



Athlos

Academy of

Clark County

Charter Proposal

Nevada Charter School Application Cover Sheet Part 1 of 3

Part 1: Basic Information

Name of the Proposed Charter School

Athlos Academy of Clark County

Name of Application Liaison (Must be a member of the Committee to Form the School)

Tod Bunker

Mailing Address of Liaison

10930 Moonbeam Glow Lane
Las Vegas, Nevada 89135

Telephone for Liaison

702-556-3246

Email Address for Liaison

tjb@factormed.com

Educational Management Organization, Charter Management Organization, or other Educational Service Provider (if applicable)

Athlos Academies

Name of school or school model to be replicated (if applicable)

Athlos Academies

Physical Address of School (If Known)

TBD

Geographic Region or Neighborhood Where Proposed School Would be Located (See Required Element A.7.1)

Athlos Academies of Clark County intends to locate in either the North Las Vegas, Summerlin, or Green Valley area, dependent upon land availability for the large facility and grounds.

School District in Which the School Would Be Located. If a distance education school, provide the county in which the administrative office of the school would be located.

Clark County School District

Intended Opening Date (School year: e.g. fall of 20 - -)

Fall 2015

Proposed Sponsor

- State Public Charter School Authority
 School District
 Public College or University

Indicate which District or College/University below, if applicable:

N/A

Enrollment Projections

School Year 1

Grade Levels Served

K-8

Projected Enrollment per grade

K--115; 1st-5th Grades--380; 6th-8th Grades--270

School Year 2

Grade Levels Served

K-8

Projected Enrollment per grade

K--140; 1st-5th Grades--690; 6th-8th Grades--420

School Year 3

Grade Levels Served

K-8

Projected Enrollment per grade

Same as year 2

School Year 4

Grade Levels Served

K-8

Projected Enrollment per grade

Same as year 2

School Year 5

Grade Levels Served

K-8

Projected Enrollment per grade

Same as year 2

School Year 6

Grade Levels Served

K-8

Projected Enrollment per grade

Same as year 2

Ultimately, the school expects to serve a total of ____ pupils

1,250

In grades ____ to ____

K-8

Part 2: Program Overview Part 2 of 3

Program for at-risk pupils (NAC 386.150(9))

Is this school intended to serve primarily at-risk pupils? (See NRS 386.500)

Yes

No

If yes, address Required Element A.7.6

Will the charter school enroll pupils who are in a particular category of at-risk pupils before enrolling other children who are eligible to attend the charter school pursuant to NRS 386.580 (NRS 386.520(7)(p))?

- Yes
 No

If yes, address Required Element A.7.7

Vocational education status (NAC 386.415)(NRS 386.590(1))

Is this an application for a NRS 386.590(1) vocational education charter school?

- Yes
 No

If yes, respond to A.10, Career Education

Distance education status

Does the proposed school intend to provide Distance Education (also known as Online, Virtual or Cyber Education)?

- Yes
 No

If yes, address B.3.2, Distance Education, and submit (an) appropriate distance education application(s) to the Nevada Department of Education. Submit a copy of the application that was submitted to the NDE to the Charter School Authority also.

Private school closure/reopening as a charter school

Will the charter school result from a private school ceasing to operate as a private school and reopening as a charter school?

- Yes
 No

*If yes attach the Private School Conversion Assurances found at:
http://charterschools.nv.gov/OpenASchool/Application_Resource/*

Limiting Enrollment

Will the school limit enrollment to a certain number of pupils or ratio of teachers to pupils (NAC 386.353; NAC 386.180(7))?

- Yes
 No

If yes, what is that number or ratio?

If yes, state your plan in Required Element B.3.9

Part 3: School Description (150-word maximum) Part 3 of 3

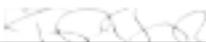
Provide a brief description of your school that includes the name, the mission, grades served and other information you would like to include in a brief communication of this type. Your description will be used by the sponsor to provide information to the public about applicants and, for approved schools,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

Athlos Academy of Clark County will serve students in grades kindergarten through eighth grade in the Greater Las Vegas area. The education provided by Athlos Academy empowers students to live fulfilling, responsible, and successful lives by building on the three foundational pillars of Prepared Mind, Healthy Body, and Performance Character.

Students receive a liberal arts education based on the Core Knowledge Sequence, develop a Healthy Body through the unique Athlos athletic curriculum, and cultivate Performance Character by exemplifying the twelve Performance Character traits of grit, focus/self-control, optimism, curiosity, initiative, energy/zest, courage, social intelligence, integrity, creativity, humility, and leadership.

Application Certification

Signature of Linson



Date

8/28/2014

Printed Name

J. Tod Bunker

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Section A.1 Mission, Vision, and Educational Philosophy

A.1 Mission, Vision and Educational Philosophy

NARRATIVE A.1.1 PURPOSE

Athlos Academy of Clark County combines academic rigor with development of the body and character to create a well-rounded individual. In accordance with NRS 386.520(4)(b), Athlos Academy of Nevada serves the purposes of (1) improving the academic achievement of pupils and (2) encouraging the use of effective and innovative methods of teaching. Further explanation of the program and research supporting it is found in Narrative A.1.4 as well as Section A.3.

NARRATIVE A.1.2 MISSION

Athlos Academy of Clark County empowers students to live fulfilling, responsible, and successful lives by building on the three foundational pillars of *Prepared Mind*, *Healthy Body*, and *Performance Character*.

NARRATIVE A.1.3 VISION

Athlos Academy produces students who are well-prepared to face the challenges of life through development of critical thinking skills and a broad knowledge base, healthy lifestyle habits, and cultivation of performance character. The daily educational experience includes not only a rich and engaging academic curriculum that prepares students for advanced secondary work and college, but incorporates a healthy lifestyle and development of strong character (referred to as Performance Character by the Athlos community) through participation in its unique Athlos Athletic Curriculum including physical exercise, good nutrition, and teaching performance character through activities.

Graduates of Athlos Academy embody the Performance Character Traits, defined by Athlos Academies as twelve qualities a person needs to realize his/her highest potential in any performance environment throughout life, as follows.

- 🏆 Grit
- 🏆 Focus/Self-Control
- 🏆 Optimism
- 🏆 Curiosity
- 🏆 Initiative
- 🏆 Energy/Zest
- 🏆 Courage
- 🏆 Social Intelligence
- 🏆 Integrity
- 🏆 Creativity
- 🏆 Humility
- 🏆 Leadership



Performance Character is learned and developed in school and at home; and the incorporation of each of these values combine to achieve the greatest of feats in life. Our commitment is to work with the family in the development of Performance Character traits in all our students.

The founders of Athlos Academy envision students who leave Athlos Academy of Clark County well-prepared for advanced high school and early college courses. They will be confident students who are healthy and are becoming leaders in their communities by living and emulating the Performance Character Traits taught at Athlos Academy of of Clark County. Within five to ten years not only will this occur, but the culture and academic performance of the school will be such that the school is in high demand in the Henderson community, providing a well-rounded quality education for students.

[NARRATIVE A.1.4 PHILOSOPHY](#)

Athlos is a Greek word meaning “feat”. A feat is defined as an act of skill, endurance, imagination, or strength; or an achievement. The founders of the Athlos Academy model believe children are capable of achieving great feats in all areas of their lives.

Athlos Academy of Clark County will provide students with a superior education that embodies the three pillars of *Prepared Mind, Healthy Body, and Performance Character* through a rich and engaging academic and athletic/fitness curriculum. Instruction will be presented by outstanding teachers who will work in partnership with families in a values-rich and data driven environment. Through recognizing the importance of educating the whole child, all school staff will teach and exemplify the importance of civic virtues through the support and implementation of an athletic and academic curriculum that develops a student’s mind, their character and a healthy body.

The Athlos model is currently operating in seven schools in three states, with an additional five approved to open in 2015 and has proven to be in strong demand in the communities where it is operating, as demonstrated by full enrollment with long waitlists, as described Attachment A.7.2.

The entire Athlos Academy of Clark County team is dedicated to providing a curriculum that supports the mastery of a broad base of knowledge and skills in all core subjects, creating *Prepared Minds*. The educational foundation is built upon the Core Knowledge Sequence, the richness of which will empower students to excel and be prepared for high school, college, career, and the challenges they will be handed by life itself. The Core Knowledge Sequence, based on research by E.D. Hirsch, offers students a broad base of knowledge in language arts, math, social studies, science, and the fine arts. The curriculum is taught across subject areas, and builds on an existing knowledge base.

Athlos Academy asserts that learning and wellness are inextricably connected. Students spend time developing athletic skills (*Healthy Body*) combined with rigorous classroom learning (*Prepared Mind*).

Performance Character traits are taught in the Athlos Athletic Curriculum activities, reinforced in the classroom through the study of literature, history, and science, and applied in various situations, both inside and outside of school. By focusing on each of these pillars, students become prepared for success in any environment.

The Athlos Athletic Curriculum is highly engaging for students and families. The education program draws upon the discipline, motivation, and teamwork of athletics to engage students to become more active learners. As mentioned previously, improving physical health and athletic skills improves a child's self-image, increases confidence and energy, improves mental toughness, and the ability to overcome adversity. The academic and athletic programs provide the foundation for the ongoing development of strong Performance Character in each student.

A.2 Mission-Specific Goals and Objectives

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NARRATIVE A.2.1 ASSURANCE REGARDING PERFORMANCE FRAMEWORKS

Athlos Academy of Clark County will adhere to all requirements of the SPCSA and NDE performance frameworks, as provided to the school in the Operations Manual and Reporting Requirement manual at the beginning of each year by the state. Athlos Academy of Clark County will strive to become recognized as a “quality” charter school as defined by the requirements outlined in the performance framework.

NARRATIVE A.2.2 ASSESSMENT TOOLS/DATA/ARTIFACTS

Not Applicable. Athlos Academy of Clark County is not identifying any mission specific goals at this time, but will consider adding them at the beginning of the second school year once an achievement base has been determined. Assessment of such goals will be determined using valid and reliable assessment tools.

NARRATIVE A.2.3

Not Applicable.

A.3 Curriculum and Instruction

A.3 Curriculum and Instruction

NARRATIVE A.3.1 CURRICULUM MODEL

The three pillars of *Strong Mind*, *Healthy Body*, and *Performance Character* drive the curriculum choices of Athlos Academy of Clark County. Students at the school develop *Strong Minds* using the Core Knowledge Sequence curriculum developed by E.D. Hirsch, the Spalding Language Arts program, and Saxon Math. Principles and practices of maintaining a *Healthy Body* are taught using the unique Athlos Athletic Curriculum, and *Performance Character* is developed through the Performance Character Traits curriculum as outlined in this section and is reinforced by identifying examples of Performance Character found within the content of the core curriculum.

Athlos Academy’s academic foundation is based upon The Core Knowledge Sequence developed by E.D. Hirsch and his Core Knowledge Foundation. The Core Knowledge Sequence is defined as “a detailed outline of specific content and skills to be taught in language arts, history, geography, mathematics, science, and the fine arts. As the core of a school’s curriculum, it provides a coherent, content specific foundation of learning, while allowing flexibility to meet local needs.”¹

The Core Knowledge Sequence is the result of research into the content and structure of the highest performing elementary school systems around the world, as well as extensive consensus building among diverse groups and interests, including parents, teachers, scientists, professional curriculum organizations, and experts from the Core Knowledge Advisory Board on Multicultural Traditions.

¹ <http://www.coreknowledge.org/download-the-sequence>.

The Core Knowledge Sequence is recognized as an effective whole-school model, being one of the 33 whole-school models recognized by the U.S. Education Department as high-quality and determined to be effective through research².

Core Knowledge is content specific, coherent, cumulative and content rich. The specificity of the Core Knowledge Sequence distinguishes it from other curricula. By clearly specifying important knowledge in language arts, history, geography, math, science, and the fine arts, the Core Knowledge Sequence presents a practical answer to the question, “What do our children need to know?” While most provide general guidelines concerning skills, they typically offer little help in deciding specific content. The specific content in the Core Knowledge Sequence also provides a solid foundation for skills instruction. Additionally, because the Sequence builds knowledge systematically year by year, it helps prevent repetitions and gaps in instruction that can result from vague curricular guidelines. The Sequence is coherent and cumulative.

To implement Core Knowledge, many people, including staff and parents, engage in a great deal of thoughtful discussion and cooperative planning. The Sequence’s high level of specificity grounds communication among staff members and with parents, providing a shared basis for understanding each child’s curriculum and instruction. Teachers make a commitment to teach all the topics in the Core Knowledge Sequence at the assigned grade levels, and this commitment ensures consistency and helps avoid serious gaps and needless repetitions.

² <http://www2.ed.gov/about/offices/list/ope/fipse/lessons4/uva.html>

www.nwrel.org/scpd/catalog/index.shtml

The Core Knowledge Sequence is implemented horizontally, vertically, and in an interdisciplinary way. For example, for horizontal implementation, every 7th grade teacher in the school teaches the same material at the same time based on an annual curriculum plan. It is vertical because the 6th grade teachers know what was learned in 5th grade and what they must teach in 6th grade to prepare students for 7th. It is also an interdisciplinary curriculum. For example, when students learn about the 1920's in their history class, they are also learning about jazz artists in their music class, perhaps dancing the Charleston in their physical education class, and studying the Scopes Monkey trials in science class and the stock market crash in their math class.

Athlos Academy's language arts curriculum incorporates a sequential, phonic based decoding program that is effective with on-grade, below-grade and advanced learners. Athlos Academy will incorporate the Spalding Method, a strong research-based instructional program, based on Romalda Spalding's book "The Writing Road to Reading." The Spalding Method is:

-  Explicit
-  Sequential
-  Multisensory
-  Diagnostic

As part of the research base for The Writing Road to Reading, Arizona State University conducted a four-year longitudinal study of the effectiveness of The Writing Road to Reading program. Arizona State University summarized the study as follows:

"According to the year four results, students who used The Writing Road to Reading demonstrate higher and statistically significant learning as measured by DIBELS (Dynamic Indicators of Basic Early Literacy Skills). Since both the control groups and the experimental groups used detailed teacher guides evaluated by Arizona Department of Education for research-based reading components, theoretically, they should have produced similar results. This was not the case. The four-year findings strongly

suggest that use of The Writing Road to Reading program is an effective method for enhancing performance on critical early literacy skills."³

The Spalding Method is based on the concept that students' physical and mental well-being is a primary concern and that all children can learn. The learning objectives are as follows:

1. Spelling lesson objectives:

Phonemic awareness
Phonics with handwriting
Spelling rules
Writing high-frequency vocabulary words in a notebook

2. Writing lesson objectives:

Meaning and usage of the same high-frequency spelling words
Morphology
Parts of speech
English conventions
Grammar
Compositions

3. Reading lesson objectives:

Literary appreciation
Text fluency
Text structure
Listening and reading comprehension strategies

Core Knowledge Literature

The Core Knowledge literature sequence is rich and engaging, and builds the cultural literacy of students. It includes poetry, sayings and phrases, and classic literature at all grade levels, and dovetails well with the Spalding Method, as the literature can be used as the reading instructional material.

Additionally, the Core Knowledge literature sequence is easily integrated with the history content for

³ <http://www.spalding.org/index.php?tname=research>

each grade level which assists the teacher in developing and implementing thematic instruction strategies.

Junior Great Books

The Junior Great Books program starts in third grade and will be used to engage students in high-quality literature, and to help develop critical thinking skills. Junior Great Book literature is age-appropriate and compliments the Core Knowledge literature selections. The program challenges readers, encourages critical examination and rigorous review, and promotes thoughtful discussion through the process of shared inquiry. The skills developed through the Junior Great Books Program builds students' higher order thinking skills, skills that are applicable in every subject area.

This program has a strong research base. Over one million students participate in Junior Great Book programs in the United States and eight other countries. It also has been identified as a successful, research-based program by the U.S. Education Department⁴.

Mathematics Program

Athlos Academy will use the research-based Saxon Math Program for Kindergarten through eighth grade mathematics instruction. Saxon Math covers grades K-12 and is based on incremental development and continual review of mathematical concepts to give students time to learn and practice concepts throughout the year. The program is built on the premise that students learn best when instruction is incremental and explicit, previously learned concepts are continually reviewed, and assessment is frequent and cumulative. Incremental development is information being taught in small

⁴ National Diffusion Network. (1994–1996). *Educational programs that work: The catalogue of the National Diffusion Network*. Longmont, CO: Sopris West.

and easily learned pieces. The instructional approach, specifically incremental development, continual review of concepts, and frequent and cumulative testing, embodied in the Saxon Math curriculum is consistent with that used by Core Knowledge. Studies conducted have revealed math performance for students using the Saxon Math program are higher than for students in schools using other types of math curriculum⁵.

Athlos Athletic Curriculum

An article by Eloise Elliot, Ph.D and Steve Sanders, Ph.D entitled *Children and Physical Activity - The Importance of Movement and Physical Activity* quotes as follows:

“It has often been said, ‘children learn through movement.’ In addition to the health benefits of physical activity, movement is an integral part of the young child's life and education, for it is through movement that children develop social, emotional, and cognitive skills. For young children, movement is a critical means of communication, expression, and learning⁶.”

An achievement is gained by a partnership made up of knowledge and the development of intangible character qualities such as endurance, grit, commitment and focus. These character qualities are what Paul Tough author of *How Children Succeed*⁷ calls performance character. Performance character refers to the cognitive, emotional, and behavioral dispositions needed to achieve human

⁵ <http://ies.ed.gov/ncee/wwc/publications/quickreviews/QRReport.aspx?QRID=117>

http://ies.ed.gov/ncee/wwc/reports/middle_math/topic/index.asp

Perlstein, L. (2007), *Tested: One American School Struggles to Make the Grade* New York: Henry Holt and Company

⁶ <http://www.pbs.org/teachers/earlychildhood/articles/physical.html>

⁷ <http://www.edsource.org/today/2012/the-grit-factor-hard-to-measure-hard-to-succeed-without/20844>

excellence in performance environments—in school, extracurricular activities, and work. Performance character is built on “willing values” such as perseverance, diligence, and self-discipline. As children learn through the modality of movement, one of the best ways to develop performance character is through a comprehensive athletic curriculum. Athletics is a powerful tool and if used properly, teaches a child about delayed gratification, great successes, and great failures – all of which are a natural part of life. The great debate in the educational world is over this question - what is needed educationally to provide children with what they need to become a success in the world? A good academic program dealing with the mind is certainly important, but is that all it takes? The mind, body and character are all naturally interconnected in a human being.

While many schools seek to provide physical education, it is not an exaggeration to say that physical education is viewed merely as an extracurricular activity that can be cut when the school budget gets tight. *The New York Times* reported in July 2012⁸ that many schools across the nation have little or no physical education time for students despite the fact that childhood obesity is recognized as a national problem.

The Athlos Athletic Curriculum develops discipline, work ethic, integrity, leadership, teamwork and character through physical fitness and athleticism. It is our view that “athleticism” can be taught and athletic achievement is attainable for all students. This is all done in an age appropriate manner. By building a lifelong foundation of physical health and skills, children build positive self-image, increase confidence and energy, and improve their mental toughness and the ability to overcome adversity.

⁸ http://www.nytimes.com/2012/07/11/education/even-as-schools-battle-obesity-physical-education-is-sidelined.html?pagewanted=all&_r=0

The Athlos Athletic Curriculum combines conventional physical educational standards with current scientific sports performance methodology. We facilitate an educational environment that highlights the strengths of physical education teachers, while also incorporating the expertise of degreed and certified sports performance coaches. We believe this integration of fitness professionals provides an unparalleled physical education experience for our students.

The Athlos Athletic Curriculum goes far beyond fundamental movement skills such as running, jumping, throwing, and catching by simultaneously infusing scientific principles that improve athletic performance measures such as speed, agility, quickness, flexibility and strength. The rationale for the development of athletic ability is rooted in proper exercise selection, exercise sequence, and exercise progressions that derive from the definable methodology of Velocity Sports Performance. The intent of the curriculum is to progress student athletes' week-to-week, quarter-to-quarter in order to establish a true training progression throughout the student athlete's tenure at Athlos Academy.

Athlos Academies, the Education Service Provider selected to implement the program at Athlos Academy of Clark County, partnered with a third-party sports performance provider, Velocity Sports Performance, to develop the Athlos Athletic Curriculum that is tailored to students spanning each grade level for 30-45 minutes a day⁹ depending on grade level. This curriculum emphasizes balance, coordination, technique, relative strength and the introduction of essential muscular movement patterns, all of which are vital to establishing an athletic foundation, injury prevention and a long-term enjoyment of physical activity and exercise. The Athlos Athletic Curriculum will introduce and create foundations of overall athleticism for students in a fun, positive, and high-success environment.

⁹ Fitness is typically provided four days a week. It may vary based on grade levels and the master school schedule.

Beginning in Kindergarten, all students will have purposeful opportunities to learn how to build strength, practice good nutrition and get exercise. These skills will eventually become habits of mind. Our healthy school emphasis will be supported by our school lunch program, which is based upon nutrient-rich, fresh foods. Nutritional guidance and instruction will also be provided to the students as part of the Science and Health curriculum.

The curriculum is focused and purposeful. Athletic achievement is attainable for everyone and athleticism can be taught. Instead of unfocused physical education time, our children will be participating in specific exercises geared not solely to overall fitness, but also to increased athletic skill. For example, instead of merely instructing children to run around the gym, they will be taught *how* to run. Athlos Academy students will receive training in strength, agility and the performance skills gained benefit all children regardless of whether or not a child becomes an athlete in the traditional sense. Each child's progress will be tracked using Athlos Academy produced tools; allowing the children to see growth in themselves and in others. The purpose of this exercise is not to show who is athletic and who is not, but rather an opportunity to teach performance character.

The curriculum will be administered as follows:

Physical Education Teacher Responsibility: The physical education teacher's responsibilities include curriculum mapping in accordance with Utah State Core Standards in conjunction with the Athlos Athletic Curriculum, teaching and assessing objectives, classroom management, and communicating with parents. He/she works closely with the sports performance coach in gaining the scientific knowledge of sports performance as it relates to principles of exercise science, biomechanics, anatomy, physiology, thermogenics, etc. He/she is responsible for grading as well as any interaction with the children's parents. It will be the physical education teacher's responsibility to incorporate the identified

objectives of the movement (acceleration, multi-direction, and max velocity) during team sport activities.

Sports Performance Coach Responsibility: In partnership with the physical education teacher, the performance coach's primary responsibility is quality control as it relates to the methodology of the Athletic Curriculum. He/she serves as content experts for the instruction of acceleration, multi-direction (agility), maximum-velocity, and strength training progressions. It is his/her responsibility to educate the students regarding any subject matter relating to sports performance. He/she focuses on continually furthering their knowledge surrounding the methodology incorporated into the curriculum and properly assesses each student's improvement in performance throughout the year. He/she is responsible for effectively utilizing cues (direction) and techniques to improve each student's performance. They work closely with the physical education teacher in order to deliver a well-rounded state of the art curriculum. The sports performance coach serves as the technical eye in the training space to ensure the greatest potential of success for each student.

Athlos Coaching Philosophy: It is important for Athlos educators to realize and embrace the art of effective coaching. The vision of the Athlos Model is to foster an environment where the educational background of the physical education teacher and the coaching expertise and exercise science knowledge of the sports performance coach meet. This combination of expertise will provide the greatest opportunity for students to learn how to move and become more athletic. During the delivery of the Athletic Curriculum, the physical education teacher and the sports performance coach should implement the principals of education as well as motivation. The Athletic Curriculum is designed to maximize every minute of class and it will take proper planning and an effective partnership between the velocity coach and the physical education teacher to do so. The aim of the curriculum is to create fit and skilled students. That being said, it is important teachers and coaches represent this inspiration by

creating a fitness environment that is first led by example. The physical education team assembled at Athlos Academy will be intent on fostering an environment where the athletic goals of students can be achieved and the enjoyment of physical activity is demonstrated, encouraged, and rewarded.

The notion of utilizing athletics as a means of developing character is not a new concept. Character in Sports.net¹⁰ provides a program for traditional athletic programs called CARES (Character, Attitude, Respect, Effort and Success); they quote as follows:

"There are many opportunities to teach life lessons to student-athletes through athletics. When approached in the appropriate fashion, the peaks and valleys of athletics can help prepare student-athletes for real life. Opportunities may arise throughout the course of an athletic season or career such as: the ability to deal with adversity, to work with others towards a common goal, to overcome obstacles, to fail, to be defeated, and to win. All of these athletic situations help student-athletes deal with future real-life situations that require strength, courage, hard work, mental toughness, and/or humility. These educational opportunities can either be harnessed and cultivated or ignored and wasted. Athletics are meant to help develop the whole person – the body in conjunction with the mind."

Grit: Angela Duckworth and Christopher Peterson in *Grit: Perseverance and Passion for Long Term Goals*, 2007, asked the question “why do some individuals accomplish more than others of equal intelligence?” They labeled this character trait as “grit”. The authors developed a Grit Scorecard and conducted six field research studies to test their hypothesis. One such study included assessing 1,152 cadets at West Point prior to a rigorous summer training program to predict who would complete the

¹⁰ <http://www.characterinsports.net/content/>

program. Cadets higher in grit score were more likely to complete the training. Another study of undergraduates at an elite university revealed that those who scored higher in grit also earned higher GPAs than their peers, despite having lower SAT scores.

Duckworth and Peterson concluded from the studies that “a gritty individual approaches achievement as a marathon; the advantage is stamina”. Other observations were that grit increases with age; more educated adults were higher in grit than less educated adults of equal age; and parents and educators should prepare youth to anticipate failures and misfortunes and should point out that excellence in any discipline requires years and years of time on task. Achievement involves both intensity and stamina. The athletic venue provides a place to develop grit, especially for students who may not have the natural ability to succeed in the traditional classroom setting. Performance Character traits Athlos Academy focuses on with in Grit are focus, optimism, and curiosity.

Social Intelligence: Social intelligence is the capacity to effectively navigate and negotiate complex social relationships and environments. This skill is best learned in a group setting such as athletics. An article in Psychology Today by Christopher Bergland states: “To navigate complex social environments a person has to learn to read cues from body language, tone of voice, and eye contact - all needed to learn to predict what someone might say or do next. Before social media revolution athletics was just one component of a much enriched social environment. Today, it may be one of the few times during the day when practicing the art of competition and camaraderie can be fine-tuned. You can take the lessons you learn about being both a competitor and comrade on the playing field back to your real life. This is one reason that it is critical for us as a society to continue funding and supporting athletic programs in our schools. Both individual and team sports can flex your brain’s ability as a social creature. You learn to be competitive and compassionate at the same time through sports. This is one reason that in a digital age it is more important than ever that young people are encouraged to participate in athletics.

Team sports force human interaction by their nature¹¹.” Within social intelligence, Performance Character traits emphasized are humility, Integrity, and Creativity.

Leadership: Every student needs leadership skills. Leadership is much more inclusive than simply being in charge of others. It is the ability to analyze a situation, determine needs, and implement solutions. The Performance Character traits emphasized under the Leadership umbrella are energy/zest, courage, and initiative; all key components in motivating self and others.

Research Supporting the Athlos Athletic Curriculum

Foundational Research: Research compiled by Stewart G. Trost, PhD, Associate Professor, Department of Nutrition and Exercise Sciences at Oregon State University and Active Living Research, a national program of the Robert Wood Johnson Foundation, verifies that physical education, physical activity and academic performance are all connected. Their research found that “fourteen published studies analyzing data from approximately 58,000 students between 1967 and 2006 have investigated the link between overall participation in physical activity and academic performance. Eleven of those studies found that regular participation in physical activity is associated with improved academic performance.” Specifically, their research found that “activity breaks can improve cognitive performance and classroom behavior. According to five studies involving elementary students, regular physical activity breaks during the school day may enhance academic performance. Introducing physical activity has been shown to improve cognitive performance and promote on-task classroom behavior.”¹²

¹¹ <http://www.psychologytoday.com/blog/the-athletes-way/201205/cooperation-and-teamwork-build-intelligence>

¹² www.activelivingresearch.org/files/Active_Ed.pdf

Centers For Disease Control: Research conducted by the Centers for Disease Control and Prevention entitled *The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance*, July 2010, found that “there is substantial evidence that physical activity can help improve academic achievement, including grades and standardized test scores” and “Nine studies (reported in nine articles) explored physical activity that occurred in classrooms apart from physical education classes and recess. In general, these studies explored short physical activity breaks (5–20 minutes) or ways to introduce physical activity into learning activities that were either designed to promote learning through physical activity or provide students with a pure physical activity break. These studies examined how the introduction of brief physical activities in a classroom setting affected cognitive skills (aptitude, attention, memory) and attitudes (mood); academic behaviors (on-task behavior, concentration); and academic achievement (standardized test scores, reading literacy scores, or math fluency scores). Eight of the nine studies found positive associations between classroom-based physical activity and indicators of cognitive skills and attitudes, academic behavior, and academic achievement; none of the studies found negative associations.”

State Level Educational Research: The California Department of Education prepared a report in April 2005 entitled *A Study of the Relationship between Physical Fitness and Academic Achievement in California Using 2004 Test Results*. The study involved

Figure 2 shows these same results using 2004 CST in mathematics scale scores.

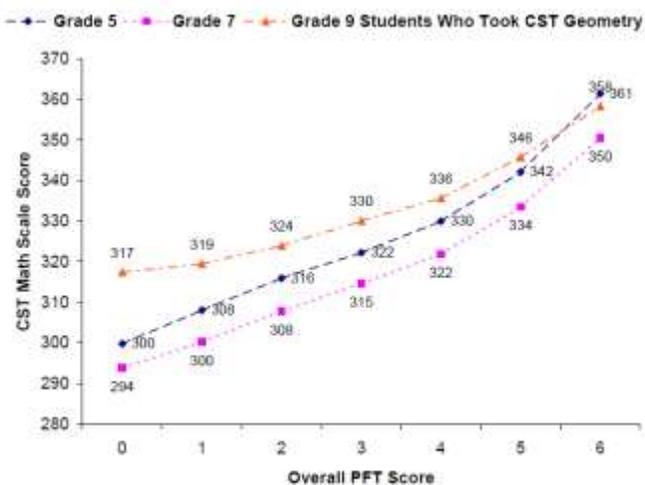


Figure 2. 2004 CST in mathematics mean scale scores by overall PFT scores for grades 5, 7, and 9. The numbers of students in grades 5 and 7 were the same as those in Figure 1. The number of grade 9 geometry students was 63,028.

Results

Figure 1 shows the mean scale scores on the 2004 CST in English-language arts by the number of fitness standards achieved (i.e., the overall PFT score).

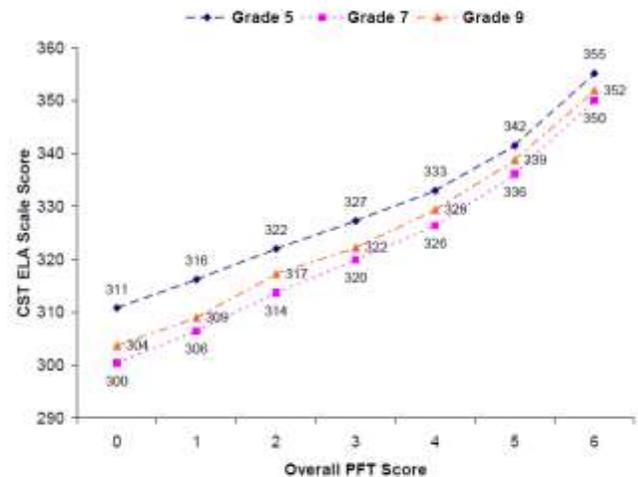


Figure 1. 2004 CST in English-language arts mean scale scores for grades 5, 7, and 9 by overall PFT scores. In grade 5 there were 371,198 students, grade 7 had 366,278 students, and grade 9 had 298,910 students.

students in grades 5-9 and compared the results of their physical fitness test scores to their scores in English and Geometry. The results were as follows:

As the overall PFT score improved, the mean scale score on the CST in English–language arts also improved. The average scale score on the CST in English–language arts for fifth-grade students who did not achieve any of the fitness standards was 311. The same scale score for seventh and ninth graders was 300 and 304, respectively. The average scale score on the CST in English–language arts for fifth-grade students who achieved all six fitness standards was 355. The same scale score for seventh and ninth graders was 350 and 352, respectively. The change in average scale scores on the CST in English–language arts from those who achieved none of the fitness standards to those who achieved all six was around 50 points. Results indicate a positive relationship between academic achievement and physical fitness. As one measure improved, so did the other.

Mathematics results were consistent with English–language arts results. That is, as the overall PFT score improved, the mean scale score on the CST in mathematics also improved. Results indicate that even when the measure of academic achievement changed, a positive relationship between academic achievement and physical fitness remained.

Performance Character

Athlos Academy teaches the twelve Performance Character traits throughout the entire curriculum, incorporating the use of videos, examples from literature the students are reading, activities within the athletic curriculum, and “chalk talk”, where students analyze situations both on and off the field to identify, implement, and strengthen Performance Character. Growth of Performance Character is determined collaboratively by the classroom teacher, the turf coach, parents, and students. For each trait, students are required to fill out a “Student Launch Report” (illustrated below), and then try to

exemplify it in their lives. The Athlos Academy community focuses on each of the three main domains—grit, leadership, and social intelligence—for three months each, emphasizing one of the three main traits within the umbrella for one month at a time. The scores from each of the four stakeholders are averaged to create an overall score for each Performance Character trait, creating the Performance Character Report Card (also illustrated below).

Student Launch Report



Courage Student seeks to accomplish new goals or challenges and shows willingness to take risks, even if failure may be the initial outcome. Demonstrates ability to stand up for what he/she thinks is right, even if it's not favored.

Student Goal For Developing Courage

Write a specific goal for developing more Courage in your life during this module of study:

Evaluate Your Goal

Evaluate how you did in accomplishing your Courage goal for this module. Be specific about your effort.

Character Huddle on Courage

Explain what was most impactful for you during the Character Huddles on Courage and why?

Athlos Report Card



Athlos Cumulative Grade
Combined average of all performance character trait grades

3.64

Student Name: Aaron Evans Grade Level: 5 Homeroom Teacher: Merritt

Grit	Focus / Self Control	Optimism	Curiosity
3.7	2.3	4.3	4.7

Leadership	Energy / Zest	Courage	Initiative
3.7	4.7	4.3	3.7

Social Intelligence	Humility	Integrity	Creativity
4	2	2.3	4

Comments:

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Parents: The Athlos Score is provided to encourage conversation between you and your student. Performance Character Trait scoring is subjective and is intended to give you an opportunity to see your student focus on improving and to encourage conversation between you and your student on what traits they excel at and what traits may need improvement. The Athlos Score is not provided for comparative value against other students. Continued improvement is the goal of Athlos Performance Character Traits.



<https://tools.athlosacademies.org>

A.3.7 STUDENT PROMOTION

Athlos Academy of Clark County adheres to the belief that it is important for students to master the content of a grade before moving to the next. To that end, the school will follow the sample policy provided by SPCSA for all grades, which requires teachers and school administration to conference with parents as early as possible if a student is not prepared for promotion and implement an intervention plan. If student is still not prepared for the next grade level, they will not be promoted.

In order for students to be promoted to high school in ninth grade, Athlos Academy will offer and require that students take the following in grades seven and eight:

-  One and one-half units of credit in English with a passing grade;
-  One and one-half units of credit in mathematics with a passing grade;
-  One unit of credit in science with a passing grade; and
-  One unit of credit in social studies with a passing grade.

A.3.10 TRANSFER OF CREDIT

In accordance with NRS 386.582 and NAC 386.150(8), Athlos Academy of Clark County, when a student transfers to another school, a transcript of courses taken and completed, along with the grade for each will be included as part of the student's academic records, which will be released to the school upon receipt of a records requested signed by the parent or guardian. A copy of the transcript will also be provided to the parent or guardian at the time of withdrawal from Athlos Academy.

A.3.11 TEXTBOOKS

See Attachment

A.3.12 INSTRUCTIONAL STRATEGIES

Athlos Academy uses Direct Instruction as the instructional base to effectively teach students. Teachers are encouraged to differentiate learning for students, and to incorporate other instructional methods, including tactile (hands-on) activities, small group work, and individual projects.

Student learning is optimized when instruction is systematic, explicit, and efficient. **Direct Instruction** is a teaching methodology that ensures teaching meets all three of these criteria. Core Knowledge, Spalding, and Saxon all utilize Direct Instruction, which has been shown to be effective in a number of studies¹³. Direct Instruction has proven to be particularly beneficial in teaching basic skills in the early grades and for students of lower socioeconomic status, English Language Learners, and students requiring special education services. Direct Instruction at Athlos Academy will be the primary mode of instruction.

A3.13 PROFESSIONAL DEVELOPMENT

Athlos Academy of Clark County acknowledges the critical importance of ongoing professional development for teachers. The school will provide teachers with ongoing support in curriculum, instructional methods, classroom and behavioral management, special education support and accommodations, and any other relevant topic essential to school success. In addition, teachers will receive the following professional development training specific to the academic programs of Athlos Academy:

¹³<http://www.jstor.org/discover/10.2307/747654?uid=3739256&uid=2&uid=4&sid=21104337566893>

<http://onlinelibrary.wiley.com/doi/10.1111/j.1937-8327.1990.tb00478.x/abstract>

<http://eric.ed.gov/?id=EJ338723>

Direct Instruction: All teachers, upon being hired by Athlos Academy will participate in a summer professional development program where they will be coached and assessed on their Direct Instructional ability. Assessment will occur in the form of teaching, with evaluation being completed by school administration.

Core Knowledge Training: Initial training required to become an official Core Knowledge school by the Core Knowledge Foundation will be provided prior to the first and second operational years. This intensive training provides teachers with the tools necessary to create a coherent and cohesive 180-day instructional plan, as well as how to create lesson plans that teach and reinforce concepts and facts across the curriculum. The school administration will review the 180-day plans annually and contract with the Core Knowledge Foundation as necessary for additional training.

Spalding Training: Spalding Education International (SEI) will provide teachers with training to properly teach the Spalding Method, particularly the spelling portion. The class is one week long, and college credit is available.

Saxon Math: Teachers will be provided with training on how to effectively teach Saxon math by the publisher.

Athlos Athletic and Performance Character: Teachers will be taught how to find examples of the Performance Character Traits throughout the curriculum, model, and teach each one, as well as basic information about the athletic curriculum and how to reinforce it in the classroom.

A.4 Assessment and Accountability

A.4 Assessment and Accountability

ATTACHMENT A.4.1 ASSESSMENT PLAN AND INSTRUMENTS

See Attachment

NARRATIVE A.4.2 USE OF STUDENT DATA

Athlos Academy is a data-driven institution, employing both formative and summative assessment using tools that are both valid and reliable (see Attachment A.4.1). Students attending Athlos Academy will be assessed in each of the core academic skill areas by a range of valid and reliable methods, including summative and formative assessments in order to determine which students need additional academic support in specific content areas as well as identify students needing additional academic challenge.

By using baseline data to set measurable year-end goals while also implementing a system that allows for frequent analysis and adjustment of instructional and organizational practice, a plan is in place to ensure that each student is provided with an academic program to support him/her in performing at or above grade level by the end of each school year. Benchmark testing will occur throughout the year documenting progress in targeted areas. Assessment data will be used to determine professional development needs, which teachers will then use as they prepare lessons, deliver instruction, and continue to assess students.

Strategies teachers may utilize to increase student achievement based on assessment results include re-teaching a concept to the entire class using a different method, targeted small group instruction, working with individual students, additional practice for students in targeted areas using

technology-based curriculum, implementation of an RtI plan and/or referral for special education services.

NARRATIVE A.4.3 USE OF LONGITUDINAL DATA

The curriculum used at Athlos Academy of Clark County is well suited for tracking students' longitudinal progress. The following assessments will be used multiple times throughout the year, and track student growth from year to year:

- 📖 DIBELS for reading fluency and comprehension (through grade 6)
- 📖 Saxon Benchmark tests for math
- 📖 Spalding Benchmark tests in spelling

The Core Knowledge Sequence spirals, so as students progress from one grade to the next unit pre-assessments track how much information students have retained from previous years.

Additionally, state criterion referenced examinations will be used to monitor student's overall progression from one year to the next.

NARRATIVE A.4.4 DATA MANAGEMENT PLAN

Athlos Academy of Clark County will designate an assessment director to coordinate and monitor the progress of all students using an internal database. This database will house summative test results, and any student not at the appropriate level at the time of assessment will be identified by the director. A grade level team meeting will be held on a regular basis, as determined by school administration, where assessment trends of the grade level as a whole and individual students not at grade level will be discussed, and appropriate intervention plans will be created and/or reviewed.

Athlos Academy of Clark County will comply with all state accountability reporting requirements, and additionally will produce an annual report of academic performance to be distributed to parents

and other stakeholders including detail about achievement as well as any plan(s) in place to improve academic achievement.

The school director will be required to provide the governing board a detailed quarterly report showing current benchmarks, trends, successes and areas of concern, as well as strategies being used in help students achieve their maximum potential. This report will be reviewed in an open public meeting, and be made available to stakeholders as well.

A.5 Tentative School Calendar and Daily Schedule Guidelines

A.5 Tentative School Calendar and Daily Schedule Guidelines

ATTACHMENT A.5.1 CALENDAR

See Attachment

NARRATIVE A.5.2 ENROLLMENT DATES

Enrollment at Athlos Academy of Clark County will be in compliance with NRS 386.520(5)(d) and NAC 386.135. The opening date of enrollment for the initial operating year of 2015-2016 will be April 20, 2015. If enrollment exceeds capacity, a lottery will be held during the first week of June 2015.

Pursuant to NRS 386.580, Athlos Academy of Clark County shall enroll pupils who are eligible for enrollment in the order in which the applications are received. If more pupils who are eligible for enrollment apply for enrollment in Athlos Academy of Clark County than the number of spaces which are available, the charter school shall determine which applicants to enroll on the basis of a lottery system. From the waiting list, students will be admitted based on the results of the lottery. The remaining applicants will be placed on a waiting list until additional seats become available.

ATTACHMENT A.5.3 ALTERNATIVE SCHEDULE

Not Applicable.

A.6 School Climate and Discipline

A.6 School Climate and Discipline

NARRATIVE A.6.1 HOW CLIMATE/DISCIPLINE POLICIES SUPPORT EDUCATIONAL GOALS

The climate of Athlos Academy of Clark County is guided by the twelve Performance Character traits of grit, focus/self-control, optimism, curiosity, initiative, energy/zest, courage, social intelligence, integrity, creativity, humility, and leadership. Students are expected to develop and exemplify each of these character traits, as previously outlined, in their behavior both at and away from school.

These Performance Character traits are displayed throughout the school, and students are taught about them during “turf talk” in conjunction with the Athlos Athletic Curriculum. All teachers and staff are expected to exemplify these traits in their behavior and teaching, and to point out examples of traits to students in literature, influential people studied across the curriculum, and in students of the school.

These Performance Character traits create a climate where students are able to apply themselves and excel academically, socially, and physically, which is the mission of the school.

NARRATIVE A.6.2 STUDENT BEHAVIOR PHILOSOPHY

All students at Athlos Academy of Clark County are expected to treat themselves with respect, take responsibility for performance and behavior, and be safe. These three items are all accomplished when students are embodying the Performance Character traits.

When students are actively engaged in learning inappropriate behavior is less likely to occur and teachers are encouraged to keep students actively engaged. When poor behavior results in the necessity of discipline, students are required to identify which Performance Character trait they were

not displaying, how their violation of the rules impacted themselves and others, what they will do in the future to prevent additional violation of school rules, and make any necessary restitution (i.e. apology, returning stolen item, cleaning up vandalized property).

Teachers and administration are expected to communicate with parents when a student has ongoing minor behavioral violations or any significant infraction and work with them to identify reasons for poor behavior and steps to take to improve behavior. The school will provide necessary behavioral supports, as required by state and federal law.

[ATTACHMENT A.6.3 DISCIPLINE POLICY/CODE OF CONDUCT](#)

See Attachment

[ATTACHMENT A.6.4 TRUANCY POLICY](#)

See Attachment

[ATTACHMENT A.6.5 ABSENCE POLICY](#)

See Attachment

[NARRATIVE A.6.6 INVOLVING FAMILIES](#)

Parent and family involvement is critical to the success of each student, and Athlos Academy of Clark County provides parental and family involvement through several avenues.

The first item, unique to the Athlos model is the Performance Character traits Student Launch Report and Athlos Report Card, which requires parents to set goals with and assess their student on each of these traits at various times throughout the year. This helps parents to communicate with their

child in meaningful ways about traits that will help them be successful in all areas of their lives, both now and in the future. A sample of this is provided in A.3.

Additional involvement includes parent/student/teacher conferences, open houses, email and phone communication, parent and student surveys, parent participation on committees, and parent participation on the Board.

Athlos Academy of Clark County will survey all parents annually 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 results with other schools. Students will also be surveyed, using satisfaction surveys. The survey results will be reviewed annually by the faculty, administration, and the Board. Changes to school curriculum, policies, and/or staff may be made in response to surveys.

A.7 Target Population

A.7 Target Population

NARRATIVE A.7.1 SCHOOL LOCATION

Athlos Academy of Clark County desires to serve any student in grades kindergarten through eighth grade who wants rigorous liberal arts academic education combined with athletic development and character development program. The Athlos model is geared to all students, because it helps all students succeed and prepare for future life success. The facility to operate the school is approximately 90,000 square feet and requires several acres of ground for play and training fields. For that reason, Athlos Academy of Clark County will locate in the North Las Vegas, Summerlin, or Green Valley areas. Possible zip codes include 89014, 89120, 89074, 89123, 89135, 89138, 89149, 89032, 89031, and 89131.

NARRATIVE A.7.2 TARGET POPULATION

Childhood obesity, a decline in civility in society, and the fact that American students score lower than many other industrialized nations makes a very good case for the Athlos Academy model. Research previously cited in Section A.3 demonstrates the effectiveness and importance of addressing all three of these issues.

Nevada is one of the most overweight states in the nation, with thirty-four percent of the adult population and thirty percent of the school-aged characterized as obese, and approximately thirty percent of school aged children¹⁴. Nevada state standards currently do not require any physical education in the elementary grades and only two credits in the secondary grades. Students attending an

¹⁴ Nevada's Growing Problem: Childhood Obesity. Nevada Kids Count, Issue 1, Spring 2011

Athlos school receive instruction in healthy lifestyle habits and participate in approximate two and one-half hours of exercise weekly.

The Performance Character curriculum employed at Athlos Academies prepares students for future success in a coherent and immersive way. It is part of the school culture; not something taught in isolation for a few minutes several times a week. The students of Clark County School District are being underserved in this area, in that the district's strategic plan largely bi-passes the issue, simple directing schools to adopt an implement a program.

The near-universal appeal of the school model in other areas is demonstrated by wait lists of up to more than three times school capacity (see Section B.3.1).

[ATTACHMENT A.7.3 ENROLLMENT PROJECTIONS](#)

See Attachment

[NARRATIVE A.7.4 ALIGNMENT OF SCHOOL PLAN WITH TARGET POPULATION](#)

As described in Section A.3, all curriculums, methods of instruction, and services support the mission and vision of preparing students for future success through the three foundational pillars. Athlos Academy of Clark County expects to attract a diverse population, as athletics resonate with most children and families, and believes the school demographics will mirror those of the community.

[ATTACHMENT A.7.5 STUDENT RECRUITMENT PLAN](#)

See Attachment

[NARRATIVE A.7.6 SERVING AT-RISK STUDENTS](#)

Not Applicable.

NARRATIVE A.7.7 FAVORING AT-RISK PUPILS IN THE ENROLLMENT

Not Applicable.

A.8 Special Student Populations

A.8 Special Populations

NARRATIVE A.8.1 IDENTIFICATION ETC. FOR ELL

Athlos Academy of Clark County will comply with all state and federal rules and regulations regarding the education of English Language Learners. Athlos Academy will employ a sufficient number of teachers with English Language Learner (ELL) certifications to support the needs of students and to provide training and support to other staff members. The school will initially identify English Language Learners through the student enrollment process which asks families to indicate the student's primary language. The registration paperwork disclosing that a student's primary language is not a consideration for enrollment, and that the information is used solely to identify students who may need ELL support to appropriately access the curriculum. If a student is identified as potentially needing ELL services, they will be screened using the W-APT screening tool. To determine ELP (English Language Proficiency) growth and progress, Athlos Academy will use WIDA ACCESS. Services will be provided as necessary.

ATTACHMENT A.8.2 ELL PROGRAM

See Attachment

ATTACHMENT A.8.3 PLAN TO EVALUATE ELL PROGRAM

See Attachment

NARRATIVE A.8.4 PLAN TO MONITOR ELL STUDENTS

Athlos Academy of Clark County will monitor all students' progress toward English Language Proficiency pursuant to state and federal mandates. When a student exits the program, he/she will be monitored for a period of two years to ensure proficiency has been achieved.

ATTACHMENT A.8.4 PLAN TO MONITOR ELL STUDENTS

See Attachment

ATTACHMENT A.8.5 TITLE III ASSURANCE

See Attachment

NARRATIVE A.8.6 IDENTIFICATION, ETC. FOR SPECIAL ED., ETC.

Services and programs to students with disabilities will be implemented in accordance with the Code of Federal Regulations (CFR), Nevada Revised Statutes (NRS), and Nevada Administrative Code (NAC). The school will implement a child find process, as outlined in Attachment A.8.7. When a student is identified as possibly needing intervention services, appropriate testing will be conducted in accordance with IDEA. All IDEA guidelines will be followed during the assessment and RtI (if applicable) stages. Upon determination of eligibility, the student will be provided with a Free and Appropriate Public Education (FAPE). For students requiring 504 services, all applicable guidelines will also be adhered to. A special education policies and procedure manual will be produced by the special education director prior to the opening of the school.

Athlos Academy will utilize the following guidelines when implementing the special education program:

-  An efficient child find process: If students can be identified early, interventions and supports can be implemented sooner to help mitigate learning difficulties.
-  Evaluation: Should be appropriate, thorough, and involve all stake-holders.
-  Individual Education Plan: A well-developed and implemented IEP allows a student to be successful and provides for maximum academic achievement.
-  Least Restrictive Environment (LRE): Students with disabilities will be placed in the LRE based on need.
-  Parent and Student Involvement: Is critical in order for the IEP program to be fully effective.

👤 Procedural Safeguards: Protect students, staff and the school, and when followed properly facilitate good implementation of the special education program. A copy will be provided to families annually.

Students with disabilities or perceived disabilities who are not eligible for special education may qualify for extra help and accommodations under Section 504. Students qualifying for Section 504 services may receive specialized instruction, related services, classroom accommodations, or adaptations to the educational environment.

Athlos Academy will hire a special education director and appropriate staff to run the program. If specialized personnel are not employed at the school, the school will contract with an approved public agency to provide these services. Special education staffing will be aligned pursuant to the requirements of the law. The special education director will be responsible for the completion and filing of all required reports in a timely manner.

[ATTACHMENT A.8.7 SPECIAL ED POLICY ASSURANCE](#)

See Attachment

[ATTACHMENT A.8.8 RTI REFERRAL PACKET AND FLOW CHART](#)

See Attachment

[NARRATIVE A.8.9 SPECIAL EDUCATION CONTINUUM OF SERVICES](#)

Athlos Academy of Clark County will provide students with an appropriate level of support. In the event that Athlos Academy is unable to provide FAPE to a student, the school, in consultation with the family, may request that the school district of residence of the student transfer the student to an

appropriate school. The governing body would request that the student be transferred pursuant to subsection 4 of NRS 386.580.

[NARRATIVE A.8.10 IDENTIFICATION, ETC. FOR GIFTED AND TALENTED STUDENTS](#)

Students displaying signs of giftedness will be identified, assessed, and served in the same manner as students requiring special education services. All students will be screened at least annually for gifted and talented services.

[NARRATIVE A.8.11 GIFTED AND TALENTED CONTINUUM OF SERVICES](#)

Students who are gifted/talented will be challenged with a more rigorous curriculum than that of the average student using a three tier system. Please see Attachment 14 (A.8.12) for a description of each tier.

[ATTACHMENT A.8.12](#)

See Attachment

A.9 Records

A.9 Records

NARRATIVE A.9.1 PUPIL RECORDS

In accordance with NAC 386.360, a permanent record for each pupil enrolled at Athlos Academy of Clark County will be maintained in a separate file. Each file shall include all required information as listed in NAC 392.315.

The school registrar will maintain all student records, including providing all records to Clark County School District (CCSD) for inclusion in the automated system of accountability information for Nevada no later than the first operational day of school. Files will be stored in a locked, metal cabinet housed in an administrative office. If the charter is dissolved for any reason, all student records will be forwarded to the office of pupil records of CCSS, or other school district as related to individual student residence. Confidentiality and appropriate parent accessibility will be ensured per NAC 392.301-392.360.

ATTACHMENT A.9.1

See Attachment

A.10 Career Education

A.10 Career Education

Not Applicable.

B.1 Governing Body

B.1 Governing Body

ATTACHMENT B.1.1, BYLAWS LETTER FROM COUNSEL

See Attachment

ATTACHMENT B.1.2, BYLAWS

See Attachment

ATTACHMENT B.1.3 BYLAWS STIPULATIONS IDENTIFICATION

Text in bylaws is highlighted showing compliance.

NARRATIVE B.1.4 GOVERNANCE PHILOSOPHY

Athlos Academy's governing board is the entity legally accountable for the operation of the school. The school will have a principal and an administrative manager to oversee the day-to-day management of the school. The Board provides effective oversight and decision-making that demonstrates fidelity to the school's vision and mission, and ensures successful academic performance, responsible fiscal management, and development of strong leadership and operational systems. The board sets the direction of the school through a strategic planning process, establishes clear performance targets, and regularly assesses the performance of the EMO, Principal and the school; the focus is on governance, not the day-to-day operations. The governance structure includes duly elected Board members who may be asked to serve as officers (such as Chair, Vice Chair, Treasurer, or Secretary) and to participate in both standing and ad hoc committees (such as budget and finance, marketing and recruitment, or academic performance). The board is to be composed of seven qualified members who are passionate about the school's success and who bring professional expertise such as

education, finance, facilities, law, business management, or program administration to the team. At least one member must be a parent of a student at the school. The board participates in ongoing training and adopts a set of bylaws, compliant with state law and its charter, which it may amend through due process.

NARRATIVE B.1.5 GOVERNANCE STRUCTURE AND COMPOSITION

The governing board of Athlos Academy of Clark County will consist of seven members consisting of educators, parents, community leaders, and persons with backgrounds in non-profit, business, finance, legal, or other relevant background. The current committee to form is composed of five members, as described in Attachments B.2.1 and B.2.2. Additional board members are being recruited, with a focus on non-profit governance experience and business background. Complete Kids, Inc., a private non-profit organization dedicated to the furtherance of the mission and vision of Athlos Academies will be responsible for appointing two of the board members. The duties of the board are to monitor the performance and compliance of the Athlos Academies (the EMO) through an annual review of the operating contract, evaluation of the principal, independent financial audit, input from stakeholder surveys, and progress toward goals established in the school's strategic plan. This combination of evaluation elements provides for assessment and achievement of educational and operational success.

NARRATIVE B.1.6 INCREASING BOARD CAPACITY

The governing board of Athlos Academy of Clark County intends to increase its capacity through annual board training utilizing the Board Governance Training Manual available through SPCSA. Outside consultants with expertise in board training may also be brought in to address specific needs of the

board. Prior to the annual training, board members will participate in a self-assessment to determine areas of specific training. Participation in annual state and national conferences will also be available.

NARRATIVE B.1.7 RECRUITMENT OF BOARD MEMBERS

Board members will be recruited from among school parents, respected community and business leaders, and current or retired educators. All board members must meet the criteria of NRS 386.549. A written job description will be created by the governing board and will include statutory requirements for membership how to apply for a position on the board. This job description will be distributed to parents, disseminated through the local chamber of commerce and other local professional organizations and communities, published in newspapers, placed on the school's website, and posted in public places such as libraries and community centers.

B.2 Composition of the Committee to Form School

B.2 Composition of the Committee to Form the School

ATTACHMENT B.2.1 COMMITTEE MEMBER NAMES AND RESUMES

See Attachment

ATTACHMENT B.2.2 COMMITTEE MEMBERS' RESPONSES TO QUESTIONNAIRE

See Attachment

B.2.3 MEMBERS' ASSOCIATION WITH OTHER CHARTER SCHOOLS

No member of the Committee to Form currently has any relationships with another charter school. Board member Christine Simo previously taught at a charter school in Florida for eight years and currently teaches in the Clark County School District.

ATTACHMENT B.2.4 ASSURANCES

See Attachment

B.3 Management and Operations

B.3 Management and Operations

NARRATIVE B.3.1 ORGANIZATIONAL STRUCTURE

The day-to-day operations of the school are ultimately overseen by the Principal, who is accountable to the governing board through the EMO. The Principal has direct oversight of all instructional staff, instructional staff personnel decisions, and is responsible for oversight and implementation of curriculum. The Administrative Manager oversees all non-instructional staff, including personnel decisions in conjunction with the Principal. The Administrative Manager is charged with overseeing the non-academic elements of school operation, as detailed in B.3.2. The business management contractor is responsible for all business related tasks, including human resource issues in consultation with the Principal and reports to the Principal and governing board.

NARRATIVE B.3.2 KEY MANAGEMENT POSITION RESPONSIBILITIES

Role and Responsibilities of the Principal - The Principal is primarily responsible for the day-to-day operation of the school and reports directly to the Board. The Principal supervises teachers, instructional support staff and administrative managers, and has ultimate oversight on programs such as special education and facilities maintenance. The Principal is also responsible for the business and fiscal operations of the school, provided through contracted services. The principal is the instructional leader at the school and is responsible for ensuring student achievement outcomes are aligned with the school's charter promises and that students make appropriate achievement gains year to year. The Principal is responsible for executing Board policies, establishing and maintaining a strong school culture, and the recruitment, training, and evaluation of employees.

A Principal has not yet been determined for the school. A highly qualified candidate will have experience in school administration, and preference may be given to a candidate with charter school experience. Ability to work with a diverse population and staff is critical, as are superior communication skills, organizational skills, and belief in the Athlos model.

Role and Responsibilities Administrative Manager - The Administrative Manager is responsible for overseeing the day-to-day operational management of the building, thereby freeing up the Principal to be an effective instructional leader. The Administrative Manager is committed to the Athlos model, as his/her work has a tremendous impact on the development of school culture and community relations. The Administrative Manager oversees facilities management, building maintenance, and supervision of non-instructional support staff, such as janitors, cooks, and office staff. He handles routine student discipline issues, oversees the 504 process, and ensures that all reporting deadlines are met. The Administrative Manager oversees community outreach projects, general office work, nutritional compliance programs, and takes the lead on routine communication with parents and community members.

A highly qualified applicant will possess experience in supervision in public administration, business management and/or school leadership. This person will have superior organizational and communication abilities, and work well with a diverse community and staff.

[ATTACHMENT B.3.3 ORGANIZATIONAL CHART](#)

See Attachment

[NARRATIVE B.3.4 HOW GOVERNING BOARD WILL CARRY OUT LAWS](#)

The governing board of Athlos Academy of Clark County will carry out the provisions of NRS 386.490 to 386.649, inclusive. It is the responsibility of each member to be familiar with the provisions and to keep each in mind when making decisions for the school. The board will review these provisions annually, or more often as revised. All members will adhere to the following:

- 👤 Know law and regulation as it pertains to charter school governance and operations;
- 👤 Attend conferences and technical assistance meetings as needed;
- 👤 Avoid conflicts of interest;
- 👤 Keep student interests as the top priority;
- 👤 Maintain a diverse governing body reflective of the school community and neighborhood;
- 👤 Seek assistance when in doubt;
- 👤 Maintain accountability and transparency in all school operations;
- 👤 Cooperate with the CSPA and Nevada Department of Education.

NARRATIVE B.3.5 KIND OF SCHOOL

Athlos Academy of Clark County will operate as both a primary and secondary school during the first year of operation and every year thereafter.

ATTACHMENT B.3.6 LOTTERY DESCRIPTION

See Attachment

NARRATIVE B.3.7 OUTSIDE HELP WITH APPLICATION

Athlos Academy of Clark County designated Athlos Academies to prepare the charter application. Athlos Academies currently operates Athlos Leadership Academy in Brooklyn Park, Minnesota. Address of the school is 10100 Noble Parkway, Brooklyn Park, MN 55443.

NARRATIVE B.3.8 LIMITING ENROLLMENT

Athlos Academy of Clark County will not limit the enrollment of pupils to a specified number or ratio, pursuant to NAC 386.353.

B.3.1 School/Model

Replication; Educational

Management Organization

(EMO), Charter

Management Organization

(CMO, or other Educational

Service Provider (ESP)

B.3.1 School/Model Replication; Educational Management Organization (EMO), Charter Management Organization (CMO, or other Educational Service Provider (ESP)

[ATTACHMENT B.3.1.1 EXISTING SCHOOLS INFORMATION TEMPLATE](#)

See Attachment

[ATTACHMENT B.3.1.2 SELECTION OF EMO/MODEL](#)

See Attachment

[ATTACHMENT B.3.1.3 ACADEMIC PERFORMANCE OF EMO/MODEL](#)

See Attachment

[ATTACHMENT B.3.1.4 FINANCIAL PERFORMANCE OF EMO/MODEL](#)

See Attachment

[ATTACHMENT B.3.1.5 LEGAL RELATIONSHIP WITH EMO/MODEL](#)

See Attachment

[ATTACHMENT B.3.1.6 ORGANIZATIONAL STRUCTURE](#)

See Attachment

[ATTACHMENT B.3.1.7 CONTRACT/MANAGEMENT AGREEMENT](#)

See Attachment.

B.4 Staffing and Human Resources

Section B.4 Staffing and Human Resources

NARRATIVE B.4.1

During the first operational year, Athlos Academy of Clark County anticipates serving 965 students in grades kindergarten through eight, with a student teacher ratio of twenty-six to one. Additionally, the school will hire an athletic instructor (coach), and two fine arts teachers.

During year two, student enrollment is anticipated to be 1,250 in still in grades kindergarten through eight. With the addition of 285 students, the school will hire an additional six teachers, retaining the twenty-six to one ratio.

Hiring and retaining competent and highly qualified teachers is important in fulfilling the mission and vision of the school. A positive school culture and adequate support from the administration help with teacher retention, as does competitive pay and benefits. Teachers will be recruited through online postings, advertising through professional teachers organizations and the state department of education, newspaper ads, etc.

NARRATIVE B.4.2 CONTRACT NEGOTIATION

Athlos Academy of Clark County will comply with NRS 386.595 in negotiation of employment agreements. A standard agreement will be developed with guidance from legal counsel. Individual variances in employment term and salary will be handled by school administration.

NARRATIVE B.4.3 INSTRUCTOR QUALIFICATIONS

Athlos Academy of Clark County will hire instructors who meet Nevada licensure requirements. All employees will undergo background checks in accordance with state and local laws. Minimum qualifications for teachers are:

- 🎓 Bachelor's degree or higher in subject area;
- 🎓 State licensure;
- 🎓 Enjoys teaching and demonstrates competence and passion
- 🎓 Good Interpersonal skills;
- 🎓 Exemplify Performance Character Traits;
- 🎓 Satisfactory recommendation from references;

NARRATIVE B.4.4 TEACHER EVALUATIONS

Teacher evaluation will be in compliance with 391.312(5).

NARRATIVE B.4.5 ADMINISTRATOR INFORMATION

Not Applicable.

NARRATIVE B.4.6 ADMINISTRATOR POSITION DESCRIPTION

The Principal is primarily responsible for the day-to-day operation of the school and reports directly to the Board. The Principal supervises teachers, instructional support staff and administrative managers, and has ultimate oversight on programs such as special education and facilities maintenance. The Principal is also responsible for the business and fiscal operations of the school, provided through contracted services. The principal is the instructional leader at the school and is responsible for ensuring student achievement outcomes are aligned with the school's charter promises and that students make appropriate achievement gains year to year. The Principal is responsible for executing Board policies, establishing and maintaining a strong school culture, and the recruitment, training, and evaluation of employees.

NARRATIVE B.4.7 EMPLOYING ADMINISTRATORS

As the Principal will be an employee of Athlos Academies and not the school, the EMO and governing board will work collaboratively to hire an administrator. Advertising and recruitment will occur through the usual methods, and Athlos Academies may have candidates who have been trained in

management of Athlos specific schools, providing clear guidance in achieving the mission and vision of the school.

NARRATIVE B.4.8 EMPLOYING INSTRUCTORS/OTHERS

NARRATIVE B.4.9 LICENSED AND NON-LICENSED STAFF

Not Applicable

C.1 Budget

C.1 Budget

[ATTACHMENT C.1.1 BUDGET](#)

See Attachment

[ATTACHMENT C.1.2 BUDGET NARRATIVE](#)

See Attachment

[ATTACHMENT C.1.3 CASH FLOW STATEMENT](#)

See Attachment

[NARRATIVE C.1.4 CHART OF ACCOUNTS ASSURANCE](#)

Athlos Academy of Clark County will use the Nevada Chart of Accounts.

[ATTACHMENT C.1.5 PRE-OPENING BUDGET](#)

See Attachment

[NARRATIVE C.1.6 CONTINGENCY PLAN FOR FINANCIAL CHALLENGES](#)

In the event that enrollment is below anticipated levels or the school encounters other financial challenges such as sequestering by the government, the school will negotiate with Athlos Academies and the facility landlord to restructure payment fees and timelines. Cuts to the budget would also be considered.

C.2 Financial Management

C.2 Financial Management

NARRATIVE C.2.1 FINANCIAL RESPONSIBILITY

Athlos Academies will be responsible for employing a business manager who will oversee the handling of the school's bookkeeping, financial reporting, and financial authorities.

NARRATIVE C.2.2 CLOSING PROCEDURES

In the event of school closure, the Board of Directors is responsible for dissolving the business and affairs of the school. The Chair of the Board of Directors will have ultimate responsibility for this process and will make arrangements for a final, independent, fiscal audit.

Athlos Academy will notify families in writing of the transfer of records process and will assist with transferring records for up to one year after school closure. The Board Chair or his designee will oversee the transfer of personnel records to employees and will ensure that all creditors are paid according to state law. Assets of the school will be distributed appropriately and any assets purchased with federal funds will revert to the authorizer.

NARRATIVE C.2.3 AUDIT FIRM

An audit firm has not yet been selected.

NARRATIVE C.2.4 NEVADA BANK

A bank has not yet been selected, but it will be a local, Nevada bank.

NARRATIVE C.2.5 FEES, CHARGES

The fee structure for students will be determined annually in accordance with state statute.

NARRATIVE C.2.6 PERSON TO DRAW ORDERS FOR PAYMENT OF SCHOOL'S MONEY

Such person has not yet been named.

NARRATIVE C.2.7 APPROVING PAYMENTS OF MONEY

The governing board, under the direction of the treasurer, shall be responsible for establishing the procedure by which payments are approved.

ATTACHMENT C.2.8 MINIMUM NUMBER OF PUPILS NECESSARY

C.3 Facilities

C.3 Facilities

NARRATIVE C.3.1

Athlos Academy of Clark County has not yet obtained a facility, and as such falls under jurisdiction of NAC 386.140(4).

Due to the nature of the Athlos model, a facility of approximately 90,000 square feet is required, along with an indoor athletic “turf” area. There is not a viable existing structure that can be renovated to accommodate the school and its program.

A new facility will be constructed by Athlos Academies or its affiliate The Charter School Fund and leased to the school with a purchase agreement. Athlos Academy of Clark County will negotiate the lease and purchase agreement separately from the EMO operating agreement. All negotiations thus far have been at “arms-length”.

A tentative timeline, assuming approval by December 2014 follows:

-  December 2014—EMO and Facility Developer contracts signed
-  January-February 2015—Land acquisition and permitting (facility is already designed)
-  February-July 2015—Construction
-  August 2015—Occupancy

Athlos Academy of Clark County is scheduled to open August, 2015.

Equipment in the facility will be that similar to all elementary and middle schools.

An insurance quote on the building is included in Attachment C.3.2.

Athlos Academies does require written evidence of charter acceptance in order to construct a facility, provide equipment, and hire and designate a school Principal. See Attachment C.3.3.

C.4 Transportation, Health Services, and Emergency Services

C.4 Transportation, Health Services, and Emergency Services

NARRATIVE C.4.1

Athlos Academy of Clark County will not provide transportation to and from the school for students. The school will facilitate a carpooling information exchange for parents and guardians.

NARRATIVE C.4.2

Athlos Academy of Clark County will provide health services as required pursuant to NRS 386.560(1), NRS 392.420-392.443. The school will contract with a licensed school nurse to provide and/or train a First Aid and Safety Assistant (FASA) to plan and carryout health examinations required by law. A contract is not available at this time. All staff will be trained in CPR and basic first aid through professional development.

NARRATIVE C.4.3

Pursuant to NRS 392.435, Athlos Academy of Clark County will collect and maintain immunization records of students and monitor to ensure students are immunized in a timely manner. The school registrar will be responsible for collecting, reviewing and maintaining these records within student files. In the event that a student is not in compliance with immunizations the registrar will contact the parents or guardians prior to or within the first week of school. Any student who is still not in compliance with required immunizations by the end of the first month of school will be required to conference with school administration. If, at the end of October, the student is still not in compliance he/she will be excluded from school until such time as proper documentation is provided. The registrar will be responsible for submitting information to the DHHS immunization survey.

Attachments

Attachments

ATTACHMENT A.3.2 COURSE SCHEDULE

Kindergarten

Kindergarten Language Arts
Kindergarten Mathematics
Kindergarten Social Studies
Kindergarten Science
Kindergarten Fine Arts Composite
Kindergarten Athletics (Physical Education)

First Grade

First Grade Language Arts
First Grade Mathematics
First Grade Social Studies
First Grade Science
First Grade Fine Arts Composite
First Grade Athletics (Physical Education)

Second Grade

Second Grade Language Arts
Second Grade Mathematics
Second Grade Social Studies
Second Grade Science
Second Grade Fine Arts Composite
Second Grade Athletics (Physical Education)

Third Grade

Third Grade Language Arts
Third Grade Mathematics
Third Grade Social Studies
Third Grade Science
Third Grade Fine Arts Composite
Third Grade Athletics (Physical Education)

Fourth Grade

Fourth Grade Language Arts
Fourth Grade Mathematics
Fourth Grade Social Studies
Fourth Grade Science
Fourth Grade Fine Arts Composite
Fourth Grade Athletics (Physical Education)

Fifth Grade

Fifth Grade Language Arts
Fifth Grade Mathematics
Fifth Grade Social Studies
Fifth Grade Science
Fifth Grade Fine Arts Composite
Fifth Grade Athletics (Physical Education)

Sixth Grade

Sixth Grade Language Arts
Sixth Grade Mathematics
Sixth Grade Social Studies
Sixth Grade Science
Sixth Grade Fine Arts Composite
Sixth Grade Athletics (Physical Education)

Seventh Grade

Required Courses

Mathematics 7 or Accelerated Mathematics 7
English 7 or Accelerated English 7
Reading 7 or Accelerated Reading 7
Science 7
Social Studies 7
Athlos Athletics 7

Elective Courses (Students may select two per year)

Spanish 1
Beginning Band

Beginning Orchestra
Beginning Choir
Art 7

Eighth Grade

Required Courses

Mathematics 8 or Accelerated Mathematics 8
English 8 or Accelerated English 8
Reading 8 or Accelerated Reading 8
Science 8
Social Studies 8 (Including Nevada history)
Athlos Athletics 8

Elective Courses (Students may select two per year)

Spanish 1
Spanish 2
Beginning Band
Intermediate Band
Beginning Orchestra
Intermediate Orchestra
Beginning Choir
Intermediate Choir
Art 8

A.3.3 ADDENDUM #1 COURSE DESCRIPTIONS

Athlos Academy of Clark County has selected curriculum aligned with Nevada and Common Core State Standards. The Core Knowledge Sequence includes all of the Nevada content for science and social studies, as well as a significant amount of additional material. In cases where the Core Knowledge Sequence teaches a concept (for instance matter in science) in a different grade than the Nevada standards, students will be taught that information in the grade prescribed by Nevada standards.

Course Descriptions and Alignment Assurance

English Language Arts

Course Name and Description for each grade level being offered at the proposed school:
Kindergarten: In this course students will learn reading basics, including phonological awareness, decoding skills, and be able to emergent-level books. Students will develop basic listening and reading comprehension skills, ask and answer questions about a text, compare and contrast events and characters with support, and use a combination of written words, drawing, and dictation in writing assignments.
1st grade: Students build on skills mastered in kindergarten, including the continued development of reading and decoding skills with a focus on comprehension, and identifying and retelling main events and ideas. Writing skills include being able to write about one’s opinion, produce a brief informative narrative including facts about the topic, and recount sequenced events in a narrative form.
2nd grade: In this course students continue building reading and decoding skills, focusing on comprehension, sequencing and literary response, as well as learning basic grammar skills. Students begin learning elements of the writing process and continue to improve listening and speaking skills.
3rd grade: In this course students focus on sufficient accuracy and fluency to support comprehension in reading. They continue refining listening, comprehension, and speaking skills, and build on the grammar base from second grade. Writing skills include writing opinion pieces using reason to justify their opinions, and informative texts to examine a topic and communicate ideas and information clearly.
4th grade: In this course students read with purpose and for understanding, with appropriate fluency and comprehension. They learn to use context to confirm or self-correct word recognition and understanding. Grammar skills are becoming more advanced, and writing skills are expanded from the third grade through expanded ideas, length, word choice, and dialogue.
5th grade: Students read at grade level with purpose and for understanding across the curriculum. Students learn to integrate information from several different texts to create a cohesive writing project using more advanced grammar, word choice, and structure, including introduction of a topic, supporting evidence, and formatting.
6th grade: In this course students focus on the specific writing types of argumentative, informative/explanatory, and narratives, in which development, organization, and style are appropriate to task, purpose and audience. Increased sophistication is increasing in all aspects of languages. Critical reading skills are developed using a variety of literature and informational texts; students deepen their ability to analyze, evaluate and critique text.
7th grade: In English 7 students continue developing and refining the skills learned in sixth grade to

become critical thinkers and to understand perspectives and culture through literature. In the Reading 7 class students explore a variety of fiction and non-fiction literature as a means of increasing vocabulary, critical thinking skills, perspective, and analytical skills. Students in the accelerated English and reading classes will use more advanced texts and have more challenging assignments.
8th grade: In English 8 students continue developing and refining the skills learned in sixth grade to become critical thinkers and to understand perspectives and culture through literature. In the Reading 8 class students explore a variety of fiction and non-fiction literature as a means of increasing vocabulary, critical thinking skills, perspective, and analytical skills. Students in the accelerated English and reading classes will use more advanced texts and have more challenging assignments.
9th grade: N/A
10th grade: N/A
11th grade: N/A
12th grade: N/A

Math

Course Name and Description for each grade level being offered at the proposed school:
Kindergarten: In Kindergarten, instructional time focuses on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. Students begin simple computations and comparisons and can describe the world using geometric terms.
1st grade: This course focuses on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.
2nd grade: This course focuses on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.
3rd grade: This course focuses on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.
4th grade: This course focuses on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.
5th grade: This course focuses on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.
6th grade: This course focuses on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and

equations; and (4) developing understanding of statistical thinking.
7th grade: This course focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.
8th grade: This course focuses (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.
9th grade: N/A
10th grade: N/A
11th grade: N/A
12th grade: N/A

Science

Course Name and Description for each grade level being offered at the proposed school:
Kindergarten: This course focuses on four main ideas of (1) effect of push and pull; (2) interdependent relationships in ecosystems; (3) weather and climate; and (4) engineering design in simple machines.
1st grade: This course focuses on (1) waves, light, and sound; (2) Structure, function, and information processing; (3) space systems--patterns and cycles; and (4) expansion of engineering design as taught in kindergarten.
2nd grade: This course focuses on (1) structure and properties of matter; (2) Interdependent relationships of ecosystems; (3) earth systems—processes that shape the earth; and (4) continued development of engineering skills and ideas previously introduced.
3rd grade: This course focuses on (1) forces and interactions; (2) inheritance and variation of traits—life cycles and traits; (3) interdependent relationships in ecosystems—environmental impacts on organisms; (4) weather and climate; and (5) engineering design, with an emphasis on simple design problem solving.
4th grade: This course focuses on reviewing and building on the previously introduced topics of (1) energy; (2) waves; (3) structure, function, and information processing; (4) earth systems—processes that shape the earth; and (5) continued emphasis on engineering design as it relates to simple design problem solving.
5th grade: This course focuses on reviewing and building on the previously introduced topics of (1) structure and properties of matter; (2) matter and energy in organisms and ecosystems; (3) space systems—stars and the solar system; (4) Earth’s systems; and (5) engineering design, specifically focusing on generating and applying possible solutions to simple design problems.
6th grade: This course focuses on life science. Students will use scientific process, protocols, and tools to build understanding of living things and the interactions between living and non-living things.
7th grade: This course focuses on physical science. Students will use scientific process, protocols, and tools to build understanding of earth and space systems, composition of matter and structure, and atmospheric processes.
8th grade: This course expands on topics covered in science during the seventh and eighth grade years, providing a greater depth of information. Students will use critical thinking skills to test hypotheses, collaborate with peers in experiments, and apply science principles.
9th grade: N/A
10th grade: N/A
11th grade: N/A

12th grade: N/A

Social Studies

Course Name and Description for each grade level being offered at the proposed school:

Kindergarten: This course helps students become familiar with (1) recognizing maps and globes are representations of places, and will be able to identify continents, the poles, and the equator on a globe; (2) values, ideas, customs, and traditions from around the world; (3) identifying problems that occur when people live and work together; (4) understanding scarcity of resources, including decision making about classroom resources; (5) identifying rights within the classroom and home; (6) identifying traditional United States patriotic holidays, activities, and symbols.

1st grade: In this course, students will (1) learn stories reflecting the beliefs, customs, and traditions of various cultures in their neighborhoods and the world; (2) identify landmarks around the world; (3) Use simple maps to illustrate direction; (3) identify individual's rights; and (4) participate in classroom decision making such as individual responsibilities.

2nd grade: In this course students will (1) learn why important events and customs are marked by holidays; (2) examine artifacts from around the world for important clues as to how people lived their daily lives; (3) construct simple maps; (4) define community; and (5) give examples of what is given up when people make choices.

3rd grade: In this course students will (1) learn to use primary and secondary source documents; (2) learn how individuals and families contribute to development of community; (3) increase map skills; (4) identify ways culture is expressed; (5) identify wants and needs and define them as goods, services, or activities; and (6) understand rules, laws, and authorities can keep people safe and property secure.

4th grade: In this course students (1) learn about the history of the state of Nevada; (2) learn about the natural resources of Nevada; and (3) study additional fourth grade Core Knowledge content not included as part of the Nevada state history unit.

5th grade: In this course students (1) identify contributions of Native Americans; (2) learn about the culture of early New England; (3) explore the causes and events of the American Revolution; (4) continue building map skills, including labeling a map of the United States; (5) explore supply and demand; and (6) understand U.S. citizenship requirements, rights, and responsibilities.

6th grade: In this course students focus on topics of (1) lasting ideas from ancient civilizations, including Judaism and Christianity, Ancient Greece, and Ancient Rome; (2) the Enlightenment; (3) the French Revolution; and (4) industrialism, capitalism, and socialism.

7th grade: In this course students study (1) the history of the state of Nevada; (2) the history of the United States from the American Revolution through World War II; and (3) the Russian Revolution.

8th grade: In this course students study world geography, including (1) world cultures; (2) economies of the world; (2) physical geography of the earth; (3) development of civilizations; and (4) concepts, patterns, and interdependent relationships that shape an increasingly diverse world.

9th grade: N/A

10th grade: N/A

11th grade: N/A

12th grade: N/A

Fine Arts

Course Name and Description for each grade level being offered at the proposed school:

Kindergarten: In this course students study (1) elements of art including line and color; (2) sculpture; (3) looking at and talking about works of art; (4) elements of music; (5) listening and understanding; and (6) songs associated with topics covered in the Core Knowledge Sequence.

1st grade: In this course students study (1) art from long ago; (2) elements of art including shape and texture; (3) portrait and still life pictures; (4) musical terms and concepts; (5) how music can tell a story; and (6) American musical traditions emphasizing Jazz.
2nd grade: In this course students study (1) landscape portraits; (2) abstract art; (3) architecture; (4) composition and music of an orchestra; (5) keyboard instruments; and (6) Composers Vivaldi, J.S. Bach, Beethoven and their music.
3rd grade: In this course students study (1) elements of art including light, space in artwork, and how elements of design work together; (2) Native American art; (3) art of ancient Rome and Byzantine civilization; and (4) Composers Tchaikovsky, Sousa, and Copland and their music.
4th grade: In this course student study (1) art of the middle ages in Europe; (2) Islamic art and architecture; (3) art of Africa; (4) art of China; (5) art of the early United States; (6) vocal ranges; (7) composers Handel, Haydn, and Mozart and their music.
5th grade: In this course students study (1) art of the Renaissance; (2) Nineteenth-Century United States art; (3) art of Japan; (4) American musical tradition of spirituals; (5) music of the Renaissance; and (6) Mendelssohn and his music.
6th grade: In this course students study (1) art from the Gothic, Baroque, Rococo, Neoclassical, Romantic, and Realism eras; and (2) music from the Baroque, Classical, and Romantic periods.
7th grade: Students in seventh grade may choose to take a beginning band or choir class where they are taught basic elements of music, as well as of their instrument of choice or voice. Students may elect to take seventh grade art which covers elements of art and learning to use different art mediums.
8th grade: Students in eighth grade may elect to take an intermediate choir, band, or orchestra class building on foundations from the beginning course. They may also elect to take art, where the instructor selects a specific medium to focus on for the length of a term, providing students with in-depth experience in four specific mediums.
9th grade: N/A
10th grade: N/A
11th grade: N/A
12th grade: N/A

Curriculum Alignment to Nevada Academic Content Standards

The Charter School governing board attests that Athlos Academy of Clark County is:

(Name of charter School)

Currently fully aligned to the Nevada Academic Content Standards (Common Core Standards) in English Language Art (K-12).

Currently fully aligned to the Nevada Academic Content Standards (Common Core Standards) in Mathematics (K-8) and working toward full implementation for grades 9-11 by 2014.

Ready for the implementation of the Smarter Balanced Assessment Program.

Moving toward full alignment to the new Nevada Academic Content Standards in Science (New Generation Science Standards).

Currently fully aligned to the Nevada Academic Content Standards in Social Studies.

If you are unable to attest to these five things, please explain where in the process the school is currently, how full alignment will be obtained, and when full alignment will be completed.

The charter school governing board furthermore understands that changes to the curriculum that are of such a nature to cause the curriculum within the Charter Application to cease to be in operation are a material amendment. Material amendments require Authority approval. Pursuant to NRS 386.527(6) any material amendment to the Charter Contract or Written Charter will be effective only if approved in writing by the Authority. The proposed amendment must be submitted in a manner consistent with applicable law and regulation and defined in the Operations Manual. A material amendment shall not become effective and the Charter School shall not take action or implement the change requested in the amendment until the amendment is approved, in writing, by the Authority.

Charter School Name: Athlos Academy of Clark County

Board President Signature Date 8/25/2014

To Be Determined
School Administrator Date: 8/25/2014

ATTACHMENT A.3.4 DAILY SCHEDULE

Daily Schedule	AM Kindergarten	PM Kindergarten
Language Arts	8:30-9:30	12:30-1:30
Recess/Fitness	9:30-10:10	1:30-2:10
Math	10:10-10:55	2:10-2:55
Social Studies/Science/Fine Arts Rotation	10:55-11:30	2:55-3:30

Daily Schedule	1 st Grade	2 nd Grade
8:30-10:00	Language Arts	Language Arts
10:00-10:20	Recess	Recess
10:20-10:50	Writing	Writing
10:50-11:50	Math	Math
11:50-12:20	Lunch	Lunch
12:20-1:05	Fitness	Science
1:05-1:50	Science	Fitness
1:50-2:10	Recess	Recess
2:10-2:55	Social Studies	Social Studies
2:55-3:30	Fine Arts	Fine Arts

Daily Schedule	3rd Grade	4th Grade
8:30-10:00	Language Arts	Language Arts
10:00-10:20	Recess	Recess
10:20-10:55	Fitness	Science
10:55-11:40	Science	Fitness
11:40-12:20	Writing	Writing
12:20-12:50	Lunch	Lunch
12:50-1:50	Math	Math
1:50-2:10	Recess	Recess
2:10-2:55	Social Studies	Social Studies
2:55-3:30	Fine Arts	Fine Arts

Daily Schedule	5 th Grade	6 th Grade
8:30-9:15	Fitness	Science
9:15-10:00	Science	Fitness
10:00-10:30	Writing	Writing
10:30-10:50	Recess	Recess
10:50-12:20	Language Arts	Language Arts
12:20-12:50	Lunch	Lunch
12:50-1:50	Math	Math
1:50-2:35	Fine Arts	Fine Arts
2:35-2:50	Recess	Recess
2:50-3:30	Social Studies	Social Studies

7 th /8 th Grades Daily Schedule	A/B Schedule
8:30-9:55	1 st /5 th Period
10:00-11:25	2 nd /6 th Period
10:20-10:55	Lunch
11:00-12:25	3 rd /7 th Period
12:30-1:55	4 th /8 th Period
2:00-2:50	Fitness
2:55-3:30	Homework
	Lab/Study Skills

ATTACHMENT A.3.5 PROMOTION

In accordance with NAC 389.445 and NAC 386.105(5), students desiring promotion into ninth grade must earn at least the following units of credit during the seventh and eighth grades for promotion to high school:

- 📖 One and one-half units of credit in English with a passing grade;
- 📖 One and one-half units of credit in mathematics with a passing grade;
- 📖 One unit of credit in science with a passing grade; and
- 📖 One unit of credit in social studies with a passing grade.

In accordance with the promotion policy found in Narrative A.7, it is assumed students have successfully completed prior coursework or otherwise demonstrated competence.

ATTACHMENT A.3.9 SAMPLE TRANSCRIPT

ATHLOS ACADEMY OF CLARK COUNTY TRANSCRIPT

Student Information

Name (Last, First, M)	DOB	Sex

Street Address	City	St	Zip

Phone	Email	Student ID/SSN

Parent/Guardian	Contact Information

School Information

School Name	Phone
Athlos Academy of Clark County	

Street Address	City	St	Zip
TBD		OH	

Contact Person
TBD

Academic Record

School Year:

Course Title	1 st Term	2 nd Term	3 rd Term	4 th Term

GPA/Credits Earned

School Year:

Course Title	1 st Term	2 nd Term	3 rd Term	4 th Term

GPA/Credits Earned

ATTACHMENT A.3.11 LIST OF TEXTBOOKS

Kindergarten				
Content Area	Title	Author	Publisher	Copyright Year
Language Arts	Writing Road to Reading 6 th Rev. Ed.: The Spalding Method for Teaching Speech, Spelling, Writing, and Reading—Teacher Kit Spalding Leveled Reader Series 1	Romalda Bishop Spalding; Mary E. North	HarperCollins Publishers	2012
LA Supplemental	Core Knowledge Text Resources for Kindergarten	E.D. Hirsch, Jr.	Core Knowledge Foundation	2004
LA Supplemental	Junior Great Books Read-Aloud Series Grades K-1	Various Contributors	Great Books Foundation	1990
Math	Saxon Math K Student Kit	Saxon	Houghton Mifflin Harcourt	2012
History	Boston Curriculum Project http://baltimorecp.org/resources.html	Dr. Muriel Berkeley and Robert C. Embry Jr., Founders; other various contributors	Boston Curriculum Project	Various
Science	ScienceSaurus K-1	Great Source Education Group	Houghton Mifflin Harcourt	2006

First Grade				
Content Area	Title	Author	Publisher	Copyright Year
Language Arts	Writing Road to Reading 6 th Rev. Ed.: The Spalding Method for Teaching Speech, Spelling, Writing, and Reading—Teacher Kit Spalding Leveled Reader Series 1 & 2	Romalda Bishop Spalding; Mary E. North	HarperCollins Publishers	2012
LA Supplemental	Core Knowledge Text Resources for Grade 1	E.D. Hirsch, Jr.	Core Knowledge Foundation	2004

LA Supplemental	Junior Great Books Read-Aloud Series Grades K-1	Various Contributors	Great Books Foundation	1990
Math	Saxon Math 1 Student Kit	Saxon	Houghton Mifflin Harcourt	2012
History	Boston Curriculum Project http://baltimorecp.org/resources.html	Dr. Muriel Berkeley and Robert C. Embry Jr., Founders; other various contributors	Boston Curriculum Project	Various
Science	ScienceSaurus K-1	Great Source Education Group	Houghton Mifflin Harcourt	2006

Second Grade

Content Area	Title	Author	Publisher	Copyright Year
Language Arts	Writing Road to Reading 6 th Rev. Ed.: The Spalding Method for Teaching Speech, Spelling, Writing, and Reading—Teacher Kit Spalding Leveled Reader Series 2	Romalda Bishop Spalding; Mary E. North	HarperCollins Publishers	2012
LA Supplemental	Core Knowledge Text Resources for Grade 2	E.D. Hirsch, Jr.	Core Knowledge Foundation	2004
LA Supplemental	Junior Great Books Read-Aloud Series Grade 2	Various Contributors	Great Books Foundation	1990
Math	Saxon Math 2 Student Kit	Saxon	Houghton Mifflin Harcourt	2012
History	Boston Curriculum Project http://baltimorecp.org/resources.html	Dr. Muriel Berkeley and Robert C. Embry Jr., Founders; other various contributors	Boston Curriculum Project	Various
Science	ScienceSaurus 2-3	Great Source Education Group	Houghton Mifflin Harcourt	2006

Third Grade

Content Area	Title	Author	Publisher	Copyright Year
Language Arts	Writing Road to Reading 6 th Rev. Ed.: The Spalding Method for Teaching Speech, Spelling, Writing, and Reading—Teacher Kit	Romalda Bishop Spalding; Mary E. North	HarperCollins Publishers	2012
LA Supplemental	Core Knowledge Text Resources for Grade 3	E.D. Hirsch, Jr.	Core Knowledge Foundation	2004
LA Supplemental	Junior Great Books Read-Aloud Series Grade 3	Various Contributors	Great Books Foundation	1992

Math	Saxon Math 3 Common Core Student Kit	Saxon	Houghton Mifflin Harcourt	2012
History	Boston Curriculum Project http://baltimorecp.org/resources.html	Dr. Muriel Berkeley and Robert C. Embry Jr., Founders; other various contributors	Boston Curriculum Project	Various
Science	ScienceSaurus 2-3	Great Source Education Group	Houghton Mifflin Harcourt	2006

Fourth Grade				
Content Area	Title	Author	Publisher	Copyright Year
Language Arts	Writing Road to Reading 6 th Rev. Ed.: The Spalding Method for Teaching Speech, Spelling, Writing, and Reading—Teacher Kit	Romalda Bishop Spalding; Mary E. North	HarperCollins Publishers	2012
LA Supplemental	Core Knowledge Text Resources for Grade 4	E.D. Hirsch, Jr.	Core Knowledge Foundation	2004
LA Supplemental	Junior Great Books Read-Aloud Series Grade 4	Various Contributors	Great Books Foundation	1992
Math	Saxon Math Intermediate 4	Saxon	Houghton Mifflin Harcourt	2012
History	Boston Curriculum Project http://baltimorecp.org/resources.html	Dr. Muriel Berkeley and Robert C. Embry Jr., Founders; other various contributors	Boston Curriculum Project	Various
Science	ScienceSaurus 4-5	Great Source Education Group	Houghton Mifflin Harcourt	2006

Fifth Grade				
Content Area	Title	Author	Publisher	Copyright Year
Language Arts	Writing Road to Reading 6 th Rev. Ed.: The Spalding Method for Teaching Speech, Spelling, Writing, and Reading—Teacher Kit	Romalda Bishop Spalding; Mary E. North	HarperCollins Publishers	2012
LA Supplemental	Core Knowledge Text Resources for Grade 5	E.D. Hirsch, Jr.	Core Knowledge Foundation	2004
LA Supplemental	Junior Great Books Read-Aloud Series Grade 5	Various Contributors	Great Books Foundation	2006
Math	Saxon Math Intermediate 5	Saxon	Houghton Mifflin Harcourt	2012

History	Boston Curriculum Project http://baltimorecp.org/resources.html	Dr. Muriel Berkeley and Robert C. Embry Jr., Founders; other various contributors	Boston Curriculum Project	Various
Science	ScienceSaurus 4-5	Great Source Education Group	Houghton Mifflin Harcourt	2006

Sixth Grade				
Content Area	Title	Author	Publisher	Copyright Year
Language Arts	Writing Road to Reading 6 th Rev. Ed.: The Spalding Method for Teaching Speech, Spelling, Writing, and Reading—Teacher Kit	Romalda Bishop Spalding; Mary E. North	HarperCollins Publishers	2012
	Realms of Gold Vol. 1	Michael J. Marshall; E.D. Hirsch, Jr. (Editors)	Core Knowledge Foundation	2000
LA Supplemental	Great Books Round Table Level 1	Various Contributors	Great Books Foundation	2000
Math	Saxon Math Course 1 Grade 6	Saxon	Houghton Mifflin Harcourt	2012
History	History of Our World	Heidi Hayes Jacobs; Michal L. Levasseur	Pearson/Prentice Hall	2008
Science	ScienceSaurus 6-8	Great Source Education Group	Houghton Mifflin Harcourt	2006

Seventh Grade				
Content Area	Title	Author	Publisher	Copyright Year
Language Arts	Realms of Gold Vol. 2	Michael J. Marshall; E.D. Hirsch, Jr. (Editors)	Core Knowledge Foundation	2000
LA Supplemental	Great Books Round Table Level 1	Various Contributors	Great Books Foundation	2000
Math	Saxon Math Course 2 Grade 7	Saxon	Houghton Mifflin Harcourt	2012
History	America: History of our Nation (State History of Nevada Infused)	James West Davidson, Michael B Stoff	Prentice Hall	2007

Science	ScienceSaurus 6-8	Great Source Education Group	Houghton Mifflin Harcourt	2006
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Eighth Grade				
Content Area	Title	Author	Publisher	Copyright Year
Language Arts	Realms of Gold Vol. 3	Michael J. Marshall; E.D. Hirsch, Jr. (Editors)	Core Knowledge Foundation	2000
LA Supplemental	Great Books Round Table Level 1	Various Contributors	Great Books Foundation	2000
Math	Saxon Math Course 3 Grade 8	Saxon	Houghton Mifflin Harcourt	2012
Geography	World Cultures and Geography	Peggy Altoff; Mark Bockenhour; et al.	National Geographic	2012
Science	ScienceSaurus 6-8	Great Source Education Group	Houghton Mifflin Harcourt	2006

ATTACHMENT 1: A.4.1 ASSESSMENT PLAN AND INSTRUMENTS

Assessments will be used to inform Athlos Academy regarding the mastery of content by students, the effectiveness of instruction and when additional and/or different instruction is needed. This use of assessment data will occur on four levels. The first level is to assist the school to identify the progress of individual students, providing the opportunity to identify individual students who are making appropriate progress, those who are not, and those who are excelling. Using this information, teachers and the counseling staff can provide specific assistance to each student as needed. Students needing extra assistance and/or time will also have several resources available to them.

The second level for the use of assessment data is to identify situations during the school year where groups of students are not meeting expectations in a specific class, course, or subject area. Teachers and/or departments will use assessment data to identify these situations and determine what steps are needed to provide additional instruction or re-teach to address the shortcomings.

The third level for the use of assessment data is to evaluate and continually improve the academic program through a review of the curriculum, instructional, and evaluation practices. For example, assessment results that show a broad lack of mastery in a specific topic or skill will trigger an evaluation by teachers, a department, or the entire school of what is taught, what resources are available to teach it, how it is being taught, and the most appropriate manner to re-teach that specific content area.

Finally, summative assessment will provide an overview of the success of the school's academic program as a whole. In-depth reviews of all aspects of the academic program including academic achievement on standardized tests occur throughout the year.

In order to measure student progress throughout the year using both formative and summative assessment, the Assessment Coordinator (which may be a dedicated employee, grade level teachers, or school administrator), will work with teachers to analyze and use data to determine which students need additional instructional support and specific content not mastered, as well as identify students who need additional academic challenge.

An internal database will be created where summative data will be housed and students will be tracked using a color-coded system. Students above grade level will be coded green, meaning no remediation intervention is currently necessary but they may need additional academic challenge or enrichment. Students at grade level or slightly below will be coded yellow, indicating to the teacher additional support is needed. Students well below grade level will be coded red, alerting the assessment director and teacher that intensive intervention is needed.

Upon identification, students as well as class and grade-level trends will be discussed in a team meeting and existing intervention plans will be reviewed and revised accordingly or a new intervention plan will be created. During this meeting formative assessments will also be analyzed to create the intervention plan. The teacher will be required to hold a conference with parents to discuss current level of performance, get their input, and discuss implementation of the intervention plan. Ongoing communication will be required between the school and parents to help the student succeed.

Teachers will also be required to maintain a portfolio for each student containing samples of formative assessment and classroom level summative assessments.

Summative Assessment Tools	Formative Assessment Tools
Nevada Criterion Referenced Examination (Grades 3-8)	Writing Assignments
Nevada Proficiency Examination in Writing (Grades 5 and 8)	Classwork
DIBELS (Grades k-6, Beginning, Middle, and End of Year)	Quizzes
Saxon Math Benchmark Exams	Projects
Spalding Benchmark Spelling Exams	End of unit tests
Others as deemed necessary by school administration in response to student need	Athlos Character Report Cards
	Lesson Exit Slips

ATTACHMENT 2: A.5.1 SCHOOL CALENDAR

Athlos Academy of Clark County School Calendar for 2014-2015											Start Date:					
Type of calender	Monday	Tuesday	Wednesday	Thursday	Friday						Total Days	Days NT	Total Days	School Month		
August 2014	18	19	20	21	22	1	1	1	1	1	5				First Day 8/19/2014	
September 2014	25	26	27	28	29	1	1	1	1	1	5				Labor Day 9/2/14	
	LD 1	2	3	4	5	0	1	1	1	1	4					
	8	9	10	11	12	1	1	1	1	1	5			School Month 1	Count Day 9/12/2014	
												19	1	19		
September 2014	15	16	17	18	19	1	1	1	1	1	5					
October 2014	22	23	24	25	26	1	1	1	1	1	5					
	29	30	1	2	3	1	1	1	1	1	5					
	6	7	8	9	10	1	1	1	1	1	5			School Month 2		
												20	0	39		
October 2014	13	14	15	16	17	1	1	1	1	1	5				Nevada Day 10/31/14	
November 2014	20	21	22	23	24	1	1	1	1	1	5				End of first grading term	
November 2014	27	28	29	30	ND 31	1	1	1	1	0	4					
	4	5	6	7	8	1	1	1	1	1	5			School Month 3	Beginning of second grading term	
												19	1	58		
November 2014	10	VD 11	12	13	14	1	0	1	1	1	4				Veterans Day 11/11/14	
December 2014	17	18	19	21	22	1	1	1	1	1	5				Thanksgiving 11/27/14	
	24	25	26	THG 27	FD 28	1	1	1	0	0	3				Family Day 11/28/14	
	1	2	3	4	5	1	1	1	1	1	5			School Month 4		
												17	3	75		
December 2014	8	9	10	11	12	1	1	1	1	1	5					
January 2015	15	16	17	18	19	1	1	1	1	1	5				Winter/Christmas break 12/22/14 thru 1/02/15	
	WB 22	WB 23	WB 24	WB 25	WB 26	0	0	0	0	0	0				End of second grading term	
	WB 29	WB 30	WB 31	WB 1	WB 2	0	0	0	0	0	0			School Month 5		
	5	6	7	8	9	1	1	1	1	1	5			15	5	90
January 2015	12	13	14	15	16	1	1	1	1	1	5				Beginning of third grading period	
February 2015	MLK 19	20	21	22	23	0	1	1	1	1	4				Martin Luther King 1/19/2015	
	26	27	28	29	30	1	1	1	1	1	5					
	2	3	4	5	6	1	1	1	1	1	5			School Month 6		
												19	1	109		
March 2015	9	10	11	12	13	1	1	1	1	1	5					
	PRES Day 16	17	18	19	20	0	1	1	1	1	4				President's Day 2/16/15	
	23	24	25	26	27	1	1	1	1	1	5					
	2	3	4	5	6	1	1	1	1	1	5			School Month 7		
												19	1	128		
March 2015	9	10	11	12	13	1	1	1	1	1	5					
April 2015	16	17	18	19	20	1	1	1	1	1	5				End of third grading period	
	23	24	25	26	27	1	1	1	1	1	5				Beginning of fourth grading period	
	30	31	1	2	3	1	1	1	1	1	5			School Month 8		
												20	0	148		
April 2015	6	7	8	9	10	1	1	1	1	1	5					
May 2015	13	14	15	16	17	1	1	1	1	1	5				Spring Break 4/20/15 thru 4/24/15	
	SB 20	SB 21	SB 22	SB 23	SB 24	0	0	0	0	0	0			School Month 9		
	27	28	29	30	1	1	1	1	1	1	5			20	0	168
	4	5	6	7	8	1	1	1	1	1	5					
May 2015	11	12	13	14	15	1	1	1	1	1	5					
June 2015	18	19	20	21	22	1	1	1	1	1	5				Memorial Day 5/25/15	
	Mem Day 25	26	27	28	29	0	1	1	1	1	4			School Month 10	Last Day 6/5/15	
	1	2	3	4	5	1	1	1	1	1	5				End of fourth grading term	
	CD8	CD9	CD10			0	0	0	0	0	0			19	1	187
												19	1	187		
PD	Professional Development for all teachers										Totals	187	13	187		
WB	Winter Break															
SB	Spring Break															
CD	Contingency day															
DH	District Holiday															

Scheduled Professional Development Days: Will occur prior to school opening in the fall

ATTACHMENT 3: A.6.3 DISCIPLINE POLICY/CODE OF CONDUCT

The involvement in any of the following activities or acts in, on or about Athlos Academy of Clark County or other school property is prohibited and thereby constitutes cause for disciplinary action. In addition, students at school-sponsored off campus events and those using school provided transportation shall be governed by school officials. When school administration determines that a criminal offense may have occurred, the appropriate law enforcement agency will be notified. Every effort will be made to contact and notify the student's parents or legal guardian as soon as possible. Disciplinary action may be taken by the school, whether or not criminal charges result.

PROHIBITED CONDUCT/CRIMINAL OFFENSES

Section A. Offenses which Necessitate the Notification of the Law Enforcement Officials

Under applicable law, a person is guilty of a criminal offense whether he/she directly committed the act constituting the offense, or aids or abets in its commission, and whether present or absent; and every person who, directly or indirectly, counsels, encourages, hires, commands, induces or otherwise procures another to commit a felony, gross misdemeanor or misdemeanor is a principal, and shall be proceeded against and punished as such. (NRS 195.020). Offenses cited in this section are subject to school disciplinary measures described in Sections D, E, and F.

1. Alcohol: The possession, sale, distribution or use of alcoholic beverages. (NRS 202.020)
2. Arson: The willful and malicious setting of a fire. (NRS 205.005 to 205.055 inclusive)
3. Assault: The unlawful attempt, coupled with a present ability, to commit a violent injury on the person of another. (NRS 200.471)

4. Battery: The willful and unlawful use of force or violence upon the person of another. (NRS 200.481)
5. Bomb Threats: The willful conveying by mail, written notes, telephones, or any other means, any threat. (NRS 202.840)
6. Burglary: The unlawful entry of any building, room, ship, warehouse, vehicle or other enclosure with the intent to commit grand or petit larceny, assault, or battery on any person for any felony. (NRS 205.060)
7. Controlled Substances: Distribution, sale, possession, use, or being under the influence of any controlled substance. (NRS 453.011/NRS 392.466/NRS 392.467)
8. Controlled Substances Paraphernalia: The sale, distribution, possession, or use of items related to the use of controlled substances. (NRS 453.011/NRS 392.466/NRS 392.467)
9. Destruction of Property/Vandalism: Willfully and maliciously destroying, defacing or injuring any public or private property. (NRS 393.070)
10. Disturbance of School - Profanity, Vulgarity, Oral/Written Obscenity: Unlawful for any person to disturb the peace of any public school by using vile or indecent language, or by threatening or assaulting any pupil or teacher within the building or ground at the school, or maliciously and purposely in any manner to interfere with or disturb any persons peaceably assembled within a public school, or any conduct which materially and substantially interferes with the educational process. (NRS 392.480)
11. False Fire Alarms: The unlawful reporting of or transmission of a signal or a firm alarm knowing same to be false. (NRS 475.100)
12. Fire Works: The discharging, distribution, possession, sales or use of the same.

13. Injuring or Tampering with Vehicle: Willfully break, injure, tamper, remove parts, deface a vehicle; without consent or owner, climb into or upon a vehicle with intent to injure; to manipulate any levers while vehicle is at rest or unattended or to set vehicle in motion. (NRS 205.274)
14. Larceny: Stealing, taking, carrying away, leading or driving away the personal goods or property of another. (NRS 205.220 to 205.2707)
15. Robbery: The unlawful taking of personal property from a person of another in his/her presence, against his/her will, by means of force or violence or fear of injury. (NRS 200.380)
16. Rout and Riot: Two or more persons meeting to do an unlawful act upon a common cause of quarrel and making advances toward it. (NRS 203.070)
17. Stolen Property: Receiving or possessing property of another, knowing or under such circumstances as would cause a reasonable person to know they were so obtained. (NRS 205.275)
18. Throwing Substance at Vehicle: To throw any stone, rock, missile or any stance at any motor bus, or other motor vehicle. (NRS 205.2741)
19. Traffic accidents or violations on school grounds resulting in injury to persons or property.
20. Trespass or Loitering upon School Premises: To remain upon school property after being warned or asked to leave by school personnel. To be on school property or at a school function while under suspension/expulsion from school. (NRS 393.070)
21. Weapons:

(a) Brandishing any knife, blackjack, slingshot, billy, sand club, sandbag, metal knuckles, explosive substance, dirk, dagger, pistol, revolver, or other firearm, or deadly weapon in a rude, angry or threatening manner or to use same in any fight or quarrel.

(b) Possession - it is unlawful for any person to possess any weapon commonly known as a knife, blackjack, slingshot, billy, sand club, sandbag, metal knuckles, explosive substance, dirk, dagger, nunchakus, pistol, revolver or other firearm, or other deadly weapon.

(c) Concealed - it is unlawful for any person to carry any weapon commonly known as knife, blackjack, slingshot, billy, sand club, sandbag, metal knuckles, nunchakus, explosive substance, dirk, dagger, pistol, revolver or other firearm, or other deadly weapon. (NRS 202.265 NRS 392.466/NRS 392.467)

(d) Firearm - any weapon which will or is designed to or may be readily converted to expel a projectile by the action of an explosive; the frame or receiver of weapon described above; firearm muffler or silencer; any explosive, incendiary or poison gas (bomb, grenade, missile with explosive or incendiary charge of more than 1/4 ounce); rocket with propellant charge of more than 4 ounces; mine; similar device to any of the above; combination of parts of any of the above from which a destructive device could be made. (Federal Guns Free Schools Act of 1994)

(e) Any other object which is used or threatened to be used in a manner and under such circumstances as to pose a threat of, or cause, bodily harm to a person. (NRS 392.466)

22. Gang Activity: Incidents involving initiations, hazings, intimidates, and/or related activities of group affiliations which are likely to cause bodily danger, physical harm, or personal degradation resulting in physical or mental harm to persons. (NRS 392.480)

23. Electronic Communication Devices: Unlawful carrying or possessing on school grounds of electronic devices for paging and communication. (NRS 392.500)

24. Habitual Offender. During the school year, the student: has been assigned in school or out of school suspension for twenty (20) or more school days; has a record of five out of school suspensions for any reason; has been suspended out of school for at least two fights; or, has threatened or extorted, or has attempted to threaten or extort any student or employee of the school. (NRS 392.4655)

25. In addition, violation of other Federal or State criminal laws or local ordinances at school, at school-sponsored activities, or on school-sponsored transportation is prohibited.

Section B - School Offenses

The following misconduct may also lead to disciplinary action. Generally, these are acts which disrupt and interfere with the educational process or with the rights of other members of the educational community. These violations may result in suspension of up to 10 days or may result in other disciplinary action. Law enforcement agencies may be called at the discretion of the school administration.

1. Altering School Documents: Erasing, changing, editing attendance records, grade records, etc.
2. Assault: Physical or verbal threats with the intent and ability to carry through with same.
3. Battery: Any unconsented touching or application of force to another person.
4. Cheating.

5. Destruction of Property/Vandalism: Willfully destroying, defacing, or injuring any public or private property with the estimated value of less than \$150.00. The offender will repair, replace or pay the cost of damages as determined by school administration.
6. Disobedience, Insolence and Insubordination: Student behavior which defies instructions of school personnel.
7. Disorderly Conduct: Conduct which interferes with the educational process or causes a school disruption.
8. Disturbing the Peace: Maliciously and willfully disturbing the peace of any person.
9. Extortion: To obtain by threatening or fraudulent means.
10. Fighting or Inciting Others.
11. Firecrackers/snappers/similar devices: The discharging, distribution, possession, sales or use of the same.
12. Forging or using forged passes, excuses or other school documents.
13. Gambling.
14. Habitual Offender: (Three or more offenses)
15. Harassment and/or Hazing: Any act which forces another student to undergo a humiliating or abusive ordeal, as in initiations.

16. Inappropriate Dress and Appearance: Dress and/or appearance which presents potential health or safety problems or causes school disruptions. Any item that promotes illegal drugs, objectionable conduct, gangs, alcohol or tobacco products, or sexual activity.

17. Indecent Exposure: An open indecent or obscene exposure of one's person or the person of another.

18. Intimidation.

19. Petit Larceny: Unlawful taking away another person's property, with an estimated value of less than \$250.00, without consent.

20. Profanity, Vulgarity, or Oral/Written Obscenity.

21. Slander, Libel, Defamation: Spreading false or unsubstantiated information in writing or verbally about a person and harming his/her reputation.

22. Stolen Property: Receiving or possessing property of another, knowing or under such circumstances as would cause a reasonable person to know it was so obtained.

23. Tobacco Products: Possession, use, sale, or distribution.

24. Traffic accidents or violations on school grounds other than set-forth in Section A.

25. Truancy: Being absent from school without written approval of a teacher or principal. Students found to be Habitual Truants will be cited to court. (NRS 392.130)

26. Violation of Internet Acceptable Use Policy: The use of technology in any manner prohibited by Athlos Academy of Clark County. Specifically: illegal use; unauthorized access; production or

distribution of objectionable, racist, pornographic, or unsuitable material; violation of FERPA; or vandalize, degrade or disrupt hardware or software.

27. Other: All offenses designated crimes in Nevada by statutes, ordinance or federal law. All offenses designated in school policy.

Section C - Corporal Punishment

The use of corporal punishment on any student by any staff member of Athlos Academy is strictly prohibited by the governing board.

Nothing within this policy should be construed as a prohibition against the use of appropriate physical restraint to insure the safety and well-being of students and staff of Athlos Academy of Clark County.

Section D - Suspension

Suspension is the temporary removal of a student for disciplinary reasons. Whenever any student has been suspended or removed from school, the parent shall be notified by phone or in writing as soon as reasonably practical of the violation(s) or the determination that the student had committed the violation. Suspension shall be imposed only when the action or behavior of the student is of a serious nature, or when the problem has been reoccurring. The duration shall be in accordance with the nature of the offense. Students removed from on suspension for ten (10) days or less will be allowed to make up work assigned during that period. It is recognized, however, that no assignments adequately substitute for being present for classroom instructional activities and that many activities by their nature may be impossible to make up. The student is responsible for initiating the request for any available makeup work. A student under suspension may not attend, practice, or participate in any extra-

curricular activities during the suspension. Students who are on suspension will not be allowed on school premises. Short-term suspension is any suspension from one (1) to ten (10) days in length.

Section E - Long Term Suspension or Expulsion

Any student found in possession on school property of a destructive device (explosive, incendiary or poisonous in nature) or a firearm must, for the first offense, be expelled from the school for a period of not less than one year.

Any student who commits a battery which results in the bodily injury of an employee of the school or who is found in possession of a dangerous weapon other than a firearm or destruction device, or sells or distributes any controlled substances, or commits felony vandalism or engages in unlawful activity as a gang member while on the premises of any public school must, for the first occurrence, be suspended or expelled from the school for a period not to exceed the equivalent of one semester of the school. For the second occurrence he/she must be permanently expelled from the school. Any combination of A and B offenses resulting in 20 or more days of suspension in a school year shall result in due process for long term suspension or expulsion. Any pupil in grades one to six, inclusive, or any pupil who is participating in a program of special education for children who are impaired either emotionally or mentally in growth and development may be suspended from school or permanently expelled from the school pursuant to this subsection only after the school's governing board have reviewed the circumstances and approved this action in accordance with the procedural policy adopted by the Board for such issues. A student on long term suspension or expulsion may not attend or participate in school activities. Except as otherwise defined in NRS 392.4675, a student expelled or suspended under NRS 392.466 is ineligible to attend any public school in Nevada during the period of

the suspension or expulsion. These actions are in compliance with NRS 392.466, NRS 392.467, NRS 392.4675, NRS 392.480 and the Federal Gun Free Schools Act.

Section F - Expulsion

When it is determined that a student's behavior interferes with the educational program or safety or welfare of school personnel or other students, the governing board may remove the student from further attendance at Athlos Academy of Clark County in accordance with state law. No student may be removed from school until he/she has been given notice of charges against him/her, an explanation of the evidence and an opportunity for a hearing. The exception to this proceeding would be that circumstance whereby a student who poses a continuing danger to persons or property or any ongoing threat of disrupting the academic process, or is disturbing the school as cited in NRS 392.480, or who is selling or distributing any controlled substance, or, is found to be in possession of a dangerous weapon as provided in NRS 392.466 may be removed from school immediately upon being given an explanation of the reasons for his/her removal. Pending proceedings shall be conducted as soon as practical after removal. A pupil who is suspended or expelled from any public school in Nevada or any school outside this state shall be ineligible to attend Athlos Academy of Clark County during the period of that suspension or expulsion. When a student has been expelled, the student must continue in a program of instruction as set forth in NRS 392.070 (home schooling). The Board of Trustees has the discretionary power to readmit a student who has completed the period of long term suspension or expulsion. These actions are in compliance with NRS 392.466, NRS 392.467, NRS 392.4675, NRS 392.480.

SEARCH AND SEIZURE. School administrators have a responsibility for the safety of students and the security of the school campus. Because of this high standard of care, school officials have the legal right

to search lockers, vehicles, or persons on campus or at school functions, provided there is a reasonable suspicion that the student has violated school rules or state law.

PUBLIC DISPLAY OF AFFECTION. Inappropriate displays of affection (petting, kissing, necking, etc.) have no place in the school setting, whether at school or school-related activities. The development of self-control and a sense of appropriateness is an essential part of every student's education progress.

SEXUAL HARASSMENT. It is the policy of Athlos Academy of Clark County to maintain a learning and working environment that is free from sexual harassment. Sexual harassment is a form of sex discrimination prohibited under federal and state law. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when made by a member of the school staff to a student or to another staff member, or when made by a student to another student where (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; or (2) submission to or rejection of such conduct is used as a basis for employment or educational decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's educational or work performance, or creating an intimidating, hostile, or offensive employment or education environment.

Sexual harassment includes, but is not limited to suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, assault, touching, impeding or blocking movement, leering, gestures, display of sexually suggestive objects, pictures, or cartoons. It also includes offering favors including educational or employment benefits such as grades or promotions, favorable performance evaluations, favorable assignments, duties, shifts, recommendations, reclassification, etc. in exchange for sexual favors.

A substantial charge against a student shall bring that student to disciplinary action including suspension or expulsion, consistent with the student disciplinary code.

ATTACHMENT 5: A.6.4 TRUANCY POLICY

Truancy is defined in NRS 392.130 as follows: "A pupil shall be deemed a truant who is absent from school without the written approval of his teacher or the administrator of the school, unless the pupil is physically or mentally unable to attend school. The teacher or administrator shall give his written approval for a pupil to be absent if an emergency exists or upon the request of a parent or legal guardian of the pupil. Before a pupil may attend or otherwise participate in school activities outside the classroom during regular classroom hours, he must receive the approval of the teacher or administrator." An unapproved absence for at least one period, or the equivalent of one school period, will be deemed a truancy.

FIRST CONFIRMED TRUANCY

When Athlos Academy confirms that a student has been truant for the first time the following actions will be taken:

The school will work with the parents to try to find the reasons for the truancy, and the school will take reasonable actions designed to encourage, enable or convince the student to attend school. The school will document, assemble and retain all evidence that the truancy is in fact a truancy. The school will document communications with the parent(s) or guardian(s) regarding truancy and the actions taken to encourage, enable, or convince the student to attend school.

The administrator will deliver, or cause to be delivered, a written notice of truancy to the parent; and document that such written notice has been delivered. That notice will conform to the requirements outlined in NRS 392.130 through 392.160, and it may, if appropriate, outline some or all of the enforcement penalties in NRS 392.130 through NRS 392.220 that children and/or adults may suffer as a

result of their actions or inactions regarding truanancies. The notice to the parent(s) or guardian(s) will also advise them that if there has been an attendance error they need to contact the school immediately.

SECOND CONFIRMED TRUANCY

If a student is truant for a second time the procedures outlined above under FIRST CONFIRMED TRUANCY should be followed. In the notice sent to parent(s) or guardian(s) for a second truancy the administrator will probably find it appropriate to stress the enforcement penalties for truancy more, and the administrator will notify the parents of the definition of a habitual truant and the consequences of being a habitual truant.

THIRD CONFIRMED TRUANCY

If a student is truant for a third time, that student shall be declared a habitual truant, and all of the procedures outlined above under FIRST CONFIRMED TRUANCY should be followed, except that the notice delivered to the parent(s) or guardian(s) will include notification that the student will be reported to the local law enforcement agency for investigation and issuance of a citation, if warranted, as a habitual truant. The notice to the parent(s) or guardian(s) will also advise them that if there has been an attendance error they need to contact the school immediately.

HABITUAL TRUANT

A Habitual truant, as defined by NRS 392.040, is any student who has been declared a truant three (3) or more times within one (1) school year. Any student who has once been declared a habitual truant and who in an immediately succeeding year is absent from school without written approval may again be declared a habitual truant. When the student has been declared a habitual truant that student will be reported to the local law enforcement agency for investigation and issuance of a citation, if warranted, as a habitual truant.

SCHOOL RESPONSIBILITIES

1. The school shall inform the parent(s) or legal guardian(s) of each student who is enrolled in the school that the parent(s) or legal guardian(s) and the student is required to comply with the provisions governing the attendance and truancy of students as set forth in the attendance and truancy sections of Nevada Revised Statutes (NRS 392.040 to 392.160, inclusive), as well as any additional regulations adopted by Athlos Academy.
2. The school will attempt to contact the parent or legal guardian on the day of the student's unverified absence.
3. Parent(s) or legal guardian(s) shall be informed of any known or suspected truancy involving their son or daughter.
4. Whenever a student's lack of attendance jeopardizes his or her continued educational progress, the school administration shall contact the parent(s) or legal guardian(s) and request a conference to determine causes and solutions. Whenever possible, the conference shall include the parent(s) or legal guardian(s), student, and appropriate school personnel.
5. When a child has missed four (4) days, or four (4) periods of the same class, of school per quarter because of illness, the school nurse, or his or her designee, may contact the family to verify illness and/or provide assistance.
6. After site interventions have been exhausted, the administrator, or his or her designee, may investigate and work with local law enforcement officials if appropriate.
7. Athlos Academy will indicate on academic warning notices, progress reports and/or report cards information regarding absences and missed instruction, which may impact student's progress.
8. Athlos Academy will not suspend students from school for truancy.

ATTACHMENT A.6.5 ABSENCE POLICY

Students will be required to attend school regularly in accordance with Nevada statutes. School attendance is essential to students' academic success and personal growth. In order to meet or exceed state academic standards and develop habits of punctuality, self-discipline, and responsibility, students must attend and participate in their prescribed educational programs.

Attendance is a shared responsibility and concern of students and parents/guardians, with the assistance and support of school staff and the community.

When the school determines the reason for an absence, the absence is identified as one of the following reasons:

Unverified:

-  Reason for the absence is unknown medical
-  Illness
-  Medical or dental appointment
-  Requiring medical treatment

Circumstance:

-  Religious observation
-  Legal
-  Bereavement
-  Prearranged (advance notification given to school administration)
-  Family business (defined as student missing school due to family business that is outside of the immediate control of the family or to appointments/activities that cannot be scheduled outside the school day.)

Personal business (defined as student missing school due to the student's personal business that is outside the immediate control of the student or parent/guardian or the student's personal appointments/activities that cannot be scheduled outside of the school day.)

-  Non-school/school-sponsored athletic or other competition
-  Emergencies
-  Suspensions (In-school; out-of-school)

Domestic Circumstances: defined as student missing school due to circumstances or choices within the control of the student or parent/guardian or appointments/activities that could be scheduled outside the school day.

Examples:

- 🚗 Student overslept and stayed home
- 🚗 Student missed the bus and stayed home
- 👶 Student stayed home to babysit siblings
- 🚗 Car trouble kept student from attending school
- 🎿 Ski school

Circumstances that exceed ten days and/or any circumstances where make up work is not made up.

An elementary absence is defined:

If a student is present for less than 2/3 of the morning session, the student will be marked absent for half a day.

If a student is present for less than 2/3 of the afternoon session, the student will be marked absent for half a day.

If a student is present less than 2/3 of the morning session and less than 2/3 of the afternoon session, the student is marked absent for a full day.

A secondary absence is defined:

If a student is not in class when the class period begins, the student is marked absent.

If a student is present less than 2/3 of the class period, the student is marked absent.

CHRONIC ABSENTEEISM/MISSED INSTRUCTION

A student who is chronically absent or missing instruction is defined as any student who has been absent or has missed instruction for more than four (4) days or periods in the same class, during a school quarter and who continues to be absent during subsequent quarters. The school will review students who are chronically absent/missing instruction to determine appropriate interventions.

MINIMUM ATTENDANCE REQUIRED

Students must be in attendance at last ninety percent (90%) of the time they are enrolled each year in order to be promoted to the next higher grade, or to earn credit.

The following absences do not count against a student when applying the ninety percent (90%) attendance rule (NRS 392.122):

Absences due to the fact that the student is physically or mentally unable to attend school;

Up to ten (10) days of absence within one (1) school year

With the approval of the teacher or administrator of the school pursuant to NRS 392.130 (Truancy Statute),

If the student has completed course work requirements;

Absences due to a school activity that is:

Sponsored by the school.

Part of the program of the school, and

Personally supervised by an employee of the school.

SCHOOL RESPONSIBILITIES

The school shall inform the parent(s) or legal guardian(s) of each student who is enrolled in the school that the parent(s) or legal guardian(s) and the student is required to comply with the provisions governing the attendance and truancy of students as set forth in the attendance and truancy sections of

Nevada Revised Statutes (NRS 392.040 to 392.160, inclusive), as well as any additional regulations adopted by Athlos Academy.

The school will attempt to contact the parent or legal guardian on the day of the student's unverified absence.

Parent(s) or legal guardian(s) shall be informed of any known or suspected truancy involving their son or daughter.

Whenever a student's lack of attendance jeopardizes his or her continued educational progress, the school administration shall contact the parent(s) or legal guardian(s) and request a conference to determine causes and solutions. Whenever possible, the conference shall include the parent(s) or legal guardian(s), student, and appropriate school personnel.

When a child has missed four (4) days, or four (4) periods of the same class, of school per quarter because of illness, the school nurse, or his or her designee, may contact the family to verify illness and/or provide assistance.

After site interventions have been exhausted, the administrator, or his or her designee, may investigate and work with local law enforcement officials if appropriate.

Athlos Academy will indicate on academic warning notices, progress reports and/or report cards information regarding absences and missed instruction, which may impact student's progress.

ATTACHMENT 6: A.7.3 ENROLLMENT PROJECTIONS

On June 20, 2014 the Clark County School District posted a link to a report from media outlet KLAS, citing the overcrowding of the district schools. For the coming year, the school is 20,000 students above capacity¹⁵. The following chart shows enrollment and wait lists for schools where Athlos Academies is the operator or where the Athlos Athletic and Performance Character programs are utilized. Athlos Academy of Clark County is confident it will be able to achieve maximum enrollment based on previous enrollment trends and the overcrowding of district schools.

School	Authorized Seats	Enrolled Count	Wait List Count	% of Applied vs. Authorized
International Leadership—Garland, TX	1900	1900	1762	192%
International Leadership—Arlington, TX	1600	1600	2184	236%
International Leadership—Keller, TX	1400	1400	3141	324%
Athlos Academies—Brownsville, TX (opening 2014)	1100	1100	20	101%
Athlos Academies—Austin, TX (opening 2014)	800	800	34	104%
Athlos—San Antonio, TX (opening 2014)	1100	1100	341	131%
Athlos—Brooklyn Park, MN (opening 2014)	1180	1050	313; Lower Grades only	89%

¹⁵ <http://ccsd.net/district/news/general/2014/jun/20/ccsd-seeks-ways-to-ease-student-overcrowding>

ATTACHMENT A.7.5 STUDENT RECRUITMENT PLAN

Building effective community partnerships is a key component of a successful marketing strategy. Athlos Academies will develop important partnerships with the Nampa School District and parent, student, and business community. Athlos Academies will provide School Model Support and marketing efforts on behalf of the school prior to opening. These efforts include providing professionally developed marketing materials such as brochures and flyers, assisting with social media efforts, ongoing branding and messaging for Athlos Academy, and providing materials for presentations. Athlos Academies will develop key contacts with Athlos Academy leadership to support ongoing marketing efforts and community outreach.

The governing board of Athlos Academy of Clark County will conduct outreach activities as outlined below.

Site Billboard and Onsite Staffed Admissions Trailer: During construction of the facility, Athlos Academy will utilize its relationship with The Charter School Fund to place a billboard at the school construction site. A trailer on the building site will be staffed during normal business hours by school staff conducting outreach activities and will include informational packets and enrollment forms. As an example and to provide some perspective on this marketing approach, a school opening fall 2014 in Texas has already *exceeded* enrollment (1200 students).

Construction Site Signs: Construction site signs will be placed at two site locations that are determined to be most visible and effective for communicating to traffic and local audience. The site billboards will include a school rendering, site plan, and the school's name, phone, and website information needed for enrollment.

Public Parent Meetings: The Founders and school leadership will conduct public parent meetings as necessary. Meeting notifications will be communicated through community partnership platforms, press releases, on the school website, and through the school's contact lists. These venues are effective platforms to build the enthusiasm for the school by describing the school's unique academic and fitness programming and opportunities for parental involvement, including participation on the board.

Direct Mailings: Athlos Academies will blanket the community with direct response mailings and will purchase target mailing lists. Informational mailings will target the primary attendance area and generate interest in enrollment.

School Website: Within 30 days of approval of this application, Athlos Academy will launch a school website that provides 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 it will give parents the opportunity to register for our mailing lists. The website will also track the progress of the building site

and include pictures of the facility during its development. The school website will meet all requirements set out ISDE and the Commission, including 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 IEP, 504, and/or ELA services.

Press Releases & Advertising: On an ongoing basis, Athlos Academy will release statements to the press notifying them of our progress and programs and purchase advertising space in local publications to help in its efforts to create awareness in the community. This will include periodic releases to local newspapers that highlight building progress and enrollment successes. Advertising will be used only if deemed necessary.

Word of Mouth: Word of mouth will be essential to our ability to achievement enrollment targets, therefore we will work diligently to engage the parents and community leaders who have expressed interest and give them the tools and materials necessary to encourage other families to consider Athlos Academy as an educational choice for their children. This will be accomplished through a database system that tracks all contact information for people who have expressed an interest and/or enrolled their child at the school. Athlos Academy will send out frequent email updates, through an effective system, such as Constant Contact, of the school's progress and include information and enrollment materials these primary contacts can use to inform others. Athlos Academy will also identify parents and community members who are enthusiastic about the school and engage them in outreach and enrollment activities, including taking part in the public parent meetings.

Social Media: Athlos Academies will execute an ongoing social media campaign. Social media outlets, including the school's website and the Athlos App, will be managed jointly by Athlos Academy and Athlos Academies.

Facility Tours: Prior to school opening and subject to construction timelines, the facility will be open for tours for the general public. We believe that onsite tours will only increase enrollment numbers by providing families with the opportunity to see our innovative facility.

ATTACHMENT 8: A.8.2: ELL PROGRAM

Upon identification of a student requiring ELL services, a plan for instruction will be put in place depending on current level of proficiency. Athlos Academy provides a continuum of services for ELL students, based on a three-tier

model, as illustrated. Use of the Core Knowledge Sequence is beneficial for English Language

Learners, as it helps them gain culture literacy; students gain the body of knowledge frequently

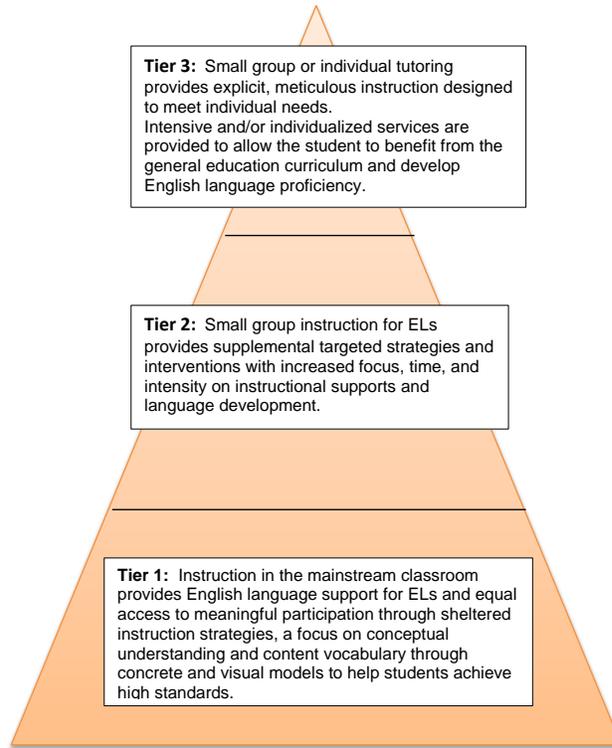
referred to in mainstream American society. An ELL

coordinator will determine needed level of support and work with teachers to ensure all services are being delivered.

Athlos Academy will try to have at least one teacher in each grade who possesses an ELL teaching endorsement.

Sheltered English Instruction is the primary method used for ELL learners at Athlos Academy.

Sheltered instruction helps teachers create lessons and scaffold activities that build on students' prior knowledge, helps students learn to use the academic language required of them, and allows them to do something purposeful with that new knowledge. This method is best suited for students who have already developed a foundation in the English language.



When a student's level of proficiency does not permit them to function and learn in the classroom using Sheltered English Instruction, ELL pull out services will be provided. These will typically be in small groups, determined by level of language proficiency.

If students require intensive ELL services, structured English Immersion will be utilized. In this setting students are provided with intensive English language instruction while receiving some or all of the core content in their native language while they are gaining proficiency.

Athlos Academy does not intend to provide a dual immersion language program.

Throughout the school, staff will utilize a range of research-based instructional methods that assist English Language Learners. This includes Total Physical Response, and Academy Language Scaffolding and other methods¹⁶. The school's staff will be using Professional Learning Communities to further innovate teaching strategies for English Language Learners.

Students will continue to be assessed using formative and summative assessment, with proficiency being determined by the WIDA ACCESS assessment tool. As students achieve full proficiency, they will be exited from the program and monitored for two years as prescribed in Attachment A.8.4. If at any time during the monitoring time it is determined a student needs to receive additional ELL services the process is started again.

¹⁶ http://educationnorthwest.org/webfm_send/459

ATTACHMENT 9: A.8.3 PLAN TO EVALUATE ELL PROGRAM

Athlos Academy of Clark County will complete a self-survey annually and results will be used to improve services and increase fluency using the Title III requirements.

Program/District Review of Monitoring Indicators

Self-Assessment Checklist

H = High M = Moderate L = Low CR = Change Required

ADMINISTRATIVE RESPONSIBILITIES

Question	Evidence/ Documentation (Sistrict notes on evidence)	Level of Compliance				Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern
		H	M	L	CR	
Regulatory References from ESEA www.ed.gov/legislation/ESEA02 and Title VI of the Civil Rights Act of 1964, http://www.usdoj.gov/crt/cor/13166.htm						
Does the school ensure that a plan for use of Title III funds has been submitted? <i>[ESEA Sec. 3116(a)-(d)]</i>	Title III application School Improvement Plan (SIP) with EL subgroups specific goals/objectives, strategies and activities Title III/EL Handbook that addresses any other program					

	components not included in the SIP					
Does the school's educational program design include provisions for ELs to meet state academic content and performance standards required of all students? <i>[ESEA Sec. 3116]</i>	Copy of EL instructional plan/Alternative Language Program and Supplemental Program services					
Does the school have procedures to determine the effectiveness of programs and activities in assisting ELs in achieving State content standards and attaining English language proficiency? <i>[ESEA Sec. 3121]</i>	Copy of procedures for evaluating EL Program Evaluation					
Is the application for Title III funds on file at the school? <i>[ESEA Sec. 3116(a)]</i>	Title III application					
If the LEA has been awarded a Title III subgrant of less than \$10,000, does the LEA ensure that it has entered into a consortium agreement with one or more other LEAs to be eligible to receive Title III, Part A funds? <i>[ESEA Sec. 3114(b)]</i>	Copy of Title III consortium application Description of the coordination of consortia and each member's responsibilities					
Does the school maintain separate fiscal records for	Last fiscal audit, federal funds narrative (note any audit					

<p>Title III?</p> <p><i>[ESEA Sec. 1120A(a)]</i></p>	<p>exceptions).</p> <p>Approval for withholding indirect charges.</p> <p>Final, approved Title III budget.</p> <p>Last quarter receipts.</p>					
<p>Does the school spend no more than 2 percent of the Title III subgrant funds for administrative and indirect costs?</p> <p><i>[ESEA Sec. 3115(b)]</i></p>	<p>Title III application</p>					
<p>What funds does the school use to pay for the costs of administration, scoring and reporting of the WIDA ACCESS?</p> <p><i>[ESEA Sec. 1111(b)(7) and 3113(b)(2)]</i></p>	<p>List of staff administering WIDA ACCESS and their funding source</p> <p>Personal Activity Records for split funded staff</p>					
<p>Does the school comply with the supplement, not supplant provision of Title III, Part A? How has the district demonstrated that services provided with Title III funds are in addition to services that students</p>	<p>Final, approved Title III budget.</p> <p>Alternative language program</p>					

<p>would otherwise receive from State, local and other Federal funds? How has the school demonstrated that it is not using Title III funds to provide services that it provided in the prior year with State, local or other Federal funds?</p> <p><i>[ESEA Sec. 3115(g); 1120A and 9021]</i></p>	<p>description</p> <p>Previous year's budget</p>					
<p>Has the school submitted all required reports to the MDE?</p> <p><i>[ESEA Sec. 3116(a)]</i></p>	<p>NDE reporting forms</p> <p>Reimbursement requests</p> <p>Carryover addendum</p> <p>Amendments</p> <p>Self-Assessment Checklist</p> <p>Other files</p>					
<p>Does the school maintain appropriate Title III records in a central location? Central administration files should include correspondence,</p>	<p>Correspondence</p>					

<p>documentation for identifying ELs, program placement decisions, parental involvement and other information related to implementation of the program.</p> <p><i>[ESEA Sec. 3116]</i></p>	<p>Program placement decisions</p> <p>Parental involvement</p> <p>Student achievement reports</p> <p>FLEP Monitoring documentation</p> <p>Title III/EL Handbook</p>					
<p>Does the school have evidence that procedures are in place to monitor students who have exited the program for at least two years after their exit notification?</p> <p><i>[ESEA Sec. 3121(a)(4)]</i></p>	<p>Procedures for monitoring</p> <p>Monitoring forms</p>					
<p>Does the school have processes in place to annually measure the English proficiency of ELs?</p> <p><i>[ESEA Sec. 3116(b)(3)(C)]</i></p>	<p>Copy of processes followed in the annual testing period (State assessments and proficiency test)</p> <p>Dates proficiency test was administered</p>					

	Disaggregated State assessment data, including proficiency test					
Does the school have a clear process for handling complaints related to services to ELs? Does the district annually disseminate to parents and private school officials, free of charge, information clearly describing the district's complaint procedures in a language that parents of EL students can understand? <i>[Title VI of the Civil Rights Act of 1964 - OCR Guidelines]</i>	School Board Policy or written procedures document for complaint procedures Annual plan for dissemination of information Translated versions					
Does the school have evidence of policies and provision of services on an equitable basis to EL children enrolled in participating private schools? <i>[ESEA Sec. 9501]</i>	Records of provided services School policies and procedures Expenditures for EL services Means of monitoring services and determining effectiveness					
Does the school facilitate meaningful	Timeline of district-initiated contact					

<p>and timely consultation with area private schools regarding the participation of EL students, their teachers, or other educational personnel in Title III programming? <i>[ESEA Sec. 9501]</i></p>	<p>with private school officials</p> <p>Invitations/letters, agendas, sign-ins, minutes from consultation</p> <p>Certification/assurances of attendance in consultation</p> <p>Documentation of all private schools noting their intent to participate or not to participate</p> <p>Record of eligible EL students within each private school</p> <p>Documentation of identification, assessment and determination of student and, as applicable, teacher need</p>					
Immigrant Fund Allocations						
<p>Does the school have documentation to support the identification and eligibility determinations of</p>	<p>Description of procedures for student selection</p>					

immigrant students? <i>[ESEA Sec. 3301(6)(A-C)]</i>	A list of eligible immigrant students					
Does the school have an effective plan for implementing allowable activities? <i>[ESEA Sec. 3115(e)(1)]</i>	Description of the plan with the allowable activities designed to meet the needs of immigrant students School Improvement Plan (SIP) with specific goals/objectives, strategies and/or activities related to immigrant students Procedures in plan to monitor the effectiveness of the plan					

Program Review of Monitoring Indicators

Self-Assessment Checklist

H = High M = Moderate L = Low CR = Change Required

STUDENT IDENTIFICATION, PLACEMENT AND EXIT

Question	Evidence/ Documentation (District notes on evidence)	Level of Compliance				Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (MDE/OFS notes)
		H	M	L	CR	
<p>What is the school’s process for initial identification and placement of eligible EL students ages 3 to 21?</p> <p><i>[Title VI of the Civil Rights Act of 1964 - OCR Guidelines]</i></p>	<p>Procedures for identification and placement of potentially eligible EL students</p>					
<p>Does the school have a home language survey to identify student’s first or home language? Does the school have evidence that every K-12 student has completed home language surveys?</p> <p><i>[Title VI of the Civil Rights Act of 1964 - OCR Guidelines]</i></p>	<p>Copy of home language survey</p> <p>Procedures for administering the home language survey</p> <p>Evidence of training for staff in assisting parents who are completing the home language</p>					

	<p>survey</p> <p>Documentation demonstrating information gathered from home language survey</p> <p>List of all K-12 students with primary home language and native language</p>					
<p>Does the school have evidence that all students with home or primary language other than English have been assessed for English proficiency within thirty days at the beginning of the school year or two weeks if enrolled during the school year?</p> <p><i>[ESEA Sec. 3302 and Title VI of the Civil Rights Act of 1964 - OCR Guidelines]</i></p>	<p>Documentation of data gathered from English proficiency test.</p> <p>List of potentially eligible EL students with ELPA test results</p>					
<p>Does the school have procedures for determination of language proficiency by trained personnel? Does the school ensure that all eligible EL students receive services? What are the entrance and exit criteria used by the school?</p> <p><i>[ESEA Sec. 3302 and Title VI of the</i></p>	<p>Entrance/Exit Criteria</p> <p>Procedure for determining eligibility</p>					

<i>Civil Rights Act of 1964 - OCR Guidelines]</i>	Documentation of training provided regarding the administration of W-APT Screener and W-APT; and for determination of language proficiency levels and required services for ELs					
Does the school have evidence that their data system (MSDS) updates with limited English proficient (LEP)/EL information timely and accurately? [ESEA Sec. 3114]	Procedures for handling home language survey and LEP/EL eligibility documentation List of eligible EL students					

Program/District Review of Monitoring Indicators

Self-Assessment Checklist

H = High M = Moderate L = Low CR = Change Required

PARENT AND COMMUNITY ENGAGEMENT

Question (Regulatory References from ESEA www.ed.gov/legislation/ESEA02 and Title VI of the Civil Rights Act of 1964, http://www.usdoj.gov/crt/cor/13166.htm)	Evidence/ Documentation (School notes on evidence)	Level of Compliance H M L CR				Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (MDE/OFS notes)
Does the school have an effective means of parent outreach to EL	Calendar of events, with dates and					

<p>parents (programs, activities, training, family literacy)? Does the school have evidence that EL parents are involved stakeholders? Does the school have evidence that there is a means for evaluating and determining the effectiveness of the parent outreach?</p> <p><i>[ESEA Sec. 3302(e)]</i></p>	<p>topics</p> <p>Parent Outreach Plan</p> <p>Announcement of parent activities</p> <p>Personal interviews</p> <p>Descriptions of activities, agendas with dates, meeting minutes, handouts, surveys and attendance forms</p> <p>Parent Surveys</p> <p>Evaluation of the effectiveness of the outreach</p>					
<p>Does the school have procedures to notify parents promptly (within 30 days after the beginning of the school year or two weeks during the school year after their student enrolls) regarding participation in the EL/Title</p>	<p>Notification letter sent to parents that include:</p> <p>1) the reasons for the identification and need for placement of the student as EL; 2) the student's level</p>					

<p>III program? <i>[ESEA Sec. 3302(a)-(d)]</i></p>	<p>of English language proficiency, how the student was assessed and the status of achievement; 3) the method(s) of instruction that will be used to increase language proficiency; 4) how the EL program will meet the strengths and needs of the child; 5) how the EL program will help their child learn English and meet state standards; 6) the exit requirements of the program and the expected rate of transition (if in a self-contained program) and graduation; 7) how the program meets the needs of an EL with disabilities; and 8) the parent's right to refuse service?</p> <p>Translated notification letters</p>					
<p>Does the school provide parental information in an understandable format and, to the extent possible, in a language that the parent can understand? <i>[Title VI of the Civil Rights Act of 1964 - OCR Guidelines; ESEA Sec. 3302(a) and 3302(e)]</i></p>	<p>Evidence of parental information comprehensible to parents and in language other than English including important district information such as codes of conduct, handbooks, report cards, special education or RtI notices, health notices, and other key information.</p>					
<p>Does the school have evidence that parents who did not wish language</p>	<p>Notification letter and translations</p>					

<p>support signed an informed refusal of service? [ESEA Sec. 3302(a)]</p>	<p>Copies of signed letters of waiver/refusal</p> <p>Documentation of conversations with parents</p> <p>Documentation that EL parents are informed of the ELPA testing requirements for all EL students</p>					
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Program/District Review of Monitoring Indicators

Self-Assessment Checklist

H = High M = Moderate L = Low CR = Change Required

INSTRUCTIONAL PROGRAMS AND ASSESSMENT

<p>Question</p> <p>(Regulatory References from ESEA www.ed.gov/legislation/ESEA02 and Title VI of the Civil Rights Act of 1964, http://www.usdoj.gov/crt/cor/13166.htm)</p>	<p>Evidence/Documentation</p> <p>(District notes on evidence)</p>	<p>Level of Compliance</p> <p>H M L CR</p>	<p>Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern</p> <p>(MDE/OFS notes)</p>

<p>Does the school have a program of service that provides coherent, sustained English language development based on research or accepted theories?</p> <p><i>[ESEA Sec. 3115(a) and 3115(c)]</i></p>	<p>EL Alternative Language Program and supplemental services descriptions</p> <p>Research summaries and/or references</p> <p>Curriculum frameworks</p> <p>Curriculum maps</p>					
<p>Does the school ensure that the language instruction program focuses on the development of English language proficiency and academic content? What is the evidence that EL students are developing English proficiency and are able to meet the state content and performance standards?</p> <p><i>[ESEA Sec. 3115(f); 3116(b)(2); 3121 and 3122]</i></p>	<p>Description of language development program and academic support program</p> <p>Master class schedules</p> <p>Individual student schedules</p> <p>Local and state assessment data and trend analysis with implications for improvement for 2-3 years (ELPA, MEAP/MME)</p>					

<p>Does the school have a program of services that provides meaningful access to all aspects of the instructional program including elective classes and special programs such as programs for talented and gifted students?</p> <p><i>[ESEA Sec. 3302(f) and Title VI of the Civil Rights Act of 1964 - OCR Guidelines]</i></p>	<p>Copy of instructional plan</p> <p>Class rosters</p> <p>Rates of participation</p>					
<p>Does the school have evidence that appropriate interventions are made when exited students are not succeeding, such as tutorials, intensified instruction, and/or extended day/year?</p> <p><i>[ESEA Sec. 3115 and 3121(a)(4)]</i></p>	<p>FLEP monitoring documents</p> <p>Interventions used (this information may be collected at school level during observations or when interviewing teachers)</p>					
<p>Has the school implemented a referral process for special education eligibility that attempts to rule out the possibility of ELs being identified for special education programs based on LEP?</p> <p><i>[ESEA Sec. 3302(f)]</i></p>	<p>Copy of referral process</p> <p>Description of processes for student identification</p> <p>Inclusion of Bilingual/ESL certified staff during RtI and in the special education pre-referral, referral, and coordination of services (if</p>					

	qualified) Instruments used in IDEA identification process					
Does the school have a program of service for ELs that includes a comprehensive high school education leading to graduation with a high school diploma? <i>[ESEA Sec. 3115(d)(5) and Title VI of the Civil Rights Act of 1964 - OCR Guidelines]</i>	Policy or written procedures included in EL plan describing: graduation requirements Graduation rate of students in EL program Sample graduation plans for students including timelines for completion of required coursework Rate of former EL students					
Does the school have a program of service that includes appropriate strategies for reading development that is coordinated with other relevant reading programs and services? <i>[ESEA Sec. 3115]</i>	Strategies used (this information may be collected at school level during observations or when interviewing teachers)					

<p>Does the school have a program of service that includes a plan for adding reading in English, if literacy is introduced in the native language? Is the plan based on scientific research?</p> <p><i>[ESEA Sec. 3115]</i></p>	<p>Copy of the EL plan</p> <p>Transitioning criteria</p>					
<p>Does the school annually assess the English proficiency of <u>all</u> ELs in grades K-12?</p> <p><i>[ESEA Sec. 1111(b)(7); 3113(b)(3)(D) and 3116(d)(2)]</i></p>	<p>List of EL students, home language and ELPA proficiency scores</p> <p>Documentation of how many ELs students were not assessed and the reason for not testing (<i>All LEP students are required to be assessed on the ELPA</i>)</p> <p>Evidence that EL students referred to other programs are annually assessed on the ELPA</p> <p>Copies of approved waivers and partial waivers from BAA for qualifying EL students</p> <p>Documentation that EL parents are informed of the ELPA testing</p>					

	requirements for all EL students					
Does the school ensure that ELs are included in the MEAP, MME or ELPA? <i>[ESEA Sec. 3121(c)(1)(D)]</i>	Evidence of a process to ensure that ELs are not being exempted from the MEAP or ELPA List of waivers					
Has the school implemented reasonable adaptations and accommodations for students with diverse learning needs (inclusive of ELs who may also be special education students) necessary to measure the achievement of such students relative to State content standards? <i>[ESEA Sec. 3121 and 3122]</i>	School/school awareness of assessments and inclusive adaptations for State tests may be stated State and local plans for accommodations by proficiency level Internal communication regarding the use of appropriate accommodations Array and variety of evaluated pieces of student work showing ability					

	Copies of IEPs, when applicable					
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Program/School Review of Monitoring Indicators

Self-Assessment Checklist

H = High M = Moderate L = Low CR = Change Required

TEACHER QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

Question (Regulatory References from ESEA www.ed.gov/legislation/ESEA02 and Title VI of the Civil Rights Act of 1964, http://www.usdoj.gov/crt/cor/13166.htm)	Evidence/ Documentation (School notes on evidence)	Level of Compliance				Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (MDE/OFS notes)
		H	M	L	CR	
Does the school have the staff necessary to implement their chosen program properly within a reasonable period of time? Does the school have documentation of proper certification / license / endorsements for instructional staff of ELs in school office? <i>[ESEA Sec. 3115(c); 3116(a) and Title VI of the Civil Rights Act of 1964 - OCR Guidelines]</i>	Copy of teacher(s) license / endorsement (if teaching reading or math more than half time, the appropriate subject area endorsement is required) List of bilingual/ESL staff, certification, & funding source					
Are all teachers teaching in any language instruction program for ELs fluent in English and any other language used for instruction	Certification and/or proof of highly qualified status					

<p>including having written and oral communication skills?</p> <p><i>[ESEA Sec. 3116(c)]</i></p>						
<p>Does the school have procedures that provide for the supervision of instructional assistants and which ensure that certified personnel are planning instructional programs?</p> <p><i>[ESEA Sec. 3301(12)]</i></p>	<p>School Coordinator and/or teacher(s) may state what the procedures are and who is directly responsible for supervision (this information may be obtained while interviewing teachers / instructional assistants)</p> <p>Documentation of communication and oversight</p>					
<p>Does the school have evidence that high quality professional development is available to the instructional staff of ELs, administrators and parents / community? High quality professional development designed to:</p> <p>1) improve instruction and assessment of ELs; 2) enhance the ability of teachers to understand curricula, assessment and instructional practices to meet the needs of ELs; 3) based on scientifically-based research</p>	<p>Needs assessment including analysis of student achievement data, teacher/parent survey, instructional dialogues, walkthrough data and observations</p> <p>Staff development calendar including dates, topics and presenters</p> <p>Process of approving teacher initiated professional development</p>					

<p>demonstrating the effectiveness of the professional development; and 4) of sufficient intensity and duration that it has a positive and lasting impact on the teacher's performance.</p> <p><i>[ESEA Sec. 3115(c)(2)]</i></p>	<p>requests</p> <p>Examples of action research</p>					
<p>Does the school have procedures to determine the effectiveness of professional development activities provided to teachers of ELs?</p> <p><i>[ESEA Sec. 3115(c)(1)]</i></p>	<p>Evaluation of the professional development plan:</p> <p>Evaluations of effectiveness</p> <p>PD evaluation forms</p> <p>Impact on student achievement</p> <p>Action steps resulting from findings</p> <p>Professional development agendas</p> <p>Documentation of staff attendance</p> <p>PD Records, Handouts, etc.</p> <p>Evidence of follow-up: may include professional learning communities work, coaching, structured</p>					

	collaboration, walkthroughs, teacher evaluations					
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Program/School Review of Monitoring Indicators

Self-Assessment Checklist

H = High M = Moderate L = Low CR = Change Required

PROGRAM EVALUATION AND SCHOOL IMPROVEMENT

Question (Regulatory References from ESEA www.ed.gov/legislation/ESEA02 and Title VI of the Civil Rights Act of 1964, http://www.usdoj.gov/crt/cor/13166.htm)	Evidence/ Documentation (School notes on evidence)	Level of Compliance				Actions Taken (or to be taken) to fulfill requirements and/or improve in areas of concern (MDE/OFS notes)
		H	M	L	CR	
Does the school have evidence that the Title III program is regularly evaluated and improved? <i>[ESEA Sec. 3121 and 3122]</i>	Program Evaluation with data summaries and implications State assessments including proficiency test State disaggregated data					
Does the school have a process for tracking the progress of ELs in regard to: 1) the number of students making progress toward attaining English	AMAO results School processes / procedures for					

<p>language proficiency based on the ELPA; 2) the number of students who have attained full English Language proficiency, are exited from the program and placed on a two year monitoring status; 3) the number of students who have been reclassified as non-EL; and 4) the performance of students on MEAP or MME assessments in reading/language arts and mathematics?</p> <p><i>[ESEA Sec. 3121(c) and 3122(a)]</i></p>	<p>monitoring growth</p> <p>List of ELs and a record of their annual progress in attaining English language proficiency</p> <p>List of ELs and a record of their placement into monitored year 1 and monitored year 2 status</p> <p>List of ELs and a record of their performance on the MEAP in reading / language arts and mathematics</p>					
<p>Does the school have on file at the school office a description of the progress made by ELs on English proficiency?</p> <p><i>[ESEA Sec. 3121(a)(2)]</i></p>	<p>Copy of description, data source</p> <p>Written documentation of English proficiency data, including analysis and decisions made from such analysis.</p>					
<p>Does the school have on file at the school office a description of the progress made by former English learners (Former Limited English Proficient) in meeting challenging state</p>	<p>Local and state assessment data</p> <p>Written documentation of achievement data, including</p>					

<p>academic content and performance standards for each of the two years after exiting the program? How many were found to be succeeding? How many were not successful? If not, was it due to English proficiency? How many returned to the EL program?</p> <p><i>[ESEA Sec. 3121(a)(4)]</i></p>	<p>analysis and decisions made from such analysis.</p>					
<p>Does the school have documentation of school-wide plans for restructuring, reforming and upgrading all relevant programs, activities and operations relating to language instructional education programs and academic content instruction?</p> <p><i>[ESEA Sec. 3115(a)(3) and 3121]</i></p>	<p>Comprehensive Needs Assessment</p> <p>Findings from yearly EL/Title III program evaluations</p> <p>School Improvement Plan with goals, objectives, strategies and activities related to the EL/Title III program / services</p>					
<p>Is there evidence that the school is fulfilling its program improvement responsibilities?</p> <p><i>[ESEA Sec. 3122]</i></p>	<p>School Improvement Plan</p> <p>Last AYP report(s)</p> <p>Description of the school processes for support of schools</p>					

	<p>needing improvement</p> <p>Title III Improvement Documentation for LEAs not making AMAOs</p>					
<p>Does the school have a process for publicizing and disseminating the results of its biennial review of EL programs in appropriate schools?</p> <p><i>[ESEA Sec. 3121]</i></p>	<p>Board policy</p> <p>School or school plans including timeline</p> <p>School staff may describe informally during review</p> <p>Documentation including agendas, publications, and/or presentation slideshows</p>					

Format adapted from Oregon Department of Education, *Self-Assessment and On-Site Review Process: Programs for English Language Learners, Title III.*

ATTACHMENT 10 A.8.4 PLAN TO MONITOR ELL STUDENTS

Post-Exit ELL Monitoring Form (Middle/Secondary)

Pages 1 and 4 to be completed by the appropriate ESL/Bilingual Education staff

Student Name		Monitoring Year (circle): 1st year 2nd year	
Grade	Academic Year	The classroom teacher is responsible for completing this form at quarterly intervals and returning it to the ESL/Bilingual Education teacher for review. The ESL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.	
Name of <u>Language Arts</u> teacher			
Name of <u>Mathematics</u> teacher			
Name of <u>Science</u> teacher			
Name of <u>Social Studies</u> teacher			
Name of <u>ESL/Bilingual Ed</u> teacher			
ESL Coordinator <small>(Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record)</small>			

Exiting ACCESS for ELLs [®] Results:							
Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

PSSA Results (Below basic, Basic, Proficient, Advanced):		
Reading	Mathematics	Writing

Is the student receiving any special services? <i>(any academic services/programs in addition to the standard academic program)</i>	NO	YES
If so, describe the services:		

Report Card Results:								
	1 st	Comments	2 nd	Comments	3 rd	Comments	4 th	Comments
LA								
Math								
Science								
Social Studies								

Student Name: _____ Monitoring Year (circle): **1st year** | 2nd year

Language Arts	Teacher's Initials:	1st	2nd	3rd	4th
		Quarter			
Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)					
		1 st	2 nd	3 rd	4 th
1. The student completes assignments on-time.					
2. The student communicates effectively with teacher.					
3. The student participates effectively in class projects.					
4. The student participates effectively in class discussions.					
5. The student is able to work independently.					
6. The student attends class regularly.					
7. The student displays effort and enthusiasm in class.					
8. The student requires additional assistance with assignments.					
9. The student shows evidence of difficulty with language.					
10. The student has discipline problems that interfere with his/her academic progress.					
Have ESL strategies been implemented to respond to the language needs of the former ELL?		Y N	Y N	Y N	Y N
Do you recommend that this student be considered for reclassification as an ELL?		Y N	Y N	Y N	Y N

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Mathematics	Teacher's Initials:	1st	2nd	3rd	4th
		Quarter			
Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)					
		1 st	2 nd	3 rd	4 th
1. The student completes assignments on-time.					
2. The student communicates effectively with teacher.					
3. The student participates effectively in class projects.					
4. The student participates effectively in class discussions.					
5. The student is able to work independently.					
6. The student attends class regularly.					
7. The student displays effort and enthusiasm in class.					
8. The student requires additional assistance with assignments.					
9. The student shows evidence of difficulty with language.					
10. The student has discipline problems that interfere with his/her academic progress.					
Have ESL strategies been implemented to respond to the language needs of the former ELL?		Y N	Y N	Y N	Y N
Do you recommend that this student be considered for reclassification as an ELL?		Y N	Y N	Y N	Y N

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Student Name: _____ Monitoring Year (circle): **1st year** | 2nd year

Science	Teacher's Initials:	1st	2nd	3rd	4th	Quarter							
						1 st	2 nd	3 rd	4 th				
Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)													
1. The student completes assignments on-time.													
2. The student communicates effectively with teacher.													
3. The student participates effectively in class projects.													
4. The student participates effectively in class discussions.													
5. The student is able to work independently.													
6. The student attends class regularly.													
7. The student displays effort and enthusiasm in class.													
8. The student requires additional assistance with assignments.													
9. The student shows evidence of difficulty with language.													
10. The student has discipline problems that interfere with his/her academic progress.													
Have ESL strategies been implemented to respond to the language needs of the former ELL?						Y	N	Y	N	Y	N	Y	N
Do you recommend that this student be considered for reclassification as an ELL?						Y	N	Y	N	Y	N	Y	N

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Social Studies	Teacher's Initials:	1st	2nd	3rd	4th	Quarter							
						1 st	2 nd	3 rd	4 th				
Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)													
1. The student completes assignments on-time.													
2. The student communicates effectively with teacher.													
3. The student participates effectively in class projects.													
4. The student participates effectively in class discussions.													
5. The student is able to work independently.													
6. The student attends class regularly.													
7. The student displays effort and enthusiasm in class.													
8. The student requires additional assistance with assignments.													
9. The student shows evidence of difficulty with language.													
10. The student has discipline problems that interfere with his/her academic progress.													
Have ESL strategies been implemented to respond to the language needs of the former ELL?						Y	N	Y	N	Y	N	Y	N
Do you recommend that this student be considered for reclassification as an ELL?						Y	N	Y	N	Y	N	Y	N

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Student Name: _____ Monitoring Year (circle): **1st year** | 2nd year

To be completed by appropriate ESL staff

I received and reviewed this completed form.	1 st	2 nd	3 rd	4 th
	_____ (Initial)	_____ (Initial)	_____ (Initial)	_____ (Initial)

Complete the following items only if the information on this form indicates that the former ELL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL. (if the answer is "Yes", describe the collaboration in the comments section)

1 st	Yes No	Comments:
2 nd	Yes No	Comments:
3 rd	Yes No	Comments:
4 th	Yes No	Comments:

NOTE: A student may not be recommended for reclassification if collaboration between the ESL and classroom teacher has not taken place.

I recommend that this student be reclassified as an ELL.	1 st	2 nd	3 rd	4 th
	YES NO	YES NO	YES NO	YES NO

Additional Recommendation(s):

If a recommendation is made to reclassify, have the parents been notified?	YES	NO
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Post-Exit ELL Monitoring Form (Middle/Secondary)

Pages 1 and 4 to be completed by the appropriate ESL/Bilingual Education staff

Student Name				Monitoring Year (circle):	1 st year 2 nd year		
Grade		Academic Year					
Name of <u>Language Arts</u> teacher				The classroom teacher is responsible for completing this form at quarterly intervals and returning it to the ESL/Bilingual Education teacher for review.			
Name of <u>Mathematics</u> teacher							
Name of <u>Science</u> teacher							
Name of <u>Social Studies</u> teacher							
Name of <u>ESL/Bilingual Ed</u> teacher				The ESL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.			
ESL Coordinator <small>(Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record)</small>							

Exiting ACCESS for ELLs [®] Results:							
Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

PSSA Results (Below basic, Basic, Proficient, Advanced):		
Reading	Mathematics	Writing

Is the student receiving any special services? <small>(any academic services/programs in addition to the standard academic program)</small>	NO	YES
If so, describe the services:		

Report Card Results:								
	1 st	Comments	2 nd	Comments	3 rd	Comments	4 th	Comments
LA								
Math								
Science								
Social Studies								

Student Name: _____ Monitoring Year (circle): **1st year** | 2nd year

Language Arts

Teacher's Initials: _____
1st 2nd 3rd 4th

Rate the student's performance in each of the following areas
(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

1. The student completes assignments on-time.
2. The student communicates effectively with teacher.
3. The student participates effectively in class projects.
4. The student participates effectively in class discussions.
5. The student is able to work independently.
6. The student attends class regularly.
7. The student displays effort and enthusiasm in class.
8. The student requires additional assistance with assignments.
9. The student shows evidence of difficulty with language.
10. The student has discipline problems that interfere with his/her academic progress.

Quarter			
1 st	2 nd	3 rd	4 th

	1 st	2 nd	3 rd	4 th
Have ESL strategies been implemented to respond to the language needs of the former ELL?	Y N	Y N	Y N	Y N

Do you recommend that this student be considered for reclassification as an ELL?	Y N	Y N	Y N	Y N
--	-----	-----	-----	-----

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Mathematics

Teacher's Initials: _____
1st 2nd 3rd 4th

Rate the student's performance in each of the following areas
(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

1. The student completes assignments on-time.
2. The student communicates effectively with teacher.
3. The student participates effectively in class projects.
4. The student participates effectively in class discussions.
5. The student is able to work independently.
6. The student attends class regularly.
7. The student displays effort and enthusiasm in class.
8. The student requires additional assistance with assignments.
9. The student shows evidence of difficulty with language.
10. The student has discipline problems that interfere with his/her academic progress.

Quarter			
1 st	2 nd	3 rd	4 th

	1 st	2 nd	3 rd	4 th
Have ESL strategies been implemented to respond to the language needs of the former ELL?	Y N	Y N	Y N	Y N

Do you recommend that this student be considered for reclassification as an ELL?	Y N	Y N	Y N	Y N
--	-----	-----	-----	-----

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Student Name: _____ Monitoring Year (circle): **1st year** | **2nd year**

Science

Teacher's Initials: _____ 1st _____ 2nd _____ 3rd _____ 4th _____

Rate the student's performance in each of the following areas
(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

1. The student completes assignments on-time.
2. The student communicates effectively with teacher.
3. The student participates effectively in class projects.
4. The student participates effectively in class discussions.
5. The student is able to work independently.
6. The student attends class regularly.
7. The student displays effort and enthusiasm in class.
8. The student requires additional assistance with assignments.
9. The student shows evidence of difficulty with language.
10. The student has discipline problems that interfere with his/her academic progress.

Quarter			
1 st	2 nd	3 rd	4 th

Have ESL strategies been implemented to respond to the language needs of the former ELL? **Y N Y N Y N Y N**

Do you recommend that this student be considered for reclassification as an ELL? **Y N Y N Y N Y N**

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Social Studies

Teacher's Initials: _____ 1st _____ 2nd _____ 3rd _____ 4th _____

Rate the student's performance in each of the following areas
(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

1. The student completes assignments on-time.
2. The student communicates effectively with teacher.
3. The student participates effectively in class projects.
4. The student participates effectively in class discussions.
5. The student is able to work independently.
6. The student attends class regularly.
7. The student displays effort and enthusiasm in class.
8. The student requires additional assistance with assignments.
9. The student shows evidence of difficulty with language.
10. The student has discipline problems that interfere with his/her academic progress.

Quarter			
1 st	2 nd	3 rd	4 th

Have ESL strategies been implemented to respond to the language needs of the former ELL? **Y N Y N Y N Y N**

Do you recommend that this student be considered for reclassification as an ELL? **Y N Y N Y N Y N**

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Student Name: _____ Monitoring Year (side): **1st year** | **2nd year**

To be completed by appropriate ESL staff

I received and reviewed this completed form.	1 st	2 nd	3 rd	4 th
	_____ (Initial)	_____ (Initial)	_____ (Initial)	_____ (Initial)

Complete the following items only if the information on this form indicates that the former ELL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL. (if the answer is "Yes", describe the collaboration in the comments section)		
1 st	Yes No	Comments:
2 nd	Yes No	Comments:
3 rd	Yes No	Comments:
4 th	Yes No	Comments:

NOTE: A student may not be recommended for reclassification if collaboration between the ESL and classroom teacher has not taken place.

I recommend that this student be reclassified as an ELL.	1 st	2 nd	3 rd	4 th
	YES NO	YES NO	YES NO	YES NO

Additional Recommendation(s):

If a recommendation is made to reclassify, have the parents been notified?	YES	NO
--	-----	----

ATTACHMENT 11: A.8.5: TITLE III ASSURANCES

Initial	Assurances Title III Program
AS	The school has processes in place to annually measure the English proficiency of English language learners.
AS	The school's educational program design include provisions for English language learners to meet state academic content and performance standards required of all students. (NCLB Sec. 3115)
AS	The school has procedures to determine the effectiveness of programs and activities in assisting English language learners in achieving state content standards and attaining English language proficiency. (NCLB Sec. 3121)
AS	The school has a clear process for handling complaints related to services to ELLs. (Title VI - OCR Guidelines)
AS	The school has documentation to support eligible immigrant students. (Sec. 2201(G)(4)(C))
AS	The school will ensure that every ELL student has completed home language surveys. (NCLB Sec. 3127 Title VI - OCR Guidelines)
AS	The school will ensure that all students with home or primary language other than English will be assessed for English proficiency within thirty days of the beginning of the school year or within two weeks if enrolled during the school year. (NCLB Sec. 3115)
AS	The school has procedures for determination of language proficiency by trained personnel. (NCLB Sec. 3127)
AS	The school will have an effective means of parent outreach to ELL parents. (NCLB Sec. 3302)
AS	The school will provide parental information in an understandable format and, to the extent possible, in a language that the parent can understand. (NCLB Sec. 3302 (c))
AS	The school will have procedures to notify parents promptly (within 10 days after the beginning of the school year or two weeks during the school year after their student enrolls) regarding: 1) reasons for the identification of the student as ELL; 2) the student's level of English language proficiency; 3) the method of instruction that will be used to increase language proficiency; 4) the exit requirements of the program; 5) how the program meets the needs of an ELL with disabilities; and 6) the parent's right to refuse service. (NCLB Sec. 3302 (e))
AS	The school will have evidence that parents who did not wish language support signed an informed refusal of service. (NCLB Sec. 1112)
AS	The school will have documentation of appropriate programs, activities, and procedures for the participation of parents of ELLs, family literacy, parent outreach and parent training activities. (NCLB Sec. 3316)
AS	The school has a program of service that provides cultural, sustained English language development based on research or accepted theories. (NCLB Sec. 3315)
AS	The school ensures that the language instruction program focuses on the development of English language proficiency and academic content. (NCLB Sec. 3116 (b)(2))
AS	The school will have documentation of proper certification / license / endorsements for instructional staff of ELLs in school office.
AS	The school establishes an annual review process to determine whether each school is making adequate yearly progress toward attaining English proficiency. (NCLB Sec. 3122)

Administrator / Principal J. B. D. ^{Signed} MANAGER Date 8/28/16
 ELL Coordinator J. B. D. Date _____

NEVADA DEPARTMENT OF EDUCATION
Charter School Application

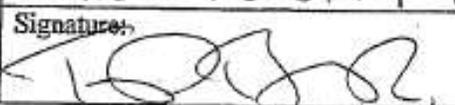
INSTRUCTIONS

The Charter School ("school") must operate special education programs in accordance with state and federal requirements. An authorized representative of the school must sign the assurances listed below.

POLICY ASSURANCES

The Charter School assures that it will adopt procedures that align with state and federal requirements in the following areas:

- Confidentiality (34 CFR 300.611-300.625, 34 CFR Part 99)
- Transmittal of Records (34 CFR 300.323; NAC 388.261)
- Procedural Safeguards (34 CFR 300.300, 300.503, 300.504, 300.505; NAC 388.300)
- Dispute Resolution (34 CFR 300.506, 300.507, 300.508, 300.510, 300.511, 300.512, 300.515, 300.532, 300.533; NAC 388.315)
- Surrogate Parents (34 CFR 300.519; NAC 388.283)
- Child Find Process (34 CFR 300.111; NAC 388.215, 388.292)
- Evaluation / Reevaluation / Eligibility (34 CFR 300.301, 300.303, 300.305, 300.306; NAC 388.336, 388.337, 388.340-388.410)
- Individualized Educational Program (IEP) Development (34 CFR 300.321, 300.322, 300.323; NAC 388.281, 388.284)
- IEP Considerations and Components (34 CFR 300.116, 300.320, 300.321, 300.324; NAC 388.284)
- Placement (34 CFR 300.115, 300.116; NRS 385.580; NAC 388.245)
- Transfer Students (34 CFR 300.323; NAC 388.263)
- Discipline (34 CFR 300.536; NAC 388.265)
- Independent Educational Evaluation (34 CFR 300.502; NAC 388.450)
- Collection and Reporting of Timely and Accurate Data upon Request of the NDE

Type Name of Charter School and Title of Authorized Representative of the Charter School.	
ATHLOS ACADEMY OF CLARK COUNTY / TOD BUNKER	
Signature: 	Date: 8 / 27 / 2014

Tom Bunker

The Response to Intervention (RtI) Team

The Response to Intervention Team consists of consulting and problem solving; focusing on the needs of an individual student (s).

The team will consist of staff that is knowledgeable about the curriculum and behavior expectations used at Endeavor Hall. Other staff members with expertise in a particular subject or behavioral issues may be invited to attend a specific RtI meeting (i.e., special education staff, counselor, administrator, parent).

Characteristics:

The teachers have the assumption that all educators must accept responsibility to ensure high levels of learning for every child.

The teacher must believe that you can effectively teach all students with support and collaboration.

Believes that the curriculum must be taught with fidelity, as it was intended to be used.

Must be comfortable with using assessment data to inform instructional decisions

Is comfortable with problem-solving that focuses on the quality of instruction provided to students.

The teachers on the RtI team must have credibility: someone with a good reputation so that the recommendations and decisions will be taken seriously.

The teachers on the RtI team must be leaders that are able to support the change process.

RtI Process:

The referring teacher contacts a member of the RtI team to schedule an appointment.

The referring teacher attends the meeting with specific and relevant data to define the problem.

The referring teacher and the team examine all possible contributions such as quality of previous instruction, attendance, and absence of, or limitation of basic skills.

The referring teacher and team try to accurately identify the needed skills.

The referring teacher and RtI team brainstorm to determine possible research-based interventions.

The referring teacher then implements the determined intervention and keeps data.

The RtI team meets again with the referring teacher to evaluate the effectiveness of the intervention plan based on collected data.

If intervention(s) were not successful, the team re-evaluates the situation.

IF the intervention(s) were successful, the team then periodically examines trends and patterns in referrals which may be addressed universally.

Responsibilities:

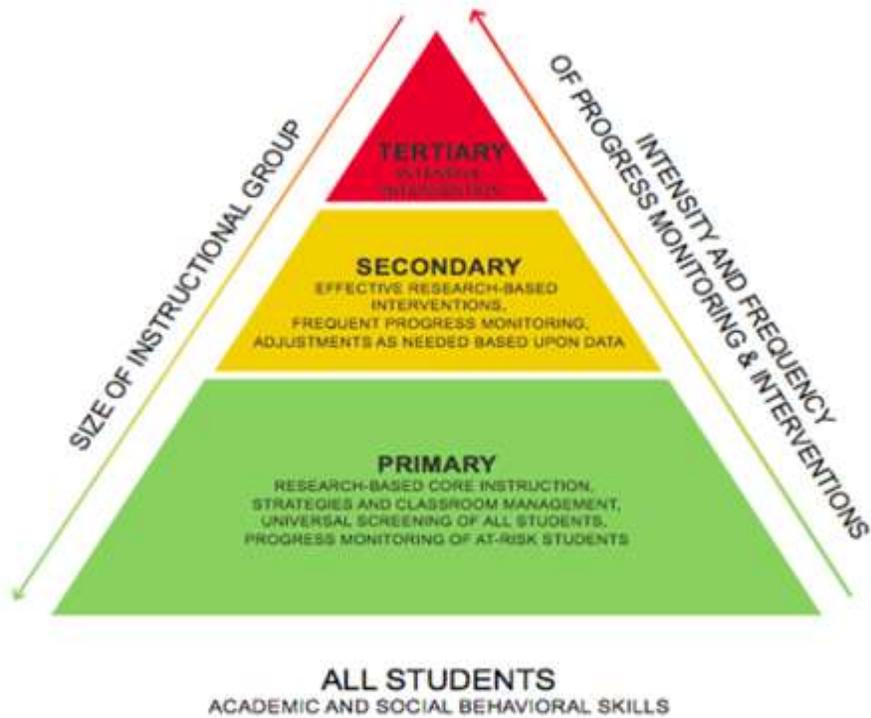
Participate in RtI intervention training.

Meet with the Head of Teachers at least once a month.

RtI meetings should be held at least twice a month.

Follow the RtI process to support teachers with students who are struggling
Log all communication with teachers. (to be shared with Head of Teachers)
Log all interventions used with students. (to be shared with Head of Teachers)
Follow-up with recommendations within 30 days.
Share concerns that may be unsafe for the student and/or teacher with administration.

RtI Flow Chart



Referral Source(s): _____ Teacher _____
 _____ Other _____

**Response to Intervention
 Referral Information**

Student Name: _____ ID#: _____ Grade: _____ Date: _____

Teacher: _____ Conference Period: _____ Subject/Period: _____

Is this student currently receiving any special programs services? Yes ___ No ___
 ___ A Section 504 ___ Bilingual/ESL
 ___ B Speech ___ Other: _____
 ___ C Resource

Home Language Survey: English Spanish Other: _____

Has student been retained? No Yes: Grade _____

Is attendance an issue to be considered? No Yes: # days absent _____

Grades		
Subject/Area	Current Grade	Yearly Average
Reading		
Language Arts		
Math		
Science		
Social Studies		
Conduct		

Parental Contacts	
Date	Purpose/result

Initial Reading Level _____ (DRA, WRAP, Lexile, etc.)	
Date	Reading Level

CRT SCORES		
Grade	Subject	Score

Grade	Subject	Score

Reason for Rtl referral (See appropriate flowchart) _____

Academic Strengths: _____

Academic Weaknesses: _____

Behavioral Comments: _____

Problems in ancillary classes (Art/Music/PE/Computer/Drama/Other?) _____

Significant Conduct Events: _____

**RTI
Referral Information
Tier I Instructional Practices**

What have you utilized in order to help this child become more successful? How did you differentiate for this student?
Describe practices that apply specifically to this student's targeted needs.

- Targeted Need: Phonics/Decoding Reading Comprehension Fluency Vocabulary
 Written Expression Expressive Language (Oral Expression)
 Receptive Language (Listening Comprehension) Math Computation/Calculation
 Math Problem Solving Behavior Math Application

Subject:	Effectiveness	Date Started	Date Ended
Instructional Practice:			

Subject:	Effectiveness	Date Started	Date Ended
Instructional Practice:			

Subject:	Effectiveness	Date Started	Date Ended
Instructional Practice:			

How does this student's current level compare to grade-level averages?

Additional Comments/Concerns:

Tier 2 Recommendations (List specific strategy and attach copy of progress monitoring form):

Committee Members (should include at least two people knowledgeable about the student):

Signature	Position

Parent(s) will be contacted with the results of this meeting on _____ Date _____ by _____ Name of Person Responsible

Date Given or Sent: _____

**Response to Intervention
Parent Information**

Student Name: _____ ID #: _____ DOB: _____ Age: _____

School: _____ Grade: _____ Teacher: _____

Parent/Guardian: _____ Parent/Guardian: _____
_____ Married _____ Divorced _____ Separated _____ Single

Parent/Guardian Contact Information:

Primary Phone: _____ Secondary Phone: _____ E-mail: _____

Child lives with: _____

Primary Address: _____

List of siblings and others residing in the primary residence: _____

Language used most in home: _____

How is student transported to school: _____ To home: _____

Describe your child's strengths, weaknesses, and interests: _____

Please describe any recent situations which could be affecting your child's learning, attendance, or behavior:

Please describe any history of academic or emotional difficulties in your family: _____

Signature of Parent

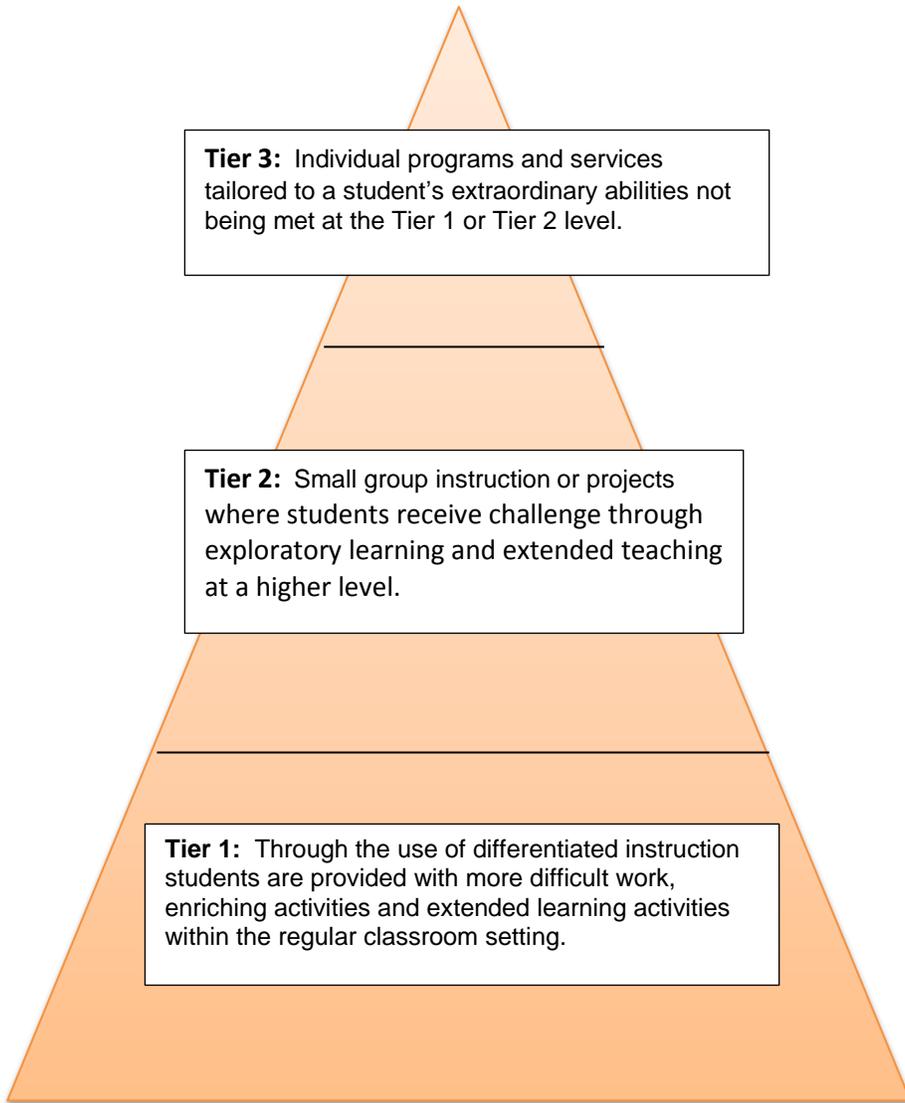
Date

*Signature of Person Completing This Form
(if information was obtained by parent interview)*

Position

Date

ATTACHMENT A.8.12 GT CONTINUUM OF SERVICES FLOWCHART



ATTACHMENT A.9.2 PUPIL RECORD RETENTION POLICY

In accordance with NAC 386.360 and NAC 392.301-392.360, all students will have a pupil record file consisting of attendance record, transcript of academic performance, state assessment results, immunization records, behavior infractions, and any other documentation related directly to the student.

Pursuant to NAC 387.175, the Master Register of Enrollment and Attendance and any supporting documents must be maintained and be available for inspection by the Department of Education at any time during the school year and for five years after the last day of the school year.

Also pursuant to NAC 387.175, each Class Record Book must be maintained and be available for inspection by the Department of Education at any time during the school year and for two years after the last day of school.

In accordance with Nevada State Library and Archives Records Management Program, Retention and Disposition Schedule, financial records must be retained for a period of three fiscal years from the fiscal year to which they pertain.

Other records will be handled in accordance with the Nevada State Library and Archives Records Management Program.

All FERPA guidelines will be followed in regards to pupil files, and staff will be trained annually on said rules. The school registrar is responsible for the security, handling, transfer, and archival of all records under the direction of school administration.

ATTACHMENT B.1.1 BYLAWS LETTER FROM COUNSEL

KOCH & SCOW^{LLC}
ATTORNEYS AT LAW

Daniel Stewart
(702) 318-5043 (Direct Dial)

dstewart@kochscow.com

11500 S. Eastern Ave., Suite 210
Henderson, NV 89052

(702) 318-5040 Tel
(702) 318-5039 Fax

August 28, 2014

Nevada Charter School Authority
1749 Stewart Street, Suite 40
Carson City, NV 89706

Re: Proposed Bylaws of Mater Academy of Nevada

Dear Sir or Madam,

I am an attorney licensed to practice in the State of Nevada. At the request of the Committee to Form Mater Academy of Nevada, I have reviewed the proposed Bylaws that are intended to govern the Board of Directors of Mater Academy of Nevada. I believe that the proposed Bylaws are legally sufficient as to form and content, and are consistent with the guidelines set forth in Nevada law.

If you have any further questions or wish to discuss this matter, please do not hesitate to contact me.

Sincerely,



Daniel Stewart, Esq.
Koch & Scow, LLC

BYLAWS

OF

[NAME OF SCHOOL]

**ARTICLE I
INTRODUCTION; LEGAL STATUS**

Section 1. Name, Location and Address. The name of the charter school is Athlos Academy of Clark County (hereinafter referred to as the “School”). The School is located at **[leave blank until the school has a location]**.

Section 2. Legal Status. The School is a charter school pursuant to Nevada Revised Statute 386.527 sponsored by the State Public Charter School Authority (SPCSA). The Governing Body (hereinafter referred to as the “Board”) of the School is an independent body under the authorization of the SPCSA. The Board plans and directs all aspects of the school’s operations.

Section 3. Statutes. The School shall operate in accordance with Nevada Revised Statutes, Chapter 386, and other applicable statutes and regulations.

**ARTICLE II
PURPOSE AND MISSION**

Section 1. Purpose and Mission. The purpose of the School is to provide education to children from grade kindergarten through grade 8__ and shall be operated exclusively for educational objectives and purposes and for other charitable activities in support of same. The School exists for the purpose of educating and preparing students to live fulfilling, responsible, and successful lives by building on the three foundational pillars of *Prepared Mind, Healthy Body, and Performance Character*.

Section 2. Non-Discrimination. The School shall not discriminate on the basis of race, religion, national origin, gender, age, disability, sexual orientation, status as a Vietnam-era or special disabled Veteran, or any other protected class in accordance with applicable federal or state laws in hiring or other employment practices of the School. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, gender, religion, ethnicity, disability or other protected class. The School shall conduct all of its activities in accordance with all applicable local,

state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the State of Nevada.

ARTICLE III BOARD

Section 1. Powers and Duties. The business, affairs, and property of the School shall be managed by the Board of Directors. Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers proscribed by law, the following powers and duties:

- (a) Perform any and all duties imposed on the Board as a body corporate by law or by these Bylaws;
- (b) To establish and enforce such policies, rules and regulations not inconsistent with law, or with these Bylaws, for the management and control of the School and its affairs, and of its employees, and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School's purpose and mission.
- (c) Develop an annual School schedule of events and activities;
- (d) Establish and approve all major educational and operational policies;
- (e) Enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose;
- (f) Hire, supervise and direct an individual who will be responsible for the day-to-day operations of the School;
- (g) Develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;
- (h) Submit a final budget to the state pursuant to statute and regulation;
- (i) Cause to be kept a complete record of all the minutes, acts and proceedings of the Board;
- (j) Cause an annual inspection or audit of the accounts of the School, as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition.

- (k) Ensure ongoing evaluation of the School and provide public accountability;
- (l) Uphold and enforce all laws related to charter school operations;
- (m) Improve and further develop the School;
- (n) Strive for a diverse student population, reflective of the community served by the School;
- (o) Seek out and ensure adequate funding for operations of the School;
- (p) Solicit, receive and accept grants and other funding consistent with the mission and charitable purposes of the School, with a primary objective of raising operating and capital funds or for other lawful purposes as determined by the Board;
- (q) Carry out such other duties as required or described in the School's Charter.

Section 2. **Formation.** The first founding Board organized after the approval of a charter shall consist of the members of the Committee to Form the School (the "Committee"). Former Committee members prohibited from **membership on the Board by NAC 386.345** or other applicable statute or regulation shall resign from the Board on or before its first meeting. Remaining Board members shall fill all vacancies created by resignations or these Bylaws at the first meeting. Thereafter, the Board shall fill vacancies created by resignation, removal, expansion or otherwise as provided by applicable law and these bylaws.

Section 3. **Qualifications; Election; Tenure.** The Board shall be composed of **seven (7) members.**

- (a) The Board's membership shall adhere to the statutory requirements of NRS 386.549, and the regulatory requirements of NAC 386.345, with the following make-up:
 - i. At least one licensed teacher (active or retired and not employed by the School),
 - ii. Either a second licensed teacher (active or retired and not employed by the school) or a qualified school administrator (from Nevada or another state).
 - iii. One parent or legal guardian of a student of the School (not an employee of the School).
 - iv. Two persons knowledgeable and with experience in either accounting, financial services, law or human resources.
 - v. Two persons who are appointed by Complete Kids, Inc. an Idaho Nonprofit Corporation and 501(c)(3) public charity supporting Athlos schools.
 - vi. No members of the Board may be an employee of the governing body or charter school, including, without limitation, an administrator or teacher

(b) A majority of Board members shall be residents of the state of Nevada. Preference shall be given to residents of the county in which the school is located who are qualified to serve and who possess the desired characteristics and experiences beneficial to the School. Furthermore, the Board members shall represent the diversity of the community the school proposes to serve.

(d) All Board members shall be devoted to the purpose and mission of the School and shall represent the interests of the School and its community.

(e) The Board members shall serve no more than four (4) three (3) year terms. Three (3) of the Board members shall serve three (3) year terms, and the remaining four (4) Board members shall serve four (4) year terms. When the term of a Board member has expired or when a Board member resigns or is removed, the remaining members shall elect a new member to fill the vacancy except that Complete Kids, Inc., shall be entitled to appoint its two-seats as described in Section 3(a)(v) above.

(f) The School shall notify its sponsor within ten days of the selection of a new Board member and provide the sponsor with the new member's resume and affidavit as required pursuant to NRS 386.549(1).

(g) Board members shall be fingerprinted according to the NRS 386.588 procedure for employees of the school.

(f) The identification of new members is primarily the responsibility of existing Board members. It is improper for employees of the charter school, especially the administrator, or for an Educational Management Organization or other contractor, to be the sole or primary source of names of proposed members for the governing body;

Section 4. Annual Meeting. The annual meeting of the Board shall be held at the School in [month as determined by Board] of each year as the Board may determine. The annual meeting shall take the place of the regularly scheduled [monthly or quarterly] meeting. Written notice stating the place, day, and hour of the meeting shall be given personally or mailed to each member of the Board at least three (3) business days prior to the date fixed for the annual meeting. Notice of the meeting must also be provided in accordance with Nevada's Open Meeting Law. The annual meeting shall be for the purpose of electing officers and new Board members and for the transaction of such business as may come before the meeting.

Section 5. Regular and Special Meetings. The Board shall establish a regular day and place for regular meetings that shall occur no less frequently than once a quarter (and more frequently if required) and shall be held in the county in which the School is located. Special meetings of the Board may be called at any time by the Chairperson or by a majority of the Board. Special meetings shall be held at such time and place as may be designated by the authority calling such meeting. Notice of the meeting must be provided in accordance with Nevada Open Meeting Law. Notice of the time and place of every regular or special meeting shall be given to each

member of the Board by first class mail at least three (3) business days before the date fixed for the meeting and to all those individuals who request notice of relevant meetings. The purpose of any regular or special meeting must be specified in the notice of such meeting. Minutes of each Board meeting shall be taken and shall be approved by the Board and kept at the School.

Section 6. Agenda. An agenda must be produced for each regularly scheduled Board meeting in order to provide effective and efficient meeting practice. The agenda shall be prepared in accordance with Nevada's Open Meeting Law.

(a) Committee Reports shall be provided in written format and unless the relevant committee or the Board requests a recommendation for decision or substantial discussion, the committee shall be given no more than 10 minutes on the agenda.

(b) In addition to previously requested agenda items, any Board member may provide additional agenda items for the following meeting by providing, via e-mail, fax or regular mail, the School's supervising employee or administrator the request, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. Such requests must be received at least 24 hours prior to the posting deadline pursuant to Nevada Open Meeting Law.

Section 7. Quorum. Except as provided by Nevada law, a quorum at all meetings of the Board shall consist of a majority of the number of members then in office. Except as provided by Nevada law, the act of a majority of the members in office at a meeting at which a quorum is present shall be the act of the Board. Proxy voting is not permitted.

Section 8. Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the members at a regular or special meeting of the Board or as otherwise provided for in these bylaws. A member elected to fill a vacancy resulting from death shall be elected for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly elected and qualified. Any member elected to fill a vacancy resulting from removal or resignation shall be elected for a new term.

Section 9. Committees. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Executive Committee, a Personnel Committee, a Finance Committee, an Academic Committee and one or more other committees, each of which shall consist of at least one Board member and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in these Bylaws. The Board shall not be permitted to delegate the powers to contract or financial or budget making authority. Any delegated activity or decision making authority may be unilaterally revoked at any time. All committee meetings shall be conducted in accordance with Nevada Open Meeting Law.

(a) Notwithstanding any of the above, the Board shall designate from among its members by resolution adopted by the majority of the entire Board, an Academic Committee, a Governance Committee, each of which will consist of at least one Board member and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in these Bylaws..

Section 10. Removal. Any member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the members then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of School.

Section 11. Resignation. A resignation by a Board member shall be effective upon receipt by the Chairperson of a written communication of such resignation.

Section 12. Participation by Telephone. To the extent permitted by law, any member of the Board or committee thereof may participate in a meeting of such Board or committee by means of a conference telephone network or similar communications method by which all persons participating in the meeting can hear each other, and participation in such a fashion shall constitute presence in person at such meeting.

Section 13. Proxy Voting. Proxy voting is not permitted.

Section 14. Compensation. No member of the Board shall receive any compensation for serving in such office; provided that, the School may reimburse any member of the Board for reasonable expenses incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the School shall be construed as a gift to the School.

Section 15. Closed Sessions. Any Board member may call a Closed Session during any special or regular Board meeting for issues concerning personnel or other matters requiring confidentiality as approved by Nevada Open Meeting Law. All persons except Board members may be excluded from such Closed Sessions at the discretion of the Chair. Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said Closed Session. No action may be taken in a Closed Session.

Section 16. Orientation/Training. New Board members shall be given an orientation by the Board prior to their first Board meeting. Written materials shall be provided in the form of a Board packet. All Board members shall be provided general board training no less than one time per year. Board members not participating in training shall be subject to removal.

Section 17. Protocol. The Board shall use Robert's Rules of Order. If a Board member is unable to attend a Board meeting, the Board member shall contact the Chairperson, Administrator or designated supervising employee prior to the meeting.

Section 18. Public Comment. Time shall be set aside at each Board and Committee meeting for public comment. After the speaker identifies his or her name, address and affiliations, public comment shall be limited and shall be stated as such on the Agenda.

ARTICLE IV OFFICERS

Section 1. Number. The officers of the School shall include a Chair, Vice-Chair, Secretary, Treasurer, and such other officers as the Board shall deem necessary to elect.

Section 2. Election and Term of Office. The Board shall elect and appoint all officers of the School at the annual meeting of the Board, which officers shall be installed in office at such annual meeting to serve for terms of one year and until their successors have been duly elected and qualified. Should there be more than one nominee for a vacancy, the nominee receiving the greatest number of votes shall be declared elected and shall be installed in office at the annual meeting.

Section 3. Removal of Officers. Any officer of the School may be removed, either with or without cause, by a two-thirds (2/3) majority of the members then in office at any regular or special meeting of the Board.

Section 4. Chair. The Chair of the Board shall preside at all meetings of the Board. The Chair of the Board shall possess the power to sign all certificates, contracts or other instruments of the School which are approved by the Board. The Chair of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 5. Vice-Chair. In the absence of the Chair of the Board or in the event of the Chair's disability, inability or refusal to act, the Vice-Chair of the Board shall perform all of the duties of the Chair and in so acting, shall have all of the powers of the Chair. The Vice-Chair shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the Chair.

Section 6. Secretary. The Secretary shall keep or cause to be kept a book of minutes at the principal office or at such other place as the Board may order of all meetings of the Board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the Board meetings and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given and perform such other duties as may be prescribed by the Board from time to time. The Secretary of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 7. Treasurer. The Treasurer shall have oversight responsibility and shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the School, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Board member. The Treasurer shall be charged with safeguarding the assets of School and he or she shall sign financial documents on behalf of the School in accordance with the established policies of the School. He or she shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

Section 8. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board by majority vote for the unexpired portion of the term or as otherwise provided for in these bylaws.

**ARTICLE V
STAFF**

The Board may appoint one employee to function as the administrator of the School (the “Administrator”). Such person may be delegated the authority to act in the absence of a specified policy provided that such action is consistent with the purpose and objectives of the Board and the School. Such person shall administer the School in accordance with Board direction and generally accepted educational practice.

**ARTICLE VI
PARENT ASSOCIATION**

The Board shall seek to establish, support and coordinate with a Parent Association (either formally or informally organized or as a Committee of the Board under Article III, Section 9) to facilitate parent involvement with the School.

**ARTICLE VII
CONTRACTS, LOANS, AND DEPOSITS**

Section 1. Contracts. The Board may authorize any officer or officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the School, and such authority may be general or confined to specific instances.

Section 2. Loans. No loans shall be contracted for or on behalf of the School and no evidence of indebtedness shall be issued in the name of the School unless authorized by a resolution of the Board. Such authority shall be confined to specific instances. No loan shall be made to any officer or Board member of the School.

Section 3. Checks, Drafts, and Notes. All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the School shall be signed by such officer or officers, or agents of the School and in such manner as shall be determined by the Board and documented in the Board’s policies for inspection by the SPCSA. The Chair and Administrator are authorized and required to sign all checks over the amount of TBD.

Section 4. Deposits. All funds of the School not otherwise employed shall be deposited to the credit of the School in such banks, trust companies, or other custodians located in the State of Nevada as the Board may select.

Section 5. Gifts. The Board may accept on behalf of the School any contribution, gift, bequest or devise for the general purposes or any special purpose of the School.

Section 6. Fiscal Year. The fiscal year of the School shall begin on July 1 and end on June 30.

Section 7. Only financial institutions in Nevada will be used.

ARTICLE VIII PROPERTY

The property of the School shall be held and applied in promoting the general purposes of the School declared in these Bylaws. No property, including real estate, belonging to the School shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance shall be executed by the Chair in the name of the School, and such instrument shall be duly approved by the Secretary or Treasurer of the School.

ARTICLE IX INDEMNIFICATION

The Board of Directors may authorize the School to pay or cause to be paid by insurance or otherwise, any judgment or fine rendered or levied against a present or former Board member, officer, employee, or agent of the School in an action brought against such person to impose a liability or penalty for an act or omission alleged to have been committed by such person while a Board member, officer, employee, or agent of the School, provided that the Board shall determine in good faith that such person acted in good faith and without willful misconduct or gross negligence for a purpose which he reasonably believed to be in the best interest of the School. Payments authorized hereunder include amounts paid and expenses incurred in satisfaction of any liability or penalty or in settling any action or threatened action.

ARTICLE X AMENDMENTS

These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board by an affirmative vote of two-thirds (2/3) of all the members then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal shall have been delivered to each member at least five (5) days prior to the meeting. Bylaws may not be amended without notifying the school's sponsor.

ARTICLE XI DISSOLUTION

Revocation of Charter or Dissolution. If, at any time and for any reason, the School's charter is revoked or the School is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of to the State of Nevada (to the extent required by applicable law), to another 501(c)(3) public charity, or to the sponsor to dispose of as they see fit and in accordance with federal and state law.

**ARTICLE XII
PURPOSE OF THE BYLAWS**

These Bylaws are adopted for the sole purpose of facilitating the discharge, in an orderly manner, of the purposes of the School. These Bylaws shall never be construed in any such way as to impair the efficient operation of the School.

CERTIFICATION

I hereby certify that I am the duly elected and acting Secretary of the School, and that the foregoing Bylaws constitute the Bylaws of the School, as duly adopted by unanimous vote of the Board of Directors.

DATED this ____ day of _____, 20__.

_____, Secretary

ATTACHMENT B.1.3 BYLAWS STIPULATIONS IDENTIFICATION

Stipulations are highlighted in the text.

ATTACHMENT B.2.1 COMMITTEE MEMBERS NAMES AND RESUMES

BOARD MEMBERS

Tod Bunker, Parent and Businessman

Christine Simo, Licensed Nevada teacher (License #90161)

Jon Bunker, Attorney

Kathy Lefevre, Licensed Nevada teacher and administrator (License #53609)

Katherine Singer, Retired Nevada teacher and administrator

Jonathon Tod Bunker

jtb@factormed.com

702.556.3246

EDUCATION & CREDENTIALS

University of Utah

Bachelor of Science in Political Science

Minor in Business Administration

December, 2008

PROFESSIONAL EXPERIENCE

Women's Health Associates of Southern Nevada

Chief Executive Officer

Built and operate a 44 OB/GYN provider organization in Southern Nevada

July 2012 – Present

Factor, LLC

Owner

Built and operate a consulting firm for private equity investments

Jan. 2011 – Present

*PLEASE SEE REFERENCES BELOW

My References:

Sherif Abdou, M.D. – CEO Healthcare Partners / Davita (sabdou@hcpnv.com)

Don Giancursio – CEO United Healthcare Nevada Region (Don.Giancursio@uhc.com)

Kevin Hooks – CEO Catalyst RX (khooks100@gmail.com)

Christine Simo

7708 Four Seasons Drive Las Vegas, NV 89129
simo.christine03@gmail.com 702-420-4356

Elementary School Teacher Pre-K – 2nd Grade

Dedicated, resourceful, and goal-driven professional educator with a solid commitment to the social and academic growth and development of every student.

Accommodating and versatile with the experience to develop inspiring hands-on lessons that capture a child's attention and imagination.

Aptitude to remain flexible, ensuring that every child's learning styles and abilities are addressed.

Interpersonal and communication skills to foster meaningful relationship with parents, students, and colleagues.

Areas of Teaching Proficiency Include the Following:

Assessment Building	* Parent/Teacher Communication
Guided Reading	* Unit/Theme developing
Writer's Workshop	* Curriculum Planning
Literature Circles	* Student Motivation
Creative Lesson Plans	* Technology Integration

Education and Qualifications

Bachelor of Arts (2000) – Elementary Education
Florida State University

NBPTS – (National Boards Professional Teaching Standards)
National Boards Certification 2010 – 2020
Early Childhood – Middle School Reading and Language Arts

Nevada Teaching License #90161

Nova University (2011) – Currently enrolled in MS Charter School Education Leadership program with expected date of completion of October 25, 2014

Professional Teaching Experience

Clark County Schools (CCSD) – Las Vegas, Nevada August 2013 – Present
Teacher of 1st Grade / Doris Reed Elementary

Instruct first grade curriculum, designing and developing lessons to meet the academic, intellectual and social needs of students. See over the first grade team as grade group leader. Duties include mentoring new teachers, plan and execute yearly master plans and weekly plans. Build assessments and student portfolios.

Las Vegas Day School - Las Vegas, Nevada August 2011 – 2013
Teacher of Pre-Kindergarten

Instruct pre-kindergarten curriculum, designing and developing lessons to meet the academic, intellectual and social needs of students. Integrate math, science, social studies, technology, and character education into the curriculum to ensure across the board enrichment. Duties include parent communication newsletters, assessing students, reporting of grades, anecdotal records, and student portfolios.

Clark County Schools (CCSD) – Las Vegas, Nevada November 2010 – August 2011
Teacher of 1st Grade / Ober Elementary

Instruct first grade curriculum, designing and developing lessons to meet the academic, intellectual and social needs of students. Integrate all subject areas into the reading math curriculum to ensure across the board enrichment. Duties include parent communication newsletters, assessing students, reporting of grades, anecdotal records, and student portfolios.

Bay Haven Charter Academy – Panama City, Florida August 2002 – June 2010
Teacher of 2nd Grade and 1st Grade

Instruct first grade and second grade curriculum, designing and developing lessons to meet the academic, intellectual and social needs of students. Integrate all subject areas into the reading math curriculum to ensure across the board enrichment. Duties include parent communication newsletters, assessing students, reporting of grades, anecdotal records, and student portfolios.

Achievements:

Grade group leader including team building and curriculum mapping
Represented the majority of the teachers by speaking to the school board on several occasions concerning the retirement system
Organized an end of year staff picnic for three hundred people
Worked closely with administration on staff hiring and school functions
Planned several staff functions – Holiday parties, volunteer luncheons, etc.
Attained National Boards certification - Literacy and Language Arts
Served as an intern supervisor for interning students
Mentored new teachers to the education field
Organized a parent training to model how to “read” with their child

Bay District Schools – Panama City, Florida
Teacher of 2nd Grade

August 2000 – August 2002

Instruct second grade curriculum, designing and developing lessons to meet the academic, intellectual and social needs of students. Integrate all subject areas into the reading math curriculum to ensure across the board enrichment. Duties include parent communication newsletters, assessing students, reporting of grades, anecdotal records, and student portfolios.

Extracurricular Activities

June 2012 – Current	StudentsFirst Teacher Fellow - NV
April 2011 – Current	Contributing member Students First
May 2012 – Current	Violinist for Central Christian Church
January 2004	Participated in Half – Marathon at Disney
January 2003	Participated in Half – Marathon at Disney
2002 – 2004	Violinist for Orchestra of St. Andrew Bay
2007 – 2010	Started up and led Girl Scouts at Charter School in Florida

KATHRYN SINGER

*9132 Nicklewood Avenue *Las Vegas, NV 89143 *702-255-9466
pkjs99@earthlink.net Cell 702-281-6128

EDUCATION ADMINISTRATOR with seven years of experience as a principal at the middle school level with student populations exceeding 1500 students and 125 staff members.

SUMMARY OF QUALIFICATIONS

Middle school principal for ten years.
Middle school assistant principal for four years.
Middle school dean of students for 18 months.
Nevada Middle School Middle School Principal of the Year, 2008.
National convention presenter.
Teacher and administrative trainer.
Author, periodical publications.
Masters in Curriculum & Instruction.
Highly Qualified Principal for State Support Teams.

CURRENT LICENSES/CERTIFICATES

IDAHO:	Administrative License	2015
NEVADA:	Administrative License	2016
	Teaching License K-12	2016
WASHINGTON:	Administrative License	2016
	Teaching License K-12	Lifetime

PROFESSIONAL EXPERIENCE

PRINCIPAL:	Ralph L. Cadwallader Middle School Clark County School District, Las Vegas, NV	01/2002-08/2012
ASSISTANT PRINCIPAL:	Lied Middle School Clark County School District, Las Vegas, NV	01/1996-01/2002
DEAN of STUDENTS:	Greenspun Middle School Clark County School District, Las Vegas, NV	08/1994-01/1996

EDUCATION

Lesley College Cambridge, MA	Masters Degree Curriculum & Instruction	1989-1991
St. Martins University Olympia, WA	Fifth Year Required, Washington State Certification	1966-1968
University of Puget Sound Tacoma, WA	Bachelor of Arts Biology and Secondary Education	1963-1965

PUBLICATIONS, ARTICLES, PRESENTATIONS

“Socratic Seminar”	Middle School National Convention	11/2011
“Socratic Seminars”	Middle School National Convention	03/2009
“8.5 Retention Program	Middle School Principals, CCSD	12/2007
“Jump For Joy”	Western Regional Middle School Convention	2001
Presenter	Western Regional Middle School Conventions	1996-1999
Presenter	National Science Teachers Conventions	1998 & 1996

AWARDS

Nevada Middle School Principal of the Year	2008-2009
One of two assistant principals appointed to open a new middle school (Principal)	2003
NW Region Chairperson	2000-2001
NW Region Staff Development Co-chair	2000-2001
Science Teacher of the Year	1996
Conservation Teacher of the Year	1994

PROFESSIONAL ORGANIZATIONS

Pi Lambda Theta	2008-present
National Association of Secondary Principals (National, State Local Affiliates)	1996-present
Association of Curriculum and Development	1996-present
National Middle School Association	1996-present

Kathy L. LeFevre

6671 Running Trout Ave.
Las Vegas, NV 89131
klefevre@interact.ccsd.net
Cell (702) 378-2582
Nevada Teaching License (with administrative endorsement) 0000053609

Formal Education:

Endorsement *Sierra Nevada College*, School Administration, 2012
CTE *Southern Utah University*, Technology in the Curriculum, 2008
M.Ed. *University of Nevada, Las Vegas*, Curriculum & Instruction, emphasis in Educational Computing & Technology Leadership, 2003
P.D.D.S.E. *University of Nevada, Las Vegas*, Professional Development Degree in Science Education, 1990
B.S. *Southern Utah University*, major: Zoology, minor: Chemistry, 1987

Endorsements/Educational Licensure _____

2013 School Administrator
2004 Computer Programming
1989 Biological Science, General Science, Physical Science, Mathematics

Other Certifications & Trainings

2013 Blended Learning Certification, CCSD – April 2013
2013 Canvas Learning Management System Training (Intro & Intermediate) – July 2013
2009 Promethean Certified Trainer

Practical Experience:

► **Clark County School District** 2014-Current Curriculum & Professional Development Dept. – Project Facilitator
2013-2014 Grant Sawyer Middle School – Educational Computing Strategist
2012-2013 Molasky Jr. High – Educational Computing Strategist
2003-2012 Cadwallader Middle School – Educational Computing Strategist
1998-2003 Antonello/Cozine/Wilhelm Elementary Schools – Educational Computing Strategist
1994-1997 Grant Sawyer Middle School – Physical Science Teacher
1990-1994 Bonanza High School – Chemistry Teacher

Technology Related Competencies

Design and implementation of Blended Learning strategies in science, math, ELA, and social studies.
Use and implementation of Softchalk, Blackboard Engage, and Canvas LMS.
iDevices (iPads, iPods, and Android) within the classroom
Integration of interactive whiteboards (SMART, Promethean, and E-beam)
Integration of various types of software such as Microsoft Office
Interactive student responders (CPS, Promethean, Qomo, Qwizdom)
SMART Notebook/ActivInspire
Podcasting and Videostreaming

Instructor: CCSD Professional Development Education

2014 Instructor – CANVAS LMS
2008 PDE Facilitator – Technology for Educators
2006 PDE Facilitator – Vegas PBS Video streaming
2004 PDE Facilitator - Searching, Researching and Nevada's Online Databases
2001& 2004 PDE Facilitator – Interact I
2001 PDE Facilitator – Introduction to ClarisWorks

Grant Awards

2001 Northeast Area Professional Development Curriculum Grant

Instructor: Staff Development and Professional Development – A Short List

Presenter: Blended & Flipped - Using Digital Resources Mini Conference 2014
Flipping the Classroom & Designing a Blended Classroom
Screencasting in the Blended Classroom
Edmodo in the classroom
SMART Board and Promethean interactive whiteboard
PDE Instructor
Chemistry and math tutor for high school students
Northwest Region IDMS Trainer
Designed new PDE courses for Elementary Instructional Technology
Compass Learning and other remediation programs – ELA and math
Creating podcasts with the iPad, SMART Board, Promethean board, and document cameras
Trainer CCSD Northeast Area PDC Technology
Promethean, E-instruction CPS, Qomo, and Qwizdom responders
CCSD ECS and New ECS Trainer
CCSD Universal Imaging for the ECS – District Trainer
Developed Summer Institute ECS Training, Supervision & Instructor
District ECS training development with CCSD Technology Literacy Services
Excel for School Administrators Trainer
ParentLink Nights – Train the parents
Powerpoint integration for the teacher and student
TECH TREKS (TLCF GRANT) Instructor – CCSD Elementary Instructional Technology
Web Design Professional Development

District Committee / Advisory Work

2009-2014 CCSD ParentLink & Infinite Campus Steering Committee
2009-2011 CCSD ECS Advisory Team – Northwest Area Secondary Schools Representative
2009 Microsoft AD Server Project
2005-2008 Chief Technology Officer ECS Advisory Team
2005 Northwest Region T.E.A.C.H. committee
2005-2013 CCSD ECS Mentor
2003-2008 CCSD ECS Trainer
2002-2006 CCSD Network Advisory Group
2000 CCSD Network Design Committee
2001-2003 Northeast Region K-12 Lead ECS & Consultant to non-ECS schools
1998-2001 Northeast Area Lead ECS & Consultant to non-ECS schools
1998-2001 Action Team Rep Elementary Instructional Technology

School Committee Work & Responsibilities

2013 Flipping the Classroom (Science and mathematics courses)
2013 Blended Learning Teacher User Group Leader
2007-2008 School Curriculum Committee
2006-2012 Feeder school group testing coordinator and test development (math and ELA)
2006-2008 Purple Day Committee (Testing Strategies Curriculum)
2004-2011 School Improvement Plan Team member
2003-2012 Department Chair (Computers, Credit-Recovery Lab, CADD, and TV Studio)
2003-2012 Development and supervision of Online Credit-Recovery, CADD, and Broadcast Journalism curriculum programs
2003-2012 Principals Administrative Team
2002-2012 6th Grade Orientation Night – present technology in the classroom
2002-2012 Open House – development and presentation
1998-Current School Technology Committee & Technology Plan
1998-Current Technology Integration Trainings – Staff Development Day

Jonathon W. Bunker

Chief Executive Officer Southwest Region UnitedHealthcare

Jon Bunker was named chief executive officer of the southwest region of UnitedHealthcare upon close of the merger between UnitedHealth Group and Sierra Health Services, Inc. Since August, 2006 he was the president and chief operating officer of Sierra. From 2000 to 2006, Jon was president of Sierra's Managed Healthcare Division. Bunker was president of Sierra's Western Region from January 1997 to 2000, and was vice president of HMO and Insurance Operations since 1996. At that time he also was appointed president of Health Plan of Nevada, Inc.; Sierra Health and Life Insurance Company, Inc.; and Sierra Healthcare Options, Inc. In 1997 Bunker was named president of SHS subsidiary companies Med One Health Plan; Prime Health, Inc.; Prime Holdings, Inc.; M.E.G.A., Inc.; and Elias Ghanem, Ltd. Prior to joining Sierra, Bunker was vice president of John Alden Horizon Health, a Nevada corporation. From 1989 to 1990 he served as vice president of Prime Health. From 1985 to 1989, Bunker held several positions with Sierra Health and Life Insurance Company, Inc., a Sierra PPO subsidiary, including vice president of operations, chief financial officer, and director of finance. A native Nevadan, Bunker earned a bachelor's degree in accounting from Utah State University, Logan, Utah, in 1982. He is married with five children.

Responses from Christine Simo

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Yes, I am currently over eighteen.

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

I was approached with the opportunity to serve as a member of the board by an email from Jennifer Perry.

3. Explain why you would like to serve on the board.

I am an educator and firmly believe that all families should have a choice of schools for their children. Charter schools can do just that – give choices. Athlos Academies and its concept is very appealing to me. As a mother of children, who attend charter schools, I like that this school is based on the Core Knowledge belief as well as the athletic part of the model. Serving on the board for Athlos Academies would be an honor for me.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I have not served on a board of directors in the past. I have attended many board meetings for charter schools as well as for district public schools. I have spoken before the boards a few times in my career.

5. What is your understanding of the appropriate role of a public charter school board member?

First and foremost school boards look out for students. When making decisions about school

programs, school boards incorporate their community's view of what students should know and be able to do. School boards are accessible to the public and accountable for the performance of their schools. They are the education watchdog for their communities, ensuring that students get the best education for the tax dollars spent.

6. What relevant knowledge and experience will you bring to the board?

I am in my 15th year of teaching as well as finishing up my MS degree in Charter School Leadership in Education. I taught eight of my years at a charter school in Florida. I helped build the curriculum for the first grade team at the charter school and served as the team leader for three of those eight years. I also worked as an intern supervisor for new teachers finishing up their elementary education degrees as well as mentored many new teachers. In 2010, I earned my National Boards certification (NBPTS) in the area of Literacy and Language Arts. My experience in the classroom as an educator, mentor, intern supervisor, and grade level team leader will give me the background and knowledge that is needed for the educator's seat on this board.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year?

Towards end of the first year of opening the charter school, I suspect that there will be growing pains that will have to be dealt with. As an educator having experience with opening a charter school in Florida, the concerns that we anticipated and experienced were: facilities, qualified staffing, and minor adjustments to make the flow of the day-to-day operation easier on all parties involved. After the first year, enrollment was never an issue. With the right faculty, administration, and dedication from parents and the community, this school can be a success.

I suspect that this charter school will go through similar issues that will only strengthen the future of this school.

What will it be like after four years?

With a knowledgeable and motivated leaders, this charter school has the potential to be highly successful. I have always been a firm believer that with the “big three” – great leaders, dedicated teachers, and supportive parents – charter schools can achieve success. In four years, this school would make a great addition to the Vegas community. Four years would be the right amount of time to really start seeing some great achievements such as high assessment results, involvement within the community, enriching after-school programs, and low turnover of staff members.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

This charter believes students should be taught using three pillars in mind: prepared mind, healthy bodies, and performance character. With these three focuses, students are challenged and encouraged to always do their best. The academic and fitness focused goals support the belief that we should always: work hard, get along with others, and achieve greatness.

9. Are you familiar with the school's proposed educational program? How would you describe it?

The challenging academic programs at this charter prime our students with the knowledge and skills they need to excel. The educational programs include the Core Knowledge Sequence, Saxon Math, and Spalding Language Arts.

Classroom teachers will be experienced and knowledgeable in essential academic subjects, focusing on fundamental skills that students will need throughout their lives. Teaching will promote curiosity, strategic learning routines, and confidence that students can master the subjects they consider to be the hardest.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

No

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

No

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

No

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").

No

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

No

Responses from Tod Bunker

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

DOB: 8/26/1984

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

Thru Daniel Stewart and Kelly Shaw.

3. Explain why you would like to serve on the board.

So that I can give back to the community that has served me throughout my life. I desire to help make an impact on the educational system that plagues Southern Nevada.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

No.

5. What is your understanding of the appropriate role of a public charter school board member?

I understand that I will be required to meet regularly w/ the Board and Executive Team of the affiliated charter school and to ensure that we have hired the appropriate staff that teach and instruct with the same vision as the charter schools mission. I also understand that this is a non-paid position.

6. What relevant knowledge and experience will you bring to the board?

I was educated in the Southern Nevada public school system, so I will be able to provide insight into where our community lacks, along w/ its strengths. I have sat on boards of numerous companies throughout the years so I understand the fiduciary requirements of a sitting board member. I also am a father to a two-year old son w/ a daughter on the way, so I look forward to helping build a charter school that my children can attend.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year?

I expect that the school will be functional, accepted and enrollment will be sought after.

What will it be like after four years?

I expect that the school will have the best reputation in Southern Nevada among charter schools and that we will have the longest waiting list for enrollment.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

Prepared minds, healthy bodies and strong character.

9. Are you familiar with the school's proposed educational program? How would you describe it?

Yes. Athlos prepares children to be successful in the real world. They prepare children w/ the tools that will allow them to confront trials, failures and success.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

Integrity and a love for what we are trying to accomplish.

I assume that the board will need to ensure that each faculty member is living up to the mission and philosophy that is at the core of what Athlos seeks to accomplish.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

Yes—Jon Bunker, father

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

No.

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

No.

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").

No.

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP?

No.

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.
My birthday is 12/2/1958
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?
My son Tod
3. Explain why you would like to serve on the board.
I am motivated to see children receive a better education than our public schools offer here in Las Vegas
4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.
I have served on the board of Boys and Girls Town, American Heart Association, American Cancer Society, Boy Scouts of America but no educational boards.
5. What is your understanding of the appropriate role of a public charter school board member?
Limited at this point; I hope to learn more.
6. What relevant knowledge and experience will you bring to the board?
30 years of management including nearly 20 years as a CEO of a large publicly traded company. Plus more importantly, my wife and I have parented 5 children through public schools here in Las Vegas. We know from first hand experience what its like.
7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year?
Kids progressing and parents impressed with their children's progress.
What will it be like after four years?
Even more elevated progress and record.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?
Three pillars.
9. Are you familiar with the school's proposed educational program? How would you describe it?
Not very familiar but I describe it as building character, confidence, and values in children.
10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?
Progressing children; happy children; learning children; socially forward children. It's all about the children.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.
Tod Bunker – son
12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.
none
13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.
none
14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").
none
15. If the school intends to partner with an

EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP?

none

Responses from Kathy LeFevre

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.
Yes, I am older than eighteen.

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

Through another member of the Association of American Educators organization.

3. Explain why you would like to serve on the board.

My desire to serve stems from the need to provide students with the knowledge and skills to succeed in our informational and technological based society through proven and innovative educational practices.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I have never served on a board of a school district or not-for-profit corporation.

5. What is your understanding of the appropriate role of a public charter school board member?

To provide oversight of the school, making sure that its stated purpose and programs meet state educational standards. Additionally, that the school provides high academic standards that produces student success at all levels, meets compliance according to their charter agreement with the state, adheres to local and state educational policies, and builds strong relationships with the parents and community.

6. What relevant knowledge and experience will you bring to the board?

I have over 23 years of experience as a K-12 educator and I have served on numerous educational committees within my school district in the areas of technology, curriculum and professional development. My educational emphasis is technology integration within the curriculum that increases student achievement in all content areas.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year?

The school will have in place all necessary academic and operating procedures to ensure student success. What will it be like after four years?

Each year the school will need to evaluate and make adjustments based on the schools educational philosophy and data. Changes to keep up with effective and innovative methodologies and pedagogy to continue to provide a high level of education for its students.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

To provide exceptional educational opportunities that are challenging and comprehensive through high standards in academics, fitness and nutrition, and character development.

9. Are you familiar with the school's proposed educational program? How would you describe it?

I am familiar with the school's proposed educational program of providing a curriculum that blends across content curriculum to provide students with high educational opportunities in a variety of fields to prepare them for academic success and a competitive future in society.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

Successful schools have high standards, effective leadership, effective and supportive educators, support a collaborative and communicative environment, utilize effective and proven curriculum methods, provide consistent and ongoing professional development opportunities, a supportive learning environment, and a high level of family and community involvement. The board will need to be consistent in decisions and recommendations to make sure that the school is providing a high quality and effective education to all students at all levels. Data and evaluation will be an important foundation to the schools success.

NEVADA MODEL CHARTER SCHOOL APPLICATION
APPEN D IC ES

Appendix 1: Request for Information from Prospective Charter School Board Members/CFS Members (continued)

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

No

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

No

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

No

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization

(CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").

No

15. If the school intends to partner with an

EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

No

Kathryn Singer

Retired Clark County School District Middle School Principal

Request for Information from Prospective Charter Board Members and Members of the Committee to form the School (CFS)

BACKGROUND

1. I will be 18 years of age or older on January 1 of the year the proposed charter would open. My birthdate is March 9, 1943.
2. A colleague sent me the information knowing that I would be interested in a board position for a charter school.
3. After retiring from the Clark County School in 2011, my goal was to obtain a position working with students, teachers, and the community as an advocate for the integration of the core curriculum through problem-solving opportunities and through the design of teacher training programs in HOW to integrate curriculum inclusive of all subjects. This approach across ensures high academic success that exceeds the Nevada State Common Core Standards.
4. I currently serve as Secretary of Home Owners Association and have for eight (8) years. The board serves 125 homeowners and cooperatively works with each owner to maintain the credibility of the development.
5. It is the responsibility of a governing board member of a charter school to work cooperatively with other board members, the school, and the community to ensure the very best and sound education of all enrolled students. Board members are entrusted with the responsibility of guaranteeing the appropriate use of public funds.
6. In 2002, I was appointed principal of Ralph L. Cadwallader Middle School, a new middle school opening in 2002-2003. The philosophy of the school was to provide high academic standards taught through an integrated curriculum with an emphasis in problem-solving and technology. The student population during the first year grew to 1300 and the operating budget was close to \$500,000. The process of opening a new school included the hiring of all personnel, the development of all curriculum meeting the guidelines of the district and the state, teacher training, orientations, determining a mascot and school colors, and ensuring the community needs and involvement. This middle school opened with a very strong ANTIBULLYING PROGRAM. See Resume
7. Towards the end of the first year in existence, the charter school will have all systems and procedures in place and working smoothly without glitches. Additionally, the school, the community, and the board will begin the process of adjusting and fine tuning staff development need, curriculum adjustments, technology requirements, and additional staffing needs. Examination of test scores will

indicate student and curriculum successes and area of need. The state of Nevada Green and Whites are good indicators of progress in student achievement.

After four years, the school will be well established as a high performing charter school emphasizing integrated curriculum, high quality teacher training, excellent access to instruction through technology, and strong character education program. Success through the sequencing of subjects will be evident by the reduction of the gaps in achievement.

EDUCATIONAL PHILOSOPHY

8. The school mission/philosophy is that enrolled students will receive a liberal arts education embracing the mind, body, and character through academics.
9. I would describe the proposed educational program as a spiral/sequencing, integrated curriculum offering academic excellence through relevant background knowledge. Daily assessments provide teacher and student with real time academic and character growth.
10. A successful school:
 - Demonstrates high academic standards;
 - Demonstrates a high degree of stewardship to all those served;
 - Reflects the values of the community it serve;
 - Exceeds Nevada State Common Core Standards;
 - Demonstrates sound fiscal stewardship;
 - Collaborates with the local school board;
 - Encourages community involvement;
 - Invests in the whole child—character, academic, and health;
 - Maintains the investment of facilities and supplies;
 - Invests in a sound curriculum and the tools to deliver that curriculum;
 - Invests in sound, relevant, and useful instructional strategies; and
 - Strongly supports a program that supports teachers/staff through targeted training.

In the first year, the board will engage in activities that are listed above and those programs and procedures as required by the state and the local school district. The second year, the board will work cooperatively with the school, community, local school board, state, and stakeholders to make

adjustments in the gaps in systems, procedures, instruction, curriculum, and technology. The board will ensure that the educational, financial and structural foundations for the school are in place and sound.

CONFLICT OF INTEREST DISCLOSURE

11. I know Kathy LeFevre who is a board member. She is an Educational Computer Specialist. Ms. LeFevre opened Ralph L. Cadwallader Middle School as the computer specialist to train teachers in integrating technology across the curriculum.
12. My spouse and I do NOT have pre-existing relations with any person identified as prospective school employees.
13. My spouse and I do NOT know anyone who plans to do business with the school.
14. My spouse and I have NO relationships with ESP, EMO, or CMO agents, employees, owners of those providers.
15. My spouse and I have NO relationships with any ESP, EMO, or CMO personnel.

Statement of Assurances

Revised December, 2012

1. The charter school herein named, Athlos Academy of Clark County,
(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

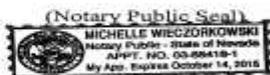
I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed 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
Beardo Mendez
Title

Tom Bunker
Name Printed
8/28/14
Date

Subscribed and sworn to before me

This 28 day of August 2014
date month year





ATTACHMENT 19: B.3.1.1 EXISTING SCHOOLS INFORMATION TEMPLATE

School Name	Year Opened	City	State	Grades Served	Total Enrollment		
Athlos Leadership Academy	2014	Brooklyn Park	MN	PK-8	1085		
Demographics and Socioeconomic					S		
% African American	% Hispanic	% White	% Other Race/Ethnicity	% FRPL	% SPED	% ELL	Contact Name
24	24	24	28	38	14	6	Jennifer Geraghty

School Contact Info		
Contact Title	Contact Email	Contact Phone
Principal	jennifer_geraghty@athlosbrooklynpark.org	(612) 706-5521
Authorizing Organization		Contact Name
Volunteers of America		Stephanie Olsen
Contact Title	Contact Email	Contact Phone
Senior Manager	solsen@voamn.org	612.270.1998

ATTACHMENT B.3.1.2 SELECTION OF EMO/MODEL

Athlos Academies was selected as the EMO for Athlos Academy of Clark County because it is the only provider of the Athlos Athletic and Performance Charter Curriculums. The program of Athlos Academy of Clark County cannot be run without this EMO.

ATTACHMENT B.3.1.3 ACADEMIC PERFORMANCE OF EMO/MODEL

The 2014-2015 school year marks the first time Athlos Academies is serving as the EMO of a school. While the Athletic Curriculum has been used in other schools, this is the first time the program is being used in its entirety, therefore no academic performance data is available. Research, as outlined in Section A.3 indicates that model should be highly successful.

ATTACHMENT B.3.1.4: FINANCIAL PERFORMANCE OF EMO/MODEL

Athlos Academies is a private, for-profit, EMO, therefore no audit needs to be conducted, nor has one been done.

ATTACHMENT B.3.1.5: LEGAL RELATIONSHIP WITH EMO/MODEL

Athlos Academy of Clark County will retain independent legal counsel to advise prior to entering into any agreements with Athlos Academies. All negotiations thus far have been at arm's length.

The EMO will employ the School Director and business management staff, the school will employ all other employees.

It is anticipated that The Charter School Fund, which is an affiliate of Athlos Academies, will build and finance the facility. That contract will be negotiated independently of the school management contract.

ATTACHMENT B.3.1.6: ORGANIZATIONAL STRUCTURE

Athlos Academies will provide Athlos Academy of Clark County with all curriculum for the Athlos

Athletic Curriculum, the Performance Character Curriculum, will employ the School Director, and will handle the business management of the school. Budget information is found in Section C.1.

The operating agreement contains information regarding oversight, compensation structure, length of agreement, closure, etc.

The financial oversight of the school rests with the governing board, while the day-to-day handling of finances is conducted by the EMO.

ATTACHMENT B.3.1.7 CONTRACT/MANAGEMENT AGREEMENT

Following is a sample agreement used with Athlos Academies and schools they operate. Athlos Academies of Clark County is currently negotiating a contract “at arm’s length” and will present a negotiated agreement to the charter authorizer prior to signing it.

MASTER SCHOOL SERVICES AGREEMENT

THIS MASTER SCHOOL SERVICES AGREEMENT (this “**Agreement**”) is made as of this _____ day of _____, 20____, by and between School Model Support LLC, an Idaho limited liability organization (“**Provider**”), and _____, a Nevada non-profit corporation (“**Organization**”).

WITNESSETH:

WHEREAS, upon approval of Organization’s application for a charter school approval, Organization will enter into a contract with [insert entity] to operate a Nevada open-enrollment charter school at each of the school locations (each a “**School**”) authorized by [insert entity] (each, a “**Charter**”);

WHEREAS, Provider owns an educational concept and program called "Athlos Academy" that provides school opening and ongoing support service character education, and health and fitness programs to schools across the United States and as part of this educational concept, Provider has entered into agreements with various outside parties to provide content, services and value to the Athlos Academy (the “**Outside Vendors**”) to provide, among other things, physical education programs and sport-related products and other services and material;

WHEREAS, Organization desires to obtain Provider’s services in connection with the Organization’s operation of the school authorized by the Charter 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 a 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 have entered into that certain Trademark License Agreement which provides the schools the right to use the name and logo in its physical education and after-school physical education programs;

WHEREAS, the Organization and Provider acknowledge and agree that, in accordance with Applicable Law (as defined below), the Board of Directors of the Organization (the “**Board**”) has the primary responsibility and ultimate authority for 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 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; any amendments to or recodification of the aforementioned laws; implementing regulations of such laws; executive orders; common law; and

other guidelines, policy statements, and rulings applicable to Nevada public charter schools (collectively, "**Applicable Law**"); and

WHEREAS, Organization and Provider agree that Provider will provide those professional, consultative, and support services described herein as permitted by and in accordance with the Charter and Applicable Law.

NOW, THEREFORE, in consideration of the covenants and agreements of the parties herein contained and of the fees to be paid to Provider as hereinafter set forth, and for other good and valuable consideration the sufficiency of which is hereby acknowledged, Organization and Provider (together, the "**Parties**" and each a "**party**"), do hereby agree on behalf of themselves and their respective legal successors and assigns, as follows:

1. ENGAGEMENT. Organization hereby engages Provider on the terms and conditions hereinafter set forth to provide the Services (as defined below) and Provider hereby agrees to provide the Services to Organization pursuant to the terms hereof.

2. SITE IDENTIFICATION. Upon Organization's identification of a new school site (the "**School**"), an addendum shall be prepared identifying the location and term commencement and expiration date in the form attached hereto as Exhibit A and incorporated herein by this reference.

3. TERM. Organization agrees that so long it holds a Charter for a School, Organization shall engage Provider for the Services (defined in Section 5 below), pursuant to the terms and conditions of this Agreement.

4. DUTIES OF PROVIDER. Provider shall provide the following services (collectively, the "**Services**"):

assistance with the preparation of a charter application for a School, as requested by Organization;

employment of the School's chief executive officer;

marketing support for various marketing campaigns for the purpose of student enrollment at a School as requested by Organization;

consultation on the review of materials for various marketing campaigns for the purpose of student enrollment and retention at a School, as requested by Organization;

assistance with preparation for any future expansion of the School to accommodate growth of the School, pursuant to terms and conditions acceptable to Organization and Provider;

assistance with the recruitment of key employees, as requested by Organization; provided, however, with respect to any personnel decisions, the Board shall select all School officers employed by the School, and the Board shall retain all authority with respect to School personnel, including, without limitation, the authority to determine whether any person is to be employed by the School, and whether any person has the appropriate qualifications for employment; to determine employee compensation, and to determine whether an employee shall be disciplined or dismissed by the School;

assistance with the recruitment of candidates for the sports performance program; however any final decisions to hire and retain candidates shall be made by the Board;

coordinate professional development training for certain employees of the Organization, as requested by Organization;

assist with textbook, educational material and curriculum selection, as requested by Organization;

initial, and ongoing, training to Organization personnel with respect to the athletic curriculum, the character development curriculum, physical education program and other programs which are provided by Provider;

athletic curriculum and character development curriculum (collectively, the “**Athlos Curriculum**”) for use by the coaches and other school personnel;

professional development tools and materials for the Athlos Curriculum;

athletic curriculum fixtures and equipment (excludes sport specific and traditional physical education equipment);

assist Organization with the set up and launch of the initial athletic after school program (if adopted by the School) and providing guidance as requested;

assist Organization with a student performance assessment plan, as requested by Organization;

assist with teacher and principal support and development, as requested by Organization;

assist with professional learning community implementation, as requested by Organization;

assist in the development and refinement of school support forms relating to school function (such as enrollment forms, parent surveys, staff evaluation forms, and other office forms), as requested by Organization;

assist Organization to develop the School’s website;

assist Organization to provide the School with the domain for its email addresses;

provide the use of Athlos related electronic function(s) and service(s) (i.e. smartphone application, etc.);

provide approved Athlos school uniforms for sale/distribution to students;

provide approved Athlos gym wear for sale/distribution to students;

provide business contacts that may permit the Organization preferred access to sports products, apparel and equipment with industry leading brands; and

provide the 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.

A list of the typically required equipment for the Athlos Curriculum is on Schedule 1, attached hereto. The equipment is split between what Organization is responsible for purchasing and what Provider is responsible for purchasing for the Athlos Curriculum. Subject to Provider's approval, on a case-by-case basis, Provider will purchase Organization's equipment. This depends upon the Organization's approval, election and execution of a Promissory Note like the form attached hereto as Schedule 2. Provider and Organization agree that payments on the Promissory Note will commence one month after school opening, and shall have a Maturity Date of no longer than twelve (12) months following the first due payment.

6. TERMINATION. Organization may terminate the Services at a School for cause by providing ninety (90) days' notice to Provider, provided the Provider fails to cure the breach or default within such 90-day period, or such longer period as may be necessary to cure the breach or default, if Provider has commenced and is pursuing a cure. "Cause" shall include, but not necessarily be limited to 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.

(a) Termination by Provider. This Agreement may be terminated by Provider, in the event that Organization defaults in the performance of any material obligation hereunder, and fails to cure such default within thirty (30) days of the date of written notice from Provider. "**Material obligation**," for the purpose of this provision, means that Provider determines that (i) Organization has failed to pay amounts due under this Agreement; or (ii) Organization has not otherwise complied with its obligations under this Agreement.

In order to effectively implement the Athlos Curriculum, Provider will supply training 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 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 6(e) below for that particular School.

(b) 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 6(e) below for that particular School.

(c) 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.

(d) Trademark Termination. Any termination for Services at a School shall result in a termination of the Trademark License Agreement for such School.

(e) Removal of Program. Upon a termination as provided herein, or where the term is not subsequently extended by Organization, Organization shall:

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;

eliminate all Outside Vendor program(s) (if implemented);

cease using the Athlos Curriculum and related professional development tools/materials, or any similar form thereof;

return the fixtures and equipment for the athletic curriculum (Schedule 1) to Provider;

forfeit use of Athlos-related website;

forfeit use of Athlos-related domain name;

forfeit use of all Athlos-related electronic functions and/or services;

forfeit access to business partnership discounts;

return all marketing-related materials to Provider;

terminate use of Athlos school uniforms and gym uniforms;

submit to compliance verification audit sixty (60) days following termination; and

submit to compliance verification audit ninety (90) days following termination.

Organization shall comply with the above no later than ninety (90) days after the other Party's receipt of such notice of termination.

7. SERVICES FEE. In consideration for the Services, Provider shall receive a monthly "Services Fee" equal to twelve percent (12%) of local, state and federal gross revenues of Organization (excluding revenues from reimbursement programs such as free and reduced meals) for such month. Payment shall be determined in accordance with United States generally accepted accounting principles which are consistently applied. 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 Nevada public funds.

The Services Fee shall be payable monthly in arrears on the last day of the following calendar month. For example, payment for the month of September shall be due no later than

October 31st. Organization agrees that any payments received after the due date shall include a five percent (5%) late fee assessment.

The Services Fee is the only compensation or other payments, independent of any Promissory Note 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.

Notwithstanding the foregoing, prior to the commencement of the Term for a School, if Organization desires to utilize Provider’s employees for any purposes that involve travel, Organization shall provide and/or reimburse the following: (a) airfare, (b) lodging expenses, (c) car rental expenses, and (d) daily meal expenses.

8. NOTICES. All notices given pursuant to this Agreement shall be in writing and shall be given by personal service, by facsimile, by United States Mail or by United States Express Mail or other established express delivery service (such as Federal Express) or by certified mail, postage or delivery charge prepaid, return receipt requested, addressed to the appropriate Party at the address set forth below:

If to Provider: School Model Support LLC
855 W. Broad Street, #300
Boise, Idaho 83702-7153
ATTN: Legal Department
Phone: (208) 908-5541
Fax: (208) 376-8523

If to Organization: _____

 ATTN: _____

 Phone: _____

 Fax: _____

The person and address to which notices are to be given may be changed at any time by any Party upon written notice to the other Party. All notices given shall be deemed given upon receipt; and

For the purpose of this Agreement, the term “receipt” shall mean the earlier of any of the following: (i) the date of delivery of the notice or other document to the address specified above as shown on the return receipt and/or facsimile confirmation, (ii) the date of actual receipt of the notice or other document by the person or entity specified above, or (iii) in the case of refusal to accept delivery or inability to deliver the notice or other document, the earlier of (A) the date of the attempted delivery or refusal to accept delivery, (B) the date of the postmark on the return receipt, or (C) the date of receipt of notice of refusal or notice of non-delivery by the sending Party.

9. NON-DISCLOSURE/NON-COMPETITION. Organization agrees to treat this Agreement confidentially and shall not disclose the terms contained herein. 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 the Athlos Academy, or its programs, 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.

10. GOVERNING LAW. This Agreement shall be governed by, and construed in accordance with, the laws of the State of Nevada.

11. 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.

12. 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.

13. 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.

14. 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.

15. 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, understandings, 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.

16. 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.

17. 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.

18. TIME OF ESSENCE. Time is of the essence for any and all conditions, obligations and other requirements of this Agreement.

[signatures are on the following page]

IN WITNESS WHEREOF, Organization and Provider have caused this Agreement to be executed as of the day and year first above written.

PROVIDER:	ORGANIZATION:
School Model Support LLC, an Idaho limited liability organization By: _____ Name: Title:	_____, a By: _____ Name: Title:

**EXHIBIT A
SCHOOL IDENTIFICATION ADDENDUM**

THIS ADDENDUM TO THE MASTER SCHOOL SERVICES AGREEMENT (the "**Addendum**") is made and entered into by and between School Model Support LLC, an Idaho limited liability organization ("**Provider**"), and _____, a _____ ("**Organization**"), and supplements that certain Master School Services Agreement by and between Organization and Provider dated _____, 201___. The effective date of this Addendum (the "**Effective Date**") shall be the later date of the dates this Addendum is executed by Organization and Provider below. All capitalized terms not defined herein shall have the meanings given to them in the Master School Services Agreement.

1. SCHOOL LOCATION. The School will be located at: _____ ("**Athlos- ____**").

2. TERM COMMENCEMENT. The term for Athlos - _____ shall commence upon full execution of this School Identification Addendum.

3. FEE COMMENCEMENT. The fee for Athlos- _____ shall commence upon the first day of school in its permanent facility.

5. MARKETING. Organization agrees that Provider may link the School's website on its corporate site to provide website traffic to mutually benefit the Parties.

6. All other provisions of the Agreement, unless specifically modified herein, remain in full force and effect.

IN WITNESS WHEREOF, each of said Parties has executed this Addendum the day and year written below.

PROVIDER:	ORGANIZATION:
School Model Support LLC, an Idaho limited liability organization	_____ ,
By: _____ Name: Title:	By: _____ Name: Title:
Date:	Date:

SCHEDULE 1 ATHLOS ATHLETIC EQUIPMENT LIST:

Provider purchases:

FOAM ROLLS / PB ELITE MOLDED ROLLER 1' LONG 6" ROUND
2lb. VINYL COVERED DUMBBELL VIOLET
3LB VINYL COVERED DUMBBELLS FOREST GREEN
4LB VINYL COVERED DUMBBELLS SKY BLUE
5LB VINYL COVERED DUMBBELLS NAVY BLUE
6LB VINYL COVERED DUMBBELLS RED
7LB VINYL COVERED DUMBBELLS PURPLE
8LB VINYL COVERED DUMBBELLS BLACK
9LB VINYL COVERED DUMBBELLS YELLOW
10LB VINYL COVERED DUMBBELLS ORANGE
JUNGLE GYM XT / SUSPENSION TRAINING
50' TRAINING ROPE (2" diameter) W/ ANCHOR
2KG FIRST PLACE MED BALL
3KG FIRST PLACE MED.BALL
4KG FIRST PLACE MED BALL
5KG FIRST PLACE MED BALL
MEDBALL RACK W/WHEELS
SET OF ECONO PLYOBXES 1 EACH: 12" 18" 24" 30"
12" CONE
9" SAUCER CONES SET OF 12
THE CAT
BULLET BELT DELUXE Pop & Rip Features
ABC SPEED/AGILITY LADDER HARD RUNG
BANANA STEPS 6" / MINI-HURDLES
BANANA STEPS 12" / MINI-HURDLES
MEDIUM ECONOMY CHUTE (14 LBS RESISTANCE)
RESISTANCE TRAINER WITH SHOULDER HARNESS
SUPERBAND 1" WIDE
SUPERBAND 1 3/4" THICK
SUPERBAND 2 1/2" WIDE
Pack of 10 Yellow Minibands
Pack of 10 Green MiniBands
Pack of 10 Blue Minibands
Pack of 10 Black Minibands
PB DISC PILLOW
AIREX BALANCE PAD 20" x 16.4" x 2.5"
GYMNIC "PLUS" STABILITY BALL - 55 CM

GYMNIC "PLUS" STABILITY BALL - 65 CM
MAGIC SPEED ROPE /JUMP ROPE
6 LB First Place Jam Ball
8 LB First Place Jam Ball
10 LB First Place Jam Ball
12 LB First Place Jam Ball

Organization purchases:

FRISBEES
BALANCE BEAM
BEAN BAGS
SOCCOR BALLS
HULA HOOPS
TENNIS BALLS
TENNIS RAQUETS
DODGEBALLS
WHIFFLE BALLS
WHIFFLE BATS
FOOTBALLS
HOCKEY STICKS
BASKETBALLS
SCARFS
VOLLEYBALLS
BEACHBALLS
LACROSSE STICKS
RUBBER BALLS FOR HOCKEY AND LACROSSE

The above list is subject to change if Provider determines that the Athletic Curriculum needs adjustment for effective program implementation.

**SCHEDULE 2
FORM PROMISSORY NOTE**

\$ _____, 20__

FOR VALUE RECEIVED, _____, a
_____ (“Maker”), unconditionally promises to pay to the order of
School Model Support LLC, an Idaho limited liability company (“Lender”), at 855 Broad Street,
Suite 300, Idaho 83702, or at such other place as Lender may designate to Maker in writing from
time to time, without any counterclaim, setoff or deduction whatsoever, on the Maturity Date (as
hereinafter defined) the principal sum of _____ AND ___/100 DOLLARS
(\$_____) in lawful money of the United States of America. Such sum shall bear interest at a rate
of six percent (6%) compounded annually on the unpaid principal balance and, in certain
circumstances, interest may accrue at the Default Interest Rate (defined below).

**ARTICLE I
TERMS AND CONDITIONS**

1.01 Payment. This Note shall be payable as follows:

(a) Principal shall be due and payable in consecutive monthly installments of principal and interest in the amount of \$_____ each beginning on _____, 20__, and continuing on the thirtieth (30th) day of each and every month thereafter through and including _____, 20__ (“Maturity Date”). Each such monthly installment shall be applied first to the payment of interest and then to the reduction of principal. The Maturity Date shall not be later than twelve (12) months after the first payment is due according to the terms of this agreement.

(b) On the Maturity Date, the entire outstanding principal balance hereof, together with all accrued but unpaid interest shall be due and payable in full.

(c) For purposes of making payments hereunder, if the day on which such payment is due is not a Business Day, then amounts due on such date shall be due on the next Business Day. “Business Day” means a day that is not a Saturday, Sunday or other day on which national banking associations are closed in Boise, Idaho.

1.02 Prepayment. This Note may be prepaid in whole or in part prior to the Maturity Date.

1.03 Default.

(a) In the event that a default occurs because any regularly scheduled monthly installment payment is not received by Lender within five (5) days of the date when due, then in addition to any interest at the Default Interest Rate due hereunder, Maker shall also pay to Lender a late charge in an amount equal to five percent (5.0%) of the amount of such overdue payment in order to defray Lender's expenses in addressing and processing the delinquent payment and compensate Lender from the loss of the use of such payment. Such amount shall be immediately due to Lender, but shall not result in any extension of the Maturity Date.

(b) So long as any default exists hereunder, regardless of whether or not there has been an acceleration of the indebtedness evidenced hereby, and at all times after maturity of the indebtedness evidenced hereby (whether by acceleration or otherwise), interest shall accrue on the outstanding principal balance of this Note at a rate per annum equal to twelve percent (12.0%), or if such rate of interest may not be collected under applicable law, then at the maximum rate of interest, if any, which may be collected from Maker under applicable law (the "Default Interest Rate"), and such interest at the Default Interest Rate shall be immediately due and payable.

(c) Maker acknowledges that it would be extremely difficult or impracticable to determine Lender's actual damages resulting from any late payment or default, and such late charges and interest at the Default Interest Rate are reasonable estimates of those damages and do not constitute a penalty. The remedies of Lender in this Note or at law or in equity, shall be cumulative and concurrent, and may be pursued singly, successively or together in Lender's discretion. Time is of the essence with respect to all matters concerning or relating to this Note. Maker agrees to pay on demand all expenses and costs of enforcement, administration and collection incurred or paid by Lender including, but not limited to, reasonable attorney's fees and disbursements of Lender, whether or not with respect to retained firms, the reimbursement for the expenses of in house staff, or otherwise and whether or not any legal proceeding is commenced hereunder. The foregoing amounts shall be paid together with interest thereon at the Default Interest Rate from the date paid or incurred by Lender until such expenses are paid by the Maker.

ARTICLE II GENERAL CONDITIONS

2.01 No Waiver; Amendment. Lender shall not by any act, delay, or omission or otherwise be deemed to have waived any of its rights or remedies, and no waiver of any kind shall be valid, unless in writing signed by Lender. All rights and remedies of Lender under this Note and under any statutes or rules of law shall be cumulative and may be exercised successively and concurrently. This Note may not be changed orally, but only by a definitive written agreement signed by the party against whom enforcement of any waiver, change, modification or discharge is sought.

2.02 Waivers. Presentment for payment, demand, protest and notice of demand, protest and nonpayment, notice of intent to accelerate maturity, notice of acceleration of maturity and all other notices are hereby waived by Maker.

2.03 Unconditional Payment. Maker is and shall be obligated to pay principal, interest at the Default Interest Rate, if any has accrued, and any and all other amounts which become payable hereunder absolutely and unconditionally and without any abatement, postponement, diminution or deduction and without any reduction for counterclaim or setoff. In the event that at any time any payment received by Lender hereunder shall be deemed by a court of competent jurisdiction to have been a voidable preference or fraudulent conveyance under any bankruptcy, insolvency or other debtor relief law, then the obligation to make such payment shall survive any cancellation or satisfaction of this Note or return thereof to Maker and shall not be discharged or satisfied with any prior payment thereof or cancellation of this Note, but shall remain a valid and binding obligation enforceable in accordance with the terms and provisions hereof, and such payment shall be immediately due and payable upon demand.

2.04 Submission to Jurisdiction; Waiver of Jury Trial.

(a) MAKER, TO THE FULL EXTENT PERMITTED BY LAW, HEREBY KNOWINGLY, INTENTIONALLY AND VOLUNTARILY, WITH AND UPON THE ADVICE OF COMPETENT COUNSEL, (A) SUBMITS TO PERSONAL JURISDICTION IN THE STATE OF IDAHO OVER ANY SUIT, ACTION OR PROCEEDING BY ANY PERSON ARISING FROM OR RELATING TO THIS NOTE; (B) AGREES THAT ANY SUCH ACTION, SUIT OR PROCEEDING MAY BE BROUGHT IN ANY STATE OR FEDERAL COURT OF COMPETENT JURISDICTION SITTING IN EITHER THE CITY OR THE COUNTY WHERE THE PROPERTY IS LOCATED; (C) SUBMITS TO THE JURISDICTION OF SUCH COURTS; (D) TO THE FULLEST EXTENT PERMITTED BY LAW, AGREES THAT MAKER WILL NOT BRING ANY ACTION, SUIT OR PROCEEDING IN ANY OTHER FORUM; AND (E) KNOWINGLY, AND VOLUNTARILY WAIVES ITS RIGHT TO A TRIAL BY JURY, AT THE ELECTION OF LENDER, FOR ANY LITIGATION RELATED TO THIS PROMISSORY NOTE.

2.05 Miscellaneous. This Note shall be interpreted, construed and enforced according to the laws of the State of Idaho and the applicable laws of the United States of America. The terms and provisions hereof shall be binding upon and inure to the benefit of Maker and Lender and their respective heirs, executors, legal representatives, successors, successors-in-title and assigns, whether by voluntary action of the parties or by operation of law. As used herein, the terms "Maker" and "Lender" shall be deemed to include their respective successors, successors in title and assigns, whether by voluntary action of the parties or by operation of law. Titles of articles and sections are for convenience only and in no way define, limit, amplify or describe the scope or intent of any provisions hereof. Time is of the essence with respect to all provisions of this Note. This Note contains the entire agreements between the parties hereto relating to the subject matter hereof and thereof and all prior agreements relative hereto and thereto which are not contained herein or therein are terminated.

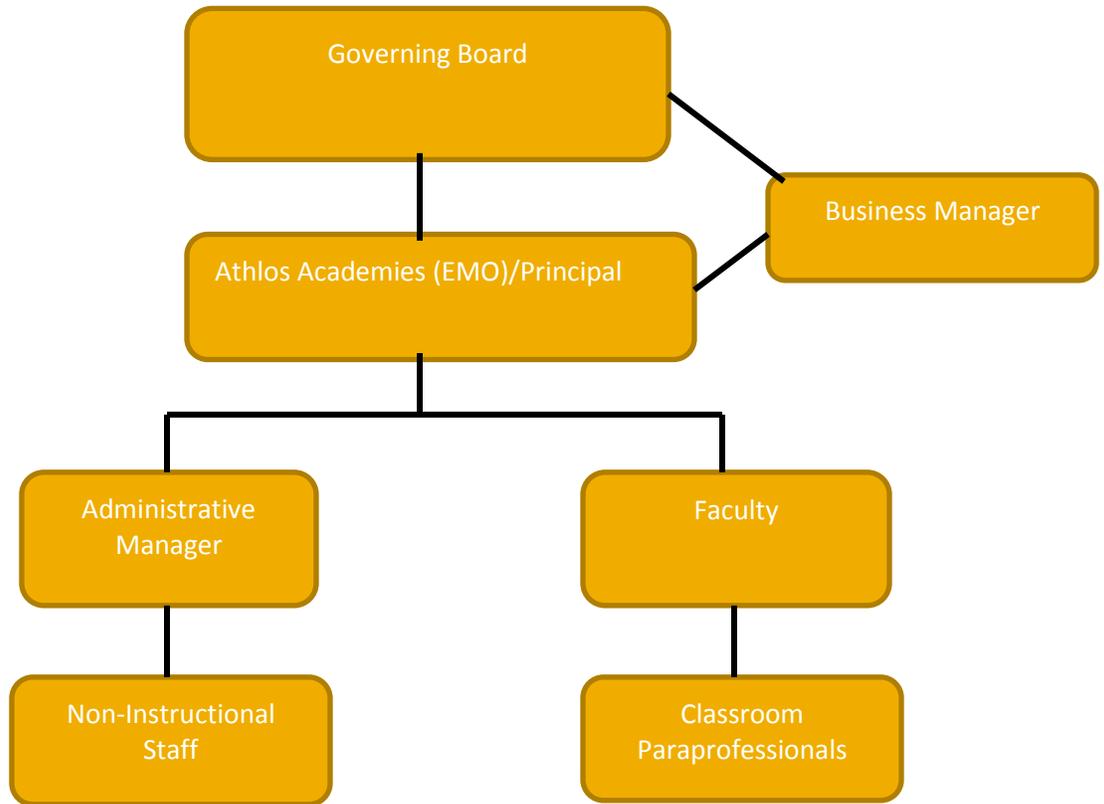
IN WITNESS WHEREOF, the Maker, intending to be legally bound hereby, has duly executed this Note to be effective as of the day and year first written above.

MAKER:

_____,
a _____

By: _____

ATTACHMENT B.3.3 ORGANIZATIONAL CHART



ATTACHMENT B.3.6 LOTTERY DESCRIPTION

Athlos Academy of Clark County Lottery Rules

As long as our school's enrollment is less than it can accommodate (as determined by NAC 386.353), the school "shall enroll pupils...in the order in which applications are received." "...[I]f more pupils...apply for enrollment...than the number of spaces which are available..." the school shall use a lottery to determine who will be enrolled.

Lottery exemptions are identified in NRS 386.580(2).

We will adopt the following NRS 386.580(2) and/or NRS 386.520(5)(p) lottery exemptions:
Sibling of a pupil who is currently enrolled in the school;
A child of a person who is:
employed by the school; or
a member of the Committee to Form the School or the Governing Body (Board).

As a public school, we will not close, cap, delay, postpone or otherwise limit enrollment except as allowed by NAC 386.353.

As stated in the Cover Sheet for our charter school application and elaborated upon in B.3 (Required Element 9) of the application, we will not limit enrollment to a certain number of pupils or ratio of teachers to pupils, pursuant to NAC 386.353.

For the situations identified below, only, our school will establish and advertise an enrollment window from April 20-May 15 during which it will accept applications.

Approaching our first year of operation;
When adding a new grade; and
For annual enrollment in our school's lowest grade.

We will announce and advertise these opening and closing dates of the window to the community in which we plan to operate. The following are key points regarding how we will manage an enrollment window and select and enroll pupils from our school's enrollment waiting list:

If the number of applications received during an enrollment window does not exceed the number of spaces available, including by grade, all pupils who applied shall be enrolled in our school.

If the number of applications received during the window exceeds the number of spaces available, including by grade, all enrollment applications received during the window will be subject to the lottery. The lottery will be conducted immediately after the close of the enrollment window.

Pupils whose applications are not selected by the lottery, if they wish, will be placed on an enrollment waiting list in the order determined by the lottery.

Pupils who seek enrollment after the lottery in 2 and 3, above, is conducted (after the window closes) will be added to the enrollment waiting list, but are not immediately assigned an enrollment order number; instead, another lottery will be conducted only when all the pupils assigned enrollment order numbers by the first lottery have been enrolled in the school.

An enrolled pupil will not be required to re-enroll. That is, once a pupil has been enrolled, they will be able continue their schooling at the school. Our school may ask for some sort of assurance from a pupil that the pupil intends to return to the school for the next grade, but pupils will not be denied the opportunity to return to our school for the next grade level, once enrolled in the school.

Any pupil seeking enrollment but denied enrollment due to lack of space will be offered the opportunity to be added to an enrollment waiting list.

As space becomes available, pupils from the waiting list will be enrolled in the school.

The waiting list enrollment order will be determined by lottery.

A pupil seeking enrollment in a grade that is not full shall be enrolled immediately; the pupil's enrollment will not be delayed until some future time, including until a semester break or the next school year.

A pupil who is the first on a waiting list shall be enrolled immediately upon the creation of space in the pupil's grade; the pupil's enrollment may not be delayed until some future time, including until a semester break or the next school year.

Our school will not "close enrollment" except as described in NAC 383.353. Enrollment is always "open" in that our school will always accept enrollment applications. Applications received after an enrollment window closes are placed on an enrollment waiting list if the school or grade is "full" per NAC 386.353. Pupils will be chosen for enrollment from the waiting list as described above.

If/when we add new, higher grades, the pupils in our school's formerly highest grade will automatically be enrolled in the school's new next grade.

ATTACHMENT 26: C.1.1 BUDGET

DALE A.R. ERQUIAGA
Superintendent of Public Instruction

STATE OF NEVADA

**TEACHER LICENSURE
SOUTHERN NEVADA OFFICE
9890 S. Maryland Parkway, Suite 221**

DR. STEVE CANAVERO
*Deputy Superintendent
Student Achievement*



**Las Vegas, Nevada 89183
(702) 486-6458
Fax: (702)486-6450
<http://teachers.nv.gov>**

JULIA TESKA
*Deputy Superintendent
Business and Support Services*

**DEPARTMENT OF EDUCATION
700 E. Fifth Street
Carson City, Nevada 89701-5096
(775) 687 - 9200 · Fax: (775) 687 - 9101
<http://www.doe.nv.gov>**

DENA DURISH
*Deputy Superintendent
Educator Effectiveness*

Athlos Academy of Clark County herewith submits the TENTATIVE budget for the fiscal year ending June 30, 2016

This budget contains 1 governmental fund types with estimated expenditures of \$ 6,159,596 and proprietary funds with estimated expenses of \$.

Per NAC 387.730:

TENTATIVE budget is due to the clerk or secretary of the Charter School Governing Body and Nevada Department of Education (NDE) by **April 15** annually.

FINAL budget must be adopted on or before **June 8** Annually. Copies of the approved final budget are **SUBMITTED** by the Charter School Governing Body to NDE, Legislative Council Bureau and the Charter School sponsor if other than the Department of Education.

CERTIFICATION

APPROVED BY THE GOVERNING BOARD

I, _____
(Print Name of Governing Board President)

(Signature of Governing Board President)

certify that all applicable funds and financial operations of this Local Government are listed herein

Signed _____

Dated: _____

SCHEDULED PUBLIC HEARING:

Date and Time:

Publication Date

Place:

Form 1

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	WEIGHTED ACTUAL PRIOR YEAR ENDING 06/30/15		WEIGHTED ACTUAL CURRENT YEAR ENDING 06/30/15		WEIGHTED ESTIMATED YEAR ENDING 06/30/16
1. Pre-kindergarten (NRS 388.490)	x .6 = 0.0	x .6 =	0.0	x .6 =	0.0
Kindergarten	x .6 =	x .6 =	0.0	115 x .6 =	69.0
2. Elementary					580
3. Secondary					270
4. Ungraded					
5. Subtotal	0.0		0.0		919.0
7. Students transported into Nevada from out-of-state					
8. Students transported to another state					
9. Total WEIGHTED enrollment	0.0		0.0		919.0
10. Hold Harmless					

Basic support per pupil amount, Year Ending 06/30/16

Estimated per SB522 77th session

Fill in information for each district:

School District Rate revised 5/24/2013

	2015-2016 Enrollment	WEIGHTED 2015-2016 Subtotal	Estimate: "Outside Revenue"	Use rates below: Reference amounts for #12
Carson City	\$ 6,643	0.0	\$0	\$ 1,086
Churchill	\$ 6,629	0.0	\$0	\$ 1,069
Clark	\$ 5,544	919.0	\$5,094,936	\$ 997
Douglas	\$ 5,998	0.0	\$0	\$ 2,386
Elko	\$ 6,692	0.0	\$0	\$ 1,113
Esmeralda	\$ 15,798	0.0	\$0	\$ 8,308
Eureka	\$ 100	0.0	\$0	\$ 43,870
Humboldt	\$ 5,409	0.0	\$0	\$ 2,047
Lander	\$ 385	0.0	\$0	\$ 9,884
Lincoln	\$ 10,500	0.0	\$0	\$ 1,295
Lyon	\$ 7,186	0.0	\$0	\$ 922
Mineral	\$ 9,622	0.0	\$0	\$ 1,683
Nye	\$ 7,085	0.0	\$0	\$ 1,368
Pershing	\$ 8,738	0.0	\$0	\$ 2,272
Storey	\$ 8,455	0.0	\$0	\$ 6,494
Washoe	\$ 5,585	0.0	\$0	\$ 1,138
White Pine	\$ 7,315	0.0	\$0	\$ 1,902
Multidistrict		919.0	\$5,094,936	5,544

Estimated "Outside Revenue" (Supplemental Support) per pupil This is the per pupil share of local taxes, etc, from the district.

Total basic support for enrollee including outside revenue

Total Weighted-#9	\$ 5,094,936.00	Hold Harmless-#10	\$ -
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Estimated number of special education program units

X 39,768 (Should be 0 or 2 maximum - see prior year allotment) amount per unit \$0

TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)

Total Weighted	\$ 5,094,936.00	Hold Harmless	\$ -
----------------	-----------------	---------------	------

Form 3 Athlos Academy of Clark County REVENUE	(1)	(2) ESTIMATED	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/15	CURRENT YEAR ENDING 06/30/15	BUDGET YEAR ENDING 06/30/16		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
1000 LOCAL SOURCES					
1100 Taxes					
1110 Ad Valorem Taxes			894,322		
1111 Net Proceed of Mines					
1120 Sales & Use/School Support Taxes					
1140 Penalties & Interest on Tax					
1150 Residential Construction Tax					
1190 Other					
Revenue from Local Govmt Units other 1200 than School Districts					
1300 Tuition					
1310 Tuition from Individuals					
1320 Tuition-other Govt sources within State					
1330 Tuition-other Govt sources out of State					
1400 Transportation Fees					
1410 Trans Fees from Individuals					
1420 Trans Fees - other Govt within State					
1430 Trans Fees - other Govt out of State					
1440 Trans Fees - Other Private Sources					
1500 Investment Income					
1600 Food Services					
1610 Daily Sales - Reimbursable Program					
1620 Daily Sales - Non-Reimbursable Progrm					
1630 Special Functions					
1650 Daily Sales - Summer Food Program					
1700 Direct Activities					
1800 Community Service Activities					
1900 Other Revenues					
1910 Rent					
1920 Donations					
1930 Gains/Loss on Sales of Capital Assets					
1940 Textbook Sales & Rentals					
1950 Misc Revenues from Other Districts					
1960 Misc Revenues from Other Local Govt					
1970 Operating Revenues					
1980 Refund of Prior Year's Expenditures					
1990 Miscellaneous - local sources					
TOTAL LOCAL SOURCES	0	0	894,322	0	0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3110 Distributive School Account (DSA)			5,094,936		
3115 Special Ed portion of DSA			128,235		
3200 State Govt Restricted Funding					
3210 Special Transportation					
3220 Adult High School Diploma Program Fnd					
3230 Class Size Reduction					
3800 Revenue in Lieu of Taxes					
3900 Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES	0	0	5,223,171	0	0

REVENUE	(1)	(2)	(3)	(4)	(4)
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/15	BUDGET YEAR TENTATIVE APPROVED	ENDING 06/30/16 FINAL APPROVED	AMENDED FINAL APPROVED
4000 FEDERAL SOURCES					
Unrestricted Grants-in-Aid DIRECT from 4100 Fed Govt					
4103 E-Rate Funds					
Unrestricted Grants-in-Aid from Fed Govt 4200 pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed			72,375		
Restricted Grants-in-Aid Fed Govnt pass- 4500 thru the State					
Grants-in-Aid from Fed Govt Thru Other 4700 Intermediate Agencies					
4800 Revenue in Lieu of Taxes					
4900 Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES	0	0	72,375	0	0
OTHER RESOURCES AND FUNDBALANCE	(1)	(2)	(3)	(4)	(4)
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/15	BUDGET YEAR TENTATIVE APPROVED	ENDING 06/30/16 FINAL APPROVED	AMENDED FINAL APPROVED
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
Premium of Discount on the Issuance of 5120 Bonds					
5200 Fund Transfers In					
Proceeds from the Disposal of Real or 5300 Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
6100 Capital Contributions					
Amortization of Premium on Issuance of 6200 Bonds					
6300 Special Items					
6400 Extraordinary Items					
TOTAL OTHER SOURCES	0	0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	0	0	0
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	0	0	6,189,868	0	0

Athlos Academy of Clark County Form 4	(1)	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(3)	(4)	(5)
PROGRAM FUNCTION OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/15		BUDGET YEAR ENDING 06/30/16 TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries			1,489,000		
200 Benefits			568,798		
300/400/500 Purchased Services			2,093,026		
600 Supplies			293,344		
700 Property			254,188		
800 Other			12,800		
2100-2600, 2900 Other Support Services					
100 Salaries			369,697		
200 Benefits			141,224		
300/400/500 Purchased Services			523,257		
600 Supplies			73,336		
700 Property			63,547		
800 Other				3,200	
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
100 TOTAL REGULAR PROGRAMS	0	0	5,885,417	0	0
140 Summer School for Reg Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
140 TOTAL Summer School - Reg Prog	0	0	0	0	0

Athlos Academy of Clark County	(1)	(2) ESTIMATED	(3)	(4)	(5)
PROGRAM FUNCTION OBJECT	ACTUAL PRIOR	CURRENT YEAR	BUDGET YEAR ENDING	06/30/16	AMENDED
	YEAR ENDING	ENDING	TENTATIVE	FINAL	FINAL
	06/30/15	06/30/15	APPROVED	APPROVED	APPROVED
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries			143,400		
200 Benefits			54,779		
300/400/500 Purchased Services			72,000		
600 Supplies				4,000	
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
200 SPECIAL PROGRAMS	0	0	274,179	0	0
240 Summer School for Special Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
240 TOTAL Summer School - Spec Prog	0	0	0	0	0

Athlos Academy of Clark County

Budget Fiscal Year 2015-2016

Form 4 Expenditures

8/28/2014

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) BUDGET YEAR ENDING TENTATIVE APPROVED	06/30/16 FINAL APPROVED	AMENDED FINAL APPROVED
270 Gifted and Talented Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
270 TOTAL Gifted & Talented Programs	0	0	0	0	0
300 Vocational & Technical Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
300 Total Vocational & Technical Prog	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) BUDGET YEAR ENDING TENTATIVE APPROVED	06/30/16 FINAL APPROVED	AMENDED FINAL APPROVED
340 Summer School for Voc & Tech					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
340 Total Summer School for Voc & Tech	0	0	0	0	0
420 English for Speakers of Other Lang					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
420 Total Speakers of Other Lang	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) BUDGET YEAR ENDING TENTATIVE APPROVED	06/30/16 FINAL APPROVED	AMENDED FINAL APPROVED
440 Summer School for Other Inst Prog					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
440 Total English - Summer School for Other In	0	0	0	0	0
490 Other Instructional Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
490 Total Other Instructional Programs	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) BUDGET YEAR ENDING 06/30/16 TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
800 Community Services Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
800 Total Community Services Programs	0	0	0	0	0
900 Co-curricular & Extra-Curricular					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
900 Co-curricular & Extra-Curricular	0	0	0	0	0

Athlos Academy of Clark County _____

Budget Fiscal Year 2015-2016

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/15	BUDGET YEAR ENDING 06/30/16		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
000 UNDISTRIBUTED EXPENDITURES					
2100 Support Services-Students					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100 SUBTOTAL	0	0	0	0	0
2200 Support Services-Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2200 SUBTOTAL	0	0	0	0	0
2300 Support Services-Gen Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2300 SUBTOTAL	0	0	0	0	0
2400 Support Serv-School Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2400 SUBTOTAL	0	0	0	0	0
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2500 SUBTOTAL	0	0	0	0	0

Athlos Academy of Clark County _____

Budget Fiscal Year 2015-2016

Form 4 Expenditures

8/28/2014

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/15	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(4) BUDGET YEAR ENDING 06/30/16		(5) AMENDED FINAL APPROVED
			(3) TENTATIVE APPROVED	FINAL APPROVED	
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2600 SUBTOTAL	0	0	0	0	0
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 SUBTOTAL	0	0	0	0	0
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2900 SUBTOTAL	0	0	0	0	0
2000s TOTAL SUPPORT SERVICES	0	0	0	0	0
3100 Food Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
3100 TOTAL FOOD SERVICES	0	0	0	0	0

Athlos Academy of Clark County _____

Budget Fiscal Year 2015-2016

Form 4 Expenditures

8/28/2014

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/15	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(4) BUDGET YEAR ENDING 06/30/16		(5) AMENDED FINAL APPROVED
			(3) TENTATIVE APPROVED	FINAL APPROVED	
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4100 SUBTOTAL	0	0	0	0	0
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4200 SUBTOTAL	0	0	0	0	0
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4300 SUBTOTAL	0	0	0	0	0
4400 Educational Specifications Dev					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4400 SUBTOTAL	0	0	0	0	0
4500 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4500 SUBTOTAL	0	0	0	0	0
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4600 SUBTOTAL	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/15	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(4) BUDGET YEAR ENDING 06/30/16		(5) AMENDED FINAL APPROVED
			(3) TENTATIVE APPROVED	FINAL APPROVED	
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4700 SUBTOTAL	0	0	0	0	0
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4900 SUBTOTAL	0	0	0	0	0
4000s CONSTRUCTION	0	0	0	0	0
5000 Debt Service					
000 EXPENDITURES	0	0	0	0	0
TOTAL ALL EXPENDITURES	0	0	6,159,596	0	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance					
TOTAL ENDING FUND BALANCE	0	0	0	0	0
TOTAL APPLICATIONS	0	0	6,159,596	0	0

CHECKS:	Contingency cannot exceed:	XXXXXXXX	0	184,788	0	0
	Calculated Total Ending Fund Balance:		0	30,272	0	0

Athlos Academy of Clark County

Budget Fiscal Year 2015-2016

TENTATIVE BUDGET 2015-2016		Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS	
PROGRAM EXPENDITURES					
100 Regular	1,858,697	710,022	3,316,698	5,885,417	
200 Special	143,400	54,779	76,000	274,179	
300 Vocational	0	0	0	0	
400 Other PK-12	0	0	0	0	
500 Nonpublic School				0	
600 Adult Education				0	
800 Community Services	0	0	0	0	
900 Co-Curricular/Extra Curricular	0	0	0	0	
PROGRAM TOTALS	2,002,097	764,801	3,392,698	6,159,596	
000 Undistributed Expenditures					
2000 Support Services	0	0	0	0	
3100 Food Service	0	0	0	0	
4000 Facility Acquisition and Construction				0	
5000 Debt Service				0	
6300 Contingency				0	
8000 Ending Balance				0	
UNDISTRIBUTED TOTALS	0	0	0	0	
TOTAL ALL FUNDS TENTATIVE	2,002,097	764,801	3,392,698	6,159,596	
FINAL BUDGET 2015-2016		Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS	
PROGRAM EXPENDITURES					
100 Regular	0	0	0	0	
200 Special	0	0	0	0	
300 Vocational	0	0	0	0	
400 Other PK-12	0	0	0	0	
500 Nonpublic School	0	0	0	0	
600 Adult Education	0	0	0	0	
800 Community Services	0	0	0	0	
900 Co-Curricular/Extra Curricular	0	0	0	0	
PROGRAM TOTALS	0	0	0	0	
000 Undistributed Expenditures					
2000 Support Services	0	0	0	0	
3100 Food Service	0	0	0	0	
4000 Facility Acquisition and Construction				0	
5000 Debt Service				0	
6300 Contingency				0	
8000 Ending Balance				0	
UNDISTRIBUTED TOTALS	0	0	0	0	
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0	

FINAL AMENDED BUDGET - Estimated	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School	0	0	0	0
600 Adult Education	0	0	0	0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL FINAL AMENDED BUDGET	0	0	0	0

PROPRIETARY OR ENTERPRISE FUND

Athlos Academy of Clark County

Fund: REVENUE	(1) ACTUAL PRIOR YEAR ENDING 06/30/15	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) BUDGET YEAR ENDING 06/30/16		(4)
			TENTATIVE APPROVED	FINAL APPROVED	
1000 LOCAL SOURCES					
1300 Tuition					
1400 Transportation Fees					
1500 Investment Income					
1600 Food Services					
1700 Direct Activities					
1800 Community Service Activities					
1900 Other Revenues					
TOTAL LOCAL SOURCES	0	0	0	0	0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3200 State Govt Restricted Funding					
TOTAL STATE SOURCES	0	0	0	0	0
4000 FEDERAL SOURCES					
Unrestricted Grants-in-Aid DIRECT from 4100 Fed Govt					
Unrestricted Grants-in-Aid from Fed Govt 4200 pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
Restricted Grants-in-Aid Fed Govnt pass- 4500 thru the State					
Grants-in-Aid from Fed Govt Thru Other 4700 Intermediate Agencies					
TOTAL FEDERAL SOURCES	0	0	0	0	0
5000 OTHER FINANCING SOURCES					
5200 Fund Transfers In					
Proceeds from the Disposal of Real or 5300 Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
TOTAL OTHER SOURCES	0	0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	0	0	0
TOTAL ALL RESOURCES	0	0	0	0	0

Athlos Academy of Clark County

Budget Fiscal Year 2015-2016

FUNCTION / OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/08	ESTIMATED CURRENT YEAR ENDING 06/30/09	BUDGET YEAR ENDING 06/30/10	
			TENTATIVE APPROVED	FINAL APPROVED
EXPENSES				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL INSTRUCTION EXPENSES:	0	0	0	0
2000 Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL SUPPORT EXPENSES:	0	0	0	0
3100 Food Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
4000 Facilities Acquisition & Construction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
5000 Debt Service				
6000 Miscellaneous				
SUBTOTAL OTHER SERVICES	0	0	0	0
TOTAL EXPENSES	0	0	0	0
8000 ENDING FUND BALANCE				
Reserved Ending Balance				
Unreserved Ending Balance				
TOTAL ENDING FUND BALANCE	0	0	0	0
TOTAL APPLICATIONS	0	0	0	0

Athlos Academy of Clark County

ALL EXISTING OR PROPOSED

- | | |
|------------------------------------|--|
| * - Type - use codes 1-11 | |
| 1 - General Obligation Bonds | 6 - Medium-Term Financing - Lease Purchase |
| 2 - G. O. Revenue Supported Bonds | 7 - Capital Leases |
| 3 - G. O. Special Assessment Bonds | 8 - Special Assessment Bonds |
| 4 - Revenue Bonds | 9 - Mortgages |
| 5 - Medium-Term Financing | 10 - Other (Specify Type) |
| | 11 - Proposed (Specify Type) |

(1) NAME OF LOAN List and Subtotal By Fund	(2) Type *	(3) Number of Months of TERM	(4) ORIGINAL AMOUNT OF ISSUE	(5) ISSUE DATE	(6) FINAL PAYMENT DATE	(7) INTEREST RATE	(8) BEGINNING OUTSTANDING BALANCE 7/1/2015	(9) (10) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/16		(11) (9) + (10) 6/30/2016 TOTAL
								INTEREST PAYABLE	PRINCIPAL PAYABLE	
FUND:										
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
TOTAL ALL DEBT SERVICE			\$0				\$0	\$0	\$0	\$0

Athlos Academy of Clark County

Budget Fiscal Year 2015-2016

Form 7 INDEBTEDNESS

8/28/2014

REPORT FOR ALL FUNDS		2015-2016		FROM DISTRICTS WITHIN NEVADA		FROM DISTRICTS OUTSIDE NEVADA	
		Revenue CODES		(1) TUITION	(2) TRANSPORTATION	(3) TUITION	(4) TRANSPORTATION
REVENUES		1310 NV Individual 1321 NV School Dist	1410 NV Individual 1421 NV School Dist	1310 Out-of-state Ind 1331 Out-of-state SD	1410 Out-of-state Ind 1431 Out-of-state SD		
Nevada Individuals	1310/1410						
Nevada School Districts	1321/1421						
Out-of-state Individuals	1310/1410						
Out-of-State School Districts	1331/1431						
			\$0	\$0	\$0	\$0	

EXPENDITURES		Object Codes	TO DISTRICTS WITHIN NEVADA		TO DISTRICTS OUTSIDE NEVADA	
			561	511	562	512
100 - Regular Programs						
200 - Special Programs						
300 - Vocational Programs						
400 - Other PK-12 Programs						
500 - Nonpublic Programs						
600 - Adult Programs						
TOTALS			\$0	\$0	\$0	\$0

FUND TRANSFERS 2015-2016 (1) FUND TYPE	TRANSFERS IN		TRANSFERS OUT	
	(2) FROM FUND	(3) AMOUNT	(4) TO FUND	(5) AMOUNT
GENERAL FUND				
SUBTOTAL	0	0	0	0
SPECIAL REVENUE FUNDS				
SUBTOTAL	0	0	0	0
TOTAL TRANSFERS	0	0	0	0

DALE A.R. ERQUIAGA
Superintendent of Public Instruction

STATE OF NEVADA

TEACHER LICENSURE
SOUTHERN NEVADA OFFICE
9890 S. Maryland Parkway, Suite 221

DR. STEVE CANAVERO
Deputy Superintendent
Student Achievement



Las Vegas, Nevada 89183
(702) 486-6458
Fax: (702)486-6450
http://teachers.nv.gov

JULIA TESKA
Deputy Superintendent
Business and Support Services

DENA DURISH
Deputy Superintendent
Educator Effectiveness

DEPARTMENT OF EDUCATION
700 E. Fifth Street
Carson City, Nevada 89701-5096
(775) 687 - 9200 · Fax: (775) 687 - 9101
http://www.doc.nv.gov

Athlos Academy of Clark County herewith submits the TENTATIVE budget for the fiscal year ending June 30, 2017

This budget contains 1 governmental fund types with estimated expenditures of \$ 7,621,785 and proprietary funds with estimated expenses of \$.

Per NAC 387.730:

TENTATIVE budget is due to the clerk or secretary of the Charter School Governing Body and Nevada Department of Education (NDE) by April 15 annually.

FINAL budget must be adopted on or before June 8 Annually. Copies of the approved final budget are SUBMITTED by the Charter School Governing Body to NDE, Legislative Council Bureau and the Charter School sponsor if other than the Department of Education.

CERTIFICATION

APPROVED BY THE GOVERNING BOARD

I, [Redacted]
(Print Name of Governing Board President)

[Redacted]
(Signature of Governing Board President)

certify that all applicable funds and financial operations of this Local Government are listed herein

Signed _____

Dated: [Redacted]

SCHEDULED PUBLIC HEARING:

Date and Time: _____

Publication Date _____

Place: _____

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

WEIGHTED ACTUAL PRIOR YEAR ENDING 06/30/16		WEIGHTED ACTUAL CURRENT YEAR ENDING 06/30/16	WEIGHTED	ESTIMATED YEAR ENDING 06/30/17
1. Pre-kindergarten (NRS 388.490)	x .6 = 0.0	x .6 = 0.0		0.0
Kindergarten	x .6 = 0.0	115 x .6 = 69.0	140	84.0
2. Elementary		580		690
3. Secondary		270		420
4. Ungraded				
5. Subtotal	0.0	919.0		1,194.0
7. Students transported into Nevada from out-of-state				
8. Students transported to another state				
9. Total WEIGHTED enrollment	0.0	919.0		1,194.0
10. Hold Harmless				

Basic support per pupil amount, Year Ending 06/30/17

Estimated per SB522 77th session

Fill in information for each district:

School District Rate revised 5/24/2013

	2016-2017 Enrollment	WEIGHTED 2016-2017 Subtotal	Estimate: "Outside Revenue"	Use rates below:	Reference amounts for #12
Carson City	\$ 6,643	0.0	\$0		\$ 1,086
Churchill	\$ 6,629	0.0	\$0		\$ 1,069
Clark	\$ 5,544	1,194.0	\$6,619,536		\$ 997
Douglas	\$ 5,998	0.0	\$0		\$ 2,386
Elko	\$ 6,692	0.0	\$0		\$ 1,113
Esmeralda	\$ 15,798	0.0	\$0		\$ 8,308
Eureka	\$ 100	0.0	\$0		\$ 43,870
Humboldt	\$ 5,409	0.0	\$0		\$ 2,047
Lander	\$ 385	0.0	\$0		\$ 9,884
Lincoln	\$ 10,500	0.0	\$0		\$ 1,295
Lyon	\$ 7,186	0.0	\$0		\$ 922
Mineral	\$ 9,622	0.0	\$0		\$ 1,683
Nye	\$ 7,085	0.0	\$0		\$ 1,368
Pershing	\$ 8,738	0.0	\$0		\$ 2,272
Storey	\$ 8,455	0.0	\$0		\$ 6,494
Washoe	\$ 5,585	0.0	\$0		\$ 1,138
White Pine	\$ 7,315	0.0	\$0		\$ 1,902
Multidistrict		1,194.0	\$6,619,536	5,544	

Estimated "Outside Revenue" (Supplemental Support) per pupil This is the per pupil share of local taxes, etc, from the district.

Total basic support for enrollee including outside revenue

Total Weighted-#9	\$ 6,619,536.00	Hold Harmless-#10	\$ -
-------------------	-----------------	-------------------	------

Estimated number of special education program units

X _____ (Should be 0 or 2 maximum - see prior year allotment)

39,768 amount per unit \$0

TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)

Total Weighted	\$ 6,619,536.00	Hold Harmless	\$ -
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Form 3 Athlos Academy of Clark County REVENUE	(1)	(2) ESTIMATED CURRENT YEAR ENDING 06/30/16	(3)	(4)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/16		BUDGET YEAR ENDING 06/30/17 TENTATIVE APPROVED		FINAL APPROVED	AMENDED FINAL APPROVED
1000 LOCAL SOURCES						
1100 Taxes						
1110 Ad Valorem Taxes	894,322		1,158,448			
1111 Net Proceed of Mines						
1120 Sales & Use/School Support Taxes						
1140 Penalties & Interest on Tax						
1150 Residential Construction Tax						
1190 Other						
Revenue from Local Govmt Units other 1200 than School Districts						
1300 Tuition						
1310 Tuition from Individuals						
1320 Tuition-other Govt sources within State						
1330 Tuition-other Govt sources out of State						
1400 Transportation Fees						
1410 Trans Fees from Individuals						
1420 Trans Fees - other Govt within State						
1430 Trans Fees - other Govt out of State						
1440 Trans Fees - Other Private Sources						
1500 Investment Income						
1600 Food Services						
1610 Daily Sales - Reimbursable Program						
1620 Daily Sales - Non-Reimbursable Progm						
1630 Special Functions						
1650 Daily Sales - Summer Food Program						
1700 Direct Activities						
1800 Community Service Activities						
1900 Other Revenues						
1910 Rent						
1920 Donations						
1930 Gains/Loss on Sales of Capital Assets						
1940 Textbook Sales & Rentals						
1950 Misc Revenues from Other Districts						
1960 Misc Revenues from Other Local Govt						
1970 Operating Revenues						
1980 Refund of Prior Year's Expenditures						
1990 Miscellaneous - local sources						
TOTAL LOCAL SOURCES	894,322	0	1,158,448	0	0	0
3000 REVENUE FROM STATE SOURCES						
3100 Unrestricted Grants-in-Aid						
3110 Distributive School Account (DSA)	5,094,936		6,619,536			
3115 Special Ed portion of DSA	128,235		170,980			
3200 State Govt Restricted Funding						
3210 Special Transportation						
3220 Adult High School Diploma Program Fnd						
3230 Class Size Reduction						
3800 Revenue in Lieu of Taxes						
3900 Revenue for/on Behalf of School Dist						
TOTAL STATE SOURCES	5,223,171	0	6,790,516	0	0	0

REVENUE	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/16	ESTIMATED CURRENT YEAR ENDING 06/30/16	BUDGET YEAR ENDING 01/00/00		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
4000 FEDERAL SOURCES					
Unrestricted Grants-in-Aid DIRECT from 4100 Fed Govt					
4103 E-Rate Funds					
Unrestricted Grants-in-Aid from Fed Govt 4200 pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed	72,375		93,750		
Restricted Grants-in-Aid Fed Govnt pass- 4500 thru the State					
Grants-in-Aid from Fed Govt Thru Other 4700 Intermediate Agencies					
4800 Revenue in Lieu of Taxes					
4900 Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES	72,375		93,750	0	0
OTHER RESOURCES AND FUNDBALANCE	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/16	ESTIMATED CURRENT YEAR ENDING 06/30/16	BUDGET YEAR ENDING 01/00/00		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
Premium of Discount on the Issuance of 5120 Bonds					
5200 Fund Transfers In					
Proceeds from the Disposal of Real or 5300 Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
6100 Capital Contributions					
Amortization of Premium on Issuance of 6200 Bonds					
6300 Special Items					
6400 Extraordinary Items					
TOTAL OTHER SOURCES	0	0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance			30,272		
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	30,272	0	0
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	6,189,868	0	8,072,986	0	0

Athlos Academy of Clark County Form 4 PROGRAM FUNCTION OBJECT	(1)	(2) ESTIMATED CURRENT YEAR ENDING 06/30/16	(3) BUDGET YEAR ENDING 06/30/17		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/16		TENTATIVE APPROVED	FINAL APPROVED		AMENDED FINAL APPROVED
100 REGULAR PROGRAMS						
1000 Instruction						
100 Salaries	1,489,000		2,105,320			
200 Benefits	568,798		804,232			
300/400/500 Purchased Services	2,093,026		2,300,463			
600 Supplies	293,344		288,936			
700 Property	254,188		142,334			
800 Other	12,800		16,824			
2100-2600, 2900 Other Support Services						
100 Salaries	369,697		646,863			
200 Benefits	141,224		247,102			
300/400/500 Purchased Services	523,257		575,116			
600 Supplies	73,336		72,234			
700 Property	63,547		35,583			
800 Other	3,200		4,206			
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
100 TOTAL REGULAR PROGRAMS	5,885,417		07,239,213		0	0
140 Summer School for Reg Programs						
1000 Instruction						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2100-2600, 2900 Other Support Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
140 TOTAL Summer School - Reg Prog	0	0	0	0	0	0

Athlos Academy of Clark County PROGRAM FUNCTION OBJECT	(1)	(2) ESTIMATED	(3)	(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/16	CURRENT YEAR ENDING 06/30/16	BUDGET YEAR TENTATIVE APPROVED	ENDING 06/30/17 FINAL APPROVED	AMENDED FINAL APPROVED
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries	143,400		219,184		
200 Benefits	54,779		83,728		
300/400/500 Purchased Services	72,000		74,160		
600 Supplies		4,000		5,500	
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
200 SPECIAL PROGRAMS	274,179		382,572	0	0
240 Summer School for Special Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
240 TOTAL Summer School - Spec Prog	0	0	0	0	0

Athlos Academy of Clark County

Budget Fiscal Year 2016-2017

Form 4 Expenditures

8/28/2014

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/16	ESTIMATED CURRENT YEAR ENDING 06/30/16	(3) BUDGET YEAR ENDING TENTATIVE APPROVED	06/30/17 FINAL APPROVED	AMENDED FINAL APPROVED
270 Gifted and Talented Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
270 TOTAL Gifted & Talented Programs	0	0	0	0	0
300 Vocational & Technical Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
300 Total Vocational & Technical Prog	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/16	ESTIMATED CURRENT YEAR ENDING 06/30/16	(3) BUDGET YEAR ENDING TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	AMENDED FINAL APPROVED
340 Summer School for Voc & Tech					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
340 Total Summer School for Voc & Tech	0	0	0	0	0
420 English for Speakers of Other Lang					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
420 Total Speakers of Other Lang	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/16	ESTIMATED CURRENT YEAR ENDING 06/30/16	(3) BUDGET YEAR ENDING TENTATIVE APPROVED	06/30/17 FINAL APPROVED	AMENDED FINAL APPROVED
440 Summer School for Other Inst Prog					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
440 Total English - Summer School for Other In	0	0	0	0	0
490 Other Instructional Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
490 Total Other Instructional Programs	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/16	ESTIMATED CURRENT YEAR ENDING 06/30/16	(3) BUDGET YEAR ENDING 06/30/17 TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
800 Community Services Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
800 Total Community Services Programs	0	0	0	0	0
900 Co-curricular & Extra-Curricular					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
900 Co-curricular & Extra-Curricular	0	0	0	0	0

Athlos Academy of Clark County _____

Budget Fiscal Year 2016-2017

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/16	ESTIMATED CURRENT YEAR ENDING 06/30/16	(3) BUDGET YEAR ENDING TENTATIVE APPROVED	06/30/17 FINAL APPROVED	AMENDED FINAL APPROVED
000 UNDISTRIBUTED EXPENDITURES					
2100 Support Services-Students					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100 SUBTOTAL	0	0	0	0	0
2200 Support Services-Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2200 SUBTOTAL	0	0	0	0	0
2300 Support Services-Gen Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2300 SUBTOTAL	0	0	0	0	0
2400 Support Serv-School Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2400 SUBTOTAL	0	0	0	0	0
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2500 SUBTOTAL	0	0	0	0	0

Athlos Academy of Clark County _____

Budget Fiscal Year 2016-2017

Form 4 Expenditures

8/28/2014

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/16	(2) ESTIMATED CURRENT YEAR ENDING 06/30/16	(4) BUDGET YEAR ENDING 06/30/17		(5) AMENDED FINAL APPROVED
			(3) TENTATIVE APPROVED	FINAL APPROVED	
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2600 SUBTOTAL	0	0	0	0	0
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 SUBTOTAL	0	0	0	0	0
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2900 SUBTOTAL	0	0	0	0	0
2000s TOTAL SUPPORT SERVICES	0	0	0	0	0
3100 Food Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
3100 TOTAL FOOD SERVICES	0	0	0	0	0

Athlos Academy of Clark County _____

Budget Fiscal Year 2016-2017

Form 4 Expenditures

8/28/2014

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/16	(2) ESTIMATED CURRENT YEAR ENDING 06/30/16	(4) BUDGET YEAR ENDING 06/30/17		(5) AMENDED FINAL APPROVED
			(3) TENTATIVE APPROVED	FINAL APPROVED	
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4100 SUBTOTAL	0	0	0	0	0
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4200 SUBTOTAL	0	0	0	0	0
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4300 SUBTOTAL	0	0	0	0	0
4400 Educational Specifications Dev					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4400 SUBTOTAL	0	0	0	0	0
4500 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4500 SUBTOTAL	0	0	0	0	0
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4600 SUBTOTAL	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/16	(2) ESTIMATED CURRENT YEAR ENDING 06/30/16	(4) BUDGET YEAR ENDING 06/30/17		(5) AMENDED FINAL APPROVED
			(3) TENTATIVE APPROVED	FINAL APPROVED	
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4700 SUBTOTAL	0	0	0	0	0
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4900 SUBTOTAL	0	0	0	0	0
4000s CONSTRUCTION	0	0	0	0	0
5000 Debt Service					
000 EXPENDITURES	0	0	0	0	0
TOTAL ALL EXPENDITURES	6,159,596	07,621,785	0	0	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance					
TOTAL ENDING FUND BALANCE	0	0	0	0	0
TOTAL APPLICATIONS	6,159,596	07,621,785	0	0	0

CHECKS:	Contingency cannot exceed:	XXXXXXXX	0	228,654	0	0
Calculated Total Ending Fund Balance:		30,272	0	451,201	0	0

Athlos Academy of Clark County

Budget Fiscal Year 2016-2017

TENTATIVE BUDGET 2016-2017		Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS	
PROGRAM EXPENDITURES					
100 Regular	2,752,183	1,051,334	3,435,696	7,239,213	
200 Special	219,184	83,728	79,660	382,572	
300 Vocational	0	0	0	0	
400 Other PK-12	0	0	0	0	
500 Nonpublic School				0	
600 Adult Education				0	
800 Community Services	0	0	0	0	
900 Co-Curricular/Extra Curricular	0	0	0	0	
PROGRAM TOTALS	2,971,367	1,135,062	3,515,356	7,621,785	
000 Undistributed Expenditures					
2000 Support Services	0	0	0	0	
3100 Food Service	0	0	0	0	
4000 Facility Acquisition and Construction				0	
5000 Debt Service				0	
6300 Contingency				0	
8000 Ending Balance				0	
UNDISTRIBUTED TOTALS	0	0	0	0	
TOTAL ALL FUNDS TENTATIVE	2,971,367	1,135,062	3,515,356	7,621,785	
FINAL BUDGET 2016-2017					
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS	
PROGRAM EXPENDITURES					
100 Regular	0	0	0	0	
200 Special	0	0	0	0	
300 Vocational	0	0	0	0	
400 Other PK-12	0	0	0	0	
500 Nonpublic School	0	0	0	0	
600 Adult Education	0	0	0	0	
800 Community Services	0	0	0	0	
900 Co-Curricular/Extra Curricular	0	0	0	0	
PROGRAM TOTALS	0	0	0	0	
000 Undistributed Expenditures					
2000 Support Services	0	0	0	0	
3100 Food Service	0	0	0	0	
4000 Facility Acquisition and Construction				0	
5000 Debt Service				0	
6300 Contingency				0	
8000 Ending Balance				0	
UNDISTRIBUTED TOTALS	0	0	0	0	
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0	

FINAL AMENDED BUDGET - Estimated	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School	0	0	0	0
600 Adult Education	0	0	0	0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL FINAL AMENDED BUDGET	0	0	0	0

PROPRIETARY OR ENTERPRISE FUND

Athlos Academy of Clark County

Fund: REVENUE	(1) ACTUAL PRIOR YEAR ENDING 06/30/16	(2) ESTIMATED CURRENT YEAR ENDING 06/30/16	(3) BUDGET YEAR ENDING 06/30/17		(4)
			TENTATIVE APPROVED	FINAL APPROVED	
1000 LOCAL SOURCES					
1300 Tuition					
1400 Transportation Fees					
1500 Investment Income					
1600 Food Services					
1700 Direct Activities					
1800 Community Service Activities					
1900 Other Revenues					
TOTAL LOCAL SOURCES	0	0	0	0	0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3200 State Govt Restricted Funding					
TOTAL STATE SOURCES	0	0	0	0	0
4000 FEDERAL SOURCES					
Unrestricted Grants-in-Aid DIRECT from 4100 Fed Govt					
Unrestricted Grants-in-Aid from Fed Govt 4200 pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
Restricted Grants-in-Aid Fed Govnt pass- 4500 thru the State					
Grants-in-Aid from Fed Govt Thru Other 4700 Intermediate Agencies					
TOTAL FEDERAL SOURCES	0	0	0	0	0
5000 OTHER FINANCING SOURCES					
5200 Fund Transfers In					
Proceeds from the Disposal of Real or 5300 Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
TOTAL OTHER SOURCES	0	0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	0	0	0
TOTAL ALL RESOURCES	0	0	0	0	0

Athlos Academy of Clark County

Budget Fiscal Year 2016-2017

FUNCTION / OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/08	ESTIMATED CURRENT YEAR ENDING 06/30/09	BUDGET YEAR ENDING 06/30/10	
			TENTATIVE APPROVED	FINAL APPROVED
EXPENSES				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL INSTRUCTION EXPENSES:	0	0	0	0
2000 Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL SUPPORT EXPENSES:	0	0	0	0
3100 Food Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
4000 Facilities Acquisition & Construction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
5000 Debt Service				
6000 Miscellaneous				
SUBTOTAL OTHER SERVICES	0	0	0	0
TOTAL EXPENSES	0	0	0	0
8000 ENDING FUND BALANCE				
Reserved Ending Balance				
Unreserved Ending Balance				
TOTAL ENDING FUND BALANCE	0	0	0	0
TOTAL APPLICATIONS	0	0	0	0

Athlos Academy of Clark County

ALL EXISTING OR PROPOSED

- | | |
|------------------------------------|--|
| * - Type - use codes 1-11 | |
| 1 - General Obligation Bonds | 6 - Medium-Term Financing - Lease Purchase |
| 2 - G. O. Revenue Supported Bonds | 7 - Capital Leases |
| 3 - G. O. Special Assessment Bonds | 8 - Special Assessment Bonds |
| 4 - Revenue Bonds | 9 - Mortgages |
| 5 - Medium-Term Financing | 10 - Other (Specify Type) |
| | 11 - Proposed (Specify Type) |

(1) NAME OF LOAN List and Subtotal By Fund	(2) Type *	(3) Number of Months of TERM	(4) ORIGINAL AMOUNT OF ISSUE	(5) ISSUE DATE	(6) FINAL PAYMENT DATE	(7) INTEREST RATE	(8) BEGINNING OUTSTANDING BALANCE 7/1/2016	(9) (10) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/17		(11) (9) + (10) 6/30/2017 TOTAL
								INTEREST PAYABLE	PRINCIPAL PAYABLE	
FUND:										
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
TOTAL ALL DEBT SERVICE			\$0				\$0	\$0	\$0	\$0

Athlos Academy of Clark County

Budget Fiscal Year 2016-2017

Form 7 INDEBTEDNESS

8/28/2014

REPORT FOR ALL FUNDS		2016-2017		FROM DISTRICTS WITHIN NEVADA		FROM DISTRICTS OUTSIDE NEVADA	
		Revenue CODES		(1) TUITION	(2) TRANSPORTATION	(3) TUITION	(4) TRANSPORTATION
REVENUES		1310 NV Individual 1321 NV School Dist	1410 NV Individual 1421 NV School Dist	1310 Out-of-state Ind 1331 Out-of-state SD	1410 Out-of-state Ind 1431 Out-of-state SD		
Nevada Individuals	1310/1410						
Nevada School Districts	1321/1421						
Out-of-state Individuals	1310/1410						
Out-of-State School Districts	1331/1431						
			\$0	\$0	\$0	\$0	\$0

		TO DISTRICTS WITHIN NEVADA		TO DISTRICTS OUTSIDE NEVADA	
		Object Codes	561	511	562
EXPENDITURES					
100 - Regular Programs					
200 - Special Programs					
300 - Vocational Programs					
400 - Other PK-12 Programs					
500 - Nonpublic Programs					
600 - Adult Programs					
TOTALS			\$0	\$0	\$0

FUND TRANSFERS 2016-2017 (1) FUND TYPE	TRANSFERS IN		TRANSFERS OUT	
	(2) FROM FUND	(3) AMOUNT	(4) TO FUND	(5) AMOUNT
GENERAL FUND				
SUBTOTAL	0	0	0	0
SPECIAL REVENUE FUNDS				
SUBTOTAL	0	0	0	0
TOTAL TRANSFERS	0	0	0	0

LOBBY EXPENSES 2016-2017

Pursuant to NRS 354.600 (3), **each** (emphasis added) local government budget must obtain a separate statement of anticipated expenses relating to activities designed to influence the passage or defeat of legislation in an upcoming legislative session.

Activity:

Funding Source:

Transportation \$

Lodging and meals \$

Salaries and Wages \$

Compensation to lobbyists \$

Entertainment \$

Supplies, equipment & facilities; other personnel and \$ on City

Total \$ -

Entity:

Lobbying Expense Estimate,

Athlos Academy of Clark County

Budget Fiscal Year 2016-2017

ATTACHMENT C.1.2 BUDGET NARRATIVE

YEAR 1

Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				
	Teachers Substitute				\$1,036,000.00
	Teachers				\$21,997.00
	Specialty Teachers / Coaches				\$492,000.00
	Administrative Staff				\$308,700.00
	Special Education Teachers & Aides				\$143,400.00
NARRATIVE					
<p>In its first year, the school of 965 students will require the following personnel:</p> <p>Twenty-five teachers for grades 1-8, three teachers in Kindergarden. \$37,000 salary One physical education and one art teacher per "pod", K-2, 3-5, 6-8. \$37,000 salary One sports performance teacher per pod, co-teaching, physical trainer experts. \$37,000 salary One instructional aide per pod, teacher development specialists. \$40,000 salary One staff for attendance, behavior, and office manager, respectively. \$25,000 salary Two staff for reception. \$25,000 salary One Assistant to Principal at \$55,000 annual salary. One kitchen manager at \$35,000 and four kitchen staff at \$10,800 One guidance counselor, one librarian, and one maintenance staff. \$37,000 average Three special education teachers at \$37,000 and three special education aides at \$10,800</p>					
				TOTAL	\$2,002,097.00
200	BENEFITS				
	38.2% of Salaries				\$764,801.00
NARRATIVE					
Benefits cover Retirement / PERS, Health / Life Insurance, Payroll Taxes, Sick Leave Pay, and Workers Compensation					
				TOTAL	\$764,801.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				
	EMO - Management Fee State				\$611,392.00
	Administration Fee				\$92,848.00
	Legal / Accounting / HR				\$73,000.00
	Advertising / Marketing				\$10,000.00
	Staff Development				\$7,500.00
	Special Education Consulting & Contract Services				\$72,000.00

NARRATIVE	
Contract with EMO based on revenue received, facilitating automatic adjustment to match enrollment. Significant professional development will be provided as part of the EMO contract. Additional staff development will be offered through outside services to cover core knowledge, math and literacy programs. Legal, Accounting, HR, & Special Education consulting services budgeted based upon similar experiences of other Charter schools.	
TOTAL	\$866,740.00

YEAR 2

Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				
	Teachers Substitute				\$1,524,400.00
	Teachers Specialty				\$32,159.00
	Teachers / Coaches				\$661,260.00
	Administrative Staff Special Education Teachers & Aides				\$534,364.00
					\$219,184.00
NARRATIVE					
In its second year, the school of 1250 students will require the following personnel: Thirty-six teachers for grades 1-8, four teachers in Kindergarten. \$38,110 salary Four physical education and Four art teachers. \$38,110 salary Four sports performance teachers , co-teaching, physical trainer experts. \$38,110 salary One instructional aide per pod, teacher development specialists. \$41,200 salary One staff for attendance, behavior, and office manager, respectively. \$25,750 salary Two staff for reception. \$25,750 salary One Assistant to Principal at \$56,650 annual salary. One kitchen manager at \$36,050 and four kitchen staff at \$11,124 Two guidance counselors, one librarian, and three maintenance staff. \$38,450 Four special education teachers at \$38,110 and six special education aides at \$11,124					
TOTAL					\$2,971,367.00
200	BENEFITS				
	38.2% of Salaries				\$1,135,062.00
	NARRATIVE				
Benefits cover Retirement / PERS, Health / Life Insurance, Payroll Taxes, Sick Leave Pay, and Workers Compensation					
TOTAL					\$1,135,062.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				
	EMO - Management Fee State				\$794,344.00
	Administration Fee Legal / Accounting / HR Advertising / Marketing				\$120,641.00
	Staff Development Special Education Consulting &				\$75,190.00
					\$10,300.00
					\$15,000.00
					\$74,160.00

Contract Services				
NARRATIVE				
Contract with EMO based on revenue received, facilitating automatic adjustment to match enrollment. Significant professional development will be provided as part of the EMO contract. Additional staff development will be offered through outside services to cover core knowledge, math and literacy programs. Legal, Accounting, HR, & Special Education consulting services budgeted based upon similar experiences of other Charter schools.				
TOTAL				\$1,089,635.00

	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				
	Teachers Substitute				\$1,524,400.00
	Teachers Specialty				\$32,159.00
	Teachers / Coaches				\$661,260.00
	Administrative Staff Special				\$534,364.00
	Education Teachers & Aides				\$219,184.00
	TOTAL				
NARRATIVE					
In its second year, the school of 1250 students will require the following personnel:					
Thirty-six teachers for grades 1-8, four teachers in Kindergarten. \$38,110 salary					
Four physical education and Four art teachers. \$38,110 salary					
Four sports performance teachers , co-teaching, physical trainer experts. \$38,110 salary					
One instructional aide per pod, teacher development specialists. \$41,200 salary One					
Staff for attendance, behavior, and office manager, respectively. \$25,750 salary					
Two staff for reception. \$25,750 salary One Assistant					
Principal at \$56,650 annual salary.					
One kitchen manager at \$36,050 and four kitchen staff at \$11,124					
Two guidance counselors, one librarian, and three maintenance staff. \$38,450					
Four special education teachers at \$38,110 and six special education aides at \$11,124					
TOTAL					\$2,971,367.00
200	BENEFITS				
	38.2% of Salaries				\$1,135,062.00
NARRATIVE					
Benefits cover Retirement / PERS, Health / Life Insurance, Payroll Taxes, Sick Leave Pay, and Workers Compensation					
TOTAL					\$1,135,062.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				
	Revenues				
	EMO - Management Fee State				\$794,344.00
	Start-up Loan			20,000	\$120,641.00
	Administration Fee Legal			30,000	\$75,190.00
	Accounting, HR Advertising / Marketing				\$10,300.00
	Total Revenues				
	Special Education Consulting &				\$74,160.00
TOTAL					\$74,160.00

Contract Services			
NARRATIVE			
<p>Contract with EMO based on revenue received, facilitating automatic adjustment to match enrollment. Significant professional development will be provided as part of the EMO contract. Additional staff development will be offered through outside services to cover core knowledge, math and literacy programs. Legal, Accounting, HR, & Special Education consulting services budgeted based upon similar experiences of other Charter schools.</p>			
TOTAL			\$1,089,635.00

Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
400	PURCHASED PROPERTY SERVICES				
	Lease				\$1,640,714.00
	Grounds & Maintenance				\$72,100.00
	Utilities Phone & Internet				\$103,000.00
	Liability & Property Insurance				\$13,390.00
					\$30,900.00
NARRATIVE					
Lease is calculated based on comparable 90,000 square foot charter school facility. Utilities calculated as \$9,100 per month. Grounds & Maintenance, Phone & Internet, and Insurance based on experience of similar charter schools.					
				TOTAL	\$1,860,104.00
500	OTHER PURCHASED SERVICES				
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
600	SUPPLIES				
	Textbooks & Curriculum				\$198,790.00
	Classroom Curriculum Testing & Assessment Office				\$104,000.00
	Consumables / Postage				\$5,665.00
	Special Education Materials				\$52,715.00
					\$5,500.00
NARRATIVE					
Textbooks & Curriculum budget for Year 2 at approximately \$159 per student, Classroom Curriculum assumes \$2,000 per classroom for consumables and manipulatives. Testing & Assessment assumes purchases for test prep materials and a testing coordinator part time.					
				TOTAL	\$366,670.00

Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
800	DEBT SERVICE AND MISCELLANEOUS Travel Reimbursement & Miscellaenous Expense				
					\$21,030.00
NARRATIVE					
					TOTAL
					\$21,030.00
Subtotal Objects 100-600 & 800					\$7,443,868.00
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT Equipment & Technology				
					\$177,917.00
NARRATIVE Year 2 Equipment and Technology assumes approximately \$142 per student for repairs, replacements, and and tech accumulation. Technology 5-year goal: 1:1 in grades 6-8; 2:1 grades 3-5; and 4:1 grades K-2.					
					TOTAL
					\$177,917.00
GRAND TOTAL					\$7,621,785.00



2015-2016 ESTIMATED CASH FLOW

	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	TOTAL
Cash Receipts													
Distributive School Account	-	1,273,734	-	-	1,273,734	-	-	1,273,734	-	-	1,273,734	-	5,094,936
Public Schools Operating Prop Tax	-	223,580	-	-	223,580	-	-	223,581	-	-	223,581	-	-
		894,322	State Special Education	32,059	-	-	32,059	-	-	32,059	-	32,058	-
		128,235	Exceptional Child - Title VI-B	-	-	18,094	-	-	18,094	-	-	18,094	-
		18,093	72,375	Grants	-	-	-	-	-	-	-	-	-
Contributions & Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Receipts		1,529,373	18,094		1,529,373	18,094		1,529,374	18,094		1,529,373	18,093	
Total Cash Receipts YTD	6,189,868			1,529,373	1,547,467	1,547,467	3,076,840	3,094,934	3,094,934	4,624,308	4,642,402	4,642,402	6,171,775
	6,189,868												
Expenditures													
Salaries & Benefits	-	251,536.19	251,536.19	251,536.19	251,536.19	251,536.19	251,536.19	251,536.19	251,536.19	251,536.19	251,536.19	251,536.19	2,766,898
Textbooks & Curriculum	-	21,454.55	21,454.55	21,454.55	21,454.55	21,454.55	21,454.55	21,454.55	21,454.55	21,454.55	21,454.55	21,454.55	236,000
Classroom Curriculum	-	6,727.27	6,727.27	6,727.27	6,727.27	6,727.27	6,727.27	6,727.27	6,727.27	6,727.27	6,727.27	6,727.27	74,000
Administration Fee	-	8,440.73	8,440.73	8,440.73	8,440.73	8,440.73	8,440.73	8,440.73	8,440.73	8,440.73	8,440.73	8,440.73	92,848
Supplies	-	4,561.82	4,561.82	4,561.82	4,561.82	4,561.82	4,561.82	4,561.82	4,561.82	4,561.82	4,561.82	4,561.82	50,180
Special Education Materials	-	363.64	363.64	363.64	363.64	363.64	363.64	363.64	363.64	363.64	363.64	363.64	4,000
Equipment & Technology	-	28,885.00	28,885.00	28,885.00	28,885.00	28,885.00	28,885.00	28,885.00	28,885.00	28,885.00	28,885.00	28,885.00	317,735
Contract Services	-	2,727.27	2,727.27	2,727.27	2,727.27	2,727.27	2,727.27	2,727.27	2,727.27	2,727.27	2,727.27	2,727.27	30,000
Accounting and Legal	-	1,181.82	1,181.82	1,181.82	1,181.82	1,181.82	1,181.82	1,181.82	1,181.82	1,181.82	1,181.82	1,181.82	13,000
Business and Human Resources	-	5,454.55	5,454.55	5,454.55	5,454.55	5,454.55	5,454.55	5,454.55	5,454.55	5,454.55	5,454.55	5,454.55	60,000
Advertising/Marketing	-	909.09	909.09	909.09	909.09	909.09	909.09	909.09	909.09	909.09	909.09	909.09	10,000
Utilities	-	9,090.91	9,090.91	9,090.91	9,090.91	9,090.91	9,090.91	9,090.91	9,090.91	9,090.91	9,090.91	9,090.91	100,000
Telephone & Internet	-	1,181.82	1,181.82	1,181.82	1,181.82	1,181.82	1,181.82	1,181.82	1,181.82	1,181.82	1,181.82	1,181.82	13,000
Liability & Property Insurance	-	2,727.27	2,727.27	2,727.27	2,727.27	2,727.27	2,727.27	2,727.27	2,727.27	2,727.27	2,727.27	2,727.27	30,000
Testing & Assessment	-	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	5,500
Staff Development	-	681.82	681.82	681.82	681.82	681.82	681.82	681.82	681.82	681.82	681.82	681.82	7,500
Special Education Consulting	-	3,818.18	3,818.18	3,818.18	3,818.18	3,818.18	3,818.18	3,818.18	3,818.18	3,818.18	3,818.18	3,818.18	42,000
Travel	-	1,363.64	1,363.64	1,363.64	1,363.64	1,363.64	1,363.64	1,363.64	1,363.64	1,363.64	1,363.64	1,363.64	15,000
Postage	-	90.91	90.91	90.91	90.91	90.91	90.91	90.91	90.91	90.91	90.91	90.91	1,000
Rents & Leases	-	146,231.17	146,231.17	146,231.17	146,231.17	146,231.17	146,231.17	146,231.17	146,231.17	146,231.17	146,231.17	146,231.17	1,608,543
Management Fee	-	55,581.12	55,581.12	55,581.12	55,581.12	55,581.12	55,581.12	55,581.12	55,581.12	55,581.12	55,581.12	55,581.12	611,392
Grounds & Maintenance	-	6,363.64	6,363.64	6,363.64	6,363.64	6,363.64	6,363.64	6,363.64	6,363.64	6,363.64	6,363.64	6,363.64	70,000
Miscellaneous	-	90.91	90.91	90.91	90.91	90.91	90.91	90.91	90.91	90.91	90.91	90.91	1,000
Total Expenditures		559,963	559,963	559,963	559,963	559,963	559,963	559,963	559,963	559,963	559,963	559,963	6,159,596
Total Expenditures YTD		559,963	1,119,927	1,679,890	2,239,853	2,799,816	3,359,780	3,919,743	4,479,706	5,039,670	5,599,633	6,159,596	
Percent of Budget	0.00%	9.09%	18.18%	27.27%	36.36%	45.45%	54.55%	63.64%	72.73%	81.82%	90.91%	100.00%	
Monthly Cash Flow Surplus / (Deficit)		969,410	(541,869)	(559,963)	969,410	(541,869)	(559,963)	969,411	(541,869)	(559,963)	969,410	(541,870)	
Beginning Cash Balance			969,410	427,540	(132,423)	836,987	295,118	(264,846)	704,565	162,696	(397,268)	572,142	
Ending Cash Balance / (Deficit)		969,410	427,540	(132,423)	836,987	295,118	(264,846)	704,565	162,696	(397,268)	572,142	30,272	



2016-2017 ESTIMATED CASH FLOW

	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	TOTAL
Cash Receipts													
Distributive School Account	-	1,654,884	-	-	1,654,884	-	-	1,654,884	-	-	1,654,884	-	6,619,536
Public Schools Operating Prop Tax	-	289,612	-	-	289,612	-	-	289,612	-	-	289,612	-	-
	1,158,448	State Special Education	-	42,745	-	-	42,745	-	-	42,745	-	-	-
	170,980	Exceptional Child - Title VI-B	-	-	-	-	-	23,438	-	-	-	-	-
	23,437	93,750 Grants	-	-	-	-	-	-	-	-	-	-	-
Contributions & Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Receipts	-	1,987,241	23,438	-	1,987,241	23,438	-	1,987,241	23,437	-	1,987,241	23,437	-
Total Cash Receipts YTD	8,042,714	8,042,714	-	1,987,241	2,010,679	2,010,679	3,997,920	4,021,358	4,021,358	6,008,599	6,032,036	6,032,036	8,019,277
Expenditures													
Salaries & Benefits	-	373,311.74	373,311.74	373,311.74	373,311.74	373,311.74	373,311.74	373,311.74	373,311.74	373,311.74	373,311.74	373,311.74	4,106,429
Textbooks & Curriculum	-	18,071.82	18,071.82	18,071.82	18,071.82	18,071.82	18,071.82	18,071.82	18,071.82	18,071.82	18,071.82	18,071.82	198,790
Classroom Curriculum	-	9,454.55	9,454.55	9,454.55	9,454.55	9,454.55	9,454.55	9,454.55	9,454.55	9,454.55	9,454.55	9,454.55	104,000
Administration Fee	-	10,967.34	10,967.34	10,967.34	10,967.34	10,967.34	10,967.34	10,967.34	10,967.34	10,967.34	10,967.34	10,967.34	120,641
Supplies	-	4,698.67	4,698.67	4,698.67	4,698.67	4,698.67	4,698.67	4,698.67	4,698.67	4,698.67	4,698.67	4,698.67	51,685
Special Education Materials	-	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	5,500
Equipment & Technology	-	16,174.28	16,174.28	16,174.28	16,174.28	16,174.28	16,174.28	16,174.28	16,174.28	16,174.28	16,174.28	16,174.28	177,917
Contract Services	-	2,809.09	2,809.09	2,809.09	2,809.09	2,809.09	2,809.09	2,809.09	2,809.09	2,809.09	2,809.09	2,809.09	30,900
Accounting and Legal	-	1,217.27	1,217.27	1,217.27	1,217.27	1,217.27	1,217.27	1,217.27	1,217.27	1,217.27	1,217.27	1,217.27	13,390
Business and Human Resources	-	5,618.18	5,618.18	5,618.18	5,618.18	5,618.18	5,618.18	5,618.18	5,618.18	5,618.18	5,618.18	5,618.18	61,800
Advertising/Marketing	-	936.36	936.36	936.36	936.36	936.36	936.36	936.36	936.36	936.36	936.36	936.36	10,300
Utilities	-	9,363.64	9,363.64	9,363.64	9,363.64	9,363.64	9,363.64	9,363.64	9,363.64	9,363.64	9,363.64	9,363.64	103,000
Telephone & Internet	-	1,217.27	1,217.27	1,217.27	1,217.27	1,217.27	1,217.27	1,217.27	1,217.27	1,217.27	1,217.27	1,217.27	13,390
Liability & Property Insurance	-	2,809.09	2,809.09	2,809.09	2,809.09	2,809.09	2,809.09	2,809.09	2,809.09	2,809.09	2,809.09	2,809.09	30,900
Testing & Assessment	-	515.00	515.00	515.00	515.00	515.00	515.00	515.00	515.00	515.00	515.00	515.00	5,665
Staff Development	-	1,363.64	1,363.64	1,363.64	1,363.64	1,363.64	1,363.64	1,363.64	1,363.64	1,363.64	1,363.64	1,363.64	15,000
Special Education Consulting	-	3,932.73	3,932.73	3,932.73	3,932.73	3,932.73	3,932.73	3,932.73	3,932.73	3,932.73	3,932.73	3,932.73	43,260
Travel	-	1,818.18	1,818.18	1,818.18	1,818.18	1,818.18	1,818.18	1,818.18	1,818.18	1,818.18	1,818.18	1,818.18	20,000
Postage	-	93.64	93.64	93.64	93.64	93.64	93.64	93.64	93.64	93.64	93.64	93.64	1,030
Rents & Leases	-	149,155.79	149,155.79	149,155.79	149,155.79	149,155.79	149,155.79	149,155.79	149,155.79	149,155.79	149,155.79	149,155.79	1,640,714
Management Fee	-	72,213.12	72,213.12	72,213.12	72,213.12	72,213.12	72,213.12	72,213.12	72,213.12	72,213.12	72,213.12	72,213.12	794,344
Grounds & Maintenance	-	6,554.55	6,554.55	6,554.55	6,554.55	6,554.55	6,554.55	6,554.55	6,554.55	6,554.55	6,554.55	6,554.55	72,100
Miscellaneous	-	93.64	93.64	93.64	93.64	93.64	93.64	93.64	93.64	93.64	93.64	93.64	1,030
Total Expenditures	-	692,890	692,890	692,890	692,890	692,890	692,890	692,890	692,890	692,890	692,890	692,890	7,621,785
Total Expenditures YTD	-	692,890	1,385,779	2,078,669	2,771,558	3,464,448	4,157,337	4,850,227	5,543,117	6,236,006	6,928,896	7,621,785	-
Percent of Budget	0.00%	9.09%	18.18%	27.27%	36.36%	45.45%	54.55%	63.64%	72.73%	81.82%	90.91%	100.00%	-
Monthly Cash Flow Surplus / (Deficit)	-	1,294,351	(669,452)	(692,890)	1,294,351	(669,452)	(692,890)	1,294,351	(669,453)	(692,890)	1,294,351	(669,453)	-
Beginning Cash Balance	30,272	30,272	1,324,623	655,172	(37,718)	1,256,633	587,182	(105,708)	1,188,644	519,191	(173,698)	1,120,653	-
Ending Cash Balance / (Deficit)	30,272	1,324,623	655,172	(37,718)	1,256,633	587,182	(105,708)	1,188,644	519,191	(173,698)	1,120,653	451,200	-

ATTACHMENT C.3.2 INSURANCE VERIFICATION



August 29, 2014

RE: Insurance Estimate - Athlos Academy of Clark County

To Whom It May Concern,

Jolley Insurance Group, an insurance agency, has provided an estimate of insurance costs for Athlos Academy of Clark County. The cost breakdown below is only an estimate and not an actual quote from an insurance carrier. We have based these estimations on current market conditions, our understanding of the operations of the school and in accordance with all of the insurance requirements provided by the Nevada Administrative Code 386.215. It is important to note that these costs could vary greatly in the future and this is in no way a guarantee of what the costs will be when the insurance is actually purchased.

General Liability	\$ 7,500
-incl. Abuse & Molestation	
Umbrella	\$ 3,000
Educators' Legal Liability	\$ 1,500
Employment Practices Liability	\$ 1,000
Employment Benefits Liability	\$ 500
Directors & Officers	\$ 1,000
Property	\$ 2,500
Workers Compensation	\$ 5,000
<hr/> Total Estimated Cost	<hr/> \$22,000

Please feel free to contact me if you have any questions regarding the information provided.

Thank you,

A handwritten signature in black ink that reads 'Vance Jolley'.

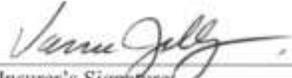
Vance Jolley
Account Executive

Affidavit

I certify, (declare) under penalty of perjury that the forgoing is true and correct:

Executed this 29th day of AUGUST 20 14 In the city of LAS VEGAS

In the state of NEVADA



Insurer's Signature

Notarized Statement

WELLS FARGO BANK, N.A.
W CHARLESTON & DESERT FOOTHILLS OFC
11730 W CHARLESTON BLVD
LAS VEGAS, NV 89135

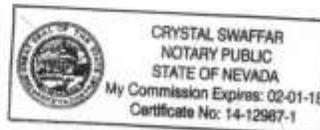
Subscribed and sworn to before me at _____

on this 29 day of 8 20 14



Signature

Notary Public Seal



ATTACHMENT: C.4.4 EMERGENCY DRILLS

In compliance with NAC 386.170(5) and supporting rule from the Nevada Department of Education referenced therein, Athlos Academy of Clark County will have one emergency drill monthly. During the course of the year three of the drills will be of emergencies other than fire. Teachers will be expected to instruct students in emergency procedures at the beginning of each school year. Upon completion of an emergency drill, teachers will discuss with students any procedure which was not followed correctly and/or was executed slowly, and practice with students again. School administration will conference with teachers after drills and make any necessary procedural changes. An emergency drill report form similar to that shown below will be filled out and kept on file by school administration.

Reporting form

_____ ISD	
Drill Report Form	
School: _____	Date of Drill: _____
Type of drill:	
<input type="checkbox"/> Evacuation Drill	
<input type="checkbox"/> Lockdown Drill	
<input type="checkbox"/> Severe Weather Drill	
<input type="checkbox"/> Shelter in Place Drill	
<input type="checkbox"/> Bus Evacuation Drill	
<input type="checkbox"/> Bomb Threat Drill	
<input type="checkbox"/> Table Top Drill {attach complete report}	
Number of students and staff: _____	
Time required to complete: _____	
<input type="checkbox"/> I, the safety officer for my campus, certify that all steps in the drill standards were completed for this drill.	
Comments:	
Safety Officer: _____	Report Date: _____
Bus Driver: _____	
Principal: _____	

ATTACHMENT C.4.5 EMERGENCY MANAGEMENT PLAN

Athlos Academy of Clark County EMERGENCY PREPAREDNESS PLAN

SEVERE WEATHER/ENVIRONMENTAL EMERGENCY

- 1) Bring all students and staff into the building. Move everyone to a safe area away from glass or loose objects.
- 2) Take roll and account for all students and staff.
- 3) Close windows, blinds, and doors – make sure all skylights and openings are covered.
- 4) Inventory all food, blankets, lights, first aid equipment and water that is available.
- 5) Shut off gas if appropriate with the situation.
- 6) Monitor the Emergency Alert Stations, Weather Stations, and National Weather Service. Follow guidelines and commands from Authority of Jurisdiction.
- 7) Remain in safe areas until warning expires or until command has issued an all-clear signal.

ACTION-Duck and cover; or Shelter in Place, whichever is appropriate.

POWER OUTAGE

Administration:

- 1) Contact local power company to determine extent of power outage
- 2) Communication with School Director as to length and extent of problem.
- 3) Obtain Directive from School Director whether to dismiss or finish school day.
- 4) If evacuation is necessary, follow EVACUATION PLAN.

Teachers:

- 1) Conduct school as usual until directed otherwise by administration.

Students:

- 1) Follow teacher's instruction and continue school work
- 2) Action is: **Remain calm and follow instructions.**

NATURAL GAS LEAK

- 1) Convey warning to school personnel through intercom, messenger, or through other communication sources.
- 2) Instruct custodial staff to shut off natural gas to the building. School director will shut off gas if custodian is not available.
- 3) Evacuate the building as per predetermined plan.
- 4) Assemble students and staff as far away from building as safely possible.
- 5) Notify gas company, fire department, local police and other appropriate agencies.
- 6) Teachers will account for all students under their supervision.

Action: Remain calm and follow directions.

CHEMICAL SPILLS

- 1) Convey warning to school personnel through intercom, messenger or other communication sources.
- 2) Contact law enforcement and/or fire department (911). Determine action to be taken.
- 3) Announce emergency response to be taken as one of the following:
 - a. In-house shelter – shut windows and doors; turn off outside vent fans.
 - b. Temporary evacuation – avoid contaminated area while evacuating school; do not reenter until spill is cleaned up by trained personnel.
 - c. School evacuation and closure – evacuate school and arrange for students to be sent home by predetermined emergency procedures.
- 4) Teachers will be directed to account for all students under their supervision.
- 5) If evacuation is necessary, use the primary or secondary gathering area depending on which location is up wind of the spill area. Prevailing winds are a consideration.

ACTION: LISTEN FOR INSTRUCTIONS

NUCLEAR PROBLEMS

- 1) Convey warning to school personnel through intercom, messenger, or other communication sources.
- 2) Coordinated emergency response with law enforcement (911) and other local authorities.
- 3) Teachers will be notified to close doors and windows.
- 4) Students will be asked to take cover as in an earthquake and to refrain from looking outside.
- 5) Teachers will account for and control all students until they are otherwise instructed.
- 6) Administration will obtain current information by way of radio.
- 7) If evacuation is required, procedures will follow predetermined routines.

ACTION: REMAIN CALM – LISTEN FOR INSTRUCTIONS.

EARTHQUAKE

- 1) When an earthquake strikes, assume the preferred defensive position:

DROP! COVER! HOLD! Drop to the floor, seek cover under a desk or table, hold on to piece of furniture.

- 2) If there is not a desk or table to seek cover under, the appropriate defensive position may be up against a wall or in a doorway, squatting and covering one's head.
- 3) If possible, stay away from windows.
- 4) Remain in this position until you are reasonably certain the quaking has stopped or until further instructions have been given from the school administration.

- 5) Evacuate the school building when it has been deemed safe and appropriate as predetermined evacuation procedures.
- 6) Once outside, stay clear of buildings, trees, poles and power lines.
- 7) Assemble in predetermined areas and account for all students.
- 8) Remain in assembly areas until situation is assessed and further directions are given.
- 9) Coordinate further response with authorities, including the School Director.

HOSTAGE SITUATION/INTRUDING IN BUILDING/SHOOTING

- 1) Call "911". Take immediate cover. Avoid confrontation with the intruder before the police arrive.
- 2) School Director will announce "LOCKDOWN-THIS IS NOT A DRILL. LOCKDOWN. SEEK SHELTER IN PLACE"

Teachers should not allow students to leave the classroom and should direct them to be seated on the floor next to an interior wall away from the windows & doors. Students should only be allowed to leave the classroom when the all-clear announcement has been given or when directed to move to another location by the police.

- 3) Teachers take an accurate count of students.
- 4) Refer media contacts to the principal
- 5) Note the location, number of persons involved and a description of the suspect(s).
- 6) Remain calm and keep all conduct in line with best interest of students and staff.
- 7) **Action: FOLLOW STEP 2 OF THIS SECTION**

EVACUATION ROUTES

A building evacuation map with all marked exits will be provided for each room. Depending on the location of each staff member's classroom will depend on which route they will take in order to exit the building. There will be a pre-designated location with an alternate location for all students/staff to assemble for roll call.

Things to Remember!

1. Get the classroom emergency folder and roll
2. Respond to student injuries appropriately.
3. Evacuate the building by the predetermined route or by the safest route possible.
4. Check attendance as soon as the class has safely evacuated the building to the predetermined assembly area.
5. Keep the class together at all times.
6. Report attendance to the School Director.

7. School Director will instruct teachers to begin walking toward alternate school location or back into school building.
8. All classes stay together with your teacher.
9. Walk to location.
10. Take attendance when class arrives at location (alternate location or classroom).
11. Report any attendance changes to the School Director.
12. Release students to responsible adults according to school procedures.

MEDICAL EMERGENCIES

- 1) Appropriate first aid for minor injuries, including small wounds, sprains, foreign bodies in the eye, minor burns, and fractures, requires proficiency with bandages and splints, and in applying dressings.
- 2) For major injuries, assess the situation and give immediate and appropriate treatment.
- 3) Take care to preserve life.
- 4) Take steps to prevent the condition from worsening.
- 5) Give care, not treatment, to the maximum level of your training only.
- 6) Provide reassurances to the injured person.
- 7) Maximize comfort for the injured person.
- 8) Make contact with front office. Call 911 if injury warrants immediate life-threatening treatment.
- 9) Administration will notify the parents/guardians of injuries that may require additional care.
- 10) Administration - Help arrange for the injured person to be seen by physician or taken to hospital, if necessary.

NOTE: All staff should have regular training in first aid procedures for medical emergencies, including appropriate treatment for bleeding & fractures, as well as practice in transporting injured persons appropriately.

FIRE

- 1) Activate the fire alarm.
- 2) Quickly and safely evacuate the building as per predetermined evacuation routes to outside designated meeting areas at least 1000 ft. from building.
- 3) Individual students or groups of students who are not in their classrooms should evacuate by moving immediately to the nearest safe exit.
- 4) First student to exit classroom should hold the door open until all students have departed from the classroom.

- 5) If possible, students should randomly grab coats as they exit the classroom.
- 6) Teacher should close door and exit last, being sure to grab emergency information folder, including attendance book and/or class list.
- 7) Doors should remain unlocked.
- 8) Account for all students, remaining calm while maintaining order.
- 9) Concurrent to evacuation, fire and police departments should be notified “**911**”
- 10) Coordinate next response with authorities.

ACTION: FOLLOW EVACUATION ROUTES AS REHEARSED.

BOMB THREAT

Phone-in bomb threat – Be calm and courteous. Listen: Do not interrupt the caller. Carefully attempt to keep caller on the telephone as long as possible and discretely alert someone else by a prearranged signal to call “911” and have the call traced.

- Dial “911” – tell the dispatch “This is (name of caller) from Athlos Academy of Clark County. We are receiving a bomb threat on another line. The number of that line is XXX-XXX-XXXX. Please trace the call.”

If the caller is agreeable to further conversation, politely ask the following:

- When will the bomb go off? How much time is remaining?
- Where is the bomb located? What part of the building?
- What type of bomb is it?
- Why are you doing this?
- Who are you? Where are you now?

If the building is occupied, inform caller that detonation of a bomb will cause injury or death.

Attempt to identify – document the telephone conversation.

The School Director shall determine whether to evacuate the building(s) threatened.

The School Director should determine whether to call the fire and/or police department, if warranted.

Notify the Board Chair

Resume school when it is determined safe by the proper authorities.

Do not publicize the threat any more than necessary.