threatening behavior);

b. Relational aggression or indirect, covert, or social aggression (rumor spreading, intimidation, enlisting a friend to assault a child, and social isolation); and

c. Sexual aggression or acts of sexual nature or with sexual overtones

2. Additionally, this training shall cover the following topics:

a. Cyber-bullying (using email, webpages, text messaging, instant messaging, three-way calling or messaging or any other electronic means for aggression inside or outside of school);

b. Civil right violations with accompanying reporting and investigative procedures based upon the students' actual or perceived identities and conformance or failure to conform with stereotypes consistent with Section 53A-1-402 and Sections 53A-11-901,902; and

c. Awareness and intervention skills such as social skills training for students and staff.

3. Training under this section shall complement the suicide prevention program required for students under R277-620 and the suicide prevention training required for licensed educators consistent with Section 53A-609(9).

4. Training for students shall be age-appropriate, as determined by the Lead School Administrator.

H. Prior to implementing a school-sponsored athletic program, Athlos Academy of Reno shall collaborate with the Utah High School Activities Association to develop and provide annual training to students, employees, and coaches that meets the following requirements:

1. Student athletes and extracurricular club members shall be informed of prohibited bullying, cyber-bullying, harassment, hazing, and retaliation behaviors as well as potential consequences for engaging in such behaviors.

2. Training materials shall instruct coaches in the professional standards of R277-515 and in the disciplinary actions associated with failing to act consistently with R277-515 toward students, colleagues, and parents, which may result in termination of the volunteer services.

3. Training curriculum outlines, training schedules, and participant lists of signatures shall be maintained by Athlos Academy of Reno and shall be accessible by USBE upon request.

I. This policy shall be reviewed in conjunction with the discipline plan by administration, staff, students, parents, community council and other community members.

1. Review of this policy and the discipline plan shall occur no less than once every three years.

II. ATHLOS ACADEMY OF RENO ANTI-BULLYING PLEDGE

A. We will not accept bullying at Athlos Academy. Our goal is to create a safe, caring, and respectful school environment. We agree that it is everyone's responsibility to STOP bullying.

B. Students at Athlos Academy of Reno will do the following things to prevent bullying:

1. Treat each other respectfully.
2. Refuse to bully others.
3. Refuse to let others be bullied.
4. Try to include everyone in play, especially those who are often left out.
5. Report bullying to an adult.

I. PURPOSE

Electronic devices in the classroom can serve both to enhance and disrupt a student's learning opportunities. Athlos Academy acknowledges that the landscape of educational technology is ever-changing and has put the following policy in place to properly govern the permitted uses of electronic devices at Athlos Academy.

II. DEFINITIONS

A. Electronic Device: A device that is used for audio, video, or text communication or any other type of computer or computer-like instrument. Any device, whether or not it is owned by Athlos Academy of Reno, that is connected to the school's network is covered by this policy.

B. Personal Electronic Device: An electronic device not owned by Athlos Academy of Reno.

C. The Children's Internet Protection Act (CIPA): Regulations enacted by the Federal Communications Commission (FCC) and administrated by the Schools and Libraries Division of the FCC. CIPA requires recipients of federal technology funds to comply with certain Internet filtering and policy requirements.

III. POLICY

A. Students may possess electronic devices at school subject to the following conditions:

1. Students may carry and possess electronic devices to and from school.
2. Personal electronic devices must be turned off and kept in backpacks during school hours except if otherwise allowed by a school teacher or administrator for educational purposes.
3. Students shall be personally and solely responsible for the security of personal electronic devices brought to school.
4. Athlos Academy shall not assume responsibility for theft, loss, damage, or unauthorized calls made with a student's personal electronic device.
5. Students may use their personal electric device if the use is established by the appropriate administrator to be necessary for other special circumstances, health-related reasons, or emergency.

B. Students may not use electronic devices pursuant to the following:

1. For gaming, personal social media, watching videos, listening to music, or during lunch, between classes or before or after school on school premises without adult supervision;
2. For taking photographs in restrooms, locker rooms or dressing rooms;
3. Posting photographs of another person to social media or online without his/her permission;
4. For accessing inappropriate content or for disallowed behaviors as outlined in the *Acceptable Use of Technology Policy 7401*;
5. In ways that bully, humiliate, harass, or intimidate students or school employees consistent with the school's *Anti-Bullying Policy 5401*; and/or
6. During standardized assessments unless specifically permitted by statute, the student's IEP, or assessment directions.

C. If a student violates this policy, his/her electronic device may be confiscated by any Athlos Academy teacher or school administrator.

1. After the first confiscation, the device will be returned to the student at the end of the school day.
2. On subsequent confiscations, the device will be released only to the student's parent/guardian(s), after the student has complied with the disciplinary consequences.
3. The school may examine a student's personal device and search its contents if there is a reason to believe that school policies or state laws have been violated.
4. In extreme cases, law enforcement may be alerted if the student has misused an electronic device in violation of the law.
5. Additionally, students may be subject to disciplinary action in accordance with the school's *Discpline Policy 5502.*

CI. Students are personally responsible for devices assigned or provided to them by the LEA, both for loss or damage and for use of the devices consistent with this policy and the *Acceptable Use of Technology Policy 7401.*

CII. Pursuant to R277-495-4(B)(5), this policy shall be published in the Family Handbook.

I. PURPOSE

Athlos Academy recognizes that a student's right to freedom of speech and religion is guaranteed protected under the First Amendment and as a result, ensures that religion is neither promoted nor inhibited.

II. POLICY

A. Athlos Academy shall neither promote nor disparage any religious belief or non-belief. Instead, it encourages all students and employees to have appreciation for and tolerance of each other's views.

B. Athlos Academy recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature which may have a religious basis or origin as well as a secular importance, but fundamentally is intrinsic to the overall learning experience of its students.

C. Two obligations of Athlos Academy regarding a student's right to freedom of speech and religion are:

1. Athlos Academy may not endorse religious practices or doctrine, nor may religious activity be coerced; and
2. Athlos Academy may not forbid students acting on their own from expressing their personal religious views solely because they are of a religious nature.

D. Regarding a student's right to partake in or decline to partake in the Pledge of Allegiance:

1. Students are to recite the Pledge once a day;
2. Notices shall be posted in conspicuous places noting a student's right not to participate; and
3. If a student does not wish to participate, he/she may opt out via a written request from his/her parent/guardian.

E. Times when free exercise of religious practices may be prohibited:

1. The conduct/speech unreasonably interferes with the ability of school officials to maintain order and discipline;
2. Violates school rules;
3. Impinges on the rights of others;
4. Unreasonably endangers persons/property;

5. Creates a coercive atmosphere;
6. When student dominates classroom instruction time with religious talk; and/or
7. Violates concepts of civility/propriety appropriate to a school setting.

F. Times when free exercise of religious practices may not be prohibited, unless it violates the standards above, includes, but is not limited to the following:

1. Reading the Bible or other religious texts or scripture;
2. Saying grace before meals;
3. Praying with friends in cafeterias, hallways, around flagpoles, or at an athletic event and other extracurricular activities;
4. Discussing religious views with other students, attempting to persuade peers about religious topics as long as persuasive speech does not constitute harassment; and/or
5. In homework/classroom discussions, presentations, or assignments as long as the topic remains objective and informative and does not put other beliefs down.

G. Religion in curriculum:

1. Teaching and researching religion/beliefs of conscious is a legitimate part of academic education;
2. Significance of holidays, whether religious or secular, may be explained/discussed in an objective manner as part of classroom instruction or as questions arise from students so as to promote a better understanding among all students;
3. May display religious symbols as part of holiday/cultural heritage (as a teaching resource);
4. Religious music is allowed as long as it is seasonally appropriate;
5. Sacred music may be performed as long as there is a focus on overall quality and educational/historical value; and
6. Parent/guardian(s) may request a waiver of participation in any portion of the curriculum or school activity which the requesting party believes to be an infringement upon a right of conscience or the exercise of religious freedom.

H. Expressions of personal belief from school employees:

1. An employee may not attempt to use his/her position to influence a student regarding the student's religious beliefs or lack thereof.

2. An employee may respond in an appropriate and restrained manner to a spontaneous question from a student regarding the employee's personal belief or perspective.

    a. Nevertheless, because of the special position of trust held by school employees, employees may not advocate or encourage acceptance of a belief or perspective; but may explain or define personal religious beliefs or perspectives, etc.



ATHLOS ACADEMIES

POSITIVE BEHAVIOR SUPPORT PLAN

"Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioral consequences."

-Dr. Dan Singel, The Whole Brain Child

The Athlos Academies Positive Behavior Support Plan (PBSP) focuses on creating a safe, supportive, and caring school environment; addresses conflict; and endeavors to build a positive school culture. The PBSP is framed around Athlos' overarching pillars of Prepared Mind, Healthy Body and Performance Character. These three pillars provide a school-wide foundation of shared cultural values.

The Athlos approach is to create an inclusive environment that will empower students to grow and change as they become immersed in engaging curriculum, planned daily physical activity, and opportunities to participate in a strong performance character development program. Building positive relationships of mutual respect and a sense of community that connects all stakeholders are conditions that allow students to learn and grow toward self-regulation, self-discipline, reflection, and collaborative problem solving. The ultimate goal of the PBSP is that each day students will leave our school buildings better people than when they entered and model pro-social behaviors not only within our school walls, but also in their homes, neighborhoods, and communities.

Multi-tiered System of Support (MTSS)

In order to establish a positive school culture and learning environment, we have chosen to implement a Multi-tiered System of Support (MTSS) built upon the foundation of Response to Intervention (RTI). Response to Intervention (RTI) is a multi-tier academic approach focused on providing early identification and support for students whose learning needs are not being met. It is an equitable pathway in identifying students who may require special education services. RTI involves "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educating decisions" (Batsche et al., 2005).

Defining the Three-tiered Approach

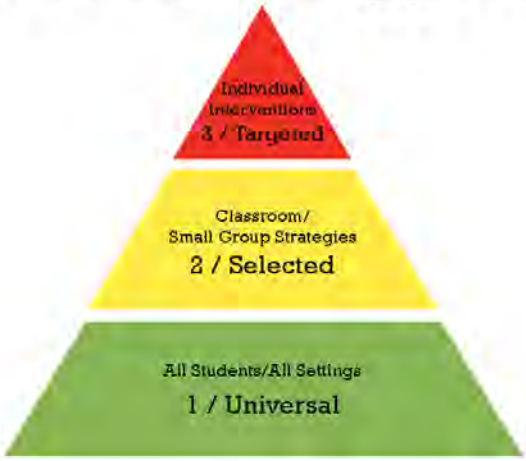
Tier 1 is universal, meaning that ALL students receive the same academic and behavior supports within the classroom. This tier focuses on the core curriculum components and is aligned to Athlos' three pillars of Prepared Mind, Healthy Body and Performance Character. Approximately 75-80% of the student population does not need instruction and intervention above the Tier 1 level.

Tier 2 allows students to access additional instruction beyond Tier 1. Services in Tier 2 are what "some" students receive. Tier 2 instruction is more intense, requires more time, and narrows the focus of instruction and intervention. Services at this level may be provided by a variety of professionals that may include the general education teacher, remedial teachers, behavior support personnel, or educational assistants. Services may be provided in the student's classroom or in a separate setting. Approximately 15-20% of the student population receives Tier 2 instruction and intervention.

Tier 3 encompasses the most intensive services a school provides. Tier 3 supports provide services to a very small group of students and/or individuals. Services at this level require effective levels of collaboration and coordination among general and specialized staff in order to help students overcome barriers to academic success and positive behavior outcomes. Tier 3 interventions and instruction is reserved for approximately 5% of the student population.

RTI (Response to Intervention)

3 Tiers of Support



In combination with RTI, our multi-tiered system of support includes two compatible approaches that support positive student behaviors and encourage healthy relationships. Positive Behavioral Interventions and Support (PBIS) and restorative practices use school-wide data for improvement and utilize progressive interventions and responses to discipline. According to an article written by staff at the Minnesota Department of Education, prevention programs in schools are most effective when they provide tiered levels of support (Minnesota Department of Education, page 1). Both PBIS and restorative practices encompass this approach.

PBIS is a systematic approach to teaching and managing behavior using school-wide norms for behavior that are modeled, taught, understood by all stakeholders and positively reinforced. The goal of PBIS is to create and maintain a positive school environment in order for all students to have opportunities for success.

School staff using PBIS practices examine factors that impact behavior and highlight proactive, instructive, and restorative approaches on a consistent basis school-wide.

PBIS is data driven when making decisions in regard to student needs in the educational environment. It also employs school-wide evidence based practices and the tiered systems approach to maximize student outcomes.

Restorative Practices focus on repairing harm to relationships instead of assigning blame and dispensing punishment (Lucille Eber, 7th Annual PBIS Leadership Summit, June 13, 2014).

> *The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things with them, rather than to them or for them. -Ted Wachtel, International Institute for Restorative Practices*

PBIS and restorative practices look dissimilar in theory. However, in practice, the two models compliment and enhance one another in ways that address the needs of the entire school community and the needs of the whole child.

PBIS and RESTORATIVE PRACTICES DIFFERENCES

	PBIS	RESTORATIVE PRACTICES
Practices	Behavioral	Relational and structural problem solving
Primary Focus	Teaching, acknowledging and rewarding pro-social behaviors	Affirming relationships; teaching empathy; resolving conflict and harm; and restoring or re-building relationships
Decision Making Process	Team- and data-based, attention to fidelity of implementation	Problem-solving using affective questions, small impromptu conferences and group class circles to re-affirm common agreements and expectations
Responsive to Culture	Team make-up and behavioral expectations	The community building process of reaffirming relationships acknowledges and builds upon the cultures of the students in the classroom, as well as the culture of the school

PBIS and RESTORATIVE PRACTICES SIMILARITIES

Shared Core Features

- Whole school approach to create environments for optimal learning
- Aligned with the Three-Tiered Framework of Response to Intervention and Instruction (RTI2)
- Effective strategies to lower discipline referrals by changing adult behavior in response to student misconduct
- Engage students, teachers, parents/guardians and administrators in the process
- Avoids labeling
- Support student achievement and reinforces positive behavior

Complimentary Features

- Restorative practices provide early and/or intensive interventions to restore harm and repair relationships
- The Circle process provides a way of delivering content, especially social emotional learning, that strengthens relationships at the same time as helping adults see each child
- The PBIS framework provides data for team-decision making
- PBIS reflects best practices in implementation science (or common principles of effective practice)

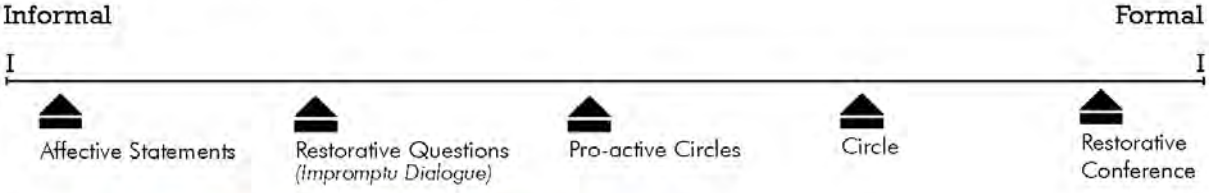
Source for both tables: Minnesota Department of Education: Positive Behavioral Interventions and Supports (PBIS) and Restorative Measures (RM): Compatibility and Collaboration, page 8

http://nyspbis.org/RegionalForum1516/Articles/PBIS%20and%20Restorative%20Measures%20Compatibility%20and%20Collaboration.pdf

Restorative Practices

Diversity is a hallmark of any community. Diverse cultural and family backgrounds, abilities, interests, and viewpoints can provide a community with great strength and energy. When people feel accepted, valued, respected, and included, they are more apt to build a positive connection to the school. Using restorative practices moves schools toward achieving this goal.

Restorative practices are progressive in nature and move from informal to more formal as students exhibit behaviors that require more intensive interventions.



Source: http://www.healthiersf.org/RestorativePractices/WhatIsRP/continuum.php

Although a formal restorative process might have dramatic impact, informal practices have a cumulative impact because they are part of everyday life. -Hanson, 2005

Affective statements fall on the most informal side of the continuum. Affective statements are the starting point for all restorative processes and are at the core of all the practices. These statements allow students and staff to build and maintain relationships by sharing thoughts and feelings. Using affective statements in day-to-day situations is one of the first steps in creating positive classroom and school environments.

Affective statements provide authentic opportunities for students and adults to express their feelings. The statements are in the form of "I" statements. This provides a structure for looking at a situation without assigning blame. Affective statements are best used privately with a student or small group of students, but in certain situations they may be used for an entire group.

Examples of Affective Statements:

I'm sorry that I misunderstood the situation…

I feel really proud of you when I heard…

I feel really pleased and encouraged that…

I respect your honesty, thank you.

I want to thank you for your cooperation.

I was disappointed when you …

I feel (describe action) was disrespectful.

I feel disrespected when you ignore me.

Restorative questions (impromptu dialogue) are used to process an incident of wrongdoing or conflict. When a situation has occurred, the person/s who created the conflict takes time to answer questions that focus on the incident. This allows the person to think about how his/her actions affected others and supports feelings of empathy, accountability, expression of feeling and thoughts, and problem solving. Restorative questions are also answered by those who were impacted by the incident, to help them process their feelings and determine what they need to make things right.

The International Institute for Restorative Practices (2015) offers a set of restorative questions used to address students exhibiting challenging behaviors. Use may range from all the questions to only several, depending on the intervention.

Restorative Questions:

What happened?

What were you thinking at the time?

What have your thoughts been since?

Who has been affected by what you did?

In what way have they been affected?

What do you think you need to do to make things right?

Those who have been harmed also have an opportunity to be heard as both parties come together (in most circumstances) to come to an understanding and be part of the solution.

Examples of Restorative Questions to Those Who Have Been Harmed:

What did you think when you realized what happened?

What impact has this incident had on you or others?

What has been the most difficult for you?

What do you need to happen to make things right?

Impromptu dialogue is used to quickly solve a problem in the moment. These can be minor issues in the cafeteria, hallways, etc. Teachers and staff should use all or some of the restorative questions when dealing with these minor issues.

The **circle process** provides inclusionary opportunities to get to know one another on a personal level, while building social norms of mutual respect and trust. The circle process engages students in personal relationships as they share their feelings, ideas, and experiences in a non-crisis situation. When there is wrongdoing, circles play an active role in addressing the wrong and making things right.

> *When used as an intervention measure to address inappropriate student behavior, restorative circles empower community members to take responsibility for the well-being of others; prevent or deal with conflict before it escalates; address underlying factors that lead youth to engage in inappropriate behavior and build resiliency; increase the pro-social skills of participants, particularly those who have harmed others; and provide wrongdoers with the opportunity to be accountable to those they have harmed and enable them to repair the harm to the extent possible. A circle can also be used in response to a particular issue that affects the school community. (Citywide Behavioral Expectations to Support Student Learning, New York City Department of Education, pg. 8)*

During circle time, students sit in a circle so that everyone can see one another. The inside of the circle should be clear of desks, chairs, etc. Many times, students sit on the floor. Most circle activities include a talking piece. This is a tool that keeps the conversation running in an orderly fashion, and the only person to speak is the one holding the talking piece. The talking piece is often an object students have chosen together (e.g. a hand sized stuffed animal, a favorite rock, etc.)

For more information on circles and circle formats, a great resource is, "Teaching Restorative Practices with Classroom Circles," which can be found on the Restorative Practices Resource webpage under Circles http://www.ocde.us/HealthyMinds/Pages/RP_Resources.aspx

Restorative conference is the most formal of the restorative practices. It has a prescribed structure and requires pre-conference preparation. It involves the participant(s) who have caused the harm, as well as those they have harmed. The purpose of the conference is to seek understanding from each participant's perspective. It is a victim sensitive process; thus, it is of paramount importance that the mental and physical health and welfare of the individual who was harmed be considered before such a conference is held. The goal is to come to a mutual agreement, which will repair the harm as much as possible. Often, both sides bring supporters who have also been affected in some way by the incident (other students, family members, staff, administration). Only experienced individuals should conduct restorative conferences.

The Classroom

One of the first steps in any positive behavior support plan is to prevent the behavior from happening in the first place. Classrooms should be places where learning is meaningful and engaging, where the environment is comfortable and organized for learning, and where the people within are respected and respectful.

Effective Classroom Management Practices (Minnesota Department of Education, April 2014):

According to James Stronge (2002), "Effective teachers establish responses to common classroom issues of order that allow them to focus maximum time and energy on the instructional process. When teachers make the classroom experience engaging, there is little time or inclination for students to misbehave" (26).

The Minnesota Department of Education (April 2014) summarized research of effective classroom management practices. They posit that the list of effective classroom management practices listed below "help to build a sense of community and foster relationships between teachers, students and among students." They further state, "Effective classroom management strategies help to prevent student misbehavior and missed instructional time."

Foster Positive Relationships in the Classroom Community (Hattie, 2012)

- Positive, empathetic teacher-student relationships are powerful moderators of classroom management
- Welcome students to class by name and encourage classmates to greet each other (Greet students each morning at pick-up or when they enter the classroom)
- Call or send positive notes home to acknowledge positive behavior (Huddles are a great time to build on this concept)
- Learn about students' strengths, needs, interests, families, and accomplishments outside of school
- Build positive relationships among students providing multiple opportunities to work in varying groups
- Create the sense that teacher and all students are working together to learn and grow

Establish an Inclusive Environment (APA, 2008)

- Use and reinforce language that is respectful, gender neutral, and free of bias
- Learn about and honor cultures that are represented in your classroom
- Select curricular materials that reflect the cultures and life experiences of the students
- Hold high expectations and provide high levels of support for all students
- Ensure instruction is matched to students' skill level
- Encourage and expect participation from all students
- Provide additional support to the students who need it

Make Data-Based Decisions to Support Positive Behavior

- Collect and maintain data on student behavior
- Examine student behavior data by:
    - Time of day
    - Time of year
    - Location
    - Type of task
    - Day of the week
    - Students involved
- Use data to identify positive classroom management strategies that effectively support classroom engagement and strategies to address potential problems
- Monitor data to evaluate the effectiveness of the classroom management strategies

Teach, Review and Reinforce Clear Expectations (Newcomber, 2009)

- State classroom behavior expectations positively (e.g. raise your hand)
- Establish and maintain consistent behavioral expectations and procedures
- Teach behavior expectations in the context and in the location they occur
- Remind students of expectation prior to the routine or context
- Monitor student behavior and provide frequent and specific feedback
- Praise or reinforce students for following expectations
- Provide at least four positive comments for every directive or corrective comment
- Review procedures/expectations periodically and preventatively

Optimize the Physical Space of the Classroom (Newcomber, 2009)

- Arrange furniture to allow easy traffic flow and make high traffic areas easily accessible
- Ensure that students are supervised in all areas
- Ensure that seating arrangements and lighting are conducive to work

Create Routines for Common Activities/Tasks (Newcomber, 2009)

- Working in groups vs. independently
- Communicating with students and families
- Turning in homework, grading, and returning homework to students
- Getting permission to use the restroom, go to the nurse, etc.
- Getting and returning classroom materials

Provide Engaging Instruction (Kratochwill, 2014; Newcomber, 2009)

- Establish clear learning goals and encourage higher-order thinking skills
- Vary the method (lecture, audio, video, etc.) and response format (group vs. individual)
- Vary responses (oral, written, active)
- Move around the room, scan the room and interact with students
- Positively and warmly acknowledge effort and participation
- Use media and technology

Responding to Potential Problems (Newcomber, 2009)

- Identify the issue and act quickly, calmly, and emotionally objective
- Make simple, positively stated requests to help develop the child's self-control and self-regulation skills
- Acknowledge students who are engaging in appropriate behavior
- Identify the function of the behavior and any related skill deficits
- Develop a plan that addresses the function and skill deficits with the student
- Teach, model and reinforce skills or replacement behaviors
- Recognize the student's positive attempts at changing behavior
- Objectively follow school procedures for major behavior issues
- Preserve student's dignity

Progressive Intervention and Responses to Discipline

All students enrolled in an Athos school should receive interventions and disciplinary actions that are equitable, fair, impartial, and correspond to the severity of the student's behavior. When determining disciplinary actions, it is imperative that those who interact with students in this capacity make every reasonable effort to correct inappropriate student behavior using school-based strategies that include logical consequences and restorative practices. These "teachable moments" are fundamental to a positive approach to discipline and a desire to keep students in their classrooms.

Utilizing a progressive approach to discipline allows students the space to make mistakes and learn from them as they are supported to make necessary changes. It is expected that most students will change their behavior at the lowest identified level of intervention or discipline. In cases when this does not occur, the next level of intervention/disciplinary response is utilized. Significant disciplinary responses, such as out-of-school suspensions, must be paired with one or more documented interventions. In most cases, depending on the violation, the progressive approach to intervention and discipline does not apply to those being considered for expulsion.

Essential to the implementation of progressive discipline, all interventions and responses should be selected, implemented, and assessed to help students:

- Understand why the behavior is unacceptable and the harm it has caused
- Take responsibility for their action
- Understand what they could have done differently in the same situation
- Be given the opportunity to learn pro-social strategies and skills to use in the future
- Understand the progression of more stringent consequences if the behavior reoccurs

Source: Madison Metropolitan School District Behavior Education Plan, Madison, Wisconsin, Page 20. Student Behavior Manual – Rochester City School District, NY, page 4

Prior to any interventions and responses, the following factors need to be considered:

- Age, maturity, health, and disability or special education status of the student
- Appropriateness of a student's academic placement
- Students' prior conduct, record of behavior and attitude
- Students' willingness to repair the harm caused by their behavior
- Seriousness of the behavior offense and the degree of harm caused
- Impact of the incident on overall school community
- Whether the student's violation threatened the safety of any student or staff member
- The likelihood that a lesser intervention would adequately address the violation
- Underlying circumstances student may be experiencing (divorce, death, homelessness, etc.)

Source: Student Behavior Manual – Rochester City School District, NY, page 4

Students who fall under the Individuals' With Disabilities Act (IDEA) are afforded certain rights and protections by state and federal law. Nothing in the PBSP replaces any of these rights and protections. All disciplinary actions for these students will be in accordance with the law and aligned to the matrix as law permits.

A progressive discipline matrix is utilized in grouping behaviors within a three-tiered system. Each tier provides appropriate response supports, guidance interventions, problem solving, and assessments where appropriate. It is important to note that the matrix serves as a guide; it is left up to each school to determine the supports, interventions, and action steps to be implemented. It is also important to note that, depending on the circumstances, some behaviors may fall within two tiers. Schools will need to determine how best to handle each situation.

Definitions for response strategies, guidance interventions, and problem solving and assessments can be found on pages 14-16 of this document.

PROGRESSIVE DISCIPLINE MATRIX

LEVEL 1: School and classroom-wide systems for all students and staff (100% of students).
Level 1 behaviors do not require administrator involvement, do not significantly violate the rights of others or cause a safety issue, and do not appear to be chronic.
(In school, on Fieldwork, or on Extended School Trips or Activities)

Possible Response Strategies	Possible Guidance Interventions	Restorative Practices

• Teach, model, and reinforce behavior expectations and social/emotional learning competencies
• Embed culturally responsive practices and instruction
• Redirection
• Verbal warning
• Take a break (TAB)
• Regulate student inside or outside the classroom
• Buddy room/ Take a break (TAB) out
• Restitution
• Loss of classroom privilege
	• Home-school connection
	• Replacement behavior/coping
	• Regulation breaks
	• Collaborative problem solving THINK:Kids
	• Check-in check-out (CICO)
	• Short-term behavior progress report
	• Problem solving conference
		• Affective statements
		• Restorative questions
		• Circles to:
		  • Establish positive relationships and get to know one another
		  • Set norms
		  • Understand behavioral expectations
		  • Discuss successes and challenges
		  • Practice social/emotional skills
		  • Discuss curricular topics

The above response strategies, guidance interventions. and restorative practices definitions can be found on pages 14-16

BEHAVIOR TO BE ADDRESSED	FIRST OCCURRENCE	REPEATED OCCURRENCE
• Excessive school absences or being late for class • Dress code violation • Pouting for attention, yelling, calling out, inappropriate noises, excessive talking, tantrums, out of seat, throwing materials, crawling on floor etc. • Refusing to follow directions or complete class work • Not paying attention during instruction or work time • Engaging in rude or disrespectful behavior • Use of electronic devices during unauthorized times • Minor damage or defacement of school property or equipment (writing with pencil on a desk, a key taken from a keyboard, etc.) • Unauthorized use of school equipment (iPad, computer, paper cutter, telephone, copy machine, etc.) • Arguing with the teacher/talking back • Teasing, tattling • Non-serious but inappropriate physical contact (hitting, poking, pulling, pushing, tripping, or other behaviors that demonstrate low level hostile conduct)	• Inform student of the violation • Describe expected behavior • Conference with student to provide opportunity to tell his/her version of the incident • Affirmative statements and restorative questions • Incident and intervention/s are documented (if appropriate)	• Inform student of the violation • Describe expected behavior • Teacher and/or student notifies parent/ guardian • A conference is scheduled by the teacher to include parent/guardian and student to provide consistent support for correcting the misbehavior. Include appropriate staff members when appropriate. • One or more interventions are initiated as appropriate • All incidents and intervention(s) are documented • Meeting notes are documented with action plan and progress follow-up

LEVEL 2: Level 2 behaviors may significantly violate the rights of others or self and include chronic Level 1 behaviors. May require administrator involvement.
(In school, on fieldwork, on extended school trips, or on activities)

Possible Response Strategies	Possible Guidance Interventions	Restorative Practices
• Parent/Guardian outreach • Take a break (TAB) • Regulate student inside or outside the classroom • Buddy room/ Take a break (TAB) out • Removal from classroom • Refer to administration • Refer to student support team • Detention • In or out-of-school suspension	• Home-school connection • Regulation breaks • Collaborative problem solving THINK:kids • Check-in check-out (CICO) • Social emotional learning groups • Mentoring • Individual behavior contract • Referral to pupil personnel team • Intervention by counseling staff	• Small impromptu conversations and circles to address a targeted group need • Circles to address a targeted group need (e.g. misbehavior, conflicts, etc.) • Formative conference • Re-entry circle/Conference for new or returning students

The above response strategies, guidance interventions. and restorative practices definitions can be found on pages 14-16

BEHAVIOR TO BE ADDRESSED	FIRST OCCURRENCE	REPEATED OCCURRENCE
• Continued use of profane, obscene, vulgar, lewd or abusive language • Lying to, giving false information to, and/or misleading school personnel • Leaving class or school premises without permission or supervision • Use/possession of tobacco • Bullying (verbal and/or written aggression or intimidation) • Harassment based on race, ethnicity, sexual orientation, gender identity, disability, or religion (verbal or written harassment) • Sexual harassment (verbal or written) • Physical aggression (fighting) • Inappropriate use of technology • Destruction or theft of school property, including graffiti (under $500.00) • Defiance of authority (demonstrating gross disrespect for school personnel or volunteers) • Drawing pictures that illustrate violent behaviors toward others • Writings or drawings that suggests suicidal behaviors, making threats of suicide • Purposefully hitting a staff person • Engaging in gang-related behavior (wearing gang related accessories, writing graffiti, signs or gestures) • Theft from an individual (under $500.00) • False activation of a fire alarm • Engaging in inappropriate or unwanted physical contact • Knowingly possessing property belonging to another without authorization • Cheating, plagiarizing, or colluding • Other school-based misconduct that disrupts the school and/or learning environment	• Teacher informs administrator/ designee of the violation • Administrator/designee conferences with student and provides an opportunity to tell his/her version of the incident • Administrator/designee contacts parents/guardian • A conference is scheduled by the administrator/designee to include the parent/guardian, student, and appropriate member(s) of the support and teaching staff who work with the student, in order to provide consistent support for correcting the misbehavior • One or more interventions are initiated as appropriate • Meeting notes are documented with action plan and who is responsible for progress follow-up • Incident is formally documented in the student information system (SIS)	• Teacher informs administrator/ designee of the violation • Administrator/designee conferences with student and provides an opportunity to tell his/her version of the incident • Administrator/designee contacts parents/guardian • A conference is scheduled by the administrator/designee to include the parent/guardian, student, and appropriate member(s) of the support and teaching staff who work with the student, in order to provide consistent support for correcting the misbehavior • Formalized restorative conference is conducted • Meeting notes are documented with action plan and who is responsible for progress follow-up • Incident is formally documented in the student information system (SIS)

NOTE: In-school suspension or out-of-school suspension should be utilized only when student behavior is ongoing and escalating and only after restorative practices and interventions used have been documented. A restorative conference must be conducted and documented before re-entry back into the classroom or school.

LEVEL 3: Level 3 behaviors significantly violate the rights of others or self and include chronic Level 2 behaviors. Requires administrator involvement. (In school, on fieldwork, on extended school trips, or on activities)		
Possible Response Strategies	**Possible Guidance Interventions**	**Restorative Practices**
• Parent/guardian outreach • Removal from classroom • Administrative decision • The following problem solving and assessment practices may need to be enacted depending on the situation. • Functional behavioral assessment (FBA) • Violence risk assessment • Alcohol and other drug abuse screener (AODA)	• Home-school connection • Individual behavior contract • Intervention by counseling staff • Refer to student support team • Refer to community-based organization	Formal restorative conference and circles to: • Address serious issues such as bullying, teacher-student issues, destruction of property, threats, stealing, etc. • Reintegrate a student after suspension or incarceration • Support students with disabilities
The above response strategies, guidance interventions, and restorative practices definitions can be found on pages 14-16		
BEHAVIOR TO BE ADDRESSED	**FIRST OCCURRENCE**	**REPEATED OCCURRENCE**
• Bullying (physical acts of aggression or intimidation and repeat of Level 2 bullying offenses) • Harassment based on race, ethnicity, sexual orientation, gender identity, disability, or religion (acts of physical harassment and repeat of Level 2 harassment behavior) • Sexual harassment (acts of physical harassment and repeat Level 2 behaviors) • Fighting (may include incidents that result in injuries such as cuts, scrapes, bloody noses, broken bones, etc.) • Causing a serious injury by either recklessly engaging in behavior and/or using an object that appears capable of causing physical injury (belt buckle, umbrella, etc.) • Arson • Possession of a weapon (knife, gun, sling shot, martial arts objects, etc.) • Engaging in an altercation and/or physically aggressive behavior, other than horseplay, which creates a substantial risk or results in injury • Participating in an incident of group violence • Possession, selling, and/or using controlled substances without appropriate authorization (illegal drugs, drug paraphernalia, and/or alcohol)	• Teacher informs administrator/designee of the violation • Administrator/designee conferences with student and provides an opportunity to tell his/her version of the incident • Administrator/designee contacts parents/guardian • A conference is scheduled by the administrator/designee to include the parent/guardian, student, and appropriate member(s) of the support and teaching staff who work with the student, in order to provide consistent support for correcting the misbehavior • Meeting notes are documented with action plan and who is responsible for progress follow-up • Incident is documented in the student information system (SIS)	• Teacher informs administrator/designee of the violation • Administrator/designee conferences with student and provides an opportunity to tell his/her version of the incident • Administrator/designee contacts parents/guardian • A conference is scheduled by the administrator/designee to include the parent/guardian, student, and appropriate member(s) of the support and teaching staff who work with the student, in order to provide consistent support for correcting the misbehavior • Meeting notes are documented with action plan and who is responsible for progress follow-up • Incident is documented in the student information system (SIS) NOTE: In-school suspension or out-of-school suspension should be utilized only when student behavior is ongoing and escalating and only after restorative practices and interventions used have been documented. A restorative conference must be conducted and documented before re-entry back into the classroom or school.

Behaviors that reach **beyond Level 3** may require law enforcement or, in some states, mandatory expulsion. These behaviors often include:

- Arson of an occupied structure
- Bomb, chemical, or biological threat
- Possessing or using a firearm
- Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity
- Using force to take property belonging to another
- Using force against or attempting to inflict injury against school personnel

Response Strategies, Guidance Interventions and Problem Solving and Assessment Definitions

The following tables include response strategies, guidance interventions, and assessment supports. It is recommended these supports be used as a basis for Athlos' PBSP, realizing that each school may have supports unique to their school culture.

<table>
<tr><th colspan="4">RESPONSE STRATEGIES</th></tr>
<tr><td rowspan="2">Response Strategies are actions used in the moment that behavior is occurring or directly following the behavior. The goal is to stop the behavior while providing an opportunity for the student to regain self-control in a way that maintains their dignity. Depending on the behavior, a response team member may be required inside or outside the classroom.</td><td>Verbal Warning: Discretely remind the student of his/her behavior and the consequences for noncompliance</td><td rowspan="2">Buddy Room/Take a Break (TAB) Out: TAB Out provides an opportunity for students to correct their behavior in a new environment (another teacher's classroom considered "the buddy classroom") where they are able to self-regulate and reflect on their behavior. Once completed, students are welcomed back into the classroom by their teacher. The teacher finds a time to speak with the student about the behavior.</td><td rowspan="2">Regulate Student Inside the Classroom: A behavior response team member is called to join in and provide additional support to the student within the classroom temporarily until the student becomes regulated and is able to re-engage in learning.</td></tr>
<tr><td>Take a Break (TAB): TAB provides an opportunity for students to correct their behavior by moving to a designated space within the classroom where they can gain self-control and rejoin their peers.</td></tr>
<tr><td>Community Project or Service: This is when a student's consequences fit the error in judgment (e.g. a student defaces an outside school wall with marker, chalk, etc. The student would be asked to clean the wall or write a report about graffiti, etc.).</td><td>Redirection: An indication to the student they are not following expectations. Redirection includes proximity, verbal reminders, and non-verbal cues.</td><td colspan="2" rowspan="3">Detention: A student is removed from the classroom to serve time during the remainder of a period or part of a day (e.g. from the end of one recess break to the beginning of another break). Student is expected to complete classroom work during this time.

In-School Suspension: A student is removed from the classroom environment and assigned work within the school for up to one day.

Out-of-School Suspension: It is the Principal's discretion to suspend a student out-of-school and how many days the suspension will take place.

Expulsion: All recommendation for an expulsion will be determined by the principal and appropriate team members.</td></tr>
<tr><td colspan="2">Regulate Student Outside the Classroom: A behavior response team member is called to process with a student outside of the classroom. This may consist of a brief problem solving conversation in the hallway. Other times, a safe and private intervention space within the school building is used where a student can work with a staff member to calm down, reflect on his/her behavior, and develop a plan to make different choices when they return to class.</td></tr>
<tr><td colspan="2">Loss of Classroom Privilege: A student can lose the right to participate in classroom activities on a short-term basis. The privilege lost is directly related to the student's mistake. An example might include use of math manipulatives during an exploration period in which the student tosses the manipulatives or destroys another student's work. The student would sit out of the activity and watch the appropriate way to work with the manipulatives. When he/she is ready to participate appropriately he/she may return to the activity.

Loss of School Activity: Depending on the situation, a student may lose the right to attend activities outside the classroom.</td></tr>
<tr><td colspan="4">Source: Madison Metropolitan School District Behavior Education Plan, Madison, Wisconsin, Pages 22-23</td></tr>
</table>

GUIDANCE INTERVENTIONS		
Interventions address the underlying cause of behavior including unmet needs, lagging skills, instructional strategies and the environment. The following are some examples of interventions.	**Replacement Behaviors/Coping Strategies**: These behaviors are taught to take the place of behaviors that are inappropriate for the situation or setting. An example is teaching a student to ask politely to use a classmate's pencil, rather than taking it without permission. **Problem Solving Conference**: Parent/ guardians, staff and student sit down together to talk about the student's behavior and identify potential solutions to address the cause of the behavior.	**Regulation Breaks:** Proactive breaks may be scheduled for students when there is a pattern of behavior or upset, preventing behavior incidents from occurring. A student engages in activities that promote self-regulation. Regulation breaks can take place in a variety of locations, including within the classroom or a safe and private intervention space
Short-Term Behavior Progress Report: Teachers and/or principals may send behavioral progress reports to parents on a regular basis until they feel the student is in control of his/ her behavior and working in the classroom successfully.	**Cross-Age Mentoring:** An older student is matched with a younger student one-on-one for the purpose of guiding and supporting the mentee in targeted areas of academic, social and emotional development, such as responsible decision-making.	**Restorative Practices:** 1. Affective statements 2. Restorative questions/impromptu dialogue 3. Circle 4. Conference
Collaborative Problem Solving THINK: Kids: A trained staff member engages in an evidence-based conversation that varies in intensity, frequency, and length and involves four basic steps: 1) Identify and understand the student's concern, 2) Share the adult's concerns about the same issue, 3) Generate solutions, 4) Explore solutions and choose one that is realistic and satisfies both the student and the adult.	**Check-In Check-Out (CICO):** Students check in with designated CICO facilitators before the beginning and at the end of each school day to receive positive contact, pre-corrects, reminders of school-wide expectations, etc. At the end of each class period, teachers provide behavioral feedback on a daily progress monitoring report. For some students, the check in times may be more frequent until the behavior decreases.	**Social Emotional Learning Groups:** Group interventions focus on skill development and coping strategies to promote healthy social and emotional development and prevent potential problems. Examples of skills targeted through group intervention include managing emotions, coping with stress, problem solving, and communicating effectively.
Home-School Communication System: This system is designed to ensure that staff and parents/ guardians are "on the same page" with respect to student behavior at home and at school. The goal is for ongoing, meaningful sharing of information and may include a communication notebook, daily mails, etc.	**Mentoring:** A trained adult provides time one-on-one with a student to develop a positive relationship and target development of specific social emotional and academic skills, such as self-efficacy. This person may also provide transition support for a student returning from a suspension or prolonged absence.	**Development of Individual Behavior Contract:** The student meets with teachers to create a written contract that includes learning targets and the specific performance tasks that the student will accomplish to meet those targets. The contract is signed by the student and teacher and, where appropriate, the parent/ guardian.

GUIDANCE INTERVENTIONS, continued		
Guidance Conference: Principals and teachers may request a guidance conference with the student, and where appropriate, with the parent. The purpose of the conference is to review the behavior, find solutions to the problems, and address academic, personal, and social issues that might have caused or contributed to the behavior.	Referral to Pupil Personnel Team: These are school-based teams that use a multidisciplinary approach to encourage student success through prevention and intervention strategies and supports. A case manager is identified for each student referral and an individualized plan is created for each student to help the student overcome his/her challenges.	Referral to a Community-Based Organization (CBO): Students may be referred to a community-based organization for a wide range of services including after-school programming, individual or group counseling, leadership development, conflict resolution, and tutoring.
Referral to Appropriate Substance Abuse Counseling Services: In the case where a students is presenting problems with substance abuse, including the use, possession, or distribution of illegal drugs, drug paraphernalia, and/or alcohol, referrals should be made to counseling services that are either inside the school or through an outside community-based organization.		Intervention by Counseling Staff: Where available, school-based counseling personnel and/or school-based mental health programs offer a wide range of comprehensive and confidential mental health services and interventions including, but not limited to, assessments; individual, group, and family therapy; teacher consultation; and educational strategies for parents and staff.
Sources: Madison Metropolitan School District Behavior Education Plan, Madison, Wisconsin, Pages 24-25 Citywide Behavioral Expectations to Support Student Learning, NYC Department of Education, Page 7		

PROBLEM SOLVING AND ASSESSMENT		
Problem solving and assessment practices come into play when students demonstrate a pattern of behaviors. This may be a time to examine the underlying function(s) of the behavior and the context in which it occurs. In these situations, a referral may be made to the school's problem solving team or student support and intervention team.	**Student Support and Intervention Team:** This is an interdisciplinary team of adults, including the parent/guardian, that uses a problem solving process to serve two primary functions: 1. Analyze data to support, develop, select, and evaluate social emotional and behavioral interventions 2. Address the needs of individual students who are not making expected progress.	**Functional Behavioral Assessment (FBA):** A formal assessment of a student's behavior focused on identifying the function or purpose behind the student's behavior. A FBA is used to better understand why a student is behaving inappropriately.
Violence Risk Assessment: A procedure and set of tools used when a student may pose a risk to the safety of others that may require immediate action, including aggression toward others, threats of aggression or harm toward others, and/or a pattern of behavior that raises suspicion of risk for violence (e.g., violent drawings, stories, internet communications). The purpose is to determine the degree of risk (high, moderate, low) in order to guide an intervention plan that results in a safe school environment.	**Alcohol and Other Drug Abuse (AODA) Screener:** A procedure and set of tools used when a student is suspected of potential alcohol and other drug abuse. 1. Identify students for screening based on behavioral concerns related to abuse 2. Screen for AODA, 3. Provide for efficient referral for the appropriate level of interventions	Source: Madison Metropolitan School District Behavior Education Plan, Madison, Wisconsin, Page 23

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Wachtel, Ted. International Institute for Restorative Practices What is Restorative Practice? Retrieved from: http://www.iirp.edu/what-is-restorative-practices.php

Additional Resource

MTSS Implementation Components: Ensuring Common Language and Understanding. Retrieved from: https://www.pbis.org/common/cms/files/pbisresources/MTSS_Paper_ImplCompDec2011.pdf

ATHLOS ACADEMIES

Staff Recruitment and Retention Plan

Overarching statement: Quality teachers and leaders form the backbone of an excellent school. Recognizing the importance of starting a school with phenomenal teachers, Athlos Academies will employ numerous strategies to attract and retain top teachers and support the conditions that encourage staff members to be dedicated to their Athlos school.

Belief statements:

- Excellent teachers and leaders believe in all students' abilities and recognize that building strong, healthy relationships is at the heart of student empowerment.
- Excellent teachers and leaders help students monitor their growth and development and provide appropriate opportunities for students to be challenged and inspired.
- Excellent teachers and leaders find ways to actively involve all students in the learning process, using strategies that promote collaboration and deep learning.
- Excellent teachers and leaders are creative and innovative in how they approach teaching, solving problems, and reflecting on their craft.
- Excellent teachers and leaders are passionate for their profession and seek feedback on how they can continue to grow and learn.
- Retaining great teachers is essential to the long-term success of an excellent school.

Attracting top teachers to the model

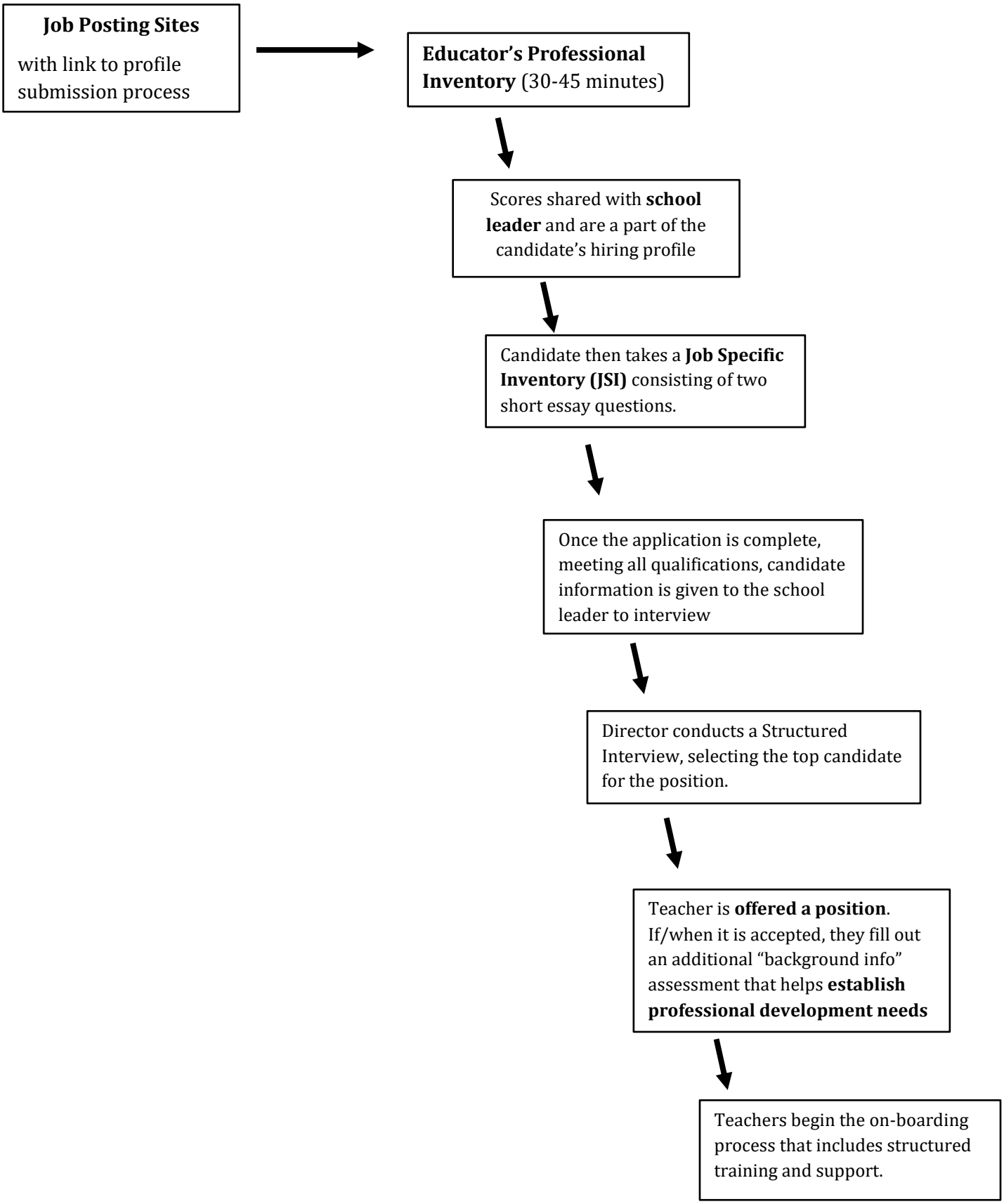
Recruiting phenomenal teachers involves helping educators be aware of the opportunities

- Athlos 101/102 201 2016-17 School Year (Nov/Jan/Feb) & (March/April/May)
- Athlos Summer Institute
- Website section specifically on "Why top teachers love Athlos!"
- Presentation/Conferences
- Partnerships with Universities
- Recruitment Fairs
- Social Media connections (blogs, Facebook, Twitter, Instagram, etc.)
- Videos that capture "excellence" in action at our schools
- Job Posting Sites (quality job descriptions)
- Quality Benefits Package (Salary & Benefits)

Retaining top teachers:

- Consistent and transparent communication
- Providing adequate planning time
- Realistic and differentiated expectations
- Empowering teachers as leaders
- Providing high-quality professional development
- Offering opportunities to communicate and collaborate throughout a network
- Providing clear avenues for growth
- Strengthening a sense of purpose
- Compensation and benefits that are competitive

Application / Hiring Process



ATHLOS ACADEMIES

INITIAL REVIEW – SCHOOL LEADER

RESUME #	
CRITERIA	**SCORE** (circle one)
School Leadership Experience	0 1 2
Certification	0 1 2
Educational Experience	0 1 2
Budget Supervision	0 1 2
Experience with expected student population	0 1 2
TOTAL SCORE	

Additional Notes:

Athlos School Leader Structured Interview

Interviewer:_____ **Interviewee:**_____ **Date:**_____

Grit –Focus / Self-Control – Growth Mindset 1.Task Dedication

What is the most challenging thing you have done? How did you prepare?
What would you have done differently? How did you modify your approach midstream?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Social Intelligence (Creativity) 2.Interpersonal Effectiveness

Tell me about a meeting in which you had to tell others things they did not want to hear. How did you communicate those ideas to them? What was the result of that communication? If you could do it again, is there anything you would change in what you communicated, or the way in which you communicated it?
Why would you make those changes?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Leadership (Integrity) 3.Organizational Stewardship

Tell me specifically what you have done to create an atmosphere of trust and empowerment within your sphere of influence. What tangible results have you seen from your efforts?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Leadership (Humility) 4.Technical Skills

Compare what you know about the job you are interviewing for and your own knowledge and skill. What areas of development do you feel you will need to meet the job expectations?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

5. Our first impression and quickness in making connections

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Additional Notes

Summary Score: _____

Top Tier 75-100

Middle Tier 50-74

Bottom Tier Under 50

Athlos School Leader Panel Interview

Interviewer:_____ Interviewee:_____ Date:_____

Grit (Focus / Self-Control) 1.Task Dedication

Recognizing the challenge of building a healthy, excellence oriented staff culture, what steps do you see as most essential for making that happen? Share how you have built staff culture and the challenges of making that happen. What could you envision being some of your early steps in building staff culture at this Athlos school?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Social Intelligence (Creativity) 2.Interpersonal Effectiveness

What do you look for when recruiting and interviewing quality teachers? How would you go about finding a staff that aligns both with your and Athlos' educational philosophy?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Leadership (Integrity) 3.Organizational Stewardship

How have you effectively used data in the past? When can data be debilitating? When is it most useful? What data do you find the most valuable?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Leadership (Courage) 4.Systems & Structures

Describe a positive behavior management system in a school. What have you seen been most effective? What philosophy/structure do you most align with?

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

5. Our first impression and quickness in making connections

Response notes:

Response notes:

*Ratings are based on the quality of the answer that is framed around "problem"; "action"; "result"

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

High Medium Low

Additional Notes

Summary Score: _____

Top Tier 75-100

Middle Tier 50-74

Bottom Tier Under 50

Athlos Academies

School Leader Professional Growth Plan

Name Date

The Professional Growth Plan is a way for an administrator to set and pursue professional growth goals and plan connected learning activities as part of the annual review cycle. The Professional Growth Plan is intended to:

- Guide individual learning activities throughout the year;
- Empower an administrator to plan his/her own individual professional learning; and
- Ensure that each administrator is making adequate yearly progress towards license renewal, if applicable.

Reflection on my administrative practice (Visionary Leadership, Teaching & Learning, Management for Learning, Community Collaboration, Ethical Leadership, and Systems Leadership) for areas for growth:
Type text here
Professional goals related to identified areas for growth
Type text here
Resources, professional development, and action steps needed to meet my goals:
Type text here
Evidence that can be used to evaluate progress toward goals:
Type text here
Activities needed to make adequate yearly progress towards license renewal:
Type text here

ATHLOS PARTNERSHIPS

Athlos Partner School	Year of Partnership	Facilities	Healthy Body Pillar	Performance Character Pillar	Prepared Mind Pillar	Management Services
Compass Charter School *(Meridian, ID)*	2007	✓				
Candeo Schools *(Peoria, AZ)*	2008	✓				
Hawthorn Academy *(West Jordan, UT)*	2008	✓				
Legacy School *(Mesa, AZ)*	2009	✓				
Legacy Traditional *(Queen Creek/Ironwood, AZ)*	2010	✓				
Legacy Traditional *(Casa Grande, AZ)*	2010	✓				
Athlos Traditional Academy *(Chandler, AZ)*	2011	✓				
Legacy Traditional *(Avondale, AZ)*	2011	✓				
Legacy Traditional *(Oro Valley, AZ)*	2011	✓				
Providence Hall *(Herriman, UT)*	2011	✓				
Legacy Traditional *(Laveen, AZ)*	2012	✓				
Legacy Traditional *(Gilbert, AZ)*	2013	✓				
Athlos Leadership Academy *(Austin, TX)*	2014	✓	✓	✓		
Athlos Leadership Academy *(Brownsville, TX)*	2014	✓	✓	✓		
Athlos Leadership Academy *(San Antonio, TX)*	2014	✓	✓	✓		
ILTexas, Powered by Athlos *(Arlington, TX - K8)*	2014	✓	✓	✓		
ILTexas, Powered by Athlos *(Fort Worth, TX - K8)*	2014	✓	✓	✓		
ILTexas, Powered by Athlos *(Garland, TX - K8)*	2014	✓	✓	✓		
ILTexas, Powered by Athlos *(Garland, TX - HS)*	2014	✓	✓	✓		
Athlos Leadership Academy *(Brooklyn Park, MN)*	2014	✓	✓	✓	✓	✓
Legacy Traditional *(Surprise, AZ)*	2015	✓				
Athlos Academy of Utah *(Herriman, UT)*	2016	✓	✓	✓	✓	✓
Athlos Academy of St. Cloud *(St. Cloud, MN)*	2016	✓	✓	✓	✓	✓
Athlos Leadership Academy - Premier *(San Antonio, TX)*	2016	✓	✓	✓		
ILTexas, Powered by Athlos *(Grand Prairie, TX - K8)*	2016	✓	✓	✓		
ILTexas, Powered by Athlos *(Grand Prairie, TX - HS)*	2016	✓	✓	✓		
ILTexas, Powered by Athlos *(North Richland Hills, TX - K8)*	2016	✓	✓	✓		
ILTexas, Powered by Athlos *(Katy, TX - K8)*	2016	✓	✓	✓		
ILTexas, Powered by Athlos *(Houston, TX - K8)*	2016	✓	✓	✓		

ATHLOS PARTNERSHIPS

Athlos Partner School	Year of Partnership	Facilities	Healthy Body Pillar	Performance Character Pillar	Prepared Mind Pillar	Management Services
ILTexas, Powered by Athlos *(Richmond, TX - Katy-Westpark HS)*	2017	✓	✓	✓		
ILTexas, Powered by Athlos *(Lancaster, TX - K8)*	2017	✓	✓	✓		
ILTexas, Powered by Athlos *(Saginaw, TX - K8)*	2017	✓	✓	✓		
ILTexas, Powered by Athlos *(Saginaw, TX - HS)*	2017	✓	✓	✓		
ILTexas, Powered by Athlos *(East Fort Worth, TX - K8)*	2017	✓	✓	✓		
ILTexas, Powered by Athlos *(Houston, TX - Windmill Lakes K8)*	2017	✓	✓	✓		
Athlos Academy of Jefferson Parish *(Jefferson Parish, LA)*	2018	✓	✓	✓	✓	✓