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

jtb@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 Academy of Clark County will be Located in the Henderson Area.

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

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

Fall 2015

Proposed Sponsor

- [x] State Public Charter School Authority
- [ ] School District
- [ ] Public College or University

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

NA

Enrollment Projections

School Year 1

Grade Levels Served

K-8

Projected Enrollment per grade

Projected enrollment 965 total students: K- 115; grades 1-5, ~116 each grade; grades 6-8, ~90 each grade

School Year 2

Grade Levels Served

K-8

Projected Enrollment per grade

Projected enrollment 1250 total students; K-140; grades 1-5 ~138 each grade; 6-8 ~140 each grade

School Year 3

Grade Levels Served

K-8

Projected Enrollment per grade

Projected enrollment 1250 total students; K-140; grades 1-5 ~138 each grade; 6-8 ~140 each grade

School Year 4

Grade Levels Served

K-8

Projected Enrollment per grade

Projected enrollment 1250 total students; K-140; grades 1-5 ~138 each grade; 6-8 ~140 each grade

School Year 5

Grade Levels Served

K-8

Projected Enrollment per grade

Projected enrollment 1250 total students; K-140; grades 1-5 ~138 each grade; 6-8 ~140 each grade

School Year 6

Grade Levels Served

K-8

Projected Enrollment per grade

Projected enrollment 1250 total students; K-140; grades 1-5 ~138 each grade; 6-8 ~140 each grade

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

1250

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
- [x] 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(5)(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_Resources/

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 Liaison

Date

8/28/2014

Printed Name

J. Tod Bunker

Reasons for Denial

A brief description of the revisions made is inserted in the text of the following Reasons for Denial document. References are linked to specific revisions throughout the application and page numbers are referenced for ease of navigation.

Summary of Section Ratings

Rating options for each section are Meets the standard; Approaches the standard; does not meet the standard

Section 1. Education Program Design

- **Does not meet the standard**

Section 2. Operations Plan

- **Does not meet the standard**

Section 3. Financial Plan

- **Does not meet the standard**

Section 4. Performance Record

- **Does not meet the standard**

Section 5. Evidence of Capacity

- **Does not meet the standard**

Education Program Design

Rating

- Does not meet the standard

Plan Summary

The applicant proposes a school with a three part emphasis on academics, physical education, and character education. To support the program, the applicant plans to use a variety of curricular resources, including the Core Knowledge Sequence, Spalding Reading, Junior Great Books, Saxon Math, and the EMO's Athlos Athletic and Character Curriculum. There are significant flaws to the academic plan.

Analysis

1. The applicant made several significant omissions, including the following required elements are not included in this application. A narrative describing the relevant instructional strategies that will be necessary for successful implementation of the curriculum; and A narrative providing a coherent framework for professional development that is likely to support effective implementation of the curriculum A narrative explaining the school's policy regarding the transfer of credit to another comparable school (NRS 386.582; NAC 386.150(8)).While references to the first two areas, instructional strategies and professional development, are sprinkled throughout the application, these scattered references are not responsive to these requirements. **Please address. Please crosswalk all required elements in the Call to Quality Charter Schools to the document and ensure all provisions are fully addressed in the format and sequence requested.**

    a. Narrative describing relevant instructional strategies is addressed in section A.3.12 beginning on page 64-65.

    b. Narrative providing coherent framework for professional development is addressed in section A.3.13 on pages 65-68.

c. Narrative explaining the school's policy regarding the transfer of credit is addressed in section A.3.10 beginning on page 64.

d. All required elements in the Call to Quality Charter Schools are linked from the Table of Contents (pg. 24), easily navigable via the navigation pane, and labeled clearly. All provisions are fully addressed in the format and sequence requested.

e. With respect to the 50 page limit of the narrative and efforts to ensure that all provisions are fully addressed in the appropriate format and sequence, several adjustments have been made solely to address efficient use of space through condensing bulleted lists, as in Section B.3.4 (pg. 105) and B.4.3 (pg. 111), condensing wordy text in the Vision (pg. 29) and Philosophy (pg. 31) sections, and cross-referencing previously duplicated text, as in section B.4.6 (pg. 112). In a "clean copy" the narrative is 51 pages in length.

f. Omissions have been addressed throughout the document. Primarily, the Mission Specific Goals (pg. 36) and Assessment Timeline (pg. 72) have been added.

g. On pages 62-63, narrative now redirects to attachments for A.3.2 Course Schedule (pg. 125-127), A.3.3 Course Descriptions (pg. 128-133), A.3.4 Daily Schedule (pg. 134-137), A.3.5 Promotion (pg. 138), and A.3.9 Sample Transcript (pg. 139).

2. There is no one curriculum model. Rather, the curriculum appears to be a combination of textbooks supported by the EMO in multiple states, including some jurisdictions (e.g. Texas) which have not adopted standards which are aligned with the Nevada Academic Content Standards. This raises the risk that the content delivered will be based on the scope and sequence of decade-old textbooks and frameworks which purport alignment to the NACS; this is contrary to the more generally accepted and effective practice of textbook and overall content selection, where attention of NCSC alignment is of prime importance and resources are identified to explicitly and intentionally address standards instead of standards being crosswalked to previously existing texts to meet the commercial needs of publishers. **Please address.**

   a. The curriculum model is addressed in section A.3.1: Curriculum and Instruction, located on pages 40-62. This model consists of three pillars: Prepared Mind, Healthy Body, and Performance Character. The Prepared Mind Pillar features a combination of Core Knowledge (pg. 40-42), Spalding's Writing Road to Reading (pg. 43-45), and Saxon Math (pg. 45-46). The Healthy Body pillar features the Athlos Athletic Curriculum (pg. 47-55), and the Performance Character pillar is supported by the Athlos Performance Character Program (pg. 55-62).

b. Textbooks have been reduced in breadth and number to reflect the school's priority of achieving academic success through consistent implementation of best practices in the classroom with the support of resources that align to NACS. The revised table of textbooks can be found in Attachment A.3.11 (pg. 140). The cost of textbooks has been aligned to funds allotted in the budget based on the minimum pupils necessary scenario. The budget is addressed in Attachment C.1.1 (beginning on page 319) and the narrative in Attachment C.1.2 (beginning on page 432).

c. The proposed curriculum has been aligned to common core standards and evaluated for alignment to the NACS by members of the Athlos Academies team. This alignment is evidenced in Attachment A.3.3 that begins on page 128. As a local checks and balances process, the principal of the school will conduct an independent evaluation prior to the beginning of school. The principal will also develop a process by which this alignment is evaluated by teacher leaders annually. This explanation can be found on page 1298. The assurances of alignment of curriculum to NACS are attached as A.3.3 and can be found on page 133.

d. The school's curriculum philosophy is addressed in the Vision Statement (pg. 29-31) and in the Curriculum Philosophy Section A.1.4 on pages 31-34. The school's Mission Specific Goals (pg. 36-38) provide a list of goals and proposed measures, and the alignment of these goals to the school's educational philosophy is explained in the Reasonableness of Goals section (pg.37-38).

3. Using multiple curriculum models and instructional strategies (Core Knowledge, Spalding Reading, Junior Great Books, and Saxon Math) will create an extensive need for professional development and work sessions to ensure NACS alignment and teacher fidelity to multiple instructional models and strategies. There is no evidence of a strong connection between the school's curriculum, pedagogy, and professional development. For example, staff is also expected to use multiple approaches to instruction including differentiated, whole group, small group, and individual instruction. There is no reference to professional development for these instruction strategies, other than some discussion of direct instruction. **Please address.**

   a. Professional Development scheduling details are provided in two charts in Section A.3.13 on page 65.

4. There is no evidence of ongoing professional development, professional learning communities, or other forms of accountability and assistance for staff essential to implementing such an ambitious and potentially conflicting set of curriculum tools. For example, the calendar and school schedule do not assign routine collaborative times to review the impact of instructional

strategies (using data) and/or time or a method for administration or individual teachers to analyze and modify instruction. Given the myriad of instructional tools identified and the lack of information regarding a coherent framework for support and implementation, these omissions are particularly glaring. **Please address.**

a. Section A.3.13 (beginning on pg. 65) revisions reflect the following:

   i. Topics for ongoing professional development are addressed in the chart on page 67.

   ii. Professional Learning Community (pg. 66) time is set aside on Tuesday afternoons and is dedicated to collaborative planning and ongoing data analysis work conducted by teams of teachers.

b. School Calendar (Attachment A.5.1 pg. 149-150) revisions reflect alignment to Clark County School District calendars and sufficient professional development time. It should also be noted that Full-Day Professional Development schedule chart in A.3.13 (pg.67) reflects topics to be covered and the dates and topics for a week of training in August, prior to school opening.

c. School Daily Schedule (pg. 134-137) explains the reasons for a full day of school and how the school intends to meet extensive professional development alignment around that practice.

5. There is also little evidence of any professional development and/or teacher accountability to innovative and effective instructional practices. There seems to be no ongoing professional development (other than summer scheduled workshops) to assist, modify, and ensure staff are using effective instructional strategies, especially those students with diverse linguistic and cultural backgrounds, as well as those students who are below grade level. **Please address.**

   a. Professional Development (pg. 65-68) – Tuesday afternoons are allocated for collaborative time, data analysis and may be used to assist teachers with coaching sessions as needed.

6. Throughout the application there is reference to professional development that is offered by the EMO or other contractors but no professional development days are scheduled on the school calendar, other than a note that some professional development will occur before school starts. **Please address.**

   a. School Calendar (Attachment A.5.1 pg. 149-150)

   b. Professional development plans (pg. 65-69) are reflected in Section A.3.13.

7. There is also no attached list or schedule of professional development activities or timelines. There is also some reference to pre-opening professional development, which would be provided by publishers or other third parties instead of being developed and implemented by individuals knowledgeable of the school and its instructional models. This pre-opening professional development consists of exposure to the main sources of content: Core Knowledge, Saxon Math, and Spalding Reading. **Please address.**

    a. Professional development plans (pg. 65-68) are reflected in Section A.3.13.

8. The bevy of content options offered highlights the lack of provision for curriculum mapping to align the Core Knowledge Sequence, Spalding Reading, Junior Great Books, Saxon Math, and the Athlos Athletic and Character Curriculum to the Nevada Academic Content Standards. This is particularly glaring in the area of language arts, where content would be pulling from four sets of content standards and resources: Nevada Academic Content Standards, Spalding, Core Knowledge, and Junior Great Books. There is no evidence curriculum mapping has already been accomplished or that there is a strong plan in place which would allow for teachers and administrators to learn how to develop their own curriculum maps to these content resources to ensure they are making the best possible choices (or even marginally effective choices) to meet the needs of their students and address the NACS expectations. **Please address.**

    a. Initial training provided by the Core Knowledge Foundation specifically addresses curriculum mapping and assists teachers in developing coherent maps. A link to a description of the training is provided in text (on page 66) and time for the training is allocated as per the full day professional development chart (pg. 67).

    b. Curriculum Mapping to NACS (pg. 128-133)

    c. Admin and teacher initial mapping process and ongoing alignment evaluation is explained on page 1298. Time is allocated in the professional development schedule for teacher leaders to evaluate and adjust to ensure alignment to NACS (page 67).

9. The narrative makes several references to Direct Instruction. It is unclear from the narrative if the applicant is referring to Direct Instruction, aka DISTAR, a high scripted set of elementary reading and mathematics curricula which are rarely used school-wide due to known issues with the alignment of these programs to either previous state standards or to the Common Core, or to the instructional strategy of direct instruction, which is characterized by "teacher talk" and, when used as the primary method of instruction, often correlates with the mastery of only basic levels of content absent significant investment in teacher training and school-specific content and professional development. **Please address.**

    a. The school's Educational Philosophy is addressed in section A.1.4, beginning on page 31.

    b. Instructional strategies are addressed on page 64-65.

c. Professional development plans (pg. 65-69) are reflected in Section A.3.13.

10. The information provided on the proposed physical education program is insufficient. Based on the level of detail provided, it does not appear that the physical education plan is fully aligned to the appropriate Nevada standards. This is one-third of the foundation of this charter school but the narrative insufficient attention to the implementation of this program. This program and the character education program are at the core of the EMO's academic value proposition to the school, but there is no clear plan for implementation (e.g. timelines, benchmark reviews, assessment reviews, responsible parties, criteria for success). Such elements should be clearly identified to allow for the administration and the board to hold the EMO accountable for implementation and support. **Please address.**

    a. The Athletic Curriculum is described in detail on pages 47-55.

    b. Implementation and evaluation process for the education program at Athlos Academy of Clark County is addressed in the Mission Specific Goals (pages 36-38) section as well as in the Assessment practices section A.4 (pages 70-72) and Attachment A.4.1 (146-148).

11. The academic model is unproven. Consequently, the contemplated enrollment and grade span is excessive for a startup school. The applicant is encouraged to revise the enrollment and grade span request to a number which is more manageable and appropriate to a startup school. **Please address.**

    a. Research supporting the development of the model is provided in footnotes as follows:
        i. Page 30 – research inspiring the development of the Three Pillars
        ii. Page 41 – research supporting the effectiveness of the Core Knowledge Sequence
        iii. Page 42 – research supporting the use of a spiraling curriculum.
        iv. Page 43 – research supporting the effectiveness of the Spalding method
        v. Page 45 – research supporting the effectiveness of the Saxon Math program
        vi. Page 47 – research supporting the effectiveness of the athletic program design.
        vii. Page 55 – research supporting the effectiveness of the Performance Character program design.
        viii. Page 64 – research supporting the effectiveness of Direct Instruction and Project Based Learning.

    b. Athlos program success is addressed on page 290 in Attachment B.3.1.3 Academic Performance.

Operations Plan

Rating

- Does not meet the standard

Analysis

12. The EMO proposes to charge a management fee of 12 percent of local, state, and federal revenues. Due to state and federal restrictions on the use of Title dollars and the authority's role as the LEA for schools, the provision for a 12 percent fee on federal revenues is problematic. **Please address.**

    a. Management services fee has been reduced from 12 to 6.5%. This is evidenced in the Budget (beginning on pg. 319) and in the Services Agreement (beginning on pg. 299).

13. The proposed bylaws of the school are prefaced by a letter from an attorney referencing another Nevada charter school. **Please address.**

    a. The Bylaws validation letter typo has been corrected. See Attachment B.1.1 (pg. 246).

14. In the narrative A.8.6, the school identified guidelines but failed to provide a clear explanation of the proposed school's process and/or plans for their Special Education Program. Instead they gave the rational for including the guidelines. Multiple required elements related to special education and gifted and talented processes and procedures (e.g. .flowcharts), were not included. **Please address.**

    a. Special Education Program has been addressed in detail in several sections:

        i. The Special Education process is described in the narrative found on pages 85-91.

        ii. Special Education Assurances is found in Attachment A.8.7 on page 231.

        iii. The RtI Packet and Flowchart is addressed in Attachment A.8.8, beginning on page 232.

        iv. The continuum of Special Education Services is located in Attachment A.8.9 on page 242-243.

b. The Gifted and Talented continuum of services is addressed in Attachment A.8.12 on page 244. The Gifted and Talented narrative (pg. 91-92) addresses the program.

15. Contrary to Nevada Administrative Code (which limits the initial term of management contracts to two years) and to best authorizing practice nationally, the management agreement term is longer than the maximum six year charter term. The management agreement provides that the contract term will extend until such time as the charter is revoked, surrendered, or not renewed. "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." There is no provision for evaluation of the contract as part of the charter renewal process. **Please address.**

    a. The length of the initial Management Services Agreement (pg. 300) has been identified as 2 years. The language around "so long as it holds a Charter" has been removed.

    b. The Organizational Structure Attachment addresses an annual addendum to the services contract through which the Governing Board will identify specific deliverables to which the Board will hold the EMO accountable. These data points, in combination with the general service statements in the agreement will be used by the Board in their annual evaluation of the performance of the EMO. This practice allows the Management Services Agreement to generally identify services offered by the EMO, but also allow for the school to tailor the deliverables to the specific needs, understanding that the school's needs may change from year to year as it develops. This process is explained in detail in the Organizational Structure Attachment (pg. 296-298).

16. The management agreement limits, to some degree, the board's ability to inspect the books and records of the school. The management company commits to "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." The provider cannot place its judgment [or, indeed, a general legal definition of reasonableness] regarding the reasonableness of a request for the school to inspect its own books and records above that of either the school board or the authority. Such a provision is contrary to public policy and state and federal law. **Please address.**

    a. The Governing Board has full access to inspect the school's books and records. This is reflected in the Management Services Agreement (pg. 301). The reference to "reasonableness" has been removed.

17. The termination provisions of the agreement unreasonably favor the provider and are not sufficiently mutual. Moreover, the loose definitions of the services provided in the agreement allow significant wiggle room for the EMO. Most services listed "assist" the board with various

activities, e.g. staff recruitment, limited technology administration, professional development, expansion planning, etc. The only clear commitments relate to the provision of the company's athletic program and associated materials, clothing, and training. Additionally, the cure provisions listed are overly broad, allowing the contract to continue beyond a 90 day notice and cure period for 'such longer period as may be necessary to cure the breach or default, if Provider has commenced and is pursuing a cure." Absent clear evaluative criteria and performance standards, this provision permits the EMO to continue to collect funds based on effort versus on effective delivery of services. **Please address.**

a. The termination provisions of the Management Services Agreement (pg. 302) have been addressed to meet the needs of both parties and do not prevent the school from continuing to meet its charter promises as contracted with the SPCSA.

b. The services (pg. 300) of the EMO have been defined using more active verbs in the Management Services Agreement. "Assists" is intended to indicate collaboration between the school and the EMO in design of the services provided. This language has been clarified. An annual addendum has been provided for and explained in Attachment B.3.1.6, Organizational Structure (pg. 296-298), that will allow the Governing Board and School Administration to negotiate specific deliverables within each service category on an annual basis.

c. Cure provisions have been addressed in the Management Services Agreement. (pg. 299)

18. The language of the management agreement provides that it is confidential and proprietary. This is contrary to Nevada's public record requirements. **Please address.**

    a. The section describing a non-compete and confidentiality has been removed from the Management Services Agreement (305).

19. The agreement provides that the school may not operate a similar program if it terminates the management agreement: this provision, if interpreted broadly or in a risk-averse manner, effectively requires the school to amend its charter to remain in operation and might require a school to cease providing instruction in a core area such as athletics. This is impermissible: while a vendor may require a school to cease implementing a licensed program once the license term has ended, a vendor cannot dictate the terms of a charter agreement between a school and the Authority by preventing the school from purchasing a similar program from a competitor or developing its own program to meet the terms of its mission and vision. **Please address.**

    a. The language in the original Management Services Agreement (305) that unintentionally prevented the school from delivering on its charter promises has been removed. Should either party choose to terminate the agreement, the school must not continue to use

Athlos curriculum, equipment, etc., but must continue to provide the type of education it has contracted with the state through the chartering process.

20. The management agreement provided is a boilerplate agreement; there is no evidence the committee to form has taken the time to negotiate an agreement which is specific to the needs of this school and community nor is there any evidence of non-negotiable terms articulated by the committee to inform negotiations. **Please address.**

    a. The Committee to Form Athlos Academy of Clark County is in the process of evaluating contracts with Athlos Academies. The Committee has engaged in holding meetings independently and has recruited several additional board members without EMO influence. The Committee has also secured the services of an independent attorney to advise on contractual negotiations. This is evidences in Attachment B.3.1.5 (pg. 292).

21. The facility will be owned by an EMO affiliate—there is no explicit provision allowing the school to stay in the facility if the management agreement is terminated. The negotiation and execution of the management agreement and the lease are listed as linked, simultaneous activities in the application. **Please address.**

    a. Because the Management Agreement and Lease agreement are negotiated separately, should either party choose to terminate the management agreement, the lease agreement stays in place, allowing the school to continue operating from the facilities. This is addressed in narrative section C.3 Facilities (pg. 121).

    b. The Management agreement (beginning on pg. 299) is separate from the Lease agreement and is negotiated as such. This is also stated Narrative Section C.3 Facilities. (pg. 121)

22. The operating model appears to be configured to generate a particular economic return to investors instead of stellar academic outcomes for students and families. The contemplated enrollment and grade span is excessive for a startup school which is not a replication of a similar program serving a similar population. The applicant is encouraged to revise the enrollment and grade span request to a number which is more manageable and appropriate to a startup school. **Please address.**

    a. Model configured to generate academic outcomes as evidenced in the Mission Specific Goals (pg. 36-38) section and in the Vision (pg. 29-31) and Philosophy (pg. 31-34) of the school.

Financial Plan

Rating

- Does not meet the standard

Plan Summary

Analysis

23. There are some omissions to the budget which preclude full analysis. **Please address via a full, compliant budget which reflects the revised application.**

    a. The revised budget (beginning on pg. 319) is complete and compliant and has been reviewed by a NV charter school auditor.

24. The enrollment summary on the cover page of the application is unclear providing vague ranges which make it difficult to fully evaluate either the financial or operating plan (e.g. staffing). Please revise the enrollment summary to provide specific grade-by-grade enrollment information for each year of the charter term and ensure it is consistent with the budget. **Please address.**

    a. Enrollment Summary on the cover sheet (pg.2) has been adjusted to reflect grade-by-grade enrollment information for each year requested and these numbers match those in the budget (pg. 319).

25. In some cases budget forms with the logo of the EMO were provided. These forms are not structured in the same way has the mandated templates and appear to have been missing some information. **Please address.**

    a. The cash flow (pg. 446) documents for Year 1, Year 2, and Minimum Number of Pupils (pg. 452-453) reflect NV state templates as opposed to the Athlos templates that were previously submitted.

26. In some cases the form provided is only marginally legible, making review difficult. **Please address.**

    a. The size of print and formatting on several documents throughout the budget has been adjusted, including the budget narrative (beginning on pg. 432) and the cash flow (beginning on pg. 446) documents.

27. The budget narrative does not provide sufficient detail to vet expense assumptions. **Please address.**

a. Budget narrative (beginning on pg. 432) has been revised to provide greater detail.

28. While the applicant submitted a budget, it included a variety of highly aggressive revenue and financing assumptions which are highly questionable and cannot be relied upon for the purposes of charter application approval. A responsive worst-case scenario budget detailing at what point the school can break even was not provided. **Please address.**

    a. The budget (beginning on pg. 319) has been revised to reflect only DSA, and a Break Even Cash Flow document reflecting the minimum number pupils necessary is also included.

29. The costs associated with the facility appear excessive and unreasonable as a percentage of revenue (26%). Consequently, the project is only able to meet its rent, management fee, and general expense obligations if it achieves its ambitious enrollment targets and there are no unanticipated expenses. **Please address.**

    a. The lease payment has been reduced to 19%. This is reflected in the budget (pg. 319).

30. While the applicant indicated in the interview that there is a possibility of management fees being reduced, deferred, or forgiven in the event of a revenue shortfall or cost overrun, the is insufficient information provided in the budget or in other attachments to permit thorough evaluation of this scenario and determine whether the school would be able to remain a going concern under such circumstances. **Please address.**

    a. The budget (pg. 319) revisions reflect a significantly reduced management fee (from 12% to 6.5%) and the minimal pupil cash (pg. 452-453) flow reflects a break even budget at a reduced enrollment rate.

31. Given the EMO's lack of connections to Nevada, its limited operating history in other states, and the small size and composition of the current board, there is also substantial risk of an enrollment miss and concomitant revenue shortfall. If the applicant adjusts the enrollment and grade span, the budget and finance plan will also need to be modified. **Please address.**

    a. Athlos Academy has only provided full EMO services for one year, and it is true that this has yet to result in particularly useful data; however, the company does have long term relationships with several school networks, as well as an established reputation in development. The EMO's academic and financial performance is discussed in Attachments B.3.1.3 (pg. 290) and B.3.1.4 (pg. 291).

    b. The Committee to Form has addressed the stated perceived conflicts of interest and expanded its membership to represent a greater governance capacity. This is evidenced throughout the revisions to Narrative B.1 (pg. 98). Attachment B.2.1 (beginning on pg. 258) and B.2.2. (Starting on pg. 270) present the new committee members, their resumes and questionnaires.

Performance Record

Rating

- Does not meet the standard

Analysis

32. The name of the EMO listed on the cover page of the application (Athlos Academies) and the name of the EMO as listed in the management agreement (School Model Support LLC) do not match. **Please address.**

    a. School Model Support is the legal name of the company, Athlos Academies is the DBA. This has been reflected in the management agreement (beginning on pg. 299).

33. The applicant and its EMO declined to provide financial performance data on the entity, the affiliated non-profit and LLCs referenced throughout the document, or any schools for which it provides services. This is an unacceptable omission which does not permit the Authority to evaluate the capacity or effectiveness of the EMO in managing school business operations, a key component of its management services. **Please address.**

    a. Athlos Academies' financial performance is established in Attachment B.3.1.4 (pg. 291).

34. Moreover, given the central importance that the applicant group placed on the facility construction and financing capacity of the entity's development arm in their selection of the EMO and the network of overlapping entities which would support the school in some capacity or another, the decision to not provide any supporting evidence regarding the operating history or capacity of that affiliated LLC (e.g. track record of successful facilities development) in the application raises troubling concerns about the degree of transparency the board can expect from its EMO and that the Authority can expect from either party. **Please address fully, including a disclosure of all related entities and performance data on same.**

    a. Athlos Academies facility track record is addressed in the Financial Performance Attachment (pg. 291).

35. No evidence is provided to support the contention that this school and its EMO provider will be academically successful implementing this program. **Please address.**

    a. Athlos Academies' academic success is established in Attachment B.3.1.3 (pg. 290). As Athlos has largely partnered with existing schools to this point, little hard data is available to support the proven connection of this model to academic success. However, the little

data that is available is trending in the right direction and the program's three pillars have been developed based on significant research (pg. 12), leading the Committee to feel confident that this program is on track to deliver high academic performance.

36. The applicant notes that this is the first year the EMO has provided academic services to any schools, so there is no track record of success from which to judge its effectiveness in this area. The applicant notes that many elements of its model have strong track records but provides no evidence to support the contention that the off-the-shelf core academic curricula mentioned in the application can be supported by the EMO in question. **Please address.**

    a. Athlos Academies' academic success is established in Attachment B.3.1.3 (pg. 290). As Athlos has largely partnered with existing schools to this point, little hard data is available to support the proven connection of this model to academic success. However, the little data that is available is trending in the right direction and the program's three pillars have been developed based on significant research (pg. 12), leading the Committee to feel confident that this program is on track to deliver high academic performance.

37. The applicant also fails to disclose that there are multiple examples of EMO-affiliated schools with similar operating structures using similarly celebrated curricula where the academic results have been poor enough to necessitate closure or restructuring of entire networks of schools. The applicant provides no evidence of lessons learned from such implementations and lacks a compelling rationale for why this EMO will have a better track record. This lack of an academic track record raises grave concerns, as the Authority is being asked to approve the replication to Nevada of an unproven school model. **Please address.**

    a. Athlos Academy is not associated with failing schools. Athlos Academies' academic success is established in Attachment B.3.1.3 (pg. 290). As Athlos has largely partnered with existing schools to this point, little hard data is available to support the proven connection of this model to academic success. However, the little data that is available is trending in the right direction and the program's three pillars have been developed based on significant research (pg. 12), leading the Committee to feel confident that this program is on track to deliver high academic performance.

38. Based on due diligence on the operation of Athlos Academies in other states where the EMO currently operates, it is important to note that the company has primarily partnered with existing high-performing schools; any future analysis of the EMO's track record will necessitate taking into account historic baseline data to determine whether the EMO can be effective in contexts where there is not already a high-performing school in operation. Moreover, it is important to note that other authorizers have elected to deny applications from groups proposing to partner with Athlos based on concerns similar to those raised in this review. There is no information provided to evaluate the capacity of the EMO to service one school, let alone multiple schools in multiple states. Absent a track record, there is no evidence of a business

plan or current information on the organization's growth plans, financial stability, or other relevant details provided to the authority nor is there evidence that the Committee to Form has engaged in the level of due diligence necessary to evaluate an unproven entity and invest either its reputation or public dollars. **Please address.**

a. Athlos Academies' Capacity to provide services has been addressed in the Management Services Agreement (pg. 299), and throughout the B.3 Attachments. B.3.1.1 Existing Schools (pg. 288), B.3.1.2 Selection of EMO (pg. 289), B.3.1.3 Academic Performance (pg. 290), B.3.1.4 Financial Performance (pg. 291), B.3.1.5 Legal Relationship (pg. 292-295), and B.3.1.6 Organizational Structure (pg. 296-298).

b. The Committee to Form has engaged in evaluating the capacity of Athlos Academy to deliver on its contractual promises. This is evidence through ongoing board training, independently held meetings, reaching out to NV CPA Bryce Wysson to review budgets, and actively recruiting board members who bring needed expertise to the team. This is evidenced in the budgets (pg. 319), governance narrative (pg. 97), and new board member resume (pg. 265) and questionnaire (pg. 279).

Evidence of Capacity

Rating

- Does not meet the standard

Analysis

39. Two of the members of the Committee to Form are related: J. Tod Bunker and Jon Bunker. This is not consistent with best practice, especially given the limited size of the proposed committee. Additionally, two members of the Committee hold past employment relationships: K. Lefevre worked in the school led by K. Singer. No strong rationale (e.g. rural school status) exists to justify why these relatives and other potentially conflicted individuals serve on the Committee to Form or would serve on the board together. Absent a significant expansion and diversification of the Committee and the Board, the current size and overlap provides one family with far too much influence and voting power over the disposition of public funds and the welfare of Nevada children. **Please address.**

a. Committee to Form has addressed the perceived conflict of interest by removing two potentially conflicting members to an advisory board. The committee has also recruited several additional members as reflected in Attachments B.2.1 (beginning on pg. 258) and B.2.2 (beginning on pg. 270).

40. Moreover, the proposed management agreement also provides for a non-profit affiliate of the EMO to appoint two additional board members; this arrangement, highly problematic in any charter school context, is even more unacceptable given the other overlap and conflict issues already in evidence. The provision permitting the appointment of board members by an EMO affiliate is unacceptable and must be removed from the contract and the bylaws. **Please address.**

a. The statement of appointment of 2 board members has been removed from the Bylaws (pg. 250).

41. In the event of significant expansion of the board, these conflicts of interest, if they continue to exist, must be managed and clearly discussed in the school's bylaws. **Please address.**

a. Committee to Form has addressed the perceived conflict of interest by removing two potentially conflicting members to an advisory board. The committee has also recruited several additional members as reflected in Attachments B.2.1 (beginning on pg. 258) and B.2.2 (beginning on pg. 270).

42. The bylaws must include language which would explicitly forbid the re-emergence of these conflicts or similar arrangements following the approval of the charter, including provisions barring former EMO staff or associates from serving on the board at any time. **Please address.**

    a. No employee of the EMO may at any time be a member of the governing board. This is addressed in the Bylaws (pg. 250).

43. The boilerplate nature of the management agreement, the lack of knowledge of the Committee to Form regarding key provisions of the contract, and the Committee to Form's dismissal of Authority staff's concerns regarding problematic elements of the agreement, including overly generous compensation, renewal and termination terms that favor an entity with no operating history or academic track record, raise grave concerns around the capacity of the proposed board to oversee the EMO and hold it accountable for public funds and the academic achievement of the proposed school's students. **Please address.**

    a. Committee to Form's Capacity to Govern is addressed in the resumes (beginning on pg. 258) and questionnaires (beginning on pg. 270) provided as Attachments. This evidences the Committee's efforts to recruit members with expertise in business management and education. The Committee has engaged in significant training, participated in revising the charter application, and holds regular meetings. The Committee to Form has the capacity to govern the school.

    b. Board members may not receive compensation beyond reimbursement for reasonable expenses. This is addressed in the Bylaws (pg. 252).

44. Given the EMO's lack of connections to Nevada, its limited operating history in other states, and the small size and composition of the current board, there is also substantial risk of an enrollment shortfall. **Please address.**
    a. The EMO does not have connections in Nevada. It does have a limited operating history as a fully managing EMO. However, its credibility has been vetted and can be evidenced by the significant waiting lists (pg. 170) at Athlos schools and through the academic (pg. 290) and financial (pg. 291) performance of the EMO.
    b. The Committee to form has grown as presented in Attachments B.2.1 (beginning on pg. 258) and B.2.2 (beginning on pg. 270).

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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~~ ***a healthy*** body and ***performance*** character to create a well-rounded individual. In accordance with NRS 386.520(~~4~~ ***5***)(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*.

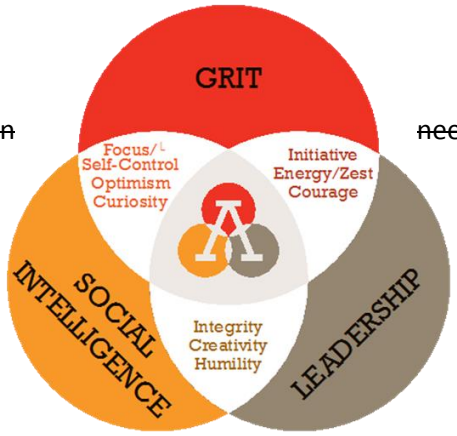
NARRATIVE A.1.3 VISION

The Vision of Athlos Academy ***is to*** produce~~s~~ students who are well-prepared to face ~~the~~ ***life's*** challenges ***and who have developed*** ~~of life through development of~~ critical thinking ***and problem-solving*** skills ***as well as*** ~~and~~ a broad knowledge base~~,~~ ***and*** healthy lifestyle habits. ***The school strives to develop a culture in which high academic achievement is attained and celebrated and students continually achieve individual goals in athletics and performance character. Athlos Academy families regularly engage in supporting student success and developing a sense of school community.*** ~~, 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 ***we believe to be most predictive of a person's success in life.[1] The purposeful development of traits such as Grit, Leadership, and Social Intelligence, paired with physical fitness and healthy habits will support high levels of academic achievement[2] among all students, preparing them for the rigor of advanced high school and college courses and arming them with the self-confidence and social intelligence necessary to compete in a competitive world.***

~~, 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~~

---

[1] The development of the 12 traits is drawn from the work of several scholars, including, among others, Angela Duckworth's work on Grit, Paul Tough's research on the significance of intentional development of character traits, and Martin Seligman's work on the power of optimism.

[2] The Center for Disease Control (CDC) and the U.S. Department of Health has conducted several long-term studies linking physical fitness to academic achievement. Among extensive academic research drawing similar conclusions is the work of Richard Whittburg.

Whittburg, Richard. (2012). Children's Aerobic Fitness and Academic Achievement: A Longitudinal Examination of Students During Their Fifth and Seventh Grade Years. American Journal of Public Health; Dec2012, Vol. 102 Issue 12, p2303-2307.

- ~~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 will be well-prepared for the rigor of 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", an act of skill, endurance, imagination, or strength~~, or an achievement. The founders of the Athlos Academy model~~ ***We*** believe children are capable of achieving great feats in all areas of their lives. Athlos Academy asserts that learning and wellness are inextricably connected. The school's educational philosophy is based on three pillars of whole child education: Prepared Mind, Healthy Body, and Performance Character. ***We believe that each pillar is both equally important and greatly important in preparing students to find success in college, career, and life.***

We believe that research-based academic, athletic, and performance character programs provide carefully crafted opportunities for students to learn and grow. We believe that the use of valid and

reliable assessments reflects our commitment to continuous growth. We believe that talking openly and honestly about student learning as it relates to academic standards and performance character traits encourages students to take ownership of their learning and engages families in the process. And we believe in delivering an engaging curriculum that is aligned vertically, across disciplines, and to standards.

Athlos Academy promotes a blended approach of instructional strategies, pulling from the tradition of direct instruction as well as the creativity of project based learning. This approach requires significant investment in ongoing professional development for teachers, administrators, and staff. At Athlos, instruction is presented by outstanding teachers, working in partnership with families in a values-rich and data-driven environment.

The discipline, motivation, and teamwork of athletics ***engages*** students in becoming more active learners. ***Improving*** physical health and athletic skill~~s~~ ***has a positive impact on*** ~~a child's~~ self-image and increases confidence and energy. ***Developing performance character traits*** increases mental toughness and the ability to overcome adversity. ***Each pillar is supported by the strength and integrity of the other two. Together, the three pillars of whole child education – Prepared Mind, Healthy Body, and Performance Character - prepare students*** for success in any environment.

~~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* a rich and engaging academic and athletic 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

A.2 Mission-Specific Goals and Objectives

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***se*** 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.~~

Athlos Academy measures several mission-specific goals. The charts below represent key metrics and measures used to assess the school's overall performance with regard to the three pillars of education.

Healthy Body ***Goal: Students will develop and maintain Healthy Bodies*** ***Vehicle: Athlos Athletic Curriculum***		
Metric	***Frequency***	***Measure***
Athlos Academy physical fitness and performance exam.	***Annually***	***90% of students will achieve a healthy body weight as measured by BMI after 3 years in the program.*** ***The # of students who are considered obese based on Fall BMI calculations will decrease by 20% by the end of the school year.***

Attendance and participation records	***Quarterly***	***90% of students in grades 1-8 participate in at least 3 athletic training sessions each week.***
Performance Character ***Goal: Students will develop Grit, Leadership, and Social Intelligence.*** ***Vehicle: Athlos Performance Character Education Program***		
Metric	***Frequency***	***Measure***
Family Engagement	***Quarterly***	***80% of all Athlos families will participate in evaluating their student by the end of year 1.*** ***90% of all Athlos families will participate in evaluating their student beyond year 1.***
Student Portfolio	***Quarterly***	***90% of all students present their character reflection portfolios at conferences.***
Prepared Mind *Goal: Students will meet high achievement goals and develop a Prepared Mind* *Vehicle: Core Knowledge, Saxon Math, Spalding Writing/Reading, Direct Instruction, and PBL*		
Metric	***Frequency***	***Measure***
ELA online assessment	***Spring(3rd -8th)***	***80% of student population will score at or above state average in the first year.*** ***85% of student population will score at or above state average in the second year.*** ***90% of student population will score at or above state average in the third year and beyond.***
Math online assessment	***Spring(3rd -8th)***	
Science online assessment	***Spring(5th&8th)***	
Nevada Proficiency Exam in Writing	***5th & 8th***	
DIBLES (K-6)	***Fall, Winter, Spring***	***90% of student population will be reading on grade level after 3 years of enrollment at Athlos. All students reading below grade level based on Fall administration of DIBLES will be enrolled in an intervention program by the end of Nov.***
Core Knowledge Pre- and Post-Unit Exams	***Approximately monthly (homeroom)***	***Ongoing Formative Use with NACS standards***
Saxon Math	***Weekly cum. exams*** ***Quarterly benchmarks***	***Ongoing Formative Use with NACS standards***
Spalding Spelling	***Bi-monthly***	***Ongoing Formative Use with NACS standards***

NARRATIVE A.2.3 - REASONABLENESS OF GOALS

The mission specific goals presented in the chart above provide a collection of data points that will help the school track both the fidelity of implementation of the Athlos Academy program and the

effectiveness of the program. The academic goals are related to valid and reliable exams that provide data allowing the school to compare its progress to other schools. The data collected will also help the school track its success in engaging students and their families in developing performance character traits in the school community. BMI data will help the school track the effectiveness of the athletic program.

A.3 Curriculum and Instruction

A.3 Curriculum and Instruction

NARRATIVE A.3.1 CURRICULUM MODEL

~~The three pillars of *Strong* ***Prepared*** *Mind, Healthy Body,* and *Performance Character* drive the curriculum choices of Athlos Academy of Clark County.~~

Athlos Academy of Clark County's educational philosophy is based on three pillars of whole child education: Prepared Mind, Healthy Body, and Performance Character. Supporting each pillar with research-based programs, using curriculum aligned to Nevada Academic Content Standards and the Common Core, and delivering content through best instructional practices are the three key drivers of curriculum development at Athlos Academy.

Students at the school develop ~~*Strong*~~ ***Prepared*** *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 ***curriculum, also developed by Athlos Academies.*** ~~as outlined in this section and is reinforced by identifying examples of Performance Character found within the content of the core curriculum.~~

The Core Knowledge Sequence

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~~."[3] 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. Importantly, ~~The~~ Core Knowledge ~~Sequence~~ is recognized by ***the U.S. Department of Education*** as ~~an effective whole-school model, being~~ one of ~~the~~ 33 ***high-quality*** whole-school models ~~recognized by the U.S. Education Department as high-quality and~~ determined to be effective through research[4].

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 ***many subject areas*** ~~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 ***curricula*** provide general guidelines concerning skills, they typically offer little help in deciding specific content. The specific***ity of*** content ~~in the Core Knowledge Sequence~~ also provides a solid foundation for skills instruction ***and consistency across grade-levels***. 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.~~

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[3] http://www.coreknowledge.org/download-the-sequence.

[4] http://www2.ed.gov/about/offices/list/ope/fipse/lessons4/uva.html

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

To implement Core Knowledge***, parents, administrators, teachers, and staff***~~, 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 ***learning*** 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.~~

~~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.~~ ***Spiraling content across grade levels and teaching in an interdisciplinary way benefits all students, particularly those with special education and ELL needs, as it provides repetition, cultural relevance, and a logical progression from simple to complex thought processes.***[5]

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[5] ***Johnston, H. (2012). "The Spiral Curriculum: Research into Practice." Education Partnerships, Inc. http://eric.ed.gov/?id=ED538282***

Spalding's Writing Road to Reading

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~~ ***T***he Spalding Method, ***is*** a ~~strong~~ research-based instructional program, based on Romalda Spalding's book "The Writing Road to Reading." ~~The~~ Spalding ~~Method~~ ***instruction*** is ***explicit, sequential, multisensory, and diagnostic.***

- ~~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 ***and concluded that***~~. 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~~."[6]

[6] http://www.spalding.org/index.php?tname=research

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, including phonemic awareness, phonics with handwriting, spelling rules, and writing high-frequency vocabulary words in a notebook; 2) Writing lesson objectives, including meaning and usage of the same high-frequency spelling words, morphology, parts of speech, English conventions, grammar, and compositions; and 3) Reading lesson objectives, including literary appreciation, text fluency, text structure, and listening and reading comprehension strategies.

~~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 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 Stated and eight other countries. It also has been identified as a successful, research-based program by the U.S. Education Department[7].~~

Saxon Math ~~**Mathematics Program**~~

Athlos Academy of Clark County will use the research-based Saxon Math Program ***In all grades.*** ~~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~~ giving students time to learn and practice ~~concepts~~ throughout the year. The program is built on the premise that

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

students learn best when instruction is incremental and explicit, ***when*** previously learned concepts are continually reviewed, and ***when*** assessment is frequent and cumulative~~. Incremental development is information being taught in~~ ***Instruction of Saxon Math requires that information be broken into*** small and easily learned pieces. The ***spiraling*** instructional approach~~, specifically incremental development, continual review of concepts, and frequent and cumulative testing, embodied in~~ ***of*** the Saxon Math curriculum is consistent with that used by Core Knowledge ***and Spalding***. 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 curriculum[8].

[8] 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

Athlos Athletic Curriculum

Athlos Academy of Clark County will utilize the athletic curriculum developed by Athlos Academies in conjunction with Velocity Sports Performance. Inspired by staggering obesity rates[9] and research connecting physical fitness to academic achievement[10], as well as a general decline of meaningful physical activity within the school day[11], the athletic program seeks to help children associate joy with physical fitness, and to create a community of support where every child is celebrated as an athlete.

The curriculum provides 180 fully developed lesson plans for each grade, K-12. Lesson plans are professionally developed by specialists in both primary and secondary physical education and exercise science to deliver a developmentally appropriate and results-driven athletic curriculum. Lesson plans include "movement prep", "activity" and "cool down" sections and include details about the number of repetitions or duration of activity and diagrams for more complex activities.

Each child in grades 1-8 receives four 45-minute training sessions each week. Instruction takes place in a co-taught environment that pairs the expertise of a certified physical education teacher with that

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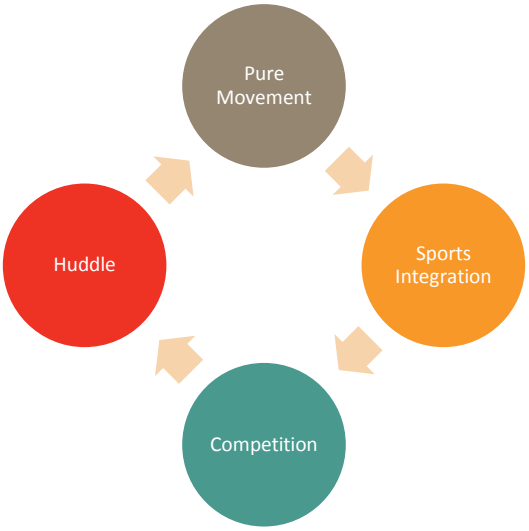
[9] According to the Center for Disease Control (2014), 12.7 million children ages 2-19 struggles with obesity and children ages 6-11 have the highest levels of obesity at a national average of 17%. This data also indicates that Hispanic children and children who struggle with poverty have even higher rates, with some areas as high as 34%.

[10] Van Duncan P. (2011). Associations of Physical Fitness and Academic Performance Among Schoolchildren. Journal of School Health; Dec2011, Vol. 81 Issue 12, p733-740, 8p.

[11] Baker, Al. (2012). "Despite obesity concerns, gym classes are cut". New York Times, July 10, 2012, Retrieved from http://www.nytimes.com/2012/07/11/education/even-as-schools-battle-obesity-physical-education-is-sidelined.html?pagewanted=all&_r=0

of a degreed sports performance coach. In this way students benefit from a collaborative approach to teaching that honors the professionalism of classroom management, standards alignment, and promotion of school culture as well as the necessity of moving with safety and strategy. The teacher to student ratio for physical education classes is 1:26, in order to facilitate a co-teaching experience, two classes of students work together. The school facilities include a gym, 30 yards of indoor turf, and a training space (for use by the 7th and 8th graders only) as well as outdoor field space.

The Athletic curriculum consists of four types of instruction: Pure Movement, Sports Integration, Competition, and the Huddle. On Pure Movement days, coaches isolate foundational movements associated with the curriculum, such as acceleration or multi-directional movement. These days are focused on the biomechanical competency of movement, and may take the shape of anything from sprinting to shuffling to skipping. On Sport Integration days, the class focuses on dissecting movements related to a specific sport. This practice helps students see the connections between basic movements, such as throwing, catching, and dribbling, and the game of basketball.



On Competition days, students have the opportunity to engage in friendly competition while demonstrating their skills in individual movements and in combining various movements intentionally. These days may consist of relays, scrimmages, or small team games. Each week coaches and teachers facilitate a Huddle. The Huddle is a bridge between the athletic curriculum and the performance

character education program. Huddles are 20-30 minute, carefully developed lessons that ask students to observe, demonstrate, or reflect on one of the 12 performance character traits as it relates to their personal growth.

Overall, the curriculum is focused and purposeful. Simple quarterly assessments help students see their progress and celebrate their athleticism. All materials for athletic lesson plans, assessments, and huddles are delivered to teachers and coaches through the online Athlos Tools portal. Teachers receive extensive training prior to implementation of the program as well as ongoing support from the Athlos Academies team.

The Athlos Athletic Curriculum develops discipline, work ethic, and teamwork through physical fitness and athleticism. By building a lifelong foundation of physical health, children develop a positive self-image, increase their confidence and energy, improve their mental toughness and acquire an ability to overcome adversity. We believe that the integration of fitness professionals and the delivery of a professionally developed curriculum provides an unparalleled physical education experience for our students.

~~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 learning[12]."~~

~~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*[13] calls performance character. Performance character refers to the cognitive, emotional, and behavioral dispositions needed to achieve human 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~~

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[12] http://www.pbs.org/teachers/earlychildhood/articles/physical.html

[13] http://www.edsource.org/today/2012/the-grit-factor-hard-to-measure-hard-to-succeed-without/20844

~~budget gets tight. *The New York Times* reported in July 2012[14] 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.~~

~~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~~

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

~~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 day[15] 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.~~

~~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~~

~~[15] Fitness is typically provided four days a week. It may vary based on grade levels and the master school schedule.~~

~~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.net[16] 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-~~

[16] http://www.characterinsports.net/content/

~~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."~~

Performance Character

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

Athlos Academy of Clark County ***will utilize the Performance Character program developed by Athlos Academies. This program was inspired by the work of such scholars as Angela Duckworth[17], Paul Tough[18], and Martin Seligman[19], and is the basis of school culture at Athlos. The program promotes 12 key character traits delivered through four instructional opportunities cyclically throughout the school year. The 12 traits are visually present throughout the school, are exemplified by staff, and are common language among all members of the Athlos school community.***

Each of the 12 traits is introduced through a Trigger lesson. A Trigger lesson is a 20-30 minute lesson delivered by homeroom teachers with the objective of activating students' prior knowledge and

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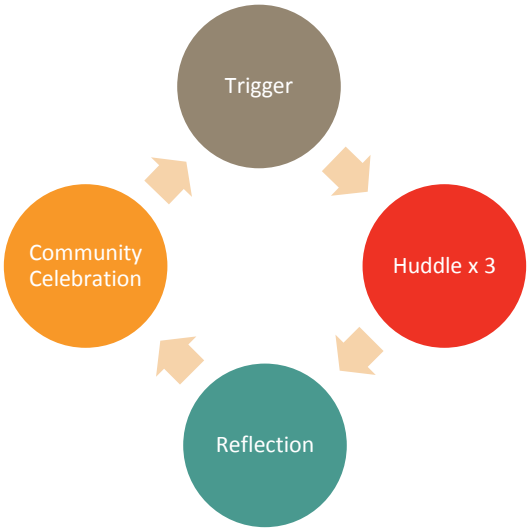
[17] Duckworth, Angela, and Peterson, Christopher. (2007). Grit: Perseverance and passion for long term goals. Journal of Personality and Social Psychology. 92 (6). 1087-1101. www.sas.upenn.edu/~duckwort/images/Grit%20JPSP.pdf

[18] Tough, Paul. (2013). How children succeed: Grit, curiosity, and the hidden power of character. New York: Houghton Mifflin.

[19] Seligman, Martin, PhD. (2006). The optimistic child: A proven program to safeguard children against depression and build life-long resilience. Boston: Houghton Mifflin.

supporting development of background knowledge around the trait. Students then participate in three huddle lessons over the next three weeks. Huddles take place "on the turf" and are facilitated by the PE teacher and Sports Performance Coach collaboratively. These lessons ask students to observe or demonstrate a particular trait with the goal of engaging students in multi-sensory learning and higher levels of thinking. After three huddles, students engage in writing a brief reflection about how they experience the trait in their own life. Reflections utilize a variety of graphic organizers to help students articulate their thoughts in developmentally appropriate ways. Student reflections are collected throughout the year and are reviewed with families at conferences. At the end of the cycle, students attend a community celebration (grade level assembly) which may feature a guest speaker, a story read-aloud, or a team presentation that celebrates the trait in question and the learning experiences throughout the school. In this way the community celebration ties the academic program and the performance character program together.



~~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 ***assessed for each student at the end of each 3 week cycle. Grades are understood to be subjective and are valued for their ability to initiate conversation rather than for the numerical value attached to each trait.***

Because we see character growth as an ongoing conversation, grades are determined collaboratively by the classroom teacher, the turf coach, parents, and students.

At the end of each cycle, all four stakeholders are invited to log into the Athlos Tools portal and assign the student a score (1-5). ~~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. ***Parents and teachers are encouraged to include comments as part of the evaluation. However, with respect to the school's goals of building each student's sense of self-confidence, the Athlos Tools system only allows positive comments to show up on the student's report card. Negative comments may be entered into the system, but the report card will only encourage the student and his family to schedule a student/parent/teacher meeting ~~with the teacher~~. This provides opportunity for families and teachers to work together to keep students on track through open conversation rather than face to face conversation ~~distanced communication~~.***

~~**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 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 nature[20]." 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.[21]"~~

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[20] http://www.psychologytoday.com/blog/the-athletes-way/201205/cooperation-and-teamwork-build-intelligence

[21] 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 students in grades 5-9 and compared the results~~

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

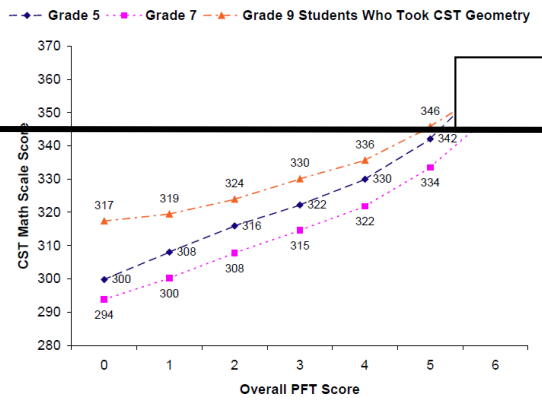

Figure 2. 2004 *CST* in mathematics mean scale scores by overall PFT scores for grades 5, 7, and 9. The numbers of students in grades 5 and 7 were the same as those in Figure 1. The number of grade 9 geometry students was 63,028.

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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).

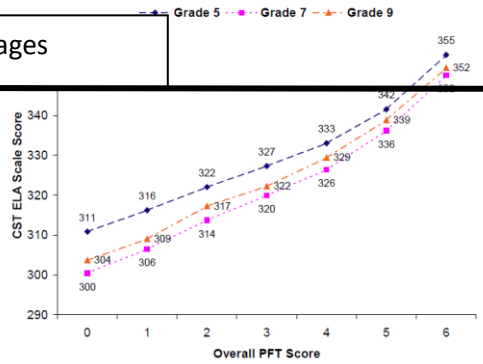


Figure 1. 2004 *CST* in English–language arts mean scale scores for grades 5, 7, and 9 by overall PFT scores. In grade 5 there were 371,198 students, grade 7 had 366,278 students, and grade 9 had 298,910 students.

~~of their physical fitness test scores to their scores in English and Geometry. The results were as follows:~~

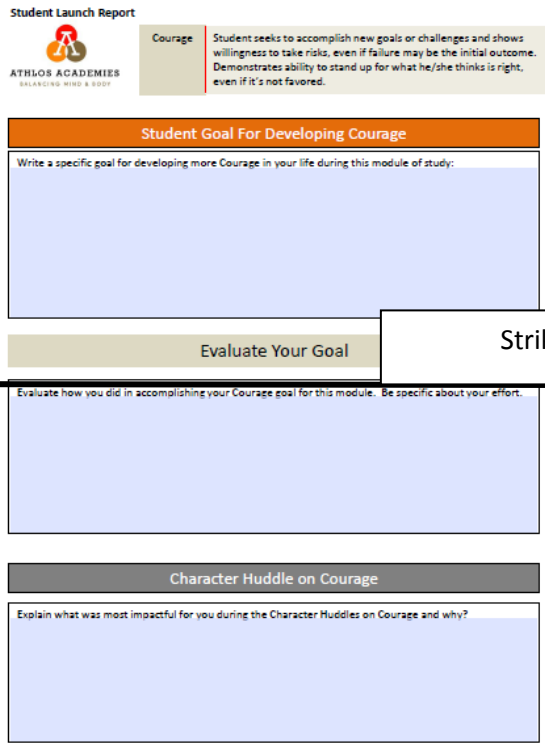
~~As the overall PFT score improved, the mean scale score on the CST in English–language arts also improved. The average scale score on the CST in English–language arts for fifth-grade students who did not achieve any of the fitness standards was 311. The same scale score for seventh and ninth graders 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.~~

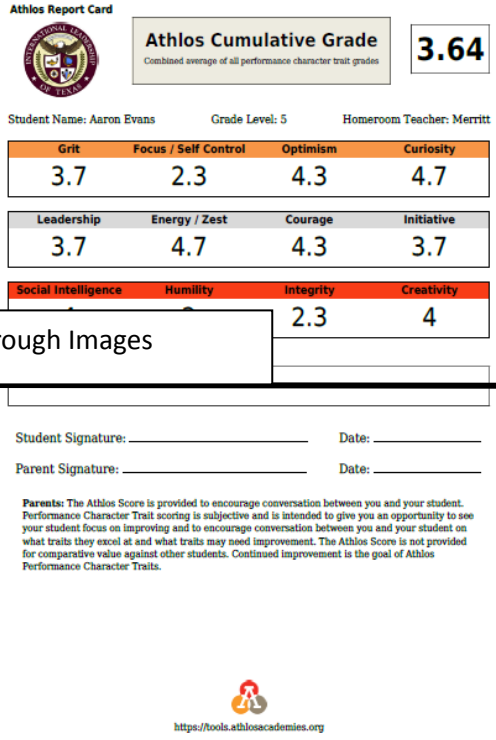
~~Mathematics results were consistent with English–language arts results. That is, as the overall PFT score improved, the mean scale score on the CST in mathematics also improved. Results indicate that even when the measure of academic achievement changed, a positive relationship between academic achievement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





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A.3.2 Course Schedule -See Attachment

A.3.3 Course Descriptions -See Attachment

A.3.4 Daily Schedule -See Attachment

A.3.5 Promotion -See Attachment

A.3.6 Graduation Requirements- Not Applicable

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~~ ***one*** 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.

Curriculum at the school will be aligned to the Nevada Academic Content Standards and will meet the content requirements as outlined in Nevada Administrative Code (NAC) 389. The Curriculum Committee will conduct a full analysis of the three main components of the curriculum (Core Knowledge, Saxon Math, and Spalding) to ensure alignment to these standards. Any gaps that may be identified by through this process will be addressed by teachers. Additionally, in any cases in which the Core Knowledge sequence recommends covering a topic in a grade different than what is stated in NAC 389, NAC 389 will take precedence.

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.3.8 Proposed Diploma- Not Applicable

A.3.9 Sample Transcript –*See Attachment*

A.3.10 Transfer of Credit

In accordance with NRS 386.582 and NAC 386.150(8), ***credits earned at a public charter school will transfer to and from any other public school.*** Athlos Academy of Clark County ***will accept credits earned by a student at another public school as evidenced on an official transcript and will provide*** ~~, when a student transfers to another school,~~ a***n official*** transcript of courses taken and completed, along with the grade for each course***, for any student who transfers out of the school. These records*** ~~will be included as part of the student's academic records, which~~ will be released to the school upon receipt of a records request~~ed~~ 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. ***The school's transfer of credit policy is provided to families via the student handbook.***

A.3.11 Textbooks - See Attachment

A.3.12 Instructional Strategies

Athlos Academy uses ***a blended model of*** Direct Instruction ***and Project Based Learning*** as the instructional base to effectively teach students. Direction Instruction ***is proven to be an effective method for teaching basic skills such as reading[22] and mathematics[23], and is the primary method of instruction utilized by Saxon and Spalding. However, in order to facilitate the higher levels of learning addressed by the NACS and the Common Core, we believe that more student-centered instructional strategies are necessary. As students begin to develop executive functioning skills such as, time management, spatial awareness, and social intelligence, a variety of student-centered instructional***

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[22] Stockard, J. and Engleman, K. (2010). The development of early academic success: The impact of Direct Instruction's reading mastery. The Journal of Behavioral Assessment and Intervention for Children. 1 (1) 2-24.

[23] Stockard J. (2010). Improving elementary level mathematics achievement in a large urban district: The effects of Direct Instruction in the Baltimore public school district. Winter (10) 1-16.

strategies and project based learning opportunities are introduced to encourage the development of higher levels of critical thinking, collaborative learning, and independent problem solving[24]. The Core Knowledge Sequence provides a framework of curriculum that ensures all required content is covered while allowing teachers the flexibility to differentiate instruction to meet the needs of individual learners.

~~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 studies[25]. 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.~~

A.3.13 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~~ ***as well as*** other relevant topic essential to school success. ***3:30-4:30 on***

[24] Buck Institute for Education. (2013). 21st century success: Teaching critical thinking, collaboration, communication and creativity. BIE.

Thursday afternoons is allocated for PLC meetings for the purposes of curriculum alignment or collaborative planning, on Tuesdays, this time is allocated for IEP/504 and other student support meetings, such as Child Find or RtI. No other meetings or activities may be scheduled during this time. Wednesday afternoons, from 3:30-5:00 are set aside for scheduled professional development meetings that include ongoing special education training, time to work on data analysis, or learning pedagogy related to the school's philosophies of education. This time may also be utilized for teacher coaching sessions. Several full day professional development sessions are built into the calendar as well. Topics are reflected in the following charts which will be reviewed and finalized by the school administrator prior to the school opening.

All teachers receive initial and ongoing training from the Core Knowledge Foundation [26] and Saxon Math. ~~Teacher leaders~~ Department chairs from each grade level/subject area will be trained as instructional coaches to attend a week-long training in each curriculum area. Athlos Academies provides summer training for all teachers. Academic teachers receive an orientation to the program. Physical Education Teachers, Sports Performance Coaches, and Character Coaches receive more in-depth training prior to school launch and ongoing support through Athlos Academies' Directors of Athletics and Performance Character. ~~who visit the school regularly, conduct observations, model instruction, and conduct regular coaching sessions with teachers~~. These specialists will make regular visits to sites to model instruction and conduct training or mentoring sessions with teachers. All teachers are trained in using the online curriculum repository and assessment systems maintained by Athlos Academies.

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[26] This training provides a 2 day curriculum map planning workshop. Details can be found at: http://www.coreknowledge.org/mimik/mimik_live_data/view.php?id=1833&record_id=142

Full Day Professional Development Schedule

Date	Topic	Facilitator
August 17th	New Teacher Orientation (school logistics) Special Education – Intro to Student IEPs, Child Find, RtI, etc. Emergency Procedures	
August 18th	Athlos 101 – athletic, character program training	
	Core Knowledge and PBL (curriculum development workshop)	
August 19th	Core Knowledge and PBL (curriculum development workshop)	
August 20th	Math Program and Direct Instruction	
	Spalding and Direct Instruction	
August 21st	Set up Classrooms	
September 8th	Spalding and Direct Instruction	
Nov 2nd & 3rd	Saxon Math and Direct Instruction	
February 12th	Core Knowledge Curriculum re-alignment work for 2nd semester	
	Best practices in assessment - using data to inform teaching/learning	

Date	PD Topic	Facilitator
August	Triage.	
September	Student Led Conferences/ Portfolio Prep	Teacher Volunteer _____
September	NACS and CCSS Curriculum Alignment Review	
September	NACS and CCSS Curriculum Alignment Review	Teacher Volunteer _____
September	NACS and CCSS Curriculum Alignment Review	
October	Grading Time	
October	Preparing for Program Measures	Administrator
October	Project Based Learning Strategies	
November	Special Education Training	Special Education Teacher
November	Project Based Learning Strategies	
November	ELL instructional strategies	
December	Student Centered Learning Strategies	
December	Community Learning Celebration Prep	Teacher Volunteer _____
January	Grading Time	
January	Special Education Training	Special Education Teacher
January	Work Plan Professional Development	
January	Differentiation Strategies	
February	Evaluating Progress Toward Program Measures	Administrator
February	Student Led Conference/ Portfolio Prep	Teacher Volunteer _____
March	Evaluating Progress Toward Program Measures	Administrator
March	Grading Time	
April	CBT, Testing Ethics and assessment schedule review	
April	ELL instructional strategies	
April	Special Education Training	Special Education Teacher
May	Community Learning Celebration Prep	Teacher Volunteer _____
May	Field Day Planning	
May	Grading Time	

~~In addition, teachers will receive the following professional development training specific to the academic programs of Athlos Academy:~~

~~**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 tools (~~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~~ ***and which students*** need~~ing~~ 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~~ ***DIBLES for reading fluency and comprehension through grade 6, Saxon benchmark exams for math, and Spalding benchmark exams in spelling*** 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. ***Athletic progress is evaluated quarterly, providing opportunities for charting student achievement growth throughout the year. Performance character evaluations are collected every three weeks, and scores for each trait are comparable year over year.***

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~~ ***Regular*** grade level team meetings will be held ***to review*** ~~on a regular basis, as determined by school administration, where~~ assessment trends. ~~of the grade level as a whole, and will be discussed, and~~ Appropriate intervention plans will be created and/or reviewed ***for*** individual students not at grade level.

Athlos Academy of Clark County will comply with all state accountability reporting requirements, and ~~additionally~~ will produce and distribute to stakeholders 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~~ ***Administration*** 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~~ ***to*** help students achieve their maximum potential. This report will be reviewed in an open public meeting, and ***will*** be made available to stakeholders. ~~as well.~~

Assessment Timeline

ELA and Math online assessments (Smarter Balanced)	***Spring (State assessment window)***	***3rd-8th Grades***
Science online assessment (Smarter Balanced)	***Spring (State assessment window)***	***5th and 8th grades***
Nevada Proficiency Exam in Writing	***Spring (State Assessment window)***	***5th and 8th grades***
DIBLES	***October, January, and April***	***K-6***
Core Knowledge Pre and Post Unit Exams	***Approximately Monthly***	***K-8***
Saxon Math	***Weekly Cumulative and Quarterly Benchmark***	***K-8***
Spalding Spelling Exams	***Bi-Monthly***	***K-8***
Performance Character Evals	***3 week intervals***	***K-8***
Athletic Exams	***Quarterly***	***1-8***

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. ***The calendar has been updated to show alignment with Clark County School District and to indicate professional development days aligned to professional development topics from section A3.13.***

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~~, ***are***~~ ***and promoted as common language among the school community.*** ~~and~~ ***They are intentionally taught through Huddles, Trigger Lessons, Reflections, and Community Celebrations.*** ~~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~~ ***in which*** students are able to apply themselves and excel academically, socially, and physically, ~~which is~~ ***in alignment with*** the mission of the school. ~~In this way,~~ The Performance Character program serves as a preventative approach to discipline.

The school's disciplinary policy~~ies~~ strive first to preserve a teacher's ability to maintain discipline in the classroom, and second to provide procedures that address both chronic and severe behaviors that cannot be managed in the classroom. The policy includes involvement of families and law enforcement as appropriate.

NARRATIVE A.6.2 STUDENT BEHAVIOR PHILOSOPHY

~~All s~~ ***S***tudents 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~~ embody~~ing~~ the Performance Character traits. ***Additionally, w***hen 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 ***to*** work with ~~them~~ ***families*** 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 ***program, the*** ~~traits~~ Student Launch Report and ~~Athlos~~ ***Performance Character*** Report Card, ~~which~~ require~~s~~ parents to set goals with their chld and to assess their child on each ~~of these~~ trait~~s~~ 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, ***or as board members.***~~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~~ ***concerning*** school ~~can~~ improve***ment***. 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, Henderson or Green Valley areas. Possible zip codes include 89014, 89120, 89074, 89123, 89135, 89138, 89149, 89032, 89031, and 89131.~~ ***Henderson area near the intersection of Lake Mead and Boulder. The school will be located within the 89015 zip code. Nearby zip codes include 89012, 89714, 89074, 89122.***

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.~~

The development of the three pillar philosophy was inspired by high rates of childhood obesity, high numbers uf underperforming schools, and recent research highlighting a greater need for intentional development of performance character traits. Nevada is one of the most overweight states in the nation, with ~~thirty-four percent~~ ***34%*** of the adult population and ~~thirty percent~~ ***30%*** of the school-aged

characterized as obese ~~and approximately thirty percent of school aged children~~[27] . ***Compounding the problem,*** 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 Athlos school receive instruction in healthy lifestyle habits and participate in approximate two and one-half hours of exercise weekly.

Athlos Academy of Clark County expects to attract a diverse population ***that mirrors the demographics of the community as this program resonates with families who are active in athletics already as well as with families who recognize the need to provide their children with positive physical fitness experiences.***

~~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-ypasses 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

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

As described in Section A.3, all curricula ~~ums~~, methods of instruction, and services support the mission and vision of preparing students for future success through the three foundational pillars. ***Students who struggle with obesity as well as students who excel athletically will develop a solid foundation of athletic conditioning. Students who qualify for ELL services will benefit from the reading comprehension support inherent in the Core Knowledge Sequence's focus on building a broad knowledge base. All children will benefit from the development of strong performance character traits.*** ~~, 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~~ ***includes a home language survey (HLS) provided to parents in their spoken language or through an interpreter to ensure accurate responses. Disclosure of*** ~~The registration paperwork disclosing that~~ a student's primary language is not a consideration for enrollment. ~~, and that the~~ ***HLS*** information is used solely to identify students who may need ELL support to appropriately access the curriculum.

ATTACHMENT A.8.2 ELL PROGRAM

If a student is identified as potentially needing ELL services, they will be screened using the W-APT screening too. To determine ELP (English Language Proficiency) growth and progress, Athlos Academy will use WIDA ACCESS. Services will be provided as necessary***. Students will be monitored and tracked while receiving services and for two years after exiting the program as described in attachment A.8.2. Records will be kept on all students documenting English acquisition, and will be kept in compliance with state and federal law. As detailed in Section A.4, the curriculum and instructional methods chosen by Athlos Academy of Clark County are relevant and important for English Language Learners.***

Attachment A.8.2 details the sheltered English approach Athlos Academy of Clark County will use for the instruction of students with ELL needs.

ATTACHMENT A.8.3 PLAN TO EVALUATE ELL PROGRAM

Athlos Academy of Clark County will evaluate its ELL program annually using the evaluation tool presented in attachment A.8.3.

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. See attachment A.8.4 for details.

ATTACHMENT A.8.5 TITLE III ASSURANCE - See Attachment

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

Referral - A request for initial evaluation may be made by a parent or a teacher. Teachers will receive training on identifying students with potential need and appropriately utilizing the Child Find and RtI processes. The RtI Committee will assist general education teachers in developing appropriate interventions and in implementing an RtI plan for students. Student progress will be monitored and reviewed regularly. Students will begin with a tier 1 intervention and progress to a tier 3 intervention. If progress is not sufficient at that time, a referral for special education eligibility will be made. Parents must sign a "consent to test" form prior to any action being taken by the special education department.

Curriculum and Instruction – State and Federal law require students to receive instruction in and to master grade-level appropriate content (NVACS). In order to assist students with special education needs in accessing the general education curriculum, Athlos Academy teachers will accommodate and modify curriculum as necessary. Accommodation refers to changes in how students access instruction and modification refers to changes in the performance expectations of the student. Whenever possible, accommodations will be made in favor of modifications to ensure that all students receive grade-level instruction whenever possible.

Teachers will receive quarterly training from the special education department on general accommodations and modifications and will meet regularly with special education teachers to discuss individual student needs or to seek advice on a particular assignment. Spalding and Saxon lend themselves to easy differentiation because of the focus on direct instruction and by nature are easy to break into small chunks of information that spiral. The Core Knowledge Sequence and project based learning allow students myriad opportunities to evidence mastery of topics, allowing for differentiation in learning style for all students. Student academic and behavioral progress will be monitored regularly according to the IEP and adjustments will be made to assignments as necessary to offer continued access to the general education curriculum.

Assessment - Procedural safeguards are in place and are compliant with IDEA laws. Initial eligibility determination evaluations must take place within 45 days of receipt of the signed "consent to test" form from parents. A variety of formal and informal, valid and reliable assessments will be used by the special education department to adequately evaluate all potential areas of need. All assessments will be administered by trained personnel. Assessments may include exams such as Woodcock-Johnson, behavioral observations, or data collected on early interventions initiated as part of the RtI process. Assessment will take place every three years.

Once eligibility has been determined, students will receive the accommodations and modifications for assessments as stated on the IEP. Common assessment accommodations include a reader, alternative testing location, extended time, or extended breaks. Accommodations and modifications apply to regular classroom assessments as well as with state mandated testing. The school's designated Assessment Coordinator will work with the Special Education Director to ensure that student's needs are met during testing windows.

Enrollment – Athlos Academy of Clark County does not discriminate against any student in the enrollment process. Special education services are provided to any qualifying student and a compliant referral and eligibility determination process are monitored by the Special Education Director. It will be advertised that the school provides special education services. All students will be offered seats based on a lottery system, prior to collecting any information about special needs. Once a seat has been accepted, parents will be asked to indicate whether their child has an IEP or 504 on the registration paperwork. Indicating that a child has an IEP or 504 will not affect the student's enrollment eligibility, but will trigger a review by the Special Education Director to ensure that the appropriate services are in place prior to the student's first day of school.

Individual Education Program (IEP) Development - Special Education services will be determined by the students IEP team. This team includes parents, the special education director, LEA representative, and a regular education teacher, and the student. Contracted service providers, such as a speech pathologist, may be included on the IEP team as necessary. Parents will receive a copy of eligibility testing results, sufficient written notice of all IEP meetings and will be provided with a copy of procedural safeguards at each meeting. Arrangements will be made to allow parents to participate remotely if necessary. Initial IEP meetings will be held within 30 days of a student's eligibility determination and will be reviewed annually thereafter.

The IEP will clearly state the student's current levels of academic and functional performance, measurable goals, and appropriate accommodations and modifications designed to assist the student in accessing the general education curriculum. Assessment accommodations and assistive technologies necessary will also be listed. The IEP will outline the frequency of services and LRE for the student, and it will outline the method of measuring progress toward goals.

Service Provision – Athlos Academy of Clark County will provide each student with the services specified in his/her IEP based on the continuum of services provided in Attachment A.8.9. Services will be provided in the Least Restrictive Environment as determined on an individual basis. The continuum of services will include contained classroom instruction, accommodations and modifications in the regular education classroom, pull-out tutoring services, and contracted specialists (such as speech pathology or occupational therapy). The school anticipates hiring 4 certified special education teachers.

Professional Development – All teachers and instructional support staff receive annual and ongoing training throughout the year (see professional development schedule), on instruction, accommodation, modification, and behavioral support strategies.

Budget – accounting for 11% (calculated based on Clark County and local public school exams 3-8, average was 10.6%) Planning for 4 full time teachers, and allocated 45K for contracting and services and 5K for specialized curricular materials need to update this based on the actual budget.

Facility – School facilities meet the standards of the Americans with Disabilities Act and students will be able to access all areas of the building necessary for instruction and full participation in learning experiences. The building features three dedicated special education classrooms, several small group meeting rooms, and a dedicated office space for secure storage of student records.

Discipline – All staff will be trained on managing IEP's and behavioral issues of students with special needs. The Special Education Director will oversee the implementation of any necessary and appropriate behavioral intervention plans and will communicate with parents in such cases. Should a student with an IEP behave in a way that requires a suspension, a hearing will be held within ten days to determine whether the behavior was a manifestation of the student's disability. The hearing will include school administration, the special education director, a regular education teacher, and parents. If it is determined that the behavior was a manifestation, the LRE for that student will be considered and plans for a return to school will be made. If it is determined that the behavior was not a manifestation, the student will be disciplined as stated in the school's policies and will return to school at an appropriate time under appropriate conditions for the situation. The school will not apply discipline policies in a manner that discriminates against students with disabilities.

Family and Community Engagement - Athlos Academy of Clark County will utilize the Dual Capacity[28] framework to build family and community engagement. A diverse group of parents should serve on school committees in order to meet the needs of all students. The special education department will identify parents who can provide valuable insight for particular committees.

Transportation – Transportation services for students with needs specified in their IEP will be provided. Services will be based on a case-by-case basis, but may include contracting with a transportation company, reimbursement for parents or purchasing a public bus pass.

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[28] The Dual Capacity-Building Framework for Family-School Partnerships is promoted by the U.S. Department of Education. This framework provides a structure for developing effective partnerships that allow for two-way benefit based on the capabilities, connections, cognition, and confidence of schools and families.

Management Company – Athlos Academy will not subcontract with a management company to provide special education services.

~~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. ***The continuum of services, as evidence in Attachment A.8.9, includes contained classrooms, pull-out instruction, support for students in the regular education classroom, among others.*** 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***will be provided with appropriate instruction and assignments to encourage continued learning beyond grade level.*** ~~served in the same manner as students requiring special education services~~. All students will be screened at least annually

for gifted and talented services. ***The Gifted and Talented program will be evaluated by a committee of teacher leaders and administrators annually based on stakeholder surveys, and student achievement gains.***

NARRATIVE A.8.11 GIFTED AND TALENTED CONTINUUM OF SERVICES

Gifted/Talented students 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 GT CONTINUUM OF SERVICE FLOWCHART - 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~~ ***and will provide*** 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. ***The board chair will be responsible for overseeing all required elements of school closing should this situation arise.***

ATTACHMENT A.9.2 PUPIL RECORD RETENTION POLICY - See Attachment

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~~ ***The*** focus ***of the board*** is on governance, ~~not the day-to-day operations.~~ ***As day to day operations is the work of the school administration.***

~~The board is to be composed of ***up to*** 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.~~ 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 members who bring important viewpoints to the table. The board will include*** ~~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 governance structure includes duly elected Board members who may be asked to serve as officers (such as Chair, Vice Chair, Treasurer, or Secretary) ~~and~~ ***or*** to participate in both standing and ad hoc committees (such as budget and finance, marketing and recruitment, or academic performance). At least one member must be a parent of a student at the school.

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 ***both*** annual board training utilizing the Board Governance Training Manual available through SPCSA ***and ongoing training to address key topics such as writing effective policies and open meetings law***.

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~~ ***need***. 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, including*** how to apply for a position on the board. This job description will be distributed ***broadly.*** ~~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. ***Please note: Kathy LeFever and Jon Bunker have stepped down from the Committee to Form based on feedback from the SPCSA indicating concerns about potential conflicts of interest. Ms. LeFever and Mr. Bunker remain involved as members of an advisory committee, but will not seek voting membership positions once the committee becomes a governing board. Several new members have joined the committee. Resumes and questionnaires for new members are included in the 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 school's governing board is the entity responsible for making sure Athlos Academy of Clark County provides a superior education to students, meets established goals and fulfills the mission and vision of the school. The Committee to Form has selected Athlos Academies as the Educational Management Organization (EMO) as it is the only EMO providing the academic, athletic, and performance character programs the Committee desires to have in the school. The governing board holds the EMO accountable through its contract.

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~~ ***related*** 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 ***manager~~ment~~*** ~~contractor~~ is responsible for all business related tasks, including human resource issues in consultation with the Principal***,*** and providing 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***: 1) know law and regulation as it pertains to charter school governance and operations; 2) attend conferences and technical assistance meetings as needed; 3)avoid conflicts of interest; 4) keep student interests as the top priority; 5) maintain a diverse governing body reflective of the school community and neighborhood; 6) seek assistance when in doubt; 7) maintain accountability and transparency in all school operations; and 8) cooperate with the CSPSA and Nevada Department of Education.***

- ~~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 CSPSA 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; (EMO), (CMO), or (ESP)

B.3.1 School/Model Replication; (EMO), (CMO), or (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.3.2 Distance Education

Not Applicable.

B.4 Staffing and Human Resources

B.4 Staffing and Human Resources

NARRATIVE B.4.1 STAFFING PLAN

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~~ two sports performance coaches ~~athletic instructor (coach),~~ and two fine arts teachers***, and a counselor***. ***A special education director and business manager will be hired early in the pre-opening timeline to ensure the school's readiness to open.*** 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***: 1) holds a bachelor's degree or higher in subject area; 2) holds state***

licensure; 3) enjoys teaching and demonstrates competence and passion; 4) has good interpersonal skills; 5) exemplifies performance character traits; and 6) receives satisfactory recommendations from references.

- ~~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~~ ***An administrator has not been hired at this time. It is intended that the interview process begin immediately after charter approval.***

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. ***Please see section B.3.2 for a complete job description.*** ~~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, the EMO and governing board will work collaboratively to hire an administrator. ***In cooperation, Athlos Academies will handle advertising and recruitment*** ~~will occur though the usual methods~~, ***resume screening, and the narrowing of the candidate pool. The board of directors of Athlos Academy of Clark County will participate in the final rounds of interviews to assist in choosing the right candidate for the position***. ~~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

School administration will develop job postings that highlight the school's unique aspects and increase teacher candidate interest. Positions will be posted at teachers-teachers.com and other educational recruiting websites. Athlos Academy of Clark County will attend teacher hiring fairs held locally and nationally.

These strategies will combine to bring a significant number of applicants to the school for its limited job openings in the first year. The more important role of the school is to properly identify the experience, skills, and philosophy held by each candidate, and match their compatibility with Athlos Academy's needs and philosophy. The hiring process will ensure that such candidates are identifiable in the recruitment process, increasing the likelihood that the school will hire well-matched candidates in the first round.

The interview process will include resume screening, collecting writing samples, classroom visits or video recording of instruction, and multiple interviews using a pre-defined set of questions and a

scoring rubric. Final decisions will be based on committee evaluations according to the established rubric.

Non-teaching positions will be hired in a similar fashion, by a committee composed of the school Principal, Business Manager, and other school stakeholders as deemed appropriate and necessary.

NARRATIVE B.4.9 LICENSED AND NON-LICENSED STAFF

~~Not Applicable~~ ***Athlos Academy of Clark County has not hired teacher or staff at this time.***

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- See Attachment

C.3 Facilities

C.3 Facilities

NARRATIVE C.3.1 FACILITIES

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". ***Should either party choose to terminate the management agreement, the lease agreement remains intact, and the school may continue to operate in the facility.***

In addition to the gym, turf, and outdoor space, the building includes sufficient academic classrooms, art and music space, science labs, and several special education rooms, as well as small and large gathering spaces to facilitate community celebrations. The building also includes a fully outfitted kitchen, library, offices, and teacher work spaces.

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 similar to all elementary and middle schools. An insurance quote on the building is included in Attachment C.3.2. Athlos Acadmies does require written evidence of charter approval in order to construct a facility, provide equipment, and hire and designate a school Principal.

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 ***that*** 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.

NARRATIVE C.4.4 EMERGENCY DRILLS- See Attachment

NARRATIVE C.4.5 EMERGENCY MANAGEMENT- See Attachment

Attachments

A.3.2 Course Schedule

Courses reflect the standards and requirements for promotion as outlined in NAC 386.150(5) and NAC 389.445. The school administrator will conduct a full analysis of standards to align the Core Knowledge, Saxon, and Spalding standards with the NACS and common core standards prior to the school opening. Additionally, teacher experts will review the alignment for accuracy during the first quarter of the school year as reflected in the professional development calendar.

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 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.

Curriculum alignment to the NACS will be verified through evaluations conducted by each academic department once a teaching staff has been hired.

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~~ ***Students 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~~ to build 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~~ ***Students*** focus~~es~~ 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~~ ***Students*** focus~~es~~ 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~~ ***Students*** focus~~es~~ 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~~ ***Students*** focus~~es~~ 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~~ ***Students*** focus~~es~~ 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~~ ***Students*** focus~~es~~ 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~~ ***Students*** focus~~es~~ 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~~ ***Students*** focus~~es~~ ***on three critical areas:*** (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~~ ***Students*** focus~~es~~ 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~~ ***Students*** focus~~es~~ 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~~ ***Students*** focus~~es~~ 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~~ ***Students*** focus~~es~~ 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~~ ***Students*** focus~~es~~ 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~~ ***Students*** focus~~es~~ 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~~ ***Students*** focus~~es~~ 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~~ ***Students*** focus~~es~~ 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~~ ***Students*** expand~~s~~ ***their knowledge*** 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 ***the following*** topics***:*** ~~of~~ (1) lasting ideas from ancient civilizations, including Judaism and Christianity, Ancient Greece, and Ancient Rome; (2) the Enlighenment;

(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~~ Students 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 attests 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

Date 8/25/2014

Board President Signature

To Be Determined Date: 8/25/2014

School Administrator

A.3.4 Daily Schedule

While it is valuable to have an early out or late start day for teacher training, Athlos Academy recognizes that making arrangements for varying drop-off and pick up times is significantly inconvenient for families. Therefore, Athlos Academy promotes a regular routine of full day instruction for students, 8:30-3:00.

Professional Development time is built into the schedule. While students are attending their Fitness class (foiur days a week with a nutrition lesson on the fifth), teachers will attend various PD or PLC meeting focused on the topics inidicated in the narrative. Teachers will have prep time while students are attending their fine arts rotation.

This plan gives teachers three 45 minute PD sessions each week and two 45 minute sessions for PLC work to analyze data, collaborate on lesson planning, or align curriculum to NACS.

Daily Schedule Kindergarten-2nd grade

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	1st Grade	2nd 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-6th Grade

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
12:20-1250	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	5th Grade	6th 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

Daily Schedule 7th-8th grade

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

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.

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

GPA/Credits Earned

School Year:

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

GPA/Credits Earned

A.3.11 List of Textbooks

Textbooks have been reduced in breadth and number to reflect the school's priority of achieving academic success through consistent implementation of the curriculum model with the support of resources that align to NACS.

content area	publisher/ purchase	product	description	cost	QTY	Total Cost	Training
math	Houghton Mifflin	Saxon Math	teacher resources	250	34	8500	Yes
	Houghton Mifflin	Saxon Math	Student workbooks (set of 32)	1000	36	36000	
Spelling/ Vocab/ Phonics	Amazon	Spaulding Writing Road to Reading	Teacher/Student Single Text	20	36	720	Yes
Science/ Social Studies	Core Knowledge Foundation	Core Knowledge Sequence	Teacher Resources (free download)	10	36	360	Yes
Literacy	Core Knowledge Foundation	Core Knowledge Language Arts	Teacher Resources (free download)	10	36	360	
	Core Knowledge Foundation	Core Knowledge Language Arts	Student Resources	1095	34	37230	
Literacy	Pearson	Common Core Lit 2015	Teacher E-Text 1 year license	19.99	12	239.88	
	Pearson	Common Core Lit 2015	Student E-Text 1 year license (6-8)	12.97	405	5252.85	
	Multiple	Novels for Lit Circles	1 whole group read/year	12	405	4860	
Social Studies	Pearson	World History and Geography	K-6 Student Edition (@ 1:4 ratio)	89	315	28035	
			7-8 Student Edition (@ 1:4 ratio)	89	70	6230	
Science	Houghton Mifflin	Sciensauraus	2-8 Student soft cover (@ 1:4 ratio)	27	315	8505	
			Total Cost			136292.73	

~~Kindergarten~~				
~~Content Area~~	~~Title~~	~~Author~~	~~Publisher~~	~~Copyright Year~~
~~Language Arts~~	~~Writing Road to Reading 6th 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 6th 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 6th 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 6th 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 6th 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 6th 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 6th Rev. Ed.: The Spalding Method for Teaching Speech, Spelling, Writing, and Reading—Teacher Kit~~ ~~Realms of Gold Vol. 1~~	~~Romalda Bishop Spalding; Mary E. North~~ ~~Michael J. Marshall; E.D. Hirsch, Jr. (Editors)~~	~~HarperCollins Publishers~~ ~~Core Knowledge Foundation~~	~~2012~~ ~~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. Levassuer~~	~~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~~

~~**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 Bockenhaur; et al.~~	~~National Geographic~~	~~2012~~
~~Science~~	~~ScienceSaurus 6-8~~	~~Great Source Education Group~~	~~Houghton Mifflin Harcourt~~	~~2006~~

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) ***(Smarter Balanced when transitioned)***	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

A.5.1 School Calendar

Athlos Academy will follow the Clark County school district schedule as closely as possible as we recognize that families are likely to have connections to the district as well as the charter school.

Note that calendar indicates professional development days aligned to days indicated in section A3.13 of the narrative.

2015/16 School Calendar

Calendarpedia
Your source for calendars

August 2015						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2015						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2015						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2015						
Su	Mo	Tu	We	Th	Fr	Sa
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2015						
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13	14	15	16	17	18	19
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27	28	29	30	31		

January 2016						
Su	Mo	Tu	We	Th	Fr	Sa
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2016						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March 2016						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2016						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2016						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2016						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Federal holidays 2015/16

Sept 7, 2015	Labor Day	Dec 21-Jan 1	Winter Break	May 30, 2016	Memorial Day
Oct 31, 2015	Nevada Day	Jan 18, 2016	Martin Luther King Day		
Nov 11, 2015	Veterans Day	Feb 15, 2016	Presidents' Day	PD (no school)	First/Last Days
Nov 26, 2015	Thanksgiving Day	Mar28-Apr1	Spring Break	Holiday(no school)	Conferences half day

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.

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 truancies. 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.

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.

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 capacity[29]. 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%

[29] http://ccsd.net/district/news/general/2014/jun/20/ccsd-seeks-ways-to-ease-student-overcrowding

Athlos—Brooklyn Park, MN (opening 2014)	1180	1050	313; Lower Grades only	89%

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.

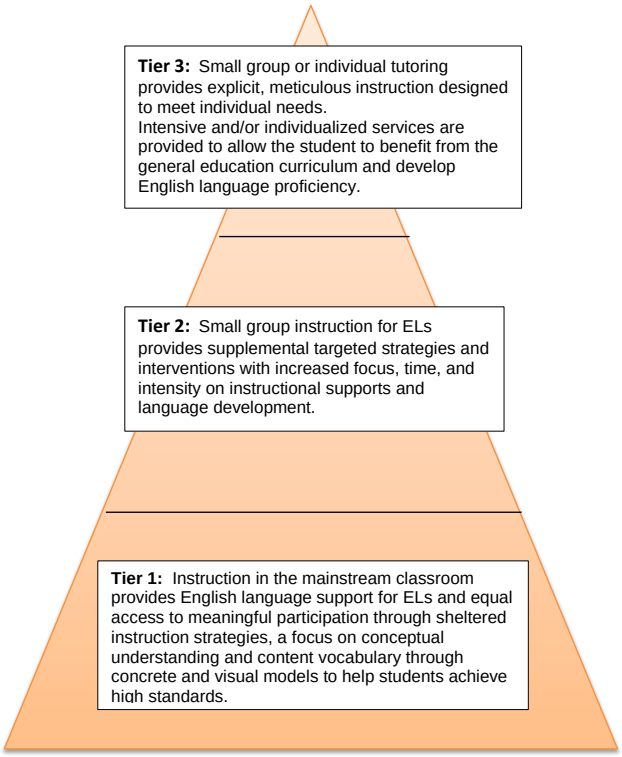
Word of Mouth: Word of mouth will be essential to our ability to achievement enrollment targets, therefore we will work diligently to engage the parents and community leaders who have expressed interest and give them the tools and materials necessary to encourage other families to consider Athlos Academy 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 Atlhos 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.

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 TESL 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 methods[30]. 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.

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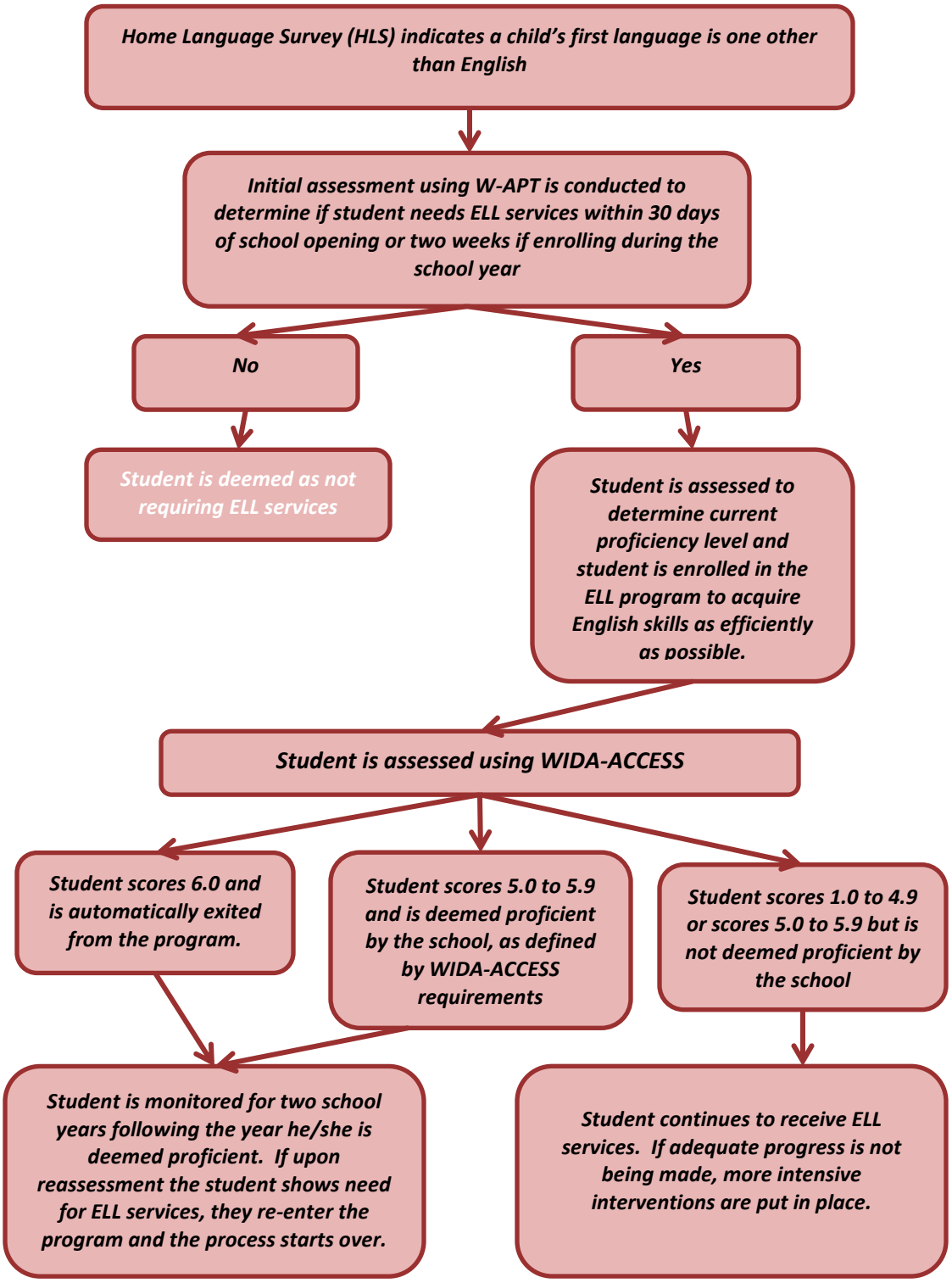
[30] http://educationnorthwest.org/webfm_send/459

English Language Learner Flowchart



Identification: All students are required to submit a home language survey (HLS) to identify potential ELL needs. The survey must include the following:

- ***a. What was the first language the student learned to speak?***
- ***b. What is the language spoken most often by the student?***
- ***c. What is the language spoken most often by the parent?***
- ***d. What is the language spoken most often in your home?***

A student's "…primary language will be deemed to be other than English if:

- ***a. The pupil first spoke a language other than English;***
- ***b. The primary language spoken in the home of the pupil is not English; or***
- ***c. The language most often spoken by the pupil is not English."***

The Principal will designate a person who is responsible for registration (designee) as the individual to ensure that all parents or guardians enrolling students for the first time complete the HLS at the time of registration. The HLS will be provided in print in the parent's language or through an interpreter if print copy is not available in said language. If the parent or guardian needs help in completing the HLS or any other part of the registration process, the designee will seek assistance from other staff in the school. All students identified through the HLS as potentially needing ELL services will be screened using W-APT.

Initial Assessment of ELL Students: Title III of the Elementary and Secondary Education Act (ESEA) requires schools to assess the English proficiency and notify the parent/guardian of any student pending assessment within 30 calendar days from the beginning of the school year. Students enrolling after the start of the school year must be tested, and parents/guardians notified within 15 days of

enrollment. (See ESEA Title III, Sections 3302.a and 3302.d). NDE regulations further require that this assessment "must be administered by a person who is proficient in English and who has successfully completed training in the administration and scoring of the examination required for the assessment" (NAC 388.625). If a child is pending assessment at the time of placement, the parents or guardians will be apprised of the student's language proficiency status and program placement within 15 calendar days of testing. As required by state regulation, once the school has assessed and classified a student whose primary language is not English and a concern is raised that the student may have a disability, that student will be referred for assessment as provided under the Individual with Disabilities Education Act (IDEA) and the Nevada Administrative Code, as detailed in Section A.8.6 of this application. As required by Nevada law, students are assessed using WIDA-ACCESS to determine fluency.

Classification: Once a student has been assessed, they are classified by fluency ability as determined by scores and defined by WIDA-ACCESS:

- ***1.0-1.9—Entering***
- ***2.0-2.9—Emerging***
- ***3.0-3.9—Developing***
- ***4.0-4.9—Expanding***
- ***5.0-5.9—Bridging and Reaching***
- ***6.0—Proficient***

Upon classification, the ELL coordinator will create a file for the student in which assessment records and progress monitoring forms will be kept. All teachers working with a student will have access to the records.

Parent Notification: When a student qualifies for ELL services, parents/guardians are provided notification in their native language. At that time they may choose to receive or decline ELL services. If they refuse services, the school will facilitate a meeting to ensure they understand what they are

forgoing, and will require they sign a waiver which will be kept in the student's cumulative file. Students will continue to be assessed, as this is required by law, regardless of whether they are receiving ELL services or not.

Students Classified Fully English Proficient: For students coded as fully English Proficient, as a result of the initial assessment, the school will monitor the students, as laid out in Attachment A.8.4, Plan to Monitor ELL Students, which includes monitoring them for the space of two school years after they have been classified as proficient.

Program Placement: Once students are assessed, the Principal will ensure that eligible students are provided appropriate ELL services. In addition, Principals or designees will ensure that ELL students and their parents or guardians are aware of school activities and other opportunities at the school in a language they understand. Students who are eligible for ELL services will receive these services until it is determined, through reevaluation procedures, that they possess adequate English language and academic skills to allow them to perform satisfactorily in general education classes without special instructional considerations.

Instructional Strategies: As outlined previously, students will receive ELL services using a Sheltered English approach. Teaching strategies within this approach will include the following:

- ***Instruction is done in English;***
- ***When appropriate and possible, the child's primary language is used to clarify instruction;***
- ***English is taught through reading, language arts, math, science, social studies, and the fine arts;***
- ***A strong English language development (ELD) component is included in every lesson;***
- ***The acquisition of English takes place in a structured, non-threatening environment in which students feel comfortable taking risks; and***
- ***Controlled vocabulary is included while students gradually acquire the necessary language skills to succeed academically and become lifelong learners.***

Student Performance Evaluation: Teachers who are working with ELL students are required to teach the objectives stated in the Nevada Core Academic Standards (NVACS) and ELD Common Core Standards. Elementary teachers will determine grades of ELL students based on their progress toward, and achievement of objectives.

When promotion and retention issues arise, the Principal will ensure appropriate policies are followed. As with non-ELL students, ELL students may be retained. In the case of ELL students, the Principal will ensure that ELL students are not retained based solely on the student's inability to perform in the English language. In determining whether an ELL student should be retained, the

Principal will ensure that careful consideration, including RtI data, is given to the range of services and options available prior to making the decision. Adjustments or changes to the student's educational program may be necessary in order to avoid retention. As with English exclusive students, retention concerns should be ongoing throughout the year. If the decision is made to retain an ELL student, the principal will ensure that the student receives different services during the year following the retention.

Reassessment: NDE regulations require all ELL students be reassessed every year "to determine whether the pupil's proficiency in English is fluent and he is able to succeed in courses of study that are taught only in English" (NAC 388.645). Students are assessed every year until exiting the ESL program, graduating from high school or withdraws from the school. Parents/guardians do not have the option of withdrawing their student from participating in the WIDA-ACCESS assessment.

Reclassification: Reclassification of students will be made according to WIDA-ACCESS scoring criteria. In the event the school deems a student scoring 5.0 to 5.9 on the assessment as proficient, the following must be documented[31]:

1. The student is at least in the fourth grade

2. The student has attained at least an ELP Level 5. Note that ELP Level 5-Advanced is where the student:

- ***Understands and speaks conversational and academic English well,***
- ***Is near proficient in reading, writing, and content area skills needed to meet grade level expectations, and***
- ***Requires only occasional LEP support.***

3. The student has sufficiently developed the academic language to demonstrate their understanding in English.

4. The district has evaluated at least two pieces of evidence of academic English language proficiency and keeps evidence on file in the district for at least two years. Evidence should include demonstrations of proficiency without the use of adapted or modified English materials or ELL accommodations on standardized measures such as:

- ***District benchmark examinations (in multiple content areas)***
- ***Writing samples or performance assessments scored with formal, standardized rubrics***
- ***State assessments at applicable grade levels, and***
- ***Academic records such as semester or end-of-course grades.***

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[31] WIDA-ACCESS Exiting Criteria

5. The parent(s) and educators agree that the student has reached full English proficiency. In sum, evidence from academic assessments should support educators' judgment of English proficiency. Evaluation for a reclassification decision should include the bilingual and/or ESL teacher, classroom teachers, parents and other relevant staff. If observations and academic performance indicate that there is no language barrier, then the student should be reclassified as fully English language proficient (ELP 6).

Exited Students: The school will reclassify a student as an exited ELL student when they have been deemed proficient and have been monitored for a period of two school years and have been able to maintain proficiency.

Reinstatement of ELL Students: Students are reinstated to receive ELL services if they are unable to retain proficiency.

Forms and Data Management: Athlos Academy of Clark County will select a data management system such as e-ELL Pro to manage data and track progress. The selected program will provide the forms required by state and federal law, including:

- ***Parent Notification Consent***
- ***Parental Waiver***
- ***Meeting Notice***
- ***Individual Language Learner Plan (ILLP)***
- ***Two-Year Monitoring Form***
- ***Written Individual Compensatory Plan.***
- ***Teacher Referral Form (Mainstream to ELL)***
- ***Teacher Referral Form (ELL to Mainstream)***
- ***OCR Parent Consultation Form.***

A.8.3 Plan to Evaluate ELL Program

ATHLOS ACADEMIES

LIMITED ENGLISH PROFICIENCY PROGRAM EVALUATION

Yes	No	Philosophy
		There is evidence of administrative respect for diversity of cultures and languages in the educational philosophy of the school, as communicated in the student/family handbook.
		The LEP program is clearly outlined in writing.
		The LEP program provides for English language acquisition.
		The LEP program provides for support in academic instruction.
		LEP students are guaranteed access to the full school curriculum (required and electives) while receiving services.
		Achieving academic success for LEP students is a responsibility shared by LEP teachers, regular classroom teachers, administration, and families.
		Administrator can articulate the value of speaking multiple languages.
Yes	No	Policy
		LEP students are clearly held to the same high expectations as all students.
		The LEP program is reviewed and updated regularly, and a policy exists to support this.
		The program is available in every grade the school offers.
		A program handbook details the program in full, including decision making, form letter samples, and assessments.
		A policy exists to provide ongoing training for LEP teachers.
		There is evidence of ongoing training for LEP teachers.

		Fiscal resources are appropriately allocated to this program.
Yes	No	Procedures
		The school's procedures are effective in identifying all students who qualify for services?
		Documentation regarding each student's home language is maintained in the student's files.
		The school is timely in identifying and providing services for LEP students who may also have special education needs.
		All LEP staff have been provided with a clear job description.
Yes	No	Staffing
		An employee with supervisory experience and appropriate certifications oversees the administration of the program.
		LEP teachers are certified instructors.
		LEP teachers are trained in appropriate philosophies.
		Instructional aides always work under the direction of a certified teacher.
		Support staff, including secretaries and counselors, recognizes and provides appropriate support with students and families.
		Staff is designated to complete specific tasks such as, identifying candidates, conducting evaluations, interpreting assessments, etc.
		Trained interpreters are identified and available should the school need to secure their services.
		School administration is familiar with the administration needs of the LEP program.
		Administration and Board members can articulate the general legal requirements of the program.
		All staff participate in ongoing training.
Yes	No	Program Monitoring
		The school evaluates the LEP program at least annually.
		The monitoring program includes evaluating achievement data comparatively between students currently receiving LEP services, those who are in their 2 year exit monitoring, and students who are native English speakers.

		There is a process in place by which program evaluations are used to modify the program.
		The program provides a comparison of LEP and non LEP students in terms of academic achievement.
		The program provides a comparison of LEP and non LEP students in terms of attendance.
		The program provides a comparison of LEP and non LEP students in terms of participation in extracurricular activities.
		The program provides a comparison of LEP and non LEP students in terms of placement in special education programs.
		The program provides a comparison of LEP and non LEP students in terms of placement in gifted and talented programs.
Yes	No	Program Design and Delivery
		The overall goals and objectives of the LEP program are clear and readily available.
		The LEP program standards are aligned with other academic standards.
		LEP students are expected to meet content standards in all areas.
		There is a process in place by which the faculty meet to address needs of any LEP students who may not be meeting achievement goals.
		Planned LEP instruction is planned and approved by the school board.
		The plan is articulated in a such a way that all stakeholders can see the alignment between the LEP program goals and the overall school goals.
		Planning time is provided for teachers specifically for their LEP program duties.
		Textbooks and other curricular materials are adequate to appropriately implement the program.
		LEP students develop full productive and receptive proficiencies in English in listening, speaking, reading, and writing, consistent with expectations for all students.
		LEP students receive language instruction that reflects their language proficiency levels.
		LEP students have equal access to computers and other technologies that enhance learning.
		Instructional media and library collections reflect the needs of LEP students.
		The general education of the school reflects the cultural backgrounds of all students.
		The special education program takes into account the language needs of students who also receive LEP services.

		The school utilizes a home language survey.
		The schools procedure for determining whether a student should be evaluated for LEP services is consistent.
		The school assesses the English language proficiency of all students identified as having a primary or a home language other than English.
		Students whose primary or home language is other than English are assessed for oral language, reading comprehension, and writing proficiency.
		LEP students receive accommodations on state assessments.
		Formal language proficiency evaluation methods are used. (i.e. WIDA-Access)
		Informal language proficiency evaluation methods are used (i.e. teacher observations)
		Assessments take into consideration the stages of language acquisition.
		Assessments take into consideration the cultural backgrounds of students.
		Portfolios are used as a method of progress evaluation.
		The school follows state required exit criteria.
		The school has an established procedure for tracking exited students for 2 years.
Yes	No	Support Services and Communication
		The school tracks enrollment data with regard to LEP population
		Data collected by the school includes achievement, grade retention, attendance, extracurricular participation, and participation is other programs such as special education and gifted and talented.
		Placement procedures for special programs are similar for LEP students and non LEP students.
		Migrant students are identified and provided with appropriate services.
		Title 1 funds are appropriately utilized for services that are not remedial, but complement LEP instruction.
		Counseling and related services are provided to students in the language best suited for that student.
		There are procedures in place to provide school communications to language minority families in a language they can understand.
		Assessment results are explained to the language minority community in a language they can understand.

		Family meetings are held annually to inform families of the available services related to the LEP program.
		The school seeks feedback from stakeholders as part of the program evaluation process.
		There is a procedure in place to provide general school communications to LEP students (i.e. school announcements, etc.)
		Language minority parents of special education children are notified of procedural safeguards in a language they can understand or through an interpreter.
		The school community (teachers, staff, etc.) show an overall understanding of the goals of the LEP program.
		The school community embraces their role in supporting the LEP program.
		Staff Development
		A professional development needs assessment is conducted annually.
		LEP staff participate in planning and delivering training to staff on a regular basis.
		All teachers are knowledgeable about the process of identifying a student who may need LEP services.

~~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~~ **~~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~~** ~~(Sistrict 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~~**
~~Does the school ensure that a plan for use of Title III funds has been submitted?~~ ~~*[ESEA Sec. 3116(a)-(d)]*~~	~~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?~~ ~~*[ESEA Sec. 3116]*~~	~~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?~~ ~~*[ESEA Sec. 3121]*~~	~~Copy of procedures for evaluating~~ ~~EL Program Evaluation~~					
~~Is the application for Title III funds on file at the school?~~ ~~*[ESEA Sec. 3116(a)]*~~	~~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?~~ ~~*[ESEA Sec. 3114(b)]*~~	~~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 Title III?~~	~~Last fiscal audit, federal funds narrative (note any audit exceptions).~~					

~~*[ESEA Sec. 1120A(a)]*~~	~~Approval for withholding indirect charges.~~ ~~Final, approved Title III budget.~~ ~~Last quarter receipts.~~					
~~Does the school spend no more than 2 percent of the Title III subgrant funds for administrative and indirect costs?~~ ~~*[ESEA Sec. 3115(b)]*~~	~~Title III application~~					
~~What funds does the school use to pay for the costs of administration, scoring and reporting of the WIDA ACCESS?~~ ~~*[ESEA Sec. 1111(b)(7) and 3113(b)(2)]*~~	~~List of staff administering WIDA ACCESS and their funding source~~ ~~Personal Activity Records for split funded staff~~					
~~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 would otherwise receive from State,~~	~~Final, approved Title III budget.~~ ~~Alternative language program description~~					

~~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?~~ ~~*[ESEA Sec. 3115(g); 1120A and 9021]*~~	~~Previous year's budget~~					
~~Has the school submitted all required reports to the MDE?~~ ~~*[ESEA Sec. 3116(a)]*~~	~~NDE reporting forms~~ ~~Reimbursement requests~~ ~~Carryover addendum~~ ~~Amendments~~ ~~Self-Assessment Checklist~~ ~~Other files~~					
~~Does the school maintain appropriate Title III records in a central location? Central administration files should include correspondence, documentation for identifying ELs,~~	~~Correspondence~~ ~~Program placement decisions~~					

~~program placement decisions, parental involvement and other information related to implementation of the program.~~ ~~*[ESEA Sec. 3116]*~~	~~Parental involvement~~ ~~Student achievement reports~~ ~~FLEP Monitoring documentation~~ ~~Title III/EL Handbook~~					
~~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?~~ ~~*[ESEA Sec. 3121(a)(4)]*~~	~~Procedures for monitoring~~ ~~Monitoring forms~~					
~~Does the school have processes in place to annually measure the English proficiency of ELs?~~ ~~*[ESEA Sec. 3116(b)(3)(C)]*~~	~~Copy of processes followed in the annual testing period (State assessments and proficiency test)~~ ~~Dates proficiency test was administered~~ ~~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?~~ ~~*[Title VI of the Civil Rights Act of 1964 – OCR Guidelines]*~~	~~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?~~ ~~*[ESEA Sec. 9501]*~~	~~Records of provided services~~ ~~School policies and procedures~~ ~~Expenditures for EL services~~ ~~Means of monitoring services and determining effectiveness~~					
~~Does the school facilitate meaningful and timely consultation with area private schools regarding the participation of EL students, their~~	~~Timeline of district-initiated contact with private school officials~~					

~~teachers, or other educational personnel in Title III programming?~~ ~~*[ESEA Sec. 9501]*~~	~~Invitations/letters, agendas, sign-ins, minutes from consultation~~ ~~Certification/assurances of attendance in consultation~~ ~~Documentation of all private schools noting their intent to participate or not to participate~~ ~~Record of eligible EL students within each private school~~ ~~Documentation of identification, assessment and determination of student and, as applicable, teacher need~~					
~~**Immigrant Fund Allocations**~~						
~~Does the school have documentation to support the identification and eligibility determinations of immigrant students?~~ ~~*[ESEA Sec. 3301(6)(A-C)]*~~	~~Description of procedures for student selection~~ ~~A list of eligible immigrant students~~					

~~Does the school have an effective plan for implementing allowable activities?~~ ~~*[ESEA Sec. 3115(e)(1)]*~~	~~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 **(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** (District 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)
What is the school's process for initial identification and placement of eligible EL students ages 3 to 21? *[Title VI of the Civil Rights Act of 1964 - OCR Guidelines]*	Procedures for identification and placement of potentially eligible EL students					
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? *[Title VI of the Civil Rights Act of 1964 - OCR Guidelines]*	Copy of home language survey Procedures for administering the home language survey Evidence of training for staff in assisting parents who are completing the home language					

	~~survey~~ ~~Documentation demonstrating information gathered from home language survey~~ ~~List of all K-12 students with primary home language and native language~~					
~~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?~~ ~~*[ESEA Sec. 3302 and Title VI of the Civil Rights Act of 1964 - OCR Guidelines]*~~	~~Documentation of data gathered from English proficiency test.~~ ~~List of potentially eligible EL students with ELPA test results~~					
~~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?~~ ~~*[ESEA Sec. 3302 and Title VI of the*~~	~~Entrance/Exit Criteria~~ ~~Procedure for determining eligibility~~					

~~*Civil Rights Act of 1964 - OCR Guidelines]*~~	~~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~~					

~~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?~~ ~~*[ESEA Sec. 3302(e)]*~~	~~topics~~ ~~Parent Outreach Plan~~ ~~Announcement of parent activities~~ ~~Personal interviews~~ ~~Descriptions of activities, agendas with dates, meeting minutes, handouts, surveys and attendance forms~~ ~~Parent Surveys~~ ~~Evaluation of the effectiveness of the outreach~~					
~~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~~	~~Notification letter sent to parents that include:~~ ~~1) the reasons for the identification and need for placement of the student as EL; 2) the student's level~~					

~~III program?~~ ~~*[ESEA Sec. 3302(a)-(d)]*~~	~~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?~~ ~~Translated notification letters~~					
~~Does the school provide parental information in an understandable format and, to the extent possible, in a language that the parent can understand?~~ ~~*[Title VI of the Civil Rights Act of 1964 - OCR Guidelines; ESEA Sec. 3302(a) and 3302(e)]*~~	~~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, heath notices, and other key information.~~					
~~Does the school have evidence that parents who did not wish language~~	~~Notification letter and translations~~					

~~support signed an informed refusal of service?~~ ~~*[ESEA Sec. 3302(a)]*~~	~~Copies of signed letters of waiver/refusal~~ ~~Documentation of conversations with parents~~ ~~Documentation that EL parents are informed of the ELPA testing requirements for all EL students~~					

~~**Program/District Review of Monitoring Indicators**~~

~~**Self-Assessment Checklist**~~

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

~~**INSTRUCTIONAL PROGRAMS AND ASSESSMENT**~~

~~**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**~~ ~~(District 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 a program of service that provides coherent, sustained English language development based on research or accepted theories?~~ ~~*[ESEA Sec. 3115(a) and 3115(c)]*~~	~~EL Alternative Language Program and supplemental services descriptions~~ ~~Research summaries and/or references~~ ~~Curriculum frameworks~~ ~~Curriculum maps~~					
~~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?~~ ~~*[ESEA Sec. 3115(f); 3116(b)(2); 3121 and 3122]*~~	~~Description of language development program and academic support program~~ ~~Master class schedules~~ ~~Individual student schedules~~ ~~Local and state assessment data and trend analysis with implications for improvement for 2-3 years (ELPA, MEAP/MME)~~					

~~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?~~ ~~*[ESEA Sec. 3302(f) and Title VI of the Civil Rights Act of 1964 - OCR Guidelines]*~~	~~Copy of instructional plan~~ ~~Class rosters~~ ~~Rates of participation~~					
~~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?~~ ~~*[ESEA Sec. 3115 and 3121(a)(4)]*~~	~~FLEP monitoring documents~~ ~~Interventions used (this information may be collected at school level during observations or when interviewing teachers)~~					
~~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?~~ ~~*[ESEA Sec. 3302(f)]*~~	~~Copy of referral process~~ ~~Description of processes for student identification~~ ~~Inclusion of Bilingual/ESL certified staff during RtI and in the special education pre-referral, referral, and coordination of services (if~~					

	~~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?~~ ~~*[ESEA Sec. 3115(d)(5) and Title VI of the Civil Rights Act of 1964 - OCR Guidelines]*~~	~~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?~~ ~~*[ESEA Sec. 3115]*~~	~~Strategies used (this information may be collected at school level during observations or when interviewing teachers)~~					

~~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?~~ ~~*[ESEA Sec. 3115]*~~	~~Copy of the EL plan~~ ~~Transitioning criteria~~					
~~Does the school annually assess the English proficiency of all ELs in grades K-12?~~ ~~*[ESEA Sec. 1111(b)(7); 3113(b)(3)(D) and 3116(d)(2)]*~~	~~List of EL students, home language and ELPA proficiency scores~~ ~~Documentation of how many ELs students were not assessed and the reason for not testing *(All LEP students are required to be assessed on the ELPA)*~~ ~~Evidence that EL students referred to other programs are annually assessed on the ELPA~~ ~~Copies of approved waivers and partial waivers from BAA for qualifying EL students~~ ~~Documentation that EL parents are informed of the ELPA testing~~					

	~~requirements for all EL students~~					
~~Does the school ensure that ELs are included in the MEAP, MME or ELPA?~~ ~~*[ESEA Sec. 3121(c)(1)(D)]*~~	~~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?~~ ~~*[ESEA Sec. 3121 and 3122]*~~	~~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					

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** **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 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? *[ESEA Sec. 3115(c); 3116(a) and Title VI of the Civil Rights Act of 1964 - OCR Guidelines]*	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					

~~including having written and oral communication skills?~~ ~~*[ESEA Sec. 3116(c)]*~~						
~~Does the school have procedures that provide for the supervision of instructional assistants and which ensure that certified personnel are planning instructional programs?~~ ~~*[ESEA Sec. 3301(12)]*~~	~~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)~~ ~~Documentation of communication and oversight~~					
~~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:~~ ~~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~~	~~Needs assessment including analysis of student achievement data, teacher/parent survey, instructional dialogues, walkthrough data and observations~~ ~~Staff development calendar including dates, topics and presenters~~ ~~Process of approving teacher initiated professional development~~					

~~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.~~ ~~*[ESEA Sec. 3115(c)(2)]*~~	~~requests~~ ~~Examples of action research~~					
~~Does the school have procedures to determine the effectiveness of professional development activities provided to teachers of ELs?~~ ~~*[ESEA Sec. 3115(c)(1)]*~~	~~Evaluation of the professional development plan:~~ ~~Evaluations of effectiveness~~ ~~Professional development evaluation forms~~ ~~Impact on student achievement~~ ~~Action steps resulting from findings~~ ~~Professional development agendas~~ ~~Documentation of staff attendance~~ ~~Professional development Records, Handouts, etc.~~ ~~Evidence of follow-up: may include~~					

	professional learning communities work, coaching, structured collaboration, walkthroughs, teacher evaluations					

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** **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 evidence that the Title III program is regularly evaluated and improved? *[ESEA Sec. 3121 and 3122]*	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	AMAO results					

~~to: 1) the number of students making progress toward attaining English 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?~~ ~~*[ESEA Sec. 3121(c) and 3122(a)]*~~	~~School processes / procedures for monitoring growth~~ ~~List of ELs and a record of their annual progress in attaining English language proficiency~~ ~~List of ELs and a record of their placement into monitored year 1 and monitored year 2 status~~ ~~List of ELs and a record of their performance on the MEAP in reading / language arts and mathematics~~					
~~Does the school have on file at the school office a description of the progress made by ELs on English proficiency?~~ ~~*[ESEA Sec. 3121(a)(2)]*~~	~~Copy of description, data source~~ ~~Written documentation of English proficiency data, including analysis and decisions made from such analysis.~~					
~~Does the school have on file at the school office a description of the~~	~~Local and state assessment data~~					

~~progress made by former English learners (Former Limited English Proficient) in meeting challenging state 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?~~ ~~*[ESEA Sec. 3121(a)(4)]*~~	~~Written documentation of achievement data, including analysis and decisions made from such analysis.~~					
~~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?~~ ~~*[ESEA Sec. 3115(a)(3) and 3121]*~~	~~Comprehensive Needs Assessment~~ ~~Findings from yearly EL/Title III program evaluations~~ ~~School Improvement Plan with goals, objectives, strategies and activities related to the EL/Title III program / services~~					
~~Is there evidence that the school is fulfilling its program improvement responsibilities?~~ ~~*[ESEA Sec. 3122]*~~	~~School Improvement Plan~~ ~~Last AYP report(s)~~					

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

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

A.8.4 Plan to Monitor ELL Students

ATHLOS ACADEMIES

HOME LANGUAGE SURVEY

The Office of Civil Rights (OCR) requires schools to identify students with limited English language proficiency in order to provide appropriate language instruction. English language proficiency, in accordance with federal law, may not be used as a determining factor for enrollment. Athlos Academy collects this information solely for the purpose of providing appropriate instructional supports for all students.

Student Name: _____ Date: _____

1. Student's first language _____
2. Does the student speak a language other than English? ☐ Yes ☐ No
3. If "yes", please specify the language(s) _____
4. What language(s) is (are) spoken in your home? _____
5. Has the student attended any school in the United States during any 3 years of schooling?

   ☐ Yes ☐ No
6. If "yes", complete the following:

• Name of School	• State	• Dates Attended

Name of person completing this form (if other than parent/guardian) _____

_____ _____

Parent/Guardian Name (printed) Signature

Note: The school has the responsibility under federal law to serve students who are limited English proficient. Given this responsibility, the school has the right to ask for information to identify students who qualify for services. To fulfill this responsibility the school may conduct screenings or ask for related information about students upon enrollment or anytime thereafter. Parents/Guardians will be notified of actions and requests for information as required by law.

PARENT NOTIFICATION FORM

Limited English Proficiency Program

Date: 12/16/2014

To the Parents/Guardians of: _____

Athlos Academy provides special instruction for students whose home language is not English. This instruction supports learning in the regular classroom. The principal and your child's teacher believe that your child will benefit from additional support and have scheduled this to take place. If you have any questions about our Limited English Proficiency (LEP) program please contact the school.

Sincerely,

_____

Name of Assigned Instructor

LEP Program Coordinator

NOTIFICATION OF LIMETED ENGLISH PROFICIENCY MONITOR STATUS

Date: 12/16/2014

To the Parents/Guardians of: _____

Your child has met the criteria for exiting the Limited English Proficiency (LEP) program. His/her scores on the WIDA-Access assessments and the state mandated language arts exams indicate proficiency in English. Teacher evaluations also indicate that your student has achieved proficiency in English.

Your child's progress will be monitored for two (2) full academic school years in order to ensure continued success. IF at any time your child experiences difficulty with academic demands, he/she may be recommended or may request additional LEP services.

If you have any questions, please contact your child's assigned LEP teacher or the school guidance counselor.

Sincerely,

_____

LEP Teacher

_____

Guidance Counselor

NOTIFICATION OF EXIT FROM LIMITED ENGLISH PROFICIENCY

Date: 12/16/2014

To the Parents/Guardians of: _____

Your child's academic progress has been monitored for two full academic years and has been recommended for exit from the Limited English Proficiency (LEP) program.

If you have any questions, please contact your child's assigned LEP teacher or the school guidance counselor.

Sincerely,

_____

LEP Teacher

_____

Guidance Counselor

LIMITED ENGLISH PROFICIENCY TESTING ACCOMMODATIONS RECORD

Student Name: _____ School Year: _____

Limited English Proficiency (LEP Teacher) _____

LEP Hours of Services /week _____

List of instructional/assessment accommodations regularly provided to student:

_____

_____

_____

_____

_____

Based on the regularly provided accommodations, indicate appropriate standardized testing accommodations:

- ☐ Student is in his/her first year of enrollment in US schools and may not be required to take exams (as per state requirement)
- ☐ Student should take any exams available in his/her first language as allowed by state requirement
- ☐ Exam should be administered by the LEP teacher, rather than the regular classroom teacher
- ☐ Test in a separate room
- ☐ Small group testing
- ☐ Interpreter
- ☐ Multiple breaks
- ☐ Multiple testing sessions
- ☐ Word-to-word translation dictionary (without pictures), not to be used on writing or reading comprehension exams
- ☐ Other _____

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		
Name of Language Arts 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 Mathematics teacher				
Name of Science teacher				
Name of Social Studies teacher				
Name of ESL/Bilingual Ed teacher				*The ESL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.*
ESL Coordinator (Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record)				

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? *(any academic services/programs in addition to the standard academic program)*	NO	YES
If so, describe the services:		

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

1

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)	Quarter 1st	2nd	3rd	4th
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.				

	1st	2nd	3rd	4th
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)	Quarter 1st	2nd	3rd	4th
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.				

	1st	2nd	3rd	4th
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.

2

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)	Quarter 1st	2nd	3rd	4th
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.				

	1st	2nd	3rd	4th
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)	Quarter 1st	2nd	3rd	4th
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.				

	1st	2nd	3rd	4th
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.

3

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

To be completed by appropriate ESL staff

	1st	2nd	3rd	4th
I received and reviewed this completed form.	_____ (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)*		
1st	Yes No	*Comments:*
2nd	Yes No	*Comments:*
3rd	Yes No	*Comments:*
4th	Yes No	*Comments:*

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

	1st	2nd	3rd	4th
I recommend that this student be reclassified as an ELL.	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

4

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**		
Name of Language Arts 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 Mathematics teacher				
Name of Science teacher				
Name of Social Studies teacher				
Name of ESL/Bilingual Ed teacher				*The ESL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.*
ESL Coordinator (Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record)				

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? *(any academic services/programs in addition to the standard academic program)*	**NO**	**YES**
If so, describe the services:		

Report Card Results:

	1st	Comments	2nd	Comments	3rd	Comments	4th	Comments
LA								
Math								
Science								
Social Studies								

1

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)

	Quarter 1st	2nd	3rd	4th
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.				

	1st	2nd	3rd	4th
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)

	Quarter 1st	2nd	3rd	4th
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.				

	1st	2nd	3rd	4th
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.

2

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)

	Quarter 1st	2nd	3rd	4th
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.				

	1st	2nd	3rd	4th
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)

	Quarter 1st	2nd	3rd	4th
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.				

	1st	2nd	3rd	4th
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.

3

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

To be completed by appropriate ESL staff

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

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

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

	1st	2nd	3rd	4th
I recommend that this student be reclassified as an ELL.	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

4

A.8.5 Title III Assurance

Initial	Assurances Title III Program
	The school has processes in place to annually measure the English proficiency of English language learners.
	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]
	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]
	The school has a clear process for handling complaints related to services to ELLs. [Title VI – OCR Guidelines]
	The school has documentation to support eligible immigrant students. Sec. 3291(G)(A-C)
	The school will ensure that every K-12 student has completed home language surveys. [NCLB Sec. 3227 Title VI - OCR Guidelines]
	The school will ensure that all students with home or primary language other than English will be assessed for English proficiency within thirty days at the beginning of the school year or within two weeks if enrolled during the school year. [NCLB Sec. 3125]
	The school has procedures for determination of language proficiency by trained personnel. [NCLB Sec. 3129]
	The school will have an effective means of parent outreach to ELL parents. [NCLB Sec. 3302]
	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)]
	The school will 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: 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 5) the parent's right to refuse service. [NCLB Sec. 3302 (a)]
	The school will have evidence that parents who did not wish language support signed an informed refusal of service. [NCLB Sec. 1112]
	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. 3116]
	The school has a program of service that provides coherent, sustained English language development based on research or accepted theories. (NCLB Sec. 3115)
	The school ensures that the language instruction program focuses on the development of English language proficiency and academic content. [NCLB Sec. 3116 (b)(2)]
	The school will have documentation of proper certification / license / endorsements for instructional staff of ELLs in school office.
	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 [signature], Senior Manager Date 8/26/14

ELL Coordinator T.B.D. Date

A.8.7 Special Education Policy Assurance

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

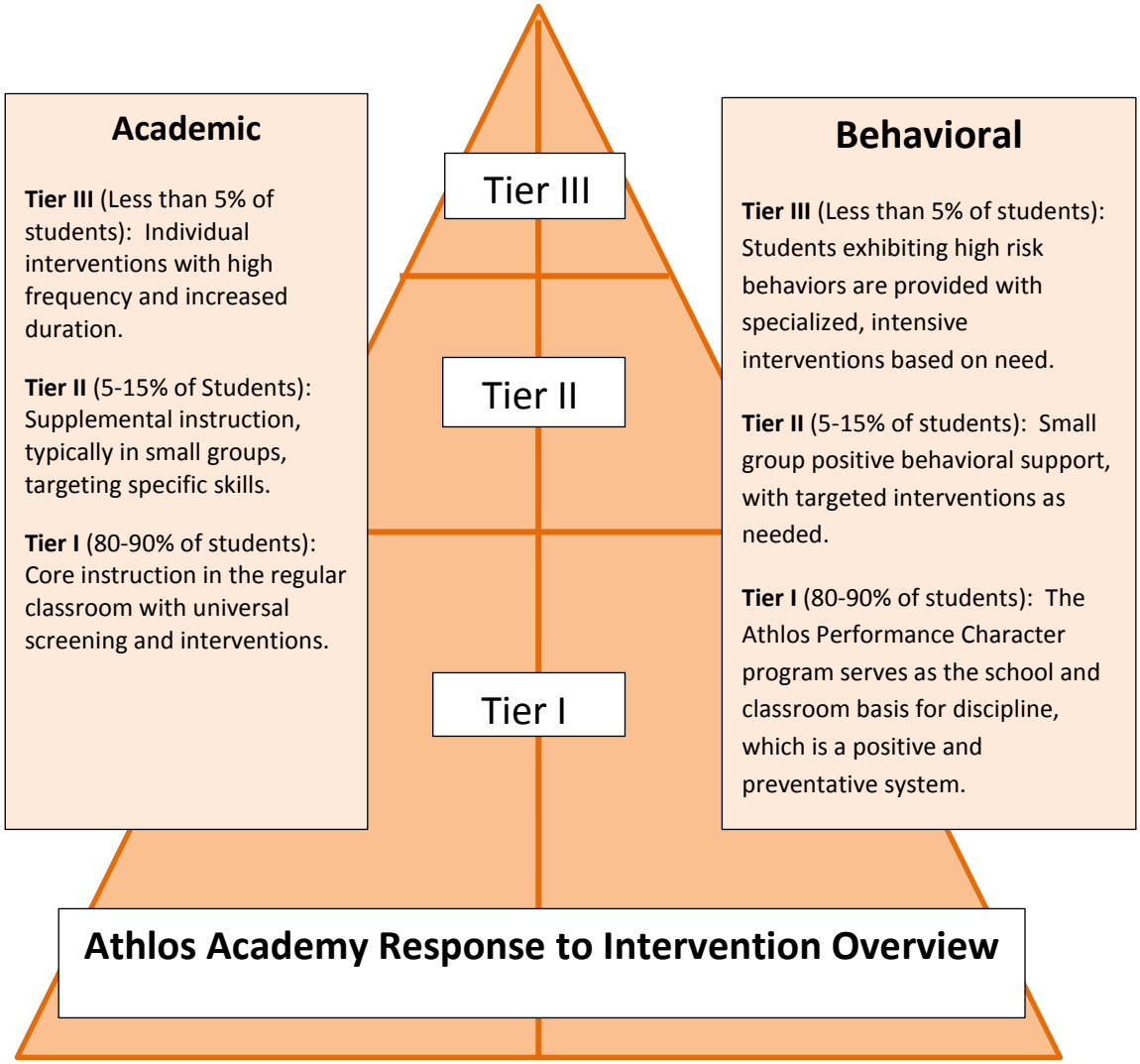
The Charter School assures that it will adopt procedures that align with state and federal requirements in the following areas:

- ☑ 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

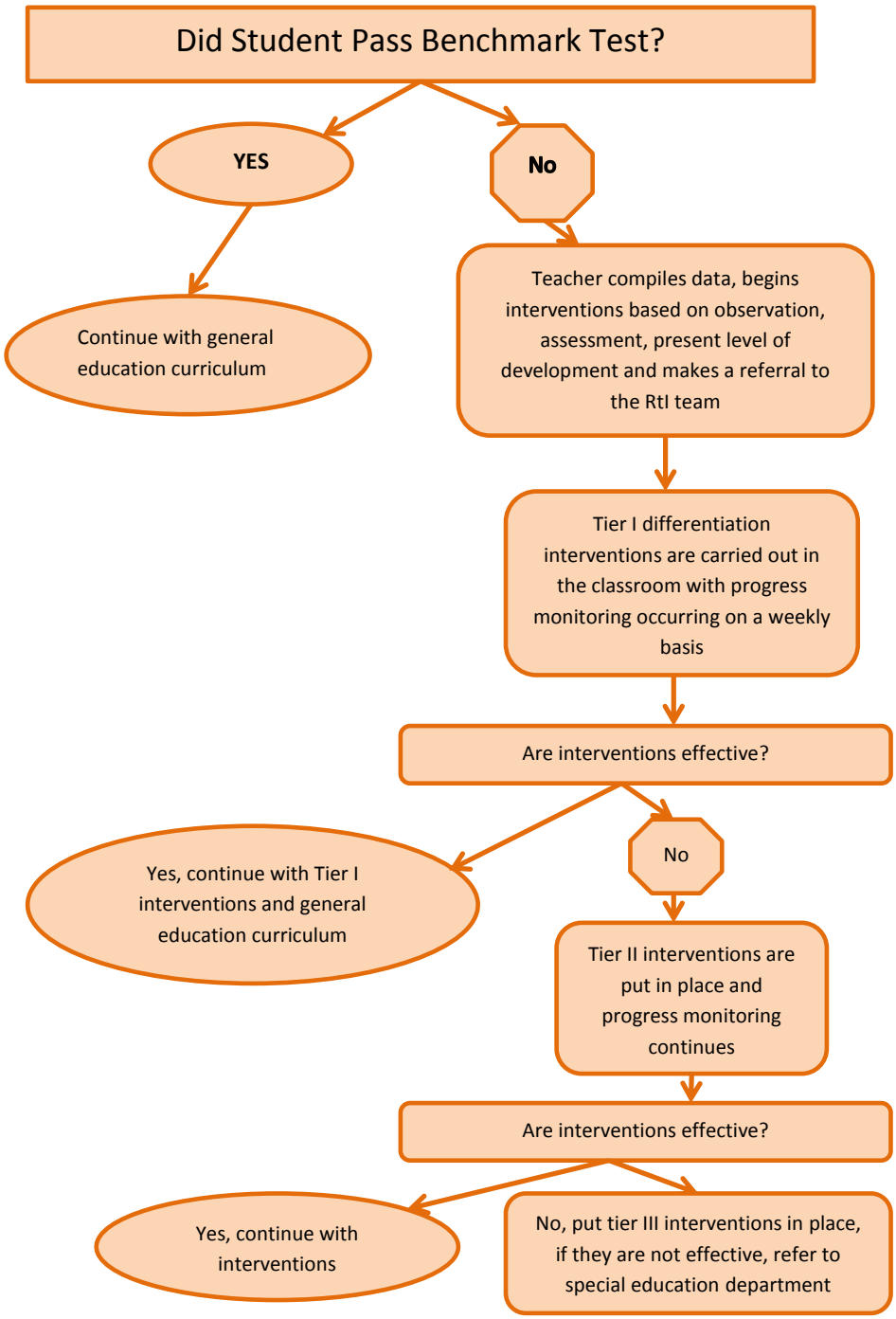
Type Name of Charter School and Title of Authorized Representative of the Charter School.	
ATHLOS ACADEMY OF CLARK COUNTY / TOD BLINKER	
Signature: Board Member	Date: 8/27/2014

A.8.8 RtI Referral Packet and Flowchart

RtI Flow Chart



Subject Specific Response to Intervention Flowchart



The Response to Intervention (RtI) Team

The Response to Intervention Team consists of consulting and problem solving~~; focusing~~ ***and focuses*** 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~~ ***RtI*** teachers ~~have the assumption that all educators must~~ accept responsibility to ensure high levels of learning for every child~~. The teacher~~ ***and*** must believe ~~that you can~~ ***it is possible to*** effectively teach all students with support and collaboration. ***RtI instructors should teach the curriculum*** ~~Believes that the curriculum must be taught~~ with fidelity, as it was intended to be used***, and should*** ~~Must~~ be comfortable ~~with~~ using assessment data to inform instructional decisions ***and*** ~~Is comfortable with~~ problem-solving ~~that focuses on~~ ***to ensure*** ~~the~~ quality ~~of~~ instruction ***is*** provided to ***all*** students. The teachers on ~~the RtI~~ ***this*** team must have creditability***; they should be individuals*** ~~someone~~ with a good reputation***s*** so ~~that the~~ ***their*** recommendations and decisions will be taken seriously. ***Finally,*** ~~The teachers on the~~ RtI ~~team~~ ***teachers*** must be leaders ~~that are~~ able to support the change process.

RtI Process:

The ***process begins when the*** referring teacher contacts a member of the RtI team to schedule an appointment ***and prepares to attend*** ~~The referring teacher attends~~ the ***initial*** meeting with specific and relevant data to define the problem. ~~The~~ ***Collaboratively, the*** referring teacher and ~~the~~ ***RtI*** team examine all possible contributions ***to the noted issue; such contributors may include*** ~~such as~~ quality of previous instruction, attendance, and***/or*** absence ~~of,~~ or limitation of basic skills. The referring teacher and team ***then attempt*** ~~try~~ to accurately identify the

needed skills. ~~The referring teacher and RtI team~~ ***They*** brainstorm to determine possible research-based interventions. ***Once an intervention is determined, the*** ~~The~~ referring teacher implements and keeps data. ***After data collection,*** ~~The~~ ***the*** RtI team meets again with the referring teacher to evaluate the effectiveness of the intervention plan. ~~based on collected data~~. If ***the*** 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:

RtI team members ~~Participate~~ ***participate*** in RtI intervention training. RtI meetings should be held at least twice a ***month, and a meeting should be held*** ~~Meet~~ with the Head of Teachers at least once a month. ***The team should*** follow the RtI process to support teachers with students who are struggling, ~~Log~~ ***log*** all communication with teachers, ~~(to be shared with Head of Teachers)~~ ~~Log~~ ***and log*** all interventions used with students. ***These logs should be shared with the Head of Teachers.*** ~~(to be shared with Head of Teachers)~~ Follow-up with recommendations ***should be made*** within 30 days.

RtI SERVICE PLAN

Response to Intervention Team (RtI) at Athlos Academy holds regular meetings (at least monthly) for the purpose of identifying and strategizing interventions for at-risk students.

Section I: Demographics Date of Request: _____

Name and Titles of RtI Members: _____

_____

Student's Name: _____ DOB: _____

Grade/Class: _____ Student ID # _____

Parent's Name: _____ Phone # _____

Section II: Presenting Concerns

Academic:_____

_____

_____

Behavioral:_____

_____

_____

Section III: Classroom Interventions

Intervention Attempted	Person(s) Responsible	Dates	Class/Period	Student's Response

Section IV: Recommended Interventions

Recommended Service	Frequency	Duration	Start Date	Person(s) Responsible

Section V: Review of Student Progress by Child Study Team

Date Student Progress is to be reviewed on: _____

This student's progress is: satisfactory _____ unsatisfactory _____

The service should be: continued _____ discontinued _____

Comments:_____

Section VI: Signatures

_____ _____

Parent/ Legal Guardian Relationship to student

_____ _____

Teacher Signature Position

_____ _____

Teacher Signature Position

_____ _____

Teacher Signature Position

_____ _____

Administrator Signature Position

ATHLOS ACADEMIES

RtI INTERVENTION CHECKLIST

Teacher: _____ Date: _____

Student: _____ Grade & Class: _____

The purpose of this form is to document interventions used to aid a student struggling in academic classes before an Initial Referral is made to the Committee on Special Education.

Directions: This form is to be completed by the ~~Child Study Team (CST)~~ ***Response to Invervention (RtI) Team.*** Check off the following strategies you have used with the student and detail the progress on the chart below. ***At the conclusion of this process, the RtI Committee will make an informed referral to the Special Education Department.***

Tests & Quizzes

- ◻ Prior notice of tests
- ◻ Limited Multiple Choice
- ◻ Spell Check
- ◻ Computer
- ◻ Preview of Test Procedures
- ◻ Extra Time
- ◻ Large Print Text
- ◻ Project in place of a test
- ◻ Rephrase questions
- ◻ Test/Study Guide
- ◻ Extra credit
- ◻ Oral reading
- ◻ Reduced reading v
- ◻ Alternative Text

Environment

- ◻ Preferential seating
- ◻ Clear work area
- ◻ Separate location
- ◻ Study carrel

Grading

- ◻ No spelling penalty
- ◻ No handwriting penalty
- ◻ Base grade on ability
- ◻ Base grade on effort
- ◻ Base grade on IEP
- ◻ Modified grades
- ◻ Grade improvement
- ◻ Pass/Fail
- ◻ Course Credit
- ◻ Audit Course

Instructional Strategies

- ◻ Check work in progress
- ◻ Extra drill/practice
- ◻ Monitor assignments
- ◻ Multi-sensory approach
- ◻ Visual reinforcement
- ◻ Mimed cues/gestures
- ◻ Immediate feedback
- ◻ Picture/Charts
- ◻ Concrete Examples
- ◻ Pre-teach content
- ◻ Review directions
- ◻ Study partner
- ◻ Repeat instructions
- ◻ Oral reminders
- ◻ Visual reminders

- ◻ Student restates information
- ◻ Assistive Technology
- ◻ Display key vocabulary
- ◻ Word bank
- ◻ Personalized examples
- ◻ Review sessions
- ◻ Modified content

Behavior Management

- ◻ Daily feedback to student
- ◻ Positive reinforcement
- ◻ Cue expected behavior
- ◻ Proximity (touch control)
- ◻ Chart Progress
- ◻ Collect baseline data
- ◻ Structure transitions
- ◻ Contingency plan
- ◻ Behavior contracts
- ◻ Post class rules
- ◻ Breaks between tasks
- ◻ Guardian signs homework
- ◻ Guardian signs Behavior Chart/Agenda
- ◻ Behavior log with visual cues
- ◻ Time-out: water or bathroom break
- ◻ Time out

Organization

- ◻ Webs
- ◻ Story Maps
- ◻ Compare and Contrast
- ◻ Problem-Solution
- ◻ Cause-Effect
- ◻ Pre-prepared and typed outline
- ◻ KWL charts
- ◻ Give one page at a time
- ◻ Daily assignment list
- ◻ Desktop list of tasks
- ◻ Folders to hold work
- ◻ Daily homework list
- ◻ List sequential steps
- ◻ Pencil box for tools
- ◻ Worksheet formats
- ◻ Post routines
- ◻ Extra space to do work
- ◻ Peer Partner
- ◻ Peer classroom notes
- ◻ Prediction

Memory Strategies

- ◻ Pass out test sections one at a time
- ◻ Extra blank space
- ◻ Group items by category
- ◻ Mnemonics
- ◻ Acrostics
- ◻ Memory Chain
- ◻ Flash cards
- ◻ Rhyming words
- ◻ Charades
- ◻ Think-Alouds
- ◻ Color coding with pens or paper
- ◻ Highlighting
- ◻ Post-It note

Math

- ◻ Manipulatives
- ◻ Number line
- ◻ Provide models
- ◻ Calculator

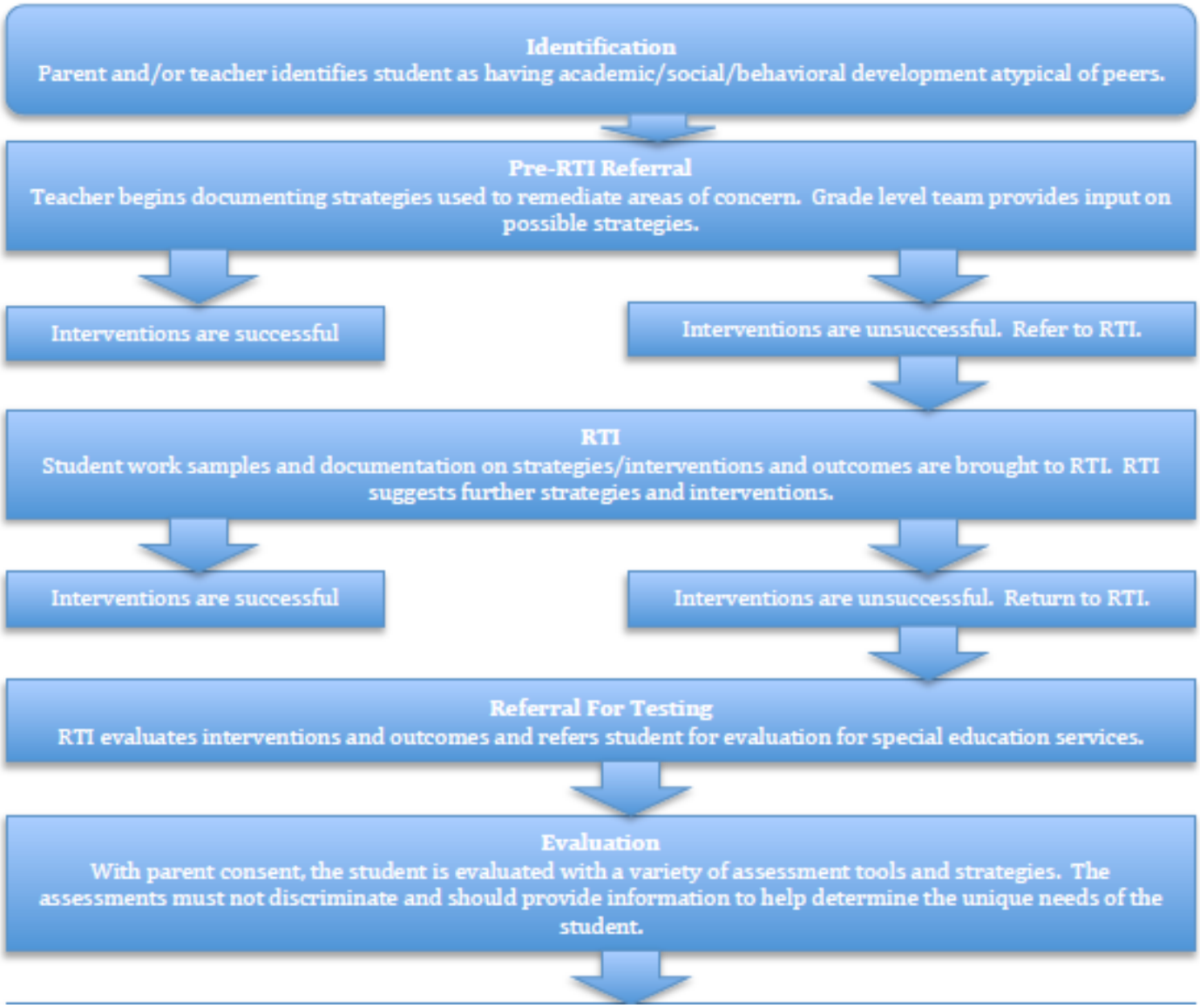
ATHLOS ACADEMIES

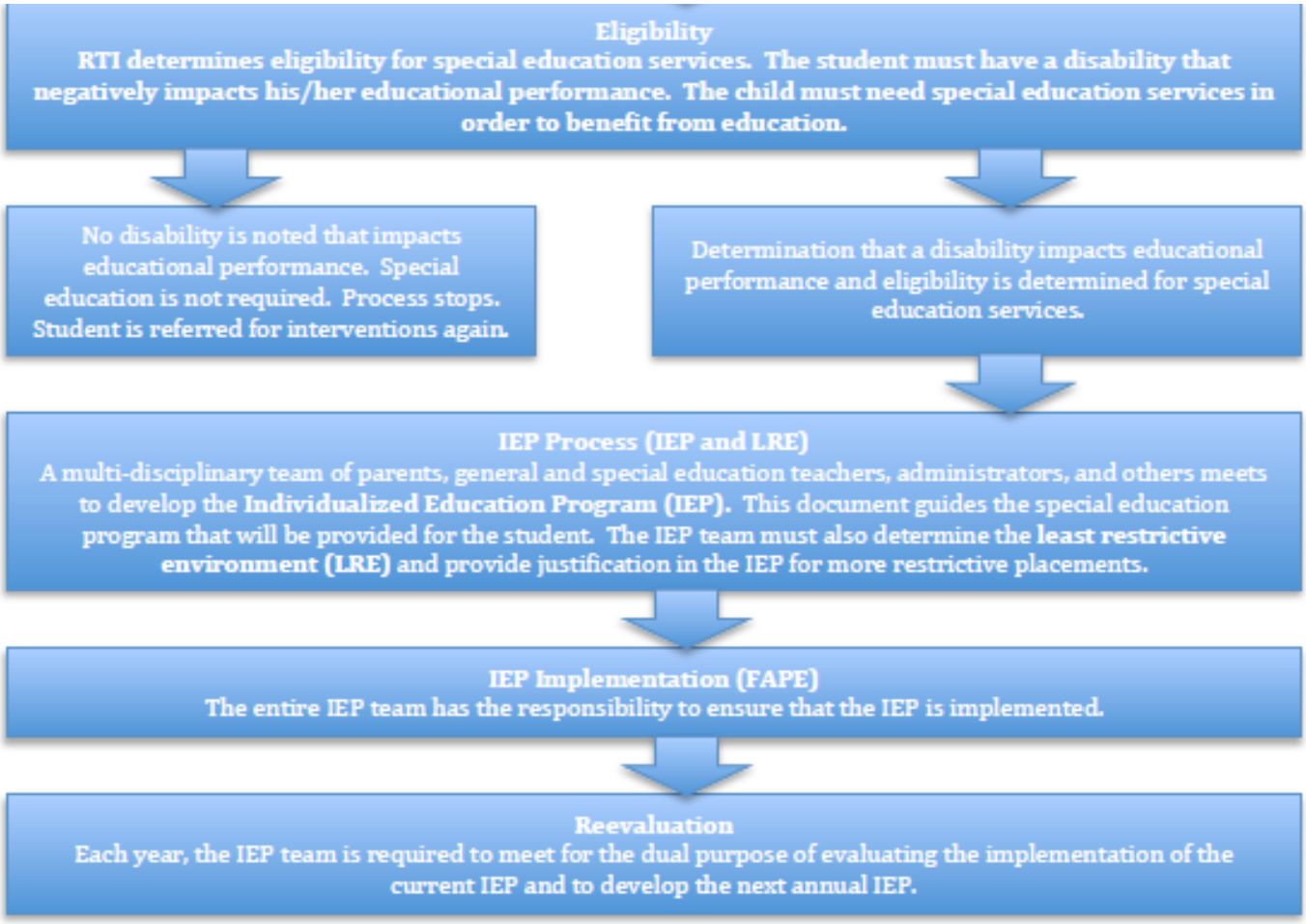
RtI TRACKING

Intervention	Environment or Location	Success	Staff Member	Evidence of student reaction Attached	Dates

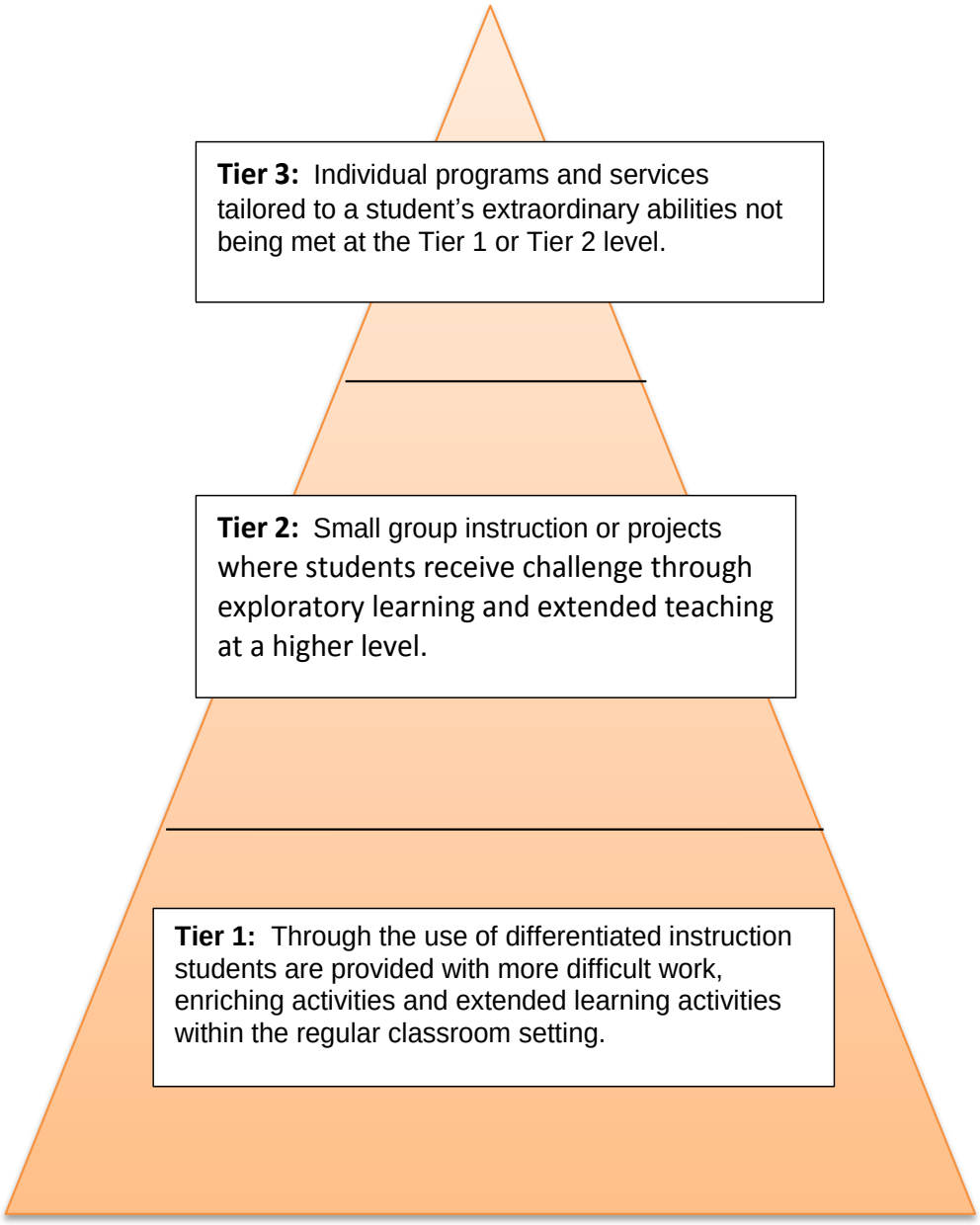
A.8.9 Special Education Continuum of Services

Referral to Intervention Process




Eligibility
RTI determines eligibility for special education services. The student must have a disability that negatively impacts his/her educational performance. The child must need special education services in order to benefit from education.
No disability is noted that impacts educational performance. Special education is not required. Process stops. Student is referred for interventions again.
Determination that a disability impacts educational performance and eligibility is determined for special education services.
IEP Process (IEP and LRE)
A multi-disciplinary team of parents, general and special education teachers, administrators, and others meets to develop the Individualized Education Program (IEP). This document guides the special education program that will be provided for the student. The IEP team must also determine the least restrictive environment (LRE) and provide justification in the IEP for more restrictive placements.
IEP Implementation (FAPE)
The entire IEP team has the responsibility to ensure that the IEP is implemented.
Reevaluation
Each year, the IEP team is required to meet for the dual purpose of evaluating the implementation of the current IEP and to develop the next annual IEP.

A.8.12 GT Continuum of Services Flowchart



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.

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 Athlos Academy of Clark County

Dear Sir or Madam,

I am an attorney licensed to practice in the State of Nevada. At the request of the Committee to Form Athlos Academy of Clark County, I have reviewed the proposed Bylaws that are intended to govern the Board of Directors of Athlos Academy of Clark County. 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

B.1.2 BYLAWS

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 eh 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) pubic charity supporting Athlos schools.~~

vi. No members of the Board may be an employee of the governing body, ***the EMO***, or the 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.

Section 19. All Board meetings will be audio recorded in compliance with Open Meeting Law. Recordings will be available to the school's sponsor upon request.

Section 20. Only financial institutions in the state of Nevada will be used by the school.

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.

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

Joy Martin, Special Education Teacher

Jonathon Tod Bunker

jtb@factormed.com
702.556.3246

EDUCATION & CREDENTIALS

University of Utah
Bachelor of Science in Political Science **December, 2008**
Minor in Business Administration

PROFESSIONAL EXPERIENCE

Women's Health Associates of Southern Nevada **July 2012 – Present**
Chief Executive Officer
Built and operate a 44 OB/GYN provider organization in Southern Nevada

Factor, LLC **Jan. 2011 – Present**
Owner
Built and operate a consulting firm for private equity investments

*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
Guided Reading
Writer's Workshop
Literature Circles
Creative Lesson Plans

* Parent/Teacher Communication
* Unit/Theme developing
* Curriculum Planning
* Student Motivation
* 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 August 2000 – August 2002
Teacher of 2nd Grade

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 Sch
ool 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

Joy Martin

6217 Muirlands Ct., Las Vegas Nevada 89130
Cell: 702-338-4743
Joymlsv@gmail.com

Summary

Special Education Teacher strongly focused on developing plans that meet the auditory, visual, tactile and kinesthetic needs of all students. Experience in classrooms for students ranging from early childhood to sixth grade with diverse challenges and needs.

Highlights

- Flexible
- Identifies creative ways to mainstream students
- Proficient at use of technology
- Effective at use of instructional assistants
- Mother of four children
- File/records maintenance
- Calm under pressure
- Curriculum development
- Critical thinker

Accomplishments

Worked with diversely challenged special education students, grades pre-K through sixth, for eleven years.

Experience

Maven Talent Management — June 2010 to Current
Talent Manager
Valencia, California

Kay Carl E.S. — April 2002 to June 2005
Diversely Challenged Program
Las Vegas, Nevada
From June of 2005 to 2010, I traveled with my daughter who was a working actress which requires a parent to be on set at all times.

Harriet Treem E.S. — September 1994 to June 1996
Third Grade Teacher
Henderson, Nevada
After the 95/96 school year I stayed home several years to tend to my four children, including my adopted special needs son.

Harley Harmon E.S. — September 1993 to June 1994
Reading Specialist
Las Vegas, Nevada
The Reading Specialist Program was canceled at the end of the 11994 school year throughout the school district.

Andrew Mitchell E.S. — September 1992 to June 1993
Early Childhood Classroom
Boulder City, Nevada

Harriet Treem E.S. — September 1990 to June 1992

K - sixth grade Resource Room Teacher
Henderson, Nevada
I left this position to teach in a half day program because I had a newborn.

Doris French E.S. September 1984 to June 1988
Intermediate MC-S
Las Vegas, Nevada
I took a 2 year break from teaching from June of 1988 to September of 1990 to move with my husband while he attended medical school. During this time I took care of my two toddlers and worked on my master's degree.

Education

University of Nevada, Las Vegas 1984
Bachelor of Science: Special Education
Las Vegas, Nevada, USA

University of Nevada, Las Vegas 1991
M.Ed.: Reading
Las Vegas, Nevada, USA

~~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.~~

B.2.2 Committee Members' Response to Questionnaire

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 interning 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, interning 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 orfindirect 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 orfindirect ownership, employment, contractual or

management interest in the EMO/CMO/ESP?

No.

Responses from Jon 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.
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 orfindirect ownership, employment, contractual or management interest in the EMO/CMO/ESP?

none

Responses for Ralph Cadwallader

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.

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?

I was contacted by Kay Singer, who is on the planning committee. She asked if I knew anyone who may be interested in also serving on this committee.

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

I am a life-long educator and I have an extensive history of serving on non-profit boards. After Kay told me about this proposed charter school, I researched its educational structure and its successes in other states. The "Academic / Athletics / Character" educational structure is very appealing.

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.

YES:

2005-2011 Odyssey Charter School, Las Vegas -Board Member and Board Chairman 2010-2011

Other Boards:

2013-Present Board of Directors, Spirit Therapies, Las Vegas - This non-profit charity provides equine therapy to disabled children and disabled veterans
1989-2005 Board of Directors, Las Vegas Southwest Rotary Club, President 1989-1990
1994-1998 Board of Managers, Awatukee Foothils YMCA, Phoenix, Arizona Chairman 1998
1993-1998 Board of Directors, Tempe Rotary Club, Tempe, Arizona
1978-1993 Board of Directors, Boulder Dam Area Council, Boy Scouts of America
1988-1993 Board of Directors, Southern Nevada Junior Golf Association

See resume for additional community and professional involvement.

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

A Charter School Board has three essential functions: set policy; approve the school budget; and hire the CEO. No Board member functions unilaterally. Each Board member must abide by the will of the majority. The Board is not to micro-manage the operation of the school.

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

My resume clearly demonstrates my desire to continuously "give back" to my community and profession. I believe that doing so is an unending commitment.

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

At the conclusion of the first year, the school should be able to demonstrate student success. The assessment model used by Athlos: Report Cards and, especially the "Athlos Score" should reflect just that.

The school must also demonstrate total compliance with Nevada's assessment requirements for charter schools.

Hopefully, a parent assessment will be utilized towards the end of the first year to ascertain the perception of parents about the successes of the school and identify those areas where improvement could be made.

Similarly, a staff assessment should also be conducted.

It should be noted that the first year of any school, will not be without minor issues, all of which should become resolvable.

What will it be like after four years?

After four years, the school must have created a culture of success such that the community will perceive that this is a school that does demonstrate that students are successful and that the school is continuously responsive to the needs of its community.

Parents, students and staff are proud that they are involved in this excellent school.

II. Educational Philosophy

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

The Athlos Mission: combining academics, athletics and character growth is very clearly stated. By measuring student progress all three areas, the school provides a very unique program focusing on one outcome: life-long achievement.

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

See #8

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?

I have alluded to this in answering the above questions. However the following is also appropriate: The most important event in any school is the interaction between a student and a teacher. Nothing else should take priority.

Board members should never lose sight of this.

The job of the Board is to provide policies, resources and leadership to the instructional staff to accomplish this.

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, I have known Kay Singer since she became a middle school principal in the Clark County School District more than ten years ago.

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 orfindirect 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 for Joy Martin

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.
I am well over 18 years of age.

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?
Tod Bunker asked me if I would be interested in the opportunity to serve on the board.

3. Explain why you would like to serve on the board.
I think it would be rewarding to help establish a school that includes healthy living habits and character into the curriculum.

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.
This will be my first experience serving on a board of any type. Since my youngest child is graduating from high school this year, I have been looking for an opportunity to volunteer. Serving on the board of Athlos would allow me to call on my background in education while providing a service to the community.

5. What is your understanding of the appropriate role of a public charter school board member?
The charter school board is responsible for ensuring that the operation of the school focuses on serving the public, providing financial oversight, promoting the school's mission, and raising funds.

6. What relevant knowledge and experience will you bring to the board?
I have a B.S. in special education and an M.Ed. in reading along with 11 years of experience as an elementary school teacher with the Clark County School District.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year?
By the end of the first year, the staff, parents and student body should be thoroughly familiar with the Athlos curriculum and learning style. They should be comfortable working together to ensure student success. There should be parent involvement with fundraising activities.

8. What will it be like after four years?
After four years, there will be students that have attended Athlos for several years and can be called upon to support younger students who are new to the program. Parents should be comfortable with the staff and actively involved in supporting the school through fundraising and volunteering. The staff should know the curriculum inside and out.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?
My understanding of the school's philosophy is that in order for students to grow to be well rounded adults, schools need to actively teach a well ---rounded, healthy lifestyle. While this obviously includes academics, in order to be a healthy adult, children need to learn to maintain a healthy lifestyle that includes physical fitness.

They also must learn character, or the ability to make decisions and goals, and show the determination to follow through on those.

9. Are you familiar with the school's proposed educational program? How would you describe it?
My understanding of the proposed program is that while academics are of the utmost importance, in order to be successful, students must learn to live a healthy, active lifestyle. The also must learn how to set goals and then take the actions necessary to achieve those goals.

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?
The first characteristic is to have a strong, supportive administrator. The teachers should be encouraged to work together as a team and the parents should be encouraged to be actively involved. The teachers should be provided with the materials necessary to effectively teach and should be trained in the methods that the school has adopted.

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.
My husband works with Tod Bunker. I do not know any of the other prospective members.

12. Do you or your spouse have a pre---existing relationship with any people already identified as prospective school employees? If so, please indicate and describe the relationship.
To my knowledge, I do not have any relationships with any people identified as prospective school employees.

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.
We do not plan to do business with the school.

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or 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").
We do not know anyone who is involved with an ESP, EMO or CMO.

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").
We do not have any relationship with an EMO, CMO or ESP.

~~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.~~

~~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 orfindirect 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.

B.2.4 ASSURANCES

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.

Page **1** of **2**

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.

Board Member — Signature of Certifying Charter School Official

Todd Bunter — Name Printed

Board Member — Title

8/28/14 — Date

Subscribed and sworn to before me

This 28 (date) day of August (month) 2014 (year)

(Notary Public Seal)
MICHELLE WIECZORKOWSKI
Notary Public - State of Nevada
APPT. NO. 03-85418-1
My App. Expires October 14, 2015

Michelle Wieczorkowski

Page 2 of 2

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

Aut	
Authorizing Organization	Contact Name
Volunteers of America	Stephanie Olsen

Contact Title	Contact Email	Contact Phone
Senior Manager	solsen@voamn.org	612.270.1998

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.

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.

Legacy Charter School in Chandler, AZ was among the first schools to adopt the Athlos model in 2010, upon opening the school. The school's test scores have since risen steadily. The school achieved 90% overall proficiency in reading in 2011 on the AIMS exams; this score has risen to 93% in 2014. Similarly, the school achieved 77% in math in 2011 on the AIMS exams; this score has risen to 83% proficiency in 2014. The school continually scores above state averages in Reading, Writing, Math, and Science.

Because of the success at the Chandler location, the Legacy Charter Schools have since adopted the Athlos Model in 2 additional schools, located in Gilbert and Queen Creek. All three schools implementing the Athlos model received a grade of "A" from the Arizona Department of Education in 2014.

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,~~

Athlos Academies is a for profit social venture that measures success by the number of children served. The EMO has provided solutions for charter schools since 2006, impacting the lives of more than 20,000 children. What separates Athlos from other charter school programs is its focus on Performance Character traits that have proven to be the primary indicators of future success for children. Athlos Academies' track record of success includes implementation of the Athlos program in 11 schools, with an additional 8 schools in process. Those 19 schools are located across a span of 1,700 miles, 6 states, and 17 different municipalities. Athlos has successfully partnered with 4 different operators to provide the Athlos program in multiple markets across the country. The more than 20 full-time employees dedicated to servicing Athlos schools bring a wealth of unmatched knowledge and experience to each charter school market they enter. Athlos Academies' longevity, breadth of experience and school success provides potential future operators and charter school markets with increased assurance of success.

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. The Committee to Form has also procured an insurance quote from Jolley Insurance Group (included below). 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.

The EMO will employ the School Director and business manager. The school will employ all other employees. The EMO will recruit, train and provide oversight of these school based employees. The School Director will report directly to the Athlos Academy Director of Academic Programs and the Business Manager will report directly to the Athlos Academies Director of School Accounting. The Governing Board of Athlos Academies of Clark County will oversee the performance of the EMO's employees through managing contracts and holding the EMO's employees accountable to deliverables stated in those contracts.

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, ***and the Governing Board will maintain the right to terminate the agreement and continue operation of the school in compliance with its charter.***

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 -incl. Abuse & Molestation	$ 7,500
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
Total Estimated Cost	$22,000

Please feel free to contact me if you have any questions regarding the information provided.

Thank you,

Vance Jolley

Vance Jolley
Account Executive

Jolley Insurance Group
7265 S. Dean Martin Dr. Suite 130, NV 89118
P 702 507 6999 | F 702 507 6998
vance@jolleyinsurance.com | www.jolleyinsurance.com

AFFIDAVIT FOR PROVISION OF INSURANCE COVERAGE FOR A PUBLIC CHARTER SCHOOL

STATE OF NEVADA)
) ss.
County of Clark)

COMES NOW Vance Jolley, a provider of insurance, being first duly sworn states under penalty of perjury as follows:

1. I or the insurance provider I represent am/is authorized by the Nevada Division of Insurance to operate in Nevada.
2. The attached insurance proposal I have prepared for Athlos Academy of Clark County, a public charter school, meets the stipulations of NRS 386.550(1)(l) and the requirements listed in NAC 386.215, as stated below. The charter school herein named has obtained from me the types and amounts of insurance required by

   NAC 386.215. The coverage is in effect from TBD to

   TBD (dates of coverage).

NAC 386.215 Provision and maintenance of insurance coverage. (NRS 386.540)

1. Except as otherwise provided in subsection 4 of NAC 386.140, a committee to form a charter school shall obtain insurance from an authorized insurer as follows:

(a) Industrial insurance coverage in accordance with the applicable provisions of the Nevada Industrial Insurance Act, chapters 616A to 616D, inclusive, of NRS.

(b) Except as otherwise provided in subsection 2, general liability insurance with a minimum coverage of $1,000,000. The general liability insurance policy must include coverage for molestation and sexual abuse, and have a broad form policy, with the named insureds as follows:

(1) The sponsor of the charter school;

(2) All employees of the charter school, including, without limitation, former, present and future employees;

(3) Volunteers at the charter school; and

(4) Directors of the charter school, including, without limitation, executive directors.

(c) Umbrella liability insurance with a minimum coverage of $3,000,000.

(d) Educators' legal liability insurance with a minimum coverage of $1,000,000.

(e) Employment practices liability insurance with a minimum coverage of $1,000,000.

(f) Employment benefits liability insurance with a minimum coverage of $1,000,000.

(g) Insurance covering errors and omissions of the sponsor and governing body of the charter school with a minimum coverage of $1,000,000.

(h) If applicable, motor vehicle liability insurance with a minimum coverage of $1,000,000.

(i) If applicable, liability insurance for sports and athletic participation with a minimum coverage of $1,000,000.

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

CRYSTAL SWAFFAR
NOTARY PUBLIC
STATE OF NEVADA
My Commission Expires: 02-01-18
Certificate No: 14-12987-1

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.~~

Athlos Academies will provide Athlos Academy of Clark County with the scope of services outlined in the contract (Attachment B.3.1.7). Services will include items such as:

- ***Athletic curriculum and equipment***
- ***Performance character curriculum***
- ***Access to a user friendly online repository of curriculum resources and grading system***
- ***Summer orientation trainings as well as ongoing professional development and mentorship for coaches, teachers, instructional guides, office staff, administration, and board members***
- ***Athlos Academies will hire and employ the school principal and the business manager***
- ***Charter writing assistance***
- ***Marketing and recruitment services including mailers, sinage, flyers and other collateral, as well as audio/visual materials for community meetings.***
- ***Assistance with planning and facilitation of marketing and other community relations events, such as open houses and ribbon cuttings.***

- ***School Operations forms, policies, and procedures aligned to state statute***
- ***Academic curriculum development assistance through access to educational professionals in various disciplines***
- ***Assistance with developing annual School Improvement Plans and related action plans and benchmarks.***
- ***Assistance with developing a Data Aanlysis plan that will collect various data points throughout the year and that can be strategically acted upon through PLCs, administrative initiatives, and professional development.***
- ***Manage the school's website and ensure state compliance of information on website***
- ***Provide school and gym uniforms for purchase by families as needed by the school***

The school board shall conduct an annual review of the EMO's performance. The contract identifies the services to be provided. Each year, a Performance Goal Addendum will be added that specifies key deliverables developed collaboratively between the School and Athlos Academies. During the annual review, the Board of Directors will review the contract as well as any data points related to the performance goals specified in the addendum and will use that information to update the next year's Performance Goal Addendum and finalize the contractual obligations of the EMO.

The annual performance goals will be developed by the Board Chair, School Principal, and the Athlos Academies School Designer assigned to the school. It will include a series of deliverables specific to the school's needs as an annually updated addendum to the contract. This practice allows for the EMO to best provide for the evolving needs of the school and protects the school's ability to hold the EMO accountable for delivery of specific services.

Once the principal is hired, the performance goals will be developed and may include any number of

items related to the general services outlined in the contract.

Following are examples of items that may be included in the addendum:

- ***The School Designer will spend 22 day on site at the school observing classrooms, evaluating school culture, providing mentorship to individuals or groups according to a calendar of dates and topics that will be outlined by the first day of school.***
- ***The School Designer will provide the School Principal and Board Chair with a "School Visit" summary after each visit for the purpose of records and informing regular planning meetings.***
- ***Athlos Academies will provide marketing services to include 3 direct mailings, 2 billboards, 1000 pamphlets, and will organize and facilitate 4 parent information meetings during the summer months.***
- ***Athlos Academy's Director of Athletics will conduct monthly classroom observations and facilitate faculty meetings with the school's athletic team to. The purpose of these meetings will be to ensure smooth and appropriate delivery of the athletic curriculum. The Athletic director will provide school administration with meeting minutes and timelines for follow-up actions.***

In this example, the school board would hold the EMO accountable according to the contract and would use data points such as, date and number of mailers sent, School Designer Visit Summaries, and meeting minutes from Athletic team meetings to inform their evaluation of the EMO's performance.

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. ***The Management Agreement and the Lease Agreement are separate documents and are negotiated as such.***

MASTER SCHOOL SERVICES AGREEMENT

THIS MASTER SCHOOL SERVICES AGREEMENT (this "Agreement") is made as of this _____ day of _____, 20___, ***("Effective Date")*** by and between School Model Support LLC***, DBA Athlos Academies,*** 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. ***INITIAL*** TERM. ***The Initial Term shall be for two years from the Term Commencement Date stated in Exhibit A.*** ~~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;
- 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;
- ***provide human resource services***
- 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~~ ***develop*** a student performance assessment plan, as requested by Organization;
- ~~assist with~~ ***provide*** teacher and principal support and development, as requested by Organization;
- ~~assist with~~ ***provide*** professional learning community implementation, as requested by Organization;
- ***provide state reporting and compliance support***
- ~~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 marketing and technology services***
- 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 ***Organization*** 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. ***The Initial Term of this Agreement shall expire two years after the Effective Date. Notwithstanding Section 3, Organization and Provider shall have the right to terminate this Agreement for Cause prior to the end of the initial term providing sixty (60) days prior written notice to the other Party. The following shall constitute "Cause" for which this Agreement may be terminated prior to its expiration.***

a. Gross negligence, fraud or criminal acts, whether or not successfully prosecuted.

b. A willful or negligent Material Breach of the terms of this Agreement or the Charter, accompanied by a failure to remedy a breach within sixty (60) days of receipt of a written notice by the party in the breach of the contract; provided however, that is the material breach reasonably cannot be cured within the sixty (60) day notice period, a material breach shall not be deemed to have occurred if the party in the breach commences the cure thereof within such sixty (60) day period, both parties set a date for the Material Breech to be cured, and the party in breach proceeds diligently toward the completion of the cure.

c. A Material Breach for purposes of this provision shall include Organization not paying amounts due under this Agreement, or 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. A Material Breach shall also include a failure of 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.

d. 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.

~~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 breech 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 even 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.~~

~~b. 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 relateing 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€ below for that particular school.~~

~~c. Termination upon Loss of Charter. If the State (i) revokes, does not renew, or materially changes a Charter, or (ii) Organization has been informed in writing that a Charter will be revoked or will not be renewed; or (iii) Organization is no longer funded by thte State of Nevada or the funding from the State of Nevada has been reduced to an mount 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€ below for that particular School.~~

e. Trademark Termination. Any termination for Services at a School shall result in a termination of the Trademark License Agreement for such School.

f. 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, ***remove reference to Outside Vendors and eliminate Outside Vendor programs (if any);*** 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; ~~and 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 ***nine percent (9%)*** ~~twelve percent (12%)~~of local, state and federal gross revenues (excepting restricted funds) 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 t 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 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 ***of this Agreement*** for ***Athlos Academy of Clark County*** shall commence ***on July 15th of Organization's first year the School's operation***. ~~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 PLYOBOXES 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, ***DBA Athlos Academies,*** 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.

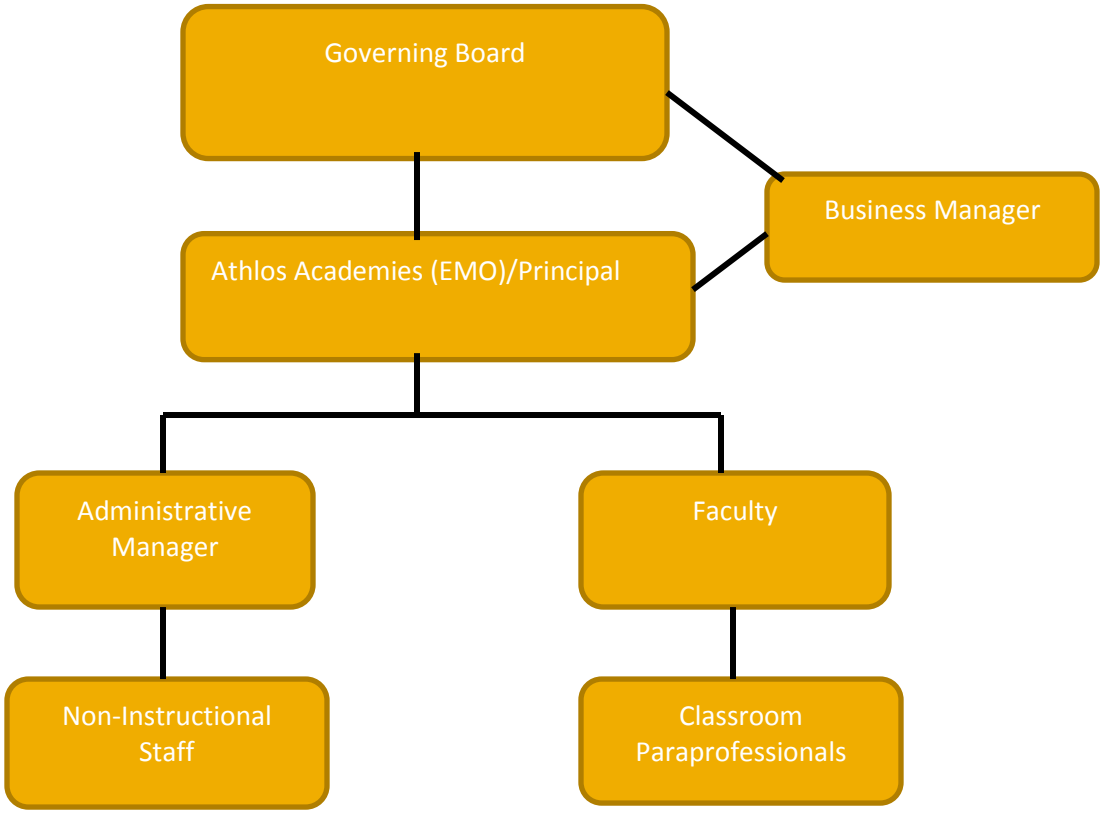
IN WITNESS WHEREOF, the Maker, intending to be legally bound hereby, has duly executed this Note to be effective as of the day and year first written above.

MAKER:

_____,
a _____

By: _____

B.3.3 Organizational Chart



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.

C.1.1 BUDGET

Year 1 Budget

Form 1 – Cover

DALE A.R. ERQUIAGA
Superintendent of Public Instruction

DR. STEVE CANAVERO
Deputy Superintendent
Student Achievement

JULIA TESKA
Deputy Superintendent
Business and Support Services

STATE OF NEVADA

DEPARTMENT OF EDUCATION
700 E. Fifth Street
Carson City, Nevada 89701-5096
(775) 687 - 9200 · Fax: (775) 687 – 9101
http://www.doe.nv.gov

TEACHER LICENSURE
SOUTHERN NEVADA OFFICE
9890 S. Maryland Parkway, Suite 221

Las Vegas, Nevada 89183
(702) 486-6458
Fax: (702)486-6450
http://teachers.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 $ 6,262,282 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

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: _____

APPROVED BY THE GOVERNING BOARD

_____

_____

_____

_____

_____

_____

SCHEDULED PUBLIC HEARING:

Date and Time: _____ Publication Date _____

Place: _____

_____

Form 1
8/28/2014

Form 2 – Enrollment DSA

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
2.	Kindergarten		x .6 =	0.0			x .6 =	0.0		115	x .6 =	69.0
3.	Elementary											590
4.	Secondary											306
5.	Ungraded											
6.	Subtotal			0.0				0.0				965.0
7.	Students transported into Nevada from out-of-state											
8.	Students transported to another state											
9.	Total WEIGHTED enrollment			0.0				0.0				965.0
10.	Hold Harmless											

11.	Basic support per pupil amount, Year Ending 06/30/16				6,500		
	Estimated per SB522 77th session			WEIGHTED		Use rates below:	
	Fill in information for each district:	2015-2016		2015-2016			Reference amounts for #12
	School District	Rate revised 5/24/2013		Enrollment	Subtotal		Estimate: "Outside Revenue"
	Carson City	$ 6,643		0.0	$0		$ 1,086
	Churchill	$ 6,629		0.0	$0		$ 1,069
	Clark	$ 6,500		965.0	$6,272,500		$ 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
	Multidistict			965.0	$6,272,500	6,500	
12.	Estimated "Outside Revenue" (Supplemental Support) per pupil						
	This is the per pupil share of local taxes, etc, from the district.						
						Total Weighted-#9	Hold Harmless-#10
13.	Total basic support for enrollee including outside revenue					$ 6,272,500.00	$ -
14.	Estimated number of special education program units				(Should be 0 or 2 maximum - see prior year allotment)		
			X	39,768	amount per unit	$0	
						Total Weighted	Hold Harmless
15.	TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)					$ 6,272,500.00	$ -

Fiscal Year 2015-2016 Charter School Athlos Academy of Clark County

Form 3 - Revenues

Form 3		(1)	(2)	(3)	(4)	(4)
			ESTIMATED	BUDGET YEAR ENDING 06/30/16		
Athlos Academy of Clark County		PRIOR	CURRENT			AMENDED
	REVENUE	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL	FINAL
		06/30/15	06/30/15	APPROVED	APPROVED	APPROVED
1000	**LOCAL SOURCES**					
1100	Taxes					
1110	Ad Valorem Taxes					
1111	Net Proceed of Mines					
1120	Sales & Use/School Support Taxes					
1140	Penalties & Interest on Tax					
1150	Residential Construction Tax					
1190	Other					
1200	Revenue from Local Govmt Units other 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					

Form 3		(1)	(2)	(3)	(4)	(4)
			ESTIMATED	BUDGET YEAR ENDING 06/30/16		
Athlos Academy of Clark County		PRIOR	CURRENT			AMENDED
	REVENUE	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL	FINAL
		06/30/15	06/30/15	APPROVED	APPROVED	APPROVED
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	0	0	0
3000	**REVENUE FROM STATE SOURCES**					
3100	Unrestricted Grants-in-Aid					
3110	Distributive School Account (DSA)			6,272,500		
3115	Special Ed portion of DSA					
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	6,272,500	0	0

		(1)	(2)	(3)	(4)	(4)
			ESTIMATED	BUDGET YEAR ENDING 06/30/16		
	REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/15	CURRENT YEAR ENDING 06/30/15	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4000	**FEDERAL SOURCES**					
4100	Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103	E-Rate Funds					
4200	Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300	Restricted Grants-in-Aid Direct - Fed					
4500	Restricted Grants-in-Aid Fed Govnt pass-thru the State					
4700	Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4800	Revenue in Lieu of Taxes					
4900	Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES		0	0	0	0	0

		(1)	(2)	(3)	(4)	(4)
			ESTIMATED	BUDGET YEAR ENDING 06/30/16		
OTHER RESOURCES AND FUND BALANCE		ACTUAL PRIOR YEAR ENDING 06/30/15	CURRENT YEAR ENDING 06/30/15	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
5000	**OTHER FINANCING SOURCES**					
5100	Issuance of Bonds					
5110	Bond Principal					
5120	Premium of Discount on the Issuance of Bonds					
5200	Fund Transfers In					
5300	Proceeds from the Disposal of Real or Personal Property					
5400	Loan Proceeds					
5500	Capital Lease Proceeds					
5600	Other Long-Term Debt Proceeds					
6000	**Other Items**					
6100	Capital Contributions					
6200	Amortization of Premium on Issuance of 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	6,272,500	0	0

Form 4 - Expenses

Athlos Academy of Clark County	(1)	(2)	(3)	(4)	(5)
Form 4		ESTIMATED	BUDGET YEAR ENDING 06/30/16		
PROGRAM FUNCTION OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/15	CURRENT YEAR ENDING 06/30/15	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries			1,547,100		
200 Benefits			590,992		
300/400/500 Purchased Services			1,620,835		
600 Supplies			253,635		
700 Property			238,301		
800 Other			12,000		
2100-2600, 2900 Other Support Services					
100 Salaries			551,378		
200 Benefits			210,626		
300/400/500 Purchased Services			432,223		
600 Supplies			67,636		
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	5,591,473	0	0

Athlos Academy of Clark County	(1)	(2)	(3)	(4)	(5)
Form 4		ESTIMATED	BUDGET YEAR ENDING 06/30/16		
PROGRAM FUNCTION OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/15	CURRENT YEAR ENDING 06/30/15	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
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)	(3)	(4)	(5)
		ESTIMATED	BUDGET YEAR ENDING 06/30/16		
	ACTUAL PRIOR	CURRENT			AMENDED
PROGRAM FUNCTION OBJECT	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL	FINAL
	06/30/15	06/30/15	APPROVED	APPROVED	APPROVED
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries			156,000		
200 Benefits			59,592		
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	291,592	0	0

Athlos Academy of Clark County	(1)	(2)	(3)	(4)	(5)
		ESTIMATED	BUDGET YEAR ENDING 06/30/16		
	ACTUAL PRIOR	CURRENT			AMENDED
PROGRAM FUNCTION OBJECT	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL	FINAL
	06/30/15	06/30/15	APPROVED	APPROVED	APPROVED
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

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/15	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) BUDGET YEAR ENDING 06/30/16 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) 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

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/15	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) BUDGET YEAR ENDING 06/30/16 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) AMENDED FINAL APPROVED
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

Form 5 – Expense Summary

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	2,098,478	801,619	2,691,377	5,591,473
200	Special	156,000	59,592	76,000	291,592
300	Vocational	0	0	0	0
400	Other PK-12	171,900	65,666	141,651	379,217
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		2,426,378	926,876	2,909,028	6,262,282
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 ALL FUNDS TENTATIVE		2,426,378	926,876	2,909,028	6,262,282

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	0
5000	Debt Service			0	0
6300	Contingency				0
8000	Ending Balance				0
UNDISTRIBUTED TOTALS		0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET		0	0	0	0

INAL AMENDED BUDGET - Estimate		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

Form 6 – Proprietary Enterprise

Form 6	PROPRIETARY OR ENTERPRISE FUND				
Athlos Academy of Clark County					
		(1)	(2)	(3)	(4)
Fund:			ESTIMATED	BUDGET YEAR ENDING 06/30/16	
	REVENUE	PRIOR YEAR ENDING 06/30/15	CURRENT YEAR ENDING 06/30/15	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
3000	**REVENUE FROM STATE SOURCES**				
3100	Unrestricted Grants-in-Aid				
3200	State Govt Restricted Funding				
TOTAL STATE SOURCES		0	0	0	0
4000	**FEDERAL SOURCES**				
4100	Unrestricted Grants-in-Aid DIRECT from Fed Govt				
4200	Unrestricted Grants-in-Aid from Fed Govt pass thru the State				
4300	Restricted Grants-in-Aid Direct - Fed				
4500	Restricted Grants-in-Aid Fed Govnt pass-thru the State				
4700	Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies				
TOTAL FEDERAL SOURCES		0	0	0	0
5000	**OTHER FINANCING SOURCES**				
5200	Fund Transfers In				
5300	Proceeds from the Disposal of Real or 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
8000 OPENING FUND BALANCE					
	Reserved Opening Balance				
	Unreserved Opening Balance				
TOTAL OPENING FUND BALANCE		0	0	0	0
TOTAL ALL RESOURCES		0	0	0	0

Form 6 Proprietary/Enterprise	(1)	(2)	(3)	(4)
		ESTIMATED	BUDGET YEAR ENDING 06/30/10	
FUNCTION / OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/08	CURRENT YEAR ENDING 06/30/09	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

Form 7 - Debt

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)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
								REQUIREMENTS FOR FISCAL		(9) + (10)
		Number of Months					BEGINNING	YEAR ENDING 06/30/16		
			ORIGINAL		FINAL		OUTSTANDING			
NAME OF LOAN	Type	of	AMOUNT OF	ISSUE	PAYMENT	INTEREST	BALANCE	INTEREST	PRINCIPAL	6/30/2016
List and Subtotal By Fund	*	TERM	ISSUE	DATE	DATE	RATE	7/1/2015	PAYABLE	PAYABLE	TOTAL
FUND:										
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
TOTAL ALL DEBT SERVICE			**$0**				**$0**	**$0**	**$0**	**$0**

Form 8 – Tuition and Transportation

Athlos Academy of Clark County					
		FROM DISTRICTS WITHIN NEVADA		FROM DISTRICTS OUTSIDE NEVADA	
REPORT FOR ALL FUNDS	**2015-2016**	**(1)**	**(2)**	**(3)**	**(4)**
		TUITION	**TRANSPORTATION**	**TUITION**	**TRANSPORTATION**
	Revenue	1310 NV Individual	1410 NV Individual	1310 Out-of-state Ind	1410 Out-of-state Ind
REVENUES	**CODES**	1321 NV School Dist	1421 NV School Dist	1331 Out-of-state SD	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
		TO DISTRICTS WITHIN NEVADA		TO DISTRICTS OUTSIDE NEVADA	
EXPENDITURES	**Object Codes**	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

Form 9 – Fund Transfers

FUND TRANSFERS 2015-2016	TRANSFERS IN			TRANSFERS OUT	
(1)	(2)	(3)		(4)	(5)
FUND TYPE	FROM FUND	AMOUNT		TO FUND	AMOUNT
GENERAL FUND					
SUBTOTAL	0	0		0	0
SPECIAL REVENUE FUNDS					
SUBTOTAL	0	0		0	0
TOTAL TRANSFERS	0	0		0	0

Form 10 – Lobby Expense

L O B B Y E X P E N S E S 2015-2016

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.

1. Activity: _____

2. Funding Source: _____

3. Transportation	$	
4. Lodging and meals	$	
5. Salaries and Wages	$	
6. Compensation to lobbyists	$	
7. Entertainment	$	
8. Supplies, equipment & facilities; other personnel and services spent in Carson City	$	
Total	$	-

Entity: _____

Year 2 Budget

Form 1 – Cover

DALE A.R. ERQUIAGA
Superintendent of Public Instruction

DR. STEVE CANAVERO
Deputy Superintendent
Student Achievement

JULIA TESKA
Deputy Superintendent
Business and Support Services

STATE OF NEVADA

DEPARTMENT OF EDUCATION
700 E. Fifth Street
Carson City, Nevada 89701-5096
(775) 687 - 9200 · Fax: (775) 687 – 9101
http://www.doe.nv.gov

TEACHER LICENSURE
SOUTHERN NEVADA OFFICE
9890 S. Maryland Parkway, Suite 221

Las Vegas, Nevada 89183
(702) 486-6458
Fax: (702)486-6450
http://teachers.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, 2017

This budget contains 1 governmental fund types with estimated expenditures of $ 8,042,713 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

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: _____

APPROVED BY THE GOVERNING BOARD

_____

SCHEDULED PUBLIC HEARING:

Date and Time: _____ Publication Date _____

Place: _____

Form 1
8/28/2014

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		x .6 =	0.0
2.	Kindergarten	x .6 =	0.0	115	x .6 =	69.0	150	x .6 =	90.0
3.	Elementary					580			725
4.	Secondary					270			435
5.	Ungraded								
6.	Subtotal		0.0			919.0			1,250.0
7.	Students transported into Nevada from out-of-state								
8.	Students transported to another state								
9.	Total WEIGHTED enrollment		0.0			919.0			1,250.0
10.	Hold Harmless								

11. Basic support per pupil amount, Year Ending 06/30/17 — 6,500
Estimated per SB522 77th session
Fill in information for each district:

Use rates below:

School District	2016-2017 Rate revised 5/24/2013	WEIGHTED 2016-2017 Enrollment	Subtotal	Reference amounts for #12 Estimate: "Outside Revenue"
Carson City	$ 6,643	0.0	$0	$ 1,086
Churchill	$ 6,629	0.0	$0	$ 1,069
Clark	$ 6,500	1,250.0	$8,125,000	$ 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
Multidistict		1,250.0	$8,125,000	6,500

12. Estimated "Outside Revenue" (Supplemental Support) per pupil
This is the per pupil share of local taxes, etc, from the district.

	Total Weighted-#9	Hold Harmless-#10
13. Total basic support for enrollee including outside revenue	$ 8,125,000.00	$ -

14. Estimated number of special education program units (Should be 0 or 2 maximum - see prior year allotment)
X 39,768 amount per unit — $0

	Total Weighted	Hold Harmless
15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)	$ 8,125,000.00	$ -

Fiscal Year 2016-2017 Charter School Athlos Academy of Clark County

Form 2 Enrollment - DSA 8/28/2014

Form 3 Athlos Academy of Clark County REVENUE		(1) ACTUAL PRIOR YEAR ENDING 06/30/16	(2) ESTIMATED CURRENT YEAR ENDING 06/30/16	(3) BUDGET YEAR ENDING 06/30/17 TENTATIVE APPROVED	(4) FINAL APPROVED	(4) AMENDED FINAL APPROVED
1000	**LOCAL SOURCES**					
1100	Taxes					
1110	Ad Valorem Taxes					
1111	Net Proceed of Mines					
1120	Sales & Use/School Support Taxes					
1140	Penalties & Interest on Tax					
1150	Residential Construction Tax					
1190	Other					
1200	Revenue from Local Govmt Units other 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	0	0	0
3000	**REVENUE FROM STATE SOURCES**					
3100	Unrestricted Grants-in-Aid					
3110	Distributive School Account (DSA)	6,272,500		8,125,000		
3115	Special Ed portion of DSA					
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		6,272,500	0	8,125,000	0	0

Athlos Academy of Clark County

Budget Fiscal Year 2016-2017

	REVENUE	(1) ACTUAL PRIOR YEAR ENDING 06/30/16	(2) ESTIMATED CURRENT YEAR ENDING 06/30/16	(3) BUDGET YEAR ENDING 01/00/00 TENTATIVE APPROVED	(4) FINAL APPROVED	(4) AMENDED FINAL APPROVED
4000	**FEDERAL SOURCES**					
4100	Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103	E-Rate Funds					
4200	Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300	Restricted Grants-in-Aid Direct - Fed					
4500	Restricted Grants-in-Aid Fed Govnt pass-thru the State					
4700	Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4800	Revenue in Lieu of Taxes					
4900	Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES		0	0	0	0	0

	OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/16	(2) ESTIMATED CURRENT YEAR ENDING 06/30/16	(3) BUDGET YEAR ENDING 01/00/00 TENTATIVE APPROVED	(4) FINAL APPROVED	(4) AMENDED FINAL APPROVED
5000	**OTHER FINANCING SOURCES**					
5100	Issuance of Bonds					
5110	Bond Principal					
5120	Premium of Discount on the Issuance of Bonds					
5200	Fund Transfers In					
5300	Proceeds from the Disposal of Real or Personal Property					
5400	Loan Proceeds					
5500	Capital Lease Proceeds					
5600	Other Long-Term Debt Proceeds					
6000	**Other Items**					
6100	Capital Contributions					
6200	Amortization of Premium on Issuance of Bonds					
6300	Special Items					
6400	Extraordinary Items					
TOTAL OTHER SOURCES		0	0	0	0	0
8000 OPENING FUND BALANCE						
	Reserved Opening Balance			10,218		
	Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE		0	0	10,218	0	0
	Prior Period Adjustments					
	Residual Equity Transfers					
TOTAL ALL RESOURCES		6,272,500	0	8,135,218	0	0

Athlos Academy of Clark County Form 4 PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/16	(2) ESTIMATED CURRENT YEAR ENDING 06/30/16	(3) BUDGET YEAR ENDING 06/30/17 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) AMENDED FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries	1,547,100		2,099,655		
200 Benefits	590,992		802,068		
300/400/500 Purchased Services	1,620,835		2,049,499		
600 Supplies	253,635		278,854		
700 Property	238,301		133,438		
800 Other	12,000		15,773		
2100-2600, 2900 Other Support Services					
100 Salaries	551,378		797,691		
200 Benefits	210,626		304,718		
300/400/500 Purchased Services	432,223		546,533		
600 Supplies	67,636		74,361		
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	5,591,473	0	7,142,378	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 — Budget Fiscal Year 2016-2017

Form 4 Expenditures — 8/28/2014

Athlos Academy of Clark County PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/16	(2) ESTIMATED CURRENT YEAR ENDING 06/30/16	(3) BUDGET YEAR ENDING 06/30/17 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) AMENDED FINAL APPROVED
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries	156,000		241,020		
200 Benefits	59,592		92,070		
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	291,592	0	412,750	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

Athlos Academy of Clark County PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/16	(2) ESTIMATED CURRENT YEAR ENDING 06/30/16	(3) BUDGET YEAR ENDING 06/30/17 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) AMENDED FINAL APPROVED
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries	156,000		241,020		
200 Benefits	59,592		92,070		
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	291,592	0	412,750	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) ACTUAL PRIOR YEAR ENDING 06/30/16	(2) ESTIMATED CURRENT YEAR ENDING 06/30/16	(3) BUDGET YEAR ENDING 06/30/17 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) 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	171,900		233,295		
200 Benefits	65,666		89,119		
300/400/500 Purchased Services	108,056		136,633		
600 Supplies	16,909		18,590		
700 Property	15,887		8,896		
800 Other	800		1,052		
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	379,217	0	487,585	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	(3) BUDGET YEAR ENDING 06/30/17 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) 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 Ins	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

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	(3) BUDGET YEAR ENDING 06/30/17 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) 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

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	(3) BUDGET YEAR ENDING 06/30/17 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) 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	(3) BUDGET YEAR ENDING 06/30/17 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) AMENDED 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	(3) BUDGET YEAR ENDING 06/30/17 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) AMENDED 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

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	(3) BUDGET YEAR ENDING 06/30/17 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) AMENDED 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	**6,262,282**	**0**	**8,042,713**	**0**	**0**
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXX XXXXXXXXXXXX XXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance					
TOTAL ENDING FUND BALANCE	0	0	0	0	0
TOTAL APPLICATIONS	**6,262,282**	**0**	**8,042,713**	**0**	**0**

CHECKS: Contingency cannot exceed:	XXXXXXXX	**0**	**241,281**	**0**	**0**
Calculated Total Ending Fund Balance:	**10,218**	**0**	**92,505**	**0**	**0**

Athlos Academy of Clark County

Budget Fiscal Year 2016-2017

Form 4 Expenditures

8/28/2014

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	2,897,346	1,106,786	3,138,246	7,142,378
200 Special	241,020	92,070	79,660	412,750
300 Vocational	0	0	0	0
400 Other PK-12	233,295	89,119	165,171	487,585
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	3,371,661	1,287,975	3,383,077	8,042,713
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 ALL FUNDS TENTATIVE	3,371,661	1,287,975	3,383,077	8,042,713

FINAL 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	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 ALL FUNDS FINAL BUDGET	0	0	0	0

Athlos Academy of Clark County Budget Fiscal Year 2016-2017

Form 5 Exp Summary Page 1 of 1 8/28/2014

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

Athlos Academy of Clark County Budget Fiscal Year 2016-2017

Form 5 Exp Summary Page 2 of 2 8/28/2014

Form 6 **PROPRIETARY OR ENTERPRISE FUND**

Athlos Academy of Clark County

Fund:	(1)	(2)	(3)	(4)
		ESTIMATED	BUDGET YEAR ENDING 06/30/17	
REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/16	CURRENT YEAR ENDING 06/30/16	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
3000 REVENUE FROM STATE SOURCES				
3100 Unrestricted Grants-in-Aid				
3200 State Govt Restricted Funding				
TOTAL STATE SOURCES	0	0	0	0
4000 FEDERAL SOURCES				
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt				
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State				
4300 Restricted Grants-in-Aid Direct - Fed				
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State				
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies				
TOTAL FEDERAL SOURCES	0	0	0	0
5000 OTHER FINANCING SOURCES				
5200 Fund Transfers In				
5300 Proceeds from the Disposal of Real or 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
8000 OPENING FUND BALANCE				
Reserved Opening Balance				
Unreserved Opening Balance				
TOTAL OPENING FUND BALANCE	0	0	0	0
TOTAL ALL RESOURCES	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	BUDGET YEAR ENDING 06/30/10 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 Budget Fiscal Year 2016-2017

Form 6 Proprietary/Enterprise Page 2 of 2 8/28/2014

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) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/17 INTEREST PAYABLE	(10) PRINCIPAL PAYABLE	(11) (9) + (10) 6/30/2017 TOTAL
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

Athlos Academy of Clark County

REPORT FOR ALL FUNDS	2016-2017	FROM DISTRICTS WITHIN NEVADA		FROM DISTRICTS OUTSIDE NEVADA	
		(1) TUITION	(2) TRANSPORTATION	(3) TUITION	(4) TRANSPORTATION
REVENUES	Revenue CODES	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

		TO DISTRICTS WITHIN NEVADA		TO DISTRICTS OUTSIDE NEVADA	
EXPENDITURES	Object Codes	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

Athlos Academy of Clark County

Budget Fiscal Year 2016-2017

FORM 8 - TUITION and TRANSPORTATION

8/28/2014

Athlos Academy of Clark County

FUND TRANSFERS 2016-2017	TRANSFERS IN			TRANSFERS OUT	
(1) FUND TYPE	(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

Athlos Academy of Clark County Budget Fiscal Year 2016-2017

FORM 9 FUND TRANSFERS 8/28/2014

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.

1. Activity: _____

2. Funding Source: _____

3. Transportation $ _____

4. Lodging and meals $ _____

5. Salaries and Wages $ _____

6. Compensation to lobbyists $ _____

7. Entertainment $ _____

8. Supplies, equipment & facilities; other personnel and services spent in Carson City $ _____

Total $ _____ -

Entity: _____

Lobbying Expense Estimate,

Athlos Academy of Clark County Budget Fiscal Year 2016-2017

Form 10 LOBBY EXPENSE 8/28/2014

Year 1 Budget First Submission

Form 1 – Cover

DALE A.R. ERQUIAGA
perintendent of Public Instruction

DR. STEVE CANAVERO
Deputy Superintendent
Student Achievement

JULIA TESKA
Deputy Superintendent
Business and Support Services

STATE OF NEVADA

DEPARTMENT OF EDUCATION
700 E. Fifth Street
Carson City, Nevada 89701-5096
(775) 687 - 9200 · Fax: (775) 687 – 9101
http://www.doe.nv.gov

TEACHER LICENSURE
SOUTHERN NEVADA OFFICE
9890 S. Maryland Parkway, Suite 221

Las Vegas, Nevada 89183
(702) 486-6458
Fax: (702)486-6450
http://teachers.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~~

~~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:~~

~~APPROVED BY THE GOVERNING BOARD~~

~~SCHEDULED PUBLIC HEARING:~~

~~Date and Time:~~ ~~Publication Date~~

~~Place:~~

~~Form 1~~
~~8/28/2014~~

Form 2 – Enrollment DSA

~~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~~
~~2.~~	~~Kindergarten~~		~~x .6 =~~	~~0.0~~		~~x .6 =~~	~~0.0~~	~~115~~	~~x .6 =~~	~~69.0~~
~~3.~~	~~Elementary~~									~~580~~
~~4.~~	~~Secondary~~									~~270~~
~~5.~~	~~Ungraded~~									
~~6.~~	~~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~~									

11.	Basic support per pupil amount, Year Ending 06/30/16			5,544			
	Estimated per SB522 77th session		WEIGHTED		Use rates below:		
	Fill in information for each district:	2015-2016	2015-2016				Reference amounts for #12
	School District	Rate revised 5/24/2013	Enrollment	Subtotal			Estimate: "Outside Revenue"
	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
		-					
	Multidistict		919.0	$5,094,936	5,544		
12.	Estimated "Outside Revenue" (Supplemental Support) per pupil						
	This is the per pupil share of local taxes, etc, from the district.						
					Total Weighted #9		Hold Harmless #10
13.	Total basic support for enrollee including outside revenue				$ 5,094,936.00		$ -
14.	Estimated number of special education program units			(Should be 0 or 2 maximum - see prior year allotment)			
			X 39,768	amount per unit	$0		
					Total Weighted		Hold Harmless
15.	TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)				$ 5,094,936.00		$ -

Form 3 – Revenue

Form 3 - Athlos Academy of Clark County	REVENUE	(1) PRIOR YEAR ENDING 06/30/15	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) BUDGET YEAR ENDING 06/30/16 TENTATIVE APPROVED	(4) FINAL APPROVED	(4) AMENDED 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					
1200	Revenue from Local Govmt Units other 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~~

		(1)	(2)	(3)	(4)	(4)
			ESTIMATED	BUDGET YEAR ENDING 06/30/16		
	REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/15	CURRENT YEAR ENDING 06/30/15	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4000	**FEDERAL SOURCES**					
4100	Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103	E-Rate Funds					
4200	Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300	Restricted Grants-in-Aid Direct - Fed			72,375		
4500	Restricted Grants-in-Aid Fed Govnt pass-thru the State					
4700	Grants-in-Aid from Fed Govt Thru Other 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

		(1)	(2)	(3)	(4)	(4)
			ESTIMATED	BUDGET YEAR ENDING 06/30/16		
	OTHER RESOURCES AND FUND BALANCE	ACTUAL PRIOR YEAR ENDING 06/30/15	CURRENT YEAR ENDING 06/30/15	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
5000	**OTHER FINANCING SOURCES**					
5100	Issuance of Bonds					
5110	Bond Principal					
5120	Premium of Discount on the Issuance of Bonds					
5200	Fund Transfers In					
5300	Proceeds from the Disposal of Real or Personal Property					
5400	Loan Proceeds					
5500	Capital Lease Proceeds					
5600	Other Long-Term Debt Proceeds					
6000	**Other Items**					
6100	Capital Contributions					
6200	Amortization of Premium on Issuance of 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

Form 4 – Expenses

Athlos Academy of Clark County	(1)	(2)	(3)	(4)	(5)
Form 4		ESTIMATED	BUDGET YEAR ENDING 06/30/16		
PROGRAM FUNCTION OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/15	CURRENT YEAR ENDING 06/30/15	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)	(3)	(4)	(5)
		ESTIMATED	BUDGET YEAR ENDING 06/30/16		
PROGRAM FUNCTION OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/15	CURRENT YEAR ENDING 06/30/15	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL 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

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/15	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) BUDGET YEAR ENDING 06/30/16 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) 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) ACTUAL PRIOR YEAR ENDING 06/30/15	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) BUDGET YEAR ENDING 06/30/16 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) 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) ACTUAL PRIOR YEAR ENDING 06/30/15	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) BUDGET YEAR ENDING 06/30/16 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) 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 I	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) ACTUAL PRIOR YEAR ENDING 06/30/15	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) BUDGET YEAR ENDING 06/30/16 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) 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~~

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/15	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) BUDGET YEAR ENDING 06/30/16 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) 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~~

PROGRAM FUNCTION OBJECT		(1) ACTUAL PRIOR YEAR ENDING 06/30/15	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) BUDGET YEAR ENDING 06/30/16 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) AMENDED 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~~

PROGRAM FUNCTION OBJECT		(1) ACTUAL PRIOR YEAR ENDING 06/30/15	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) BUDGET YEAR ENDING 06/30/16 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) AMENDED 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	(3) BUDGET YEAR ENDING 06/30/16 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) AMENDED 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 TOTAL FACILITIES ACQUISITION	**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)~~	~~XXXX

Form 5 – Exp. Summary

Form – Proprietary or Enterprise Fund

		(1)	(2)	(3)	(4)
Fund:			ESTIMATED	BUDGET YEAR ENDING 06/30/16	
	REVENUE	PRIOR YEAR ENDING 06/30/15	CURRENT YEAR ENDING 06/30/15	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
3000	**REVENUE FROM STATE SOURCES**				
3100	Unrestricted Grants-in-Aid				
3200	State Govt Restricted Funding				
TOTAL STATE SOURCES		0	0	0	0
4000	**FEDERAL SOURCES**				
4100	Unrestricted Grants-in-Aid DIRECT from Fed Govt				
4200	Unrestricted Grants-in-Aid from Fed Govt pass thru the State				
4300	Restricted Grants-in-Aid Direct - Fed				
4500	Restricted Grants-in-Aid Fed Govnt pass-thru the State				
4700	Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies				
TOTAL FEDERAL SOURCES		0	0	0	0
5000	**OTHER FINANCING SOURCES**				
5200	Fund Transfers In				
5300	Proceeds from the Disposal of Real or 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
8000 OPENING FUND BALANCE					
	Reserved Opening Balance				
	Unreserved Opening Balance				
TOTAL OPENING FUND BALANCE		0	0	0	0
TOTAL ALL RESOURCES		0	0	0	0

Athlos Academy of Clark County

ALL EXISTING OR PROPOSED

* - Type - use codes 1-11	6 - Medium-Term Financing - Lease Purchase
1 - General Obligation Bonds	7 - Capital Leases
2 - G. O. Revenue Supported Bonds	8 - Special Assessment Bonds
3 - G. O. Special Assessment Bonds	9 - Mortgages
4 - Revenue Bonds	10 - Other (Specify Type)
5 - Medium-Term Financing	11 - Proposed (Specify Type)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
								REQUIREMENTS FOR FISCAL		(9) + (10)
		Number of Months					BEGINNING	YEAR ENDING 06/30/16		
			ORIGINAL		FINAL		OUTSTANDING			
NAME OF LOAN	Type	of	AMOUNT OF	ISSUE	PAYMENT	INTEREST	BALANCE	INTEREST	PRINCIPAL	6/30/2016
List and Subtotal By Fund	*	TERM	ISSUE	DATE	DATE	RATE	7/1/2015	PAYABLE	PAYABLE	TOTAL
FUND:										
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
TOTAL ALL DEBT SERVICE			**$0**				**$0**	**$0**	**$0**	**$0**

Form 8 – Tuition, Transportation

Athlos Academy of Clark County					
		FROM DISTRICTS WITHIN NEVADA		FROM DISTRICTS OUTSIDE NEVADA	
REPORT FOR ALL FUNDS	2015-2016	(1)	(2)	(3)	(4)
		TUITION	TRANSPORTATION	TUITION	TRANSPORTATION
	Revenue	1310 NV Individual	1410 NV Individual	1310 Out-of-state Ind	1410 Out-of-state Ind
REVENUES	CODES	1321 NV School Dist	1421 NV School Dist	1331 Out-of-state SD	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
		TO DISTRICTS WITHIN NEVADA		TO DISTRICTS OUTSIDE NEVADA	
EXPENDITURES	Object Codes	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

Form 9 – Fund Transfers

~~FUND TRANSFERS 2015-2016~~	~~TRANSFERS IN~~			~~TRANSFERS OUT~~	
~~(1)~~	~~(2)~~	~~(3)~~		~~(4)~~	~~(5)~~
~~FUND TYPE~~	~~FROM FUND~~	~~AMOUNT~~		~~TO FUND~~	~~AMOUNT~~
~~GENERAL FUND~~					
~~SUBTOTAL~~	~~0~~	~~0~~		~~0~~	~~0~~
~~SPECIAL REVENUE FUNDS~~					
~~SUBTOTAL~~	~~0~~	~~0~~		~~0~~	~~0~~
~~TOTAL TRANSFERS~~	~~0~~	~~0~~		~~0~~	~~0~~

Form 10- Lobby Expense

~~L O B B Y E X P E N S E S 2015-2016~~

~~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.~~

~~1. Activity:~~ _____

~~2. Funding Source:~~ _____

~~3. Transportation~~	~~$~~	
~~4. Lodging and meals~~	~~$~~	
~~5. Salaries and Wages~~	~~$~~	
~~6. Compensation to lobbyists~~	~~$~~	
~~7. Entertainment~~	~~$~~	
~~8. Supplies, equipment & facilities; other personnel and services spent in Carson City~~	~~$~~	
~~**Total**~~	~~$~~	~~-~~

~~Entity:~~ _____

Year 2 Budget First Submission

Form 1 – Cover

DALE A.R. ERQUIAGA
Superintendent of Public Instruction

DR. STEVE CANAVERO
Deputy Superintendent
Student Achievement

JULIA TESKA
Deputy Superintendent
Business and Support Services

STATE OF NEVADA

DEPARTMENT OF EDUCATION
700 E. Fifth Street
Carson City, Nevada 89701-5096
(775) 687 - 9200 · Fax: (775) 687 – 9101
http://www.doe.nv.gov

TEACHER LICENSURE
SOUTHERN NEVADA OFFICE
9890 S. Maryland Parkway, Suite 221

Las Vegas, Nevada 89183
(702) 486-6458
Fax: (702)486-6450
http://teachers.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, 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

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: _____

APPROVED BY THE GOVERNING BOARD

_____

SCHEDULED PUBLIC HEARING:

Date and Time: _____

Publication Date _____

Place: _____

Form 1
8/28/2014

Form 2 – Enrollment DSA

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		x .6 =	0.0
2.	Kindergarten		x .6 =	0.0	115	x .6 =		69.0	140	x .6 =	84.0
3.	Elementary							580			690
4.	Secondary							270			420
5.	Ungraded										
6.	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										

11.	Basic support per pupil amount, Year Ending 06/30/17				5,544		
	Estimated per SB522 77th session			WEIGHTED		Use rates below:	
	Fill in information for each district:	2016-2017		2016-2017			Reference amounts for #12
	School District	Rate revised 5/24/2013		Enrollment	Subtotal		Estimate: "Outside Revenue"
	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
		-					
	Multidistict			1,194.0	$6,619,536	5,544	
12.	Estimated "Outside Revenue" (Supplemental Support) per pupil						
	This is the per pupil share of local taxes, etc, from the district.						
						Total Weighted #9	Hold Harmless #10
13.	Total basic support for enrollee including outside revenue					$ 6,619,536.00	$ -
14.	Estimated number of special education program units				(Should be 0 or 2 maximum - see prior year allotment)		
			X	39,768	amount per unit	$0	
						Total Weighted	Hold Harmless
15.	TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)					$ 6,619,536.00	$ -

Form 3 - Revenues

Form 3 - Athlos Academy of Clark County	REVENUE	(1) PRIOR YEAR ENDING 06/30/16	(2) ESTIMATED CURRENT YEAR ENDING 06/30/16	(3) BUDGET YEAR ENDING 06/30/17 TENTATIVE APPROVED	(4) FINAL APPROVED	(4) 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					
1200	Revenue from Local Govmt Units other 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**~~		~~894,322~~	~~0~~	~~1,158,448~~	~~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~~

		(1)	(2)	(3)	(4)	(4)
			ESTIMATED	BUDGET YEAR ENDING 01/00/00		
	REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/16	CURRENT YEAR ENDING 06/30/16	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4000	**FEDERAL SOURCES**					
4100	Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103	E-Rate Funds					
4200	Unrestricted Grants-in-Aid from Fed Govt pass-thru the State					
4300	Restricted Grants-in-Aid Direct - Fed	72,375		93,750		
4500	Restricted Grants-in-Aid Fed Govnt pass-thru the State					
4700	Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4800	Revenue in Lieu of Taxes					
4900	Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES		72,375	0	93,750	0	0

		(1)	(2)	(3)	(4)	(4)
			ESTIMATED	BUDGET YEAR ENDING 01/00/00		
OTHER RESOURCES AND FUND BALANCE		ACTUAL PRIOR YEAR ENDING 06/30/16	CURRENT YEAR ENDING 06/30/16	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
5000	**OTHER FINANCING SOURCES**					
5100	Issuance of Bonds					
5110	Bond Principal					
5120	Premium of Discount on the Issuance of Bonds					
5200	Fund Transfers In					
5300	Proceeds from the Disposal of Real or Personal Property					
5400	Loan Proceeds					
5500	Capital Lease Proceeds					
5600	Other Long-Term Debt Proceeds					
6000	**Other Items**					
6100	Capital Contributions					
6200	Amortization of Premium on Issuance of 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~~

Form 4 – Expenses

Athlos Academy of Clark County	(1)	(2)	(3)	(4)	(5)
Form 4		ESTIMATED	BUDGET YEAR ENDING 06/30/17		
PROGRAM FUNCTION OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/16	CURRENT 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	0	7,239,213	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~~

Athlos Academy of Clark County	(1)	(2)	(3)	(4)	(5)
		ESTIMATED	BUDGET YEAR ENDING 06/30/17		
PROGRAM FUNCTION OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/16	CURRENT YEAR ENDING 06/30/16	TENTATIVE APPROVED	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	0	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~~

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/16	(2) ESTIMATED CURRENT YEAR ENDING 06/30/16	(3) BUDGET YEAR ENDING 06/30/17 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) 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) ACTUAL PRIOR YEAR ENDING 06/30/16	(2) ESTIMATED CURRENT YEAR ENDING 06/30/16	(3) BUDGET YEAR ENDING 06/30/17 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) 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) ACTUAL PRIOR YEAR ENDING 06/30/16	(2) ESTIMATED CURRENT YEAR ENDING 06/30/16	(3) BUDGET YEAR ENDING 06/30/17 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) 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 I	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) ACTUAL PRIOR YEAR ENDING 06/30/16	(2) ESTIMATED CURRENT YEAR ENDING 06/30/16	(3) BUDGET YEAR ENDING 06/30/17 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) 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~~

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/16	(2) ESTIMATED CURRENT YEAR ENDING 06/30/16	(3) BUDGET YEAR ENDING 06/30/17 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) 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

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/16	(2) ESTIMATED CURRENT YEAR ENDING 06/30/16	(3) BUDGET YEAR ENDING 06/30/17 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) AMENDED 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~~

PROGRAM FUNCTION OBJECT		(1) ACTUAL PRIOR YEAR ENDING 06/30/16	(2) ESTIMATED CURRENT YEAR ENDING 06/30/16	(3) BUDGET YEAR ENDING 06/30/17 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) AMENDED 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	(3) BUDGET YEAR ENDING 06/30/17 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) AMENDED 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		**TOTAL FACILITIES ACQUISITION**	**0**	**0**	**0**	**0**	**0**

5000	Debt Service					
000	EXPENDITURES	0	0	0	0	0
TOTAL ALL EXPENDITURES		6,159,596	0	7,621,785	0	0
6300	Contingency (not to exceed 3% of Total Expenditures)	XXXX

Form 5 – Expense Summary

~~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~~	~~0~~
~~5000~~	~~Debt Service~~			~~0~~	~~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		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 ALL FUNDS FINAL BUDGET		0	0	0	0

~~INAL AMENDED BUDGET - Estimate~~		~~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~~

Form 6 – Proprietary Enterprise

Form 6	PROPRIETARY OR ENTERPRISE FUND				
-					
Athlos Academy of Clark County					
		(1)	(2)	(3)	(4)
Fund:			ESTIMATED	BUDGET YEAR ENDING 06/30/17	
	REVENUE	PRIOR YEAR ENDING 06/30/16	CURRENT YEAR ENDING 06/30/16	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
3000	**REVENUE FROM STATE SOURCES**				
3100	Unrestricted Grants-in-Aid				
3200	State Govt Restricted Funding				
TOTAL STATE SOURCES		0	0	0	0
4000	**FEDERAL SOURCES**				
4100	Unrestricted Grants-in-Aid DIRECT from Fed Govt				
4200	Unrestricted Grants-in-Aid from Fed Govt pass-thru the State				
4300	Restricted Grants-in-Aid Direct - Fed				
4500	Restricted Grants-in-Aid Fed Govnt pass-thru the State				
4700	Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies				
TOTAL FEDERAL SOURCES		0	0	0	0
5000	**OTHER FINANCING SOURCES**				
5200	Fund Transfers In				
5300	Proceeds from the Disposal of Real or 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
8000 OPENING FUND BALANCE					
	Reserved Opening Balance				
	Unreserved Opening Balance				
TOTAL OPENING FUND BALANCE		0	0	0	0
TOTAL ALL RESOURCES		0	0	0	0

Form 6 Proprietary/Enterprise	(1)	(2)	(3)	(4)
		ESTIMATED	BUDGET YEAR ENDING 06/30/10	
FUNCTION / OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/08	CURRENT YEAR ENDING 06/30/09	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

CHECK - Ending fund balance should be:	0	0	0	0

Form 7 – Debt

~~Athlos Academy of Clark County~~

~~ALL EXISTING OR PROPOSED~~

~~* - Type - use codes 1-11~~
~~1 - General Obligation Bonds~~
~~2 - G. O. Revenue Supported Bonds~~
~~3 - G. O. Special Assessment Bonds~~
~~4 - Revenue Bonds~~
~~5 - Medium-Term Financing~~
~~6 - Medium-Term Financing - Lease Purchase~~
~~7 - Capital Leases~~
~~8 - Special Assessment Bonds~~
~~9 - Mortgages~~
~~10 - Other (Specify Type)~~
~~11 - Proposed (Specify Type)~~

~~(1)~~	~~(2)~~	~~(3)~~	~~(4)~~	~~(5)~~	~~(6)~~	~~(7)~~	~~(8)~~	~~(9)~~	~~(10)~~	~~(11)~~
		~~Number of Months of TERM~~	~~ORIGINAL AMOUNT OF ISSUE~~	~~ISSUE DATE~~	~~FINAL PAYMENT DATE~~	~~INTEREST RATE~~	~~BEGINNING OUTSTANDING BALANCE 7/1/2016~~	~~REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/17~~		~~(9) + (10)~~
~~NAME OF LOAN~~ ~~**List and Subtotal By Fund**~~	~~Type *~~							~~INTEREST PAYABLE~~	~~PRINCIPAL PAYABLE~~	~~6/30/2017 TOTAL~~
~~FUND:~~										
										~~$0~~
										~~$0~~
										~~$0~~
										~~$0~~
										~~$0~~
										~~$0~~
										~~$0~~
										~~$0~~
										~~$0~~
										~~$0~~
										~~$0~~
										~~$0~~
										~~$0~~
										~~$0~~
										~~$0~~
										~~$0~~
~~**TOTAL ALL DEBT SERVICE**~~			~~**$0**~~				~~**$0**~~	~~**$0**~~	~~**$0**~~	~~**$0**~~

Form 8 – Tuition and Transportation

Athlos Academy of Clark County					
		FROM DISTRICTS WITHIN NEVADA		FROM DISTRICTS OUTSIDE NEVADA	
REPORT FOR ALL FUNDS	2016-2017	(1)	(2)	(3)	(4)
		TUITION	TRANSPORTATION	TUITION	TRANSPORTATION
	Revenue	1310 NV Individual	1410 NV Individual	1310 Out-of-state Ind	1410 Out-of-state Ind
REVENUES	CODES	1321 NV School Dist	1421 NV School Dist	1331 Out-of-state SD	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
		TO DISTRICTS WITHIN NEVADA		TO DISTRICTS OUTSIDE NEVADA	
EXPENDITURES	Object Codes	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

Form 9 – Fund Transfers

~~FUND TRANSFERS 2016-2017~~	~~TRANSFERS IN~~			~~TRANSFERS OUT~~	
~~(1)~~	~~(2)~~	~~(3)~~		~~(4)~~	~~(5)~~
~~FUND TYPE~~	~~FROM FUND~~	~~AMOUNT~~		~~TO FUND~~	~~AMOUNT~~
~~GENERAL FUND~~					
~~SUBTOTAL~~	~~0~~	~~0~~		~~0~~	~~0~~
~~SPECIAL REVENUE FUNDS~~					
~~SUBTOTAL~~	~~0~~	~~0~~		~~0~~	~~0~~
~~TOTAL TRANSFERS~~	~~0~~	~~0~~		~~0~~	~~0~~

Form 10 – Lobby Expense

~~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.~~

~~1. Activity:~~		
~~2. Funding Source:~~		
~~3. Transportation~~	$	
~~4. Lodging and meals~~	$	
~~5. Salaries and Wages~~	$	
~~6. Compensation to lobbyists~~	$	
~~7. Entertainment~~	$	
~~8. Supplies, equipment & facilities; other personnel and services spent in Carson City~~	$	
~~**Total**~~	$	~~-~~

C.1.2 Budget Narrative

Year 1 Budget Narrative

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Athlos Academy of Clark County

PROGRAM OR FUNCTION: K-8 FISCAL YEAR: 2015-2016

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				
	Teachers				$1,248,000.00
	Substitute Teachers				$26,178.00
	Specialty Teachers / Coaches				$580,000.00
	Administrative Staff				$416,200.00
	Special Education Teachers & Aides				$156,000.00
	NARRATIVE In its first year, the school of 965 students will require the following personnel: Twenty-eight teachers for grades 1-8, four teachers in Kindergarden. $39,000 salary Two visual arts teachers, two music teachers, and two physical education teachers. $39,000 salary Three sports performance teachers, co-teaching, physical trainer experts. $39,000 salary Three instructional aides, teacher development specialists. $40,000 salary One staff for attendance, behavior, and office manager, respectively. $25,000 salary Two receptionists. $25,000 salary One Principal at $125,000; One Assistant to Principal at $60,000 and One Office Manager at $70,000 One kitchen manager at $35,000 and Four kitchen staff at $10,800 One guidance counselor $39,000 One Maintenance staff. $28,000 salary. One Full-time employee, supplemented through contracted services in Grounds & Maintenance line Four special education teachers at $39,000				
				TOTAL	$2,426,378.00
200	BENEFITS				
	38.2% of Salaries				$926,876.00
	NARRATIVE Benefits cover Retirement / PERS, Health / Life Insurance, Payroll Taxes, Sick Leave Pay, and Workers Compensation Employees of EMO will also receive benefits directly through the EMO				
				TOTAL	$926,876.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Athlos Academy of Clark County

PROGRAM OR FUNCTION: K-8 FISCAL YEAR: 2015-2016

300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				
	EMO - Management Fee				$250,900.00
	State Administration Fee				$94,088.00
	Legal / Accounting / HR				$169,813.00
	Advertising / Marketing				$60,180.00
	Staff Development				$105,270.00
	State Reporting & Compliance				$31,363.00
	Special Education Consulting & Contract Services				$72,000.00
	NARRATIVE Contract with EMO based on revenue received, facilitating automatic adjusment to match enrollment. Significant professional develoment will be provided as part of the EMO contract. Additional staff develoment will be offerred 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	$783,614.00
400	PURCHASED PROPERTY SERVICES				
	Lease				$1,254,500.00
	Grounds & Maintenance				$60,000.00
	Utilities				$100,000.00
	Phone & Internet				$13,000.00
	Liability & Property Insurance				$22,000.00
	NARRATIVE Lease is calculated based on comparable 90,000 square foot charter school facility. Utilities , Grounds & Maintenance, Phone & Internet, and Insurance based on experience of similar charter schools.				
				TOTAL	$1,449,500.00
500	OTHER PURCHASED SERVICES				
					$0.00
					$0.00
	NARRATIVE				
				TOTAL	$0.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Athlos Academy of Clark County

PROGRAM OR FUNCTION: K-8 FISCAL YEAR: 2015-2016

600	SUPPLIES				
	Textbooks & Curriculum				$236,000.00
	Classroom Curriculum				$41,000.00
	Testing & Assessment				$10,000.00
	Office Consumables / Postage				$51,180.00
	Special Education Materials				$4,000.00
	NARRATIVE Textbooks & Curriculum budget includes: $200 per student, Year 1 expenses to fill out library and literary sources, Math program teacher and student classroom sets ($34,000), and $1,000 per grade toward start-up literacy materials. Classroom Curriculum assumes $1,000 per classroom for consumables and manipulatives. Testing & Assessment assumes purcahses for test prep materials and a testing coordinator part time.				
				TOTAL	$342,180.00
800	DEBT SERVICE AND MISCELLANEOUS				
	Travel Reimbursement & Miscellaenous Expense				$16,000.00
					$0.00
					$0.00
	NARRATIVE				
				TOTAL	$16,000.00
				Subtotal Objects 100-600 & 800	$5,944,548.00
Approved Indirect Cost Rate:			0.00%	X Subtotal	$0.00
700	EQUIPMENT				
	Equipment & Technology				$317,735.00
	NARRATIVE Equipment and Technology Includes: Classroom and common area furniture. Chromebooks and storage materials, with a minimum five sets sufficiently meeting testing needs. We are assuming repairs, replacements, and tech accumulation in subsequent years. Technology 5-year goal: 1:1 in grades 6-8; 2:1 grades 3-5; and 4:1 grades K-2. Additional Year 1 Equipment and Technology Includes: Wireless network (such as Xirrus) is approximately $15,000. Phone/Paging System (Cisco) approximately $8,000. Server room Equipment approximately $7,000. 40 work stations (dell) approximately $32,000. 32 projectors (Epson) approximately $13,000. Cafeteria tables approximately $28,000. Classroom whiteboards approximately $12,000. Teacher and office furniture $30,000.				
				TOTAL	$317,735.00
				GRAND TOTAL	$6,262,283.00

Year2 Budget Narrative

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Athlos Academy of Clark County

PROGRAM OR FUNCTION: K-8 FISCAL YEAR: 2016-2017

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				
	Teachers				$1,606,800.00
	Substitute Teachers				$34,667.00
	Specialty Teachers / Coaches				$918,760.00
	Administrative Staff				$570,414.00
	Special Education Teachers & Aides				$241,020.00
	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 Kindergarden. $40,170 salary Three visual arts teachers, two music teachers, and five physical education teachers. $40,170 salary Five sports performance teachers, co-teaching, physical trainer experts. $40,170 salary Three instructional aides, teacher development specialists. $41,200 salary One staff for attendance, behavior, and office manager, respectively. $25,750 salary Two receptionists. $25,750 salary One Principal at $128,750; Two Assistants to Principal at $61,800 and One Office Manager at $72,100 One kitchen manager at $36,050 and six kitchen staff at $11,124 Three guidance counselors $40,170 Three Maintenance staff. $28,840 salary. Six special education teachers at $40,170				
				TOTAL	$3,371,661.00
200	BENEFITS				
	38.2% of Salaries				$1,287,975.00
	NARRATIVE Benefits cover Retirement / PERS, Health / Life Insurance, Payroll Taxes, Sick Leave Pay, and Workers Compensation Employees of EMO will also receive benefits directly through the EMO				
				TOTAL	$1,287,975.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Athlos Academy of Clark County

PROGRAM OR FUNCTION: K-8 FISCAL YEAR: 2016-2017

300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				
	EMO - Management Fee				$325,000.00
	State Administration Fee				$121,875.00
	Legal / Accounting / HR				$216,515.00
	Advertising / Marketing				$75,300.00
	Staff Development				$127,500.00
	State Reporting & Compliance				$40,625.00
	Special Education Consulting & Contract Services				$74,160.00
	NARRATIVE Contract with EMO based on revenue received, facilitating automatic adjusment to match enrollment. Significant professional develoment will be provided as part of the EMO contract. Additional staff develoment will be offerred 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	$980,975.00
400	PURCHASED PROPERTY SERVICES				
	Lease				$1,625,000.00
	Grounds & Maintenance				$61,800.00
	Utilities				$103,000.00
	Phone & Internet				$13,390.00
	Liability & Property Insurance				$22,660.00
	NARRATIVE Lease is calculated based on comparable 90,000 square foot charter school facility. Utilities , Grounds & Maintenance, Phone & Internet, and Insurance based on experience of similar charter schools.				
				TOTAL	$1,825,850.00
500	OTHER PURCHASED SERVICES				
					$0.00
					$0.00
	NARRATIVE				
				TOTAL	$0.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Athlos Academy of Clark County

PROGRAM OR FUNCTION: K-8 FISCAL YEAR: 2016-2017

600	SUPPLIES				
	Textbooks & Curriculum				$198,790.00
	Classroom Curriculum				$110,000.00
	Testing & Assessment				$10,300.00
	Office Consumables / Postage				$52,715.00
	Special Education Materials				$5,500.00
	NARRATIVE				
	Textbooks & Curriculum budget includes: $206 per student Classroom Curriculum assumes $2,000 per classroom for consumables and manipulatives. Testing & Assessment assumes purcahses for test prep materials and a testing coordinator part time.				
				TOTAL	$377,305.00
800	DEBT SERVICE AND MISCELLANEOUS				
	Travel Reimbursement & Miscellaenous Expense				$21,030.00
					$0.00
					$0.00
	NARRATIVE				
				TOTAL	$21,030.00
				Subtotal Objects 100-600 & 800	$7,864,796.00
Approved Indirect Cost Rate:			0.00%	X Subtotal	$0.00
700	EQUIPMENT				
	Equipment & Technology				$177,917.00
	NARRATIVE				
	Equipment and Technology Includes: Classroom and common area furniture. Chromebooks and storage materials, with a minimum five sets sufficiently meeting testing needs. We are assuming repairs, replacements, and tech accumulation in subsequent years. 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	$8,042,713.00

Year 1 Budget Narrative First Submission

~~CHARTER SCHOOL NAME: Athlos Academy of Clark County~~

~~PROGRAM OR FUNCTION: K-8~~ ~~FISCAL YEAR: 2015-2016~~

A	B	C	D	E	F
~~Object Code~~	~~Title of Position or Description of Item~~	~~FTE~~	~~Quantity~~	~~Unit Amount / Calculations~~	~~Total Amount~~
~~100~~	~~PERSONNEL~~				
	~~Teachers~~				~~$1,036,000.00~~
	~~Substitute Teachers~~				~~$21,997.00~~
	~~Specialty Teachers / Coaches~~				~~$492,000.00~~
	~~Administrative Staff~~				~~$308,700.00~~
	~~Special Education Teachers & Aides~~				~~$143,400.00~~
	~~NARRATIVE~~				
	~~In its first year, the school of 965 students will require the following~~				
	~~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~~				
	~~Three special education teachers at $37,000 and three special education aides at $10,800~~				
				~~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~~				~~$611,392.00~~
	~~State 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 adjusment to match enrollment. Significant professional develoment will be provided as part of the EMO contract. Additional staff develoment will be offerred 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~~
~~400~~	~~PURCHASED PROPERTY SERVICES~~				
	~~Lease~~				~~$1,608,543.00~~
	~~Grounds & Maintenance~~				~~$70,000.00~~
	~~Utilities~~				~~$100,000.00~~
	~~Phone & Internet~~				~~$13,000.00~~
	~~Liability & Property Insurance~~				~~$30,000.00~~
					~~$0.00~~
					~~$0.00~~
	~~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~~	~~$1,821,543.00~~

~~500~~	~~OTHER PURCHASED SERVICES~~				
					~~$0.00~~
					~~$0.00~~
	~~NARRATIVE~~				
				~~TOTAL~~	~~$0.00~~
~~600~~	~~SUPPLIES~~				
	~~Textbooks & Curriculum~~				~~$236,000.00~~
	~~Classroom Curriculum~~				~~$74,000.00~~
	~~Testing & Assessment~~				~~$5,500.00~~
	~~Office Consumables / Postage~~				~~$51,180.00~~
	~~Special Education Materials~~				~~$4,000.00~~
					~~$0.00~~
					~~$0.00~~
	~~NARRATIVE~~				
	~~Textbooks & Curriculum budget includes: $200 per student, Year 1 expenses to fill out library and literary sources, Math program teacher and student classroom sets ($28,000), and $1,000 per grade toward start-up literacy materials.~~				
	~~Classroom Curriculum assumes $2,000 per classroom for consumables and manipulatives.~~				
	~~Testing & Assessment assumes purcahses for test prep materials and a testing coordinator part time.~~				
				~~TOTAL~~	~~$370,680.00~~
~~800~~	~~DEBT SERVICE AND MISCELLANEOUS~~				
	~~Travel Reimbursement & Miscellaenous Expense~~				~~$16,000.00~~
					~~$0.00~~
					~~$0.00~~
	~~NARRATIVE~~				
				~~TOTAL~~	~~$16,000.00~~
				~~Subtotal Objects 100-600 & 800~~	~~$5,841,861.00~~

~~Approved Indirect Cost Rate:~~		~~0.00%~~		~~X Subtotal~~	~~$0.00~~
~~700~~	~~EQUIPMENT~~				
	~~Equipment & Technology~~				~~$317,735.00~~
	~~NARRATIVE~~				
	~~Equipment and Technology Includes: Student tables at $60,000 (school speciality).~~				
	~~Chromebooks and storage materials at $11,000 per classroom set with five sets~~				
	~~sufficiently meeting testing needs. We are assuming repairs, replacements, and tech~~				
	~~accumulation in subsequent years. Technology 5-year goal: 1:1 in grades 6-8;~~				
	~~2:1 grades 3-5; and 4:1 grades K-2.~~				
	~~Additional Year 1 Equipment and Technology Includes: Wireless network (such as Xirrus)~~				
	~~is approximately $15,000. Phone/Paging System (Cisco) approximately $8,000. Server~~				
	~~room Equipment approximately $7,000. 40 work stations (dell) approximately $32,000.~~				
	~~32 projectors (Epson) approximately $13,000. Cafeteria tables approximately $28,000.~~				
	~~Classroom whiteboards approximately $12,000. Teacher and office furniture $30,000.~~				
				~~TOTAL~~	~~$317,735.00~~
				~~GRAND TOTAL~~	~~$6,159,596.00~~

Year 2 Budget Narrative

~~CHARTER SCHOOL NAME: Athlos Academy of Clark County~~

~~PROGRAM OR FUNCTION: K-8~~ ~~FISCAL YEAR: 2016-2017~~

~~A~~	~~B~~	~~C~~	~~D~~	~~E~~	~~F~~
~~Object Code~~	~~Title of Position or Description of Item~~	~~FTE~~	~~Quantity~~	~~Unit Amount / Calculations~~	~~Total Amount~~
~~100~~	~~PERSONNEL~~				
	~~Teachers~~				~~$1,524,400.00~~
	~~Substitute Teachers~~				~~$32,159.00~~
	~~Specialty Teachers / Coaches~~				~~$661,260.00~~
	~~Administrative Staff~~				~~$534,364.00~~
	~~Special Education Teachers & Aides~~				~~$219,184.00~~
	~~NARRATIVE~~				
	~~In its second year, the school of 1250 students will require the following~~				
	~~Thirty-six teachers for grades 1-8, four teachers in Kindergarden. $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~~				~~$794,344.00~~
	~~State Administration Fee~~				~~$120,641.00~~
	~~Legal / Accounting / HR~~				~~$75,190.00~~
	~~Advertising / Marketing~~				~~$10,300.00~~
	~~Staff Development~~				~~$15,000.00~~
	~~Special Education Consulting & Contract Services~~				~~$74,160.00~~
	~~NARRATIVE~~				
	~~Contract with EMO based on revenue received, facilitating automatic adjusment to match enrollment. Significant professional development will be provided as part of the EMO contract. Additional staff develoment will be offerred 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~~
~~400~~	~~PURCHASED PROPERTY SERVICES~~				
	~~Lease~~				~~$1,640,714.00~~
	~~Grounds & Maintenance~~				~~$72,100.00~~
	~~Utilities~~				~~$103,000.00~~
	~~Phone & Internet~~				~~$13,390.00~~
	~~Liability & Property Insurance~~				~~$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~~				~~$104,000.00~~
	~~Testing & Assessment~~				~~$5,665.00~~
	~~Office Consumables / Postage~~				~~$52,715.00~~
	~~Special Education Materials~~				~~$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 purcahses for test prep materials and a testing coordinator~~				
	~~part time.~~				
				~~TOTAL~~	~~$366,670.00~~
~~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 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~~

C.1.3 Cash Flow

Year 1 Cash Flow

Athlos Academy of Clark County — **CASH FLOW STATEMENT**

2015-2016	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected	Final Approved Budget	Variance
REVENUES															
Type:															
Distributive School Acct	522,708.33	522,708.33	522,708.33	522,708.33	522,708.33	522,708.33	522,708.33	522,708.33	522,708.33	522,708.33	522,708.33	522,708.33	$ 6,272,500.00	$ 6,272,500.00	$ -
Total Revenues	$ 522,708.33	$ 522,708.33	$ 522,708.33	$ 522,708.33	$ 522,708.33	$ 522,708.33	$ 522,708.33	$ 522,708.33	$ 522,708.33	$ 522,708.33	$ 522,708.33	$ 522,708.33	$ 6,272,500.00	$ 6,272,500.00	$ -
Total Revenues Y-T-D	$ 522,708.33	$ 1,045,416.67	$ 1,568,125.00	$ 2,090,833.33	$ 2,613,541.67	$ 3,136,250.00	$ 3,658,958.33	$ 4,181,666.67	$ 4,704,375.00	$ 5,227,083.33	$ 5,749,791.67	$ 6,272,500.00			
EXPENDITURES															
Salaries & Benefits															
Salaries	-	220,579.82	220,579.82	220,579.82	220,579.82	220,579.82	220,579.82	220,579.82	220,579.82	220,579.82	220,579.82	220,579.82	$ 2,426,378.00	$ 2,426,378.00	$ -
Benefits	-	84,261.45	84,261.45	84,261.45	84,261.45	84,261.45	84,261.45	84,261.45	84,261.45	84,261.45	84,261.45	84,261.45	$ 926,876.00	$ 926,876.00	$ -
Total Salaries & Ben	$ -	$ 304,841.27	$ 304,841.27	$ 304,841.27	$ 304,841.27	$ 304,841.27	$ 304,841.27	$ 304,841.27	$ 304,841.27	$ 304,841.27	$ 304,841.27	$ 304,841.27	$ 3,353,254.00	$ 3,353,254.00	$ -
Operating															
Textbooks & Curriculum	-	118,000.00	-	-	-	59,000.00	-	-	-	59,000.00	-	-	$ 236,000.00	236,000	$ -
Classroom Curriculum	-	20,500.00	-	-	-	10,250.00	-	-	-	10,250.00	-	-	$ 41,000.00	41,000	$ -
Administration Fee	-	8,553.41	8,553.41	8,553.41	8,553.41	8,553.41	8,553.41	8,553.41	8,553.41	8,553.41	8,553.41	8,553.41	$ 94,087.50	94,088	$ -
Supplies	-	9,123.64	4,105.64	4,105.64	4,105.64	4,105.64	4,105.64	4,105.64	4,105.64	4,105.64	4,105.64	4,105.64	$ 50,180.00	50,180	$ -
Special Education Materials	-	2,000.00	-	-	-	1,000.00	-	-	-	1,000.00	-	-	$ 4,000.00	4,000	$ -
Equipment & Technology	-	152,851.59	7,851.59	7,851.59	7,851.59	7,851.59	7,851.59	94,219.09	7,851.59	7,851.59	7,851.59	7,851.59	$ 317,735.00	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	$ 30,000.00	30,000	$ -
Accounting and Legal	-	5,458.55	5,458.55	5,458.55	5,458.55	5,458.55	5,458.55	5,458.55	5,458.55	5,458.55	5,458.55	5,458.55	$ 60,044.00	60,044	$ -
Advertising/Marketing	-	15,045.00	15,045.00	3,343.33	3,343.33	3,343.33	3,343.33	3,343.33	3,343.33	3,343.33	3,343.33	3,343.33	$ 60,180.00	60,180	$ -
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	$ 100,000.00	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	$ 13,000.00	13,000	$ -
Liability & Property Insurance	-	22,000.00	-	-	-	-	-	-	-	-	-	-	$ 22,000.00	22,000	$ -
Testing & Assessment	-	909.09	909.09	909.09	909.09	909.09	909.09	909.09	909.09	909.09	909.09	909.09	$ 10,000.00	10,000	$ -
Staff Development	-	9,570.00	9,570.00	9,570.00	9,570.00	9,570.00	9,570.00	9,570.00	9,570.00	9,570.00	9,570.00	9,570.00	$ 105,270.00	105,270	$ -
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	$ 42,000.00	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	$ 15,000.00	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	$ 1,000.00	1,000	$ -
Rents & Leases	-	114,045.45	114,045.45	114,045.45	114,045.45	114,045.45	114,045.45	114,045.45	114,045.45	114,045.45	114,045.45	114,045.45	$ 1,254,500.00	1,254,500	$ -
Management Fee	-	22,809.09	22,809.09	22,809.09	22,809.09	22,809.09	22,809.09	22,809.09	22,809.09	22,809.09	22,809.09	22,809.09	$ 250,900.00	250,900	$ -
Human Resources		9,978.98	9,978.98	9,978.98	9,978.98	9,978.98	9,978.98	9,978.98	9,978.98	9,978.98	9,978.98	9,978.98	$ 109,768.75	109,769	$ -
State Reporting & Compliance		2,851.14	2,851.14	2,851.14	2,851.14	2,851.14	2,851.14	2,851.14	2,851.14	2,851.14	2,851.14	2,851.14	$ 31,362.50	31,363	$ -
Grounds & Maintenance	-	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	$ 60,000.00	60,000	$ -
Miscellaneous	-	90.91	90.91	90.91	90.91	90.91	90.91	90.91	90.91	90.91	90.91	90.91	$ 1,000.00	1,000	$ -
Total Expenses	**$ -**	**$ 842,355.39**	**$ 529,837.39**	**$ 518,135.72**	**$ 518,135.72**	**$ 588,385.72**	**$ 518,135.72**	**$ 604,503.22**	**$ 518,135.72**	**$ 588,385.72**	**$ 518,135.72**	**$ 518,135.72**	**$ 6,262,281.75**	**$ 6,262,281.75**	**$ -**
Total Expenses Y-T-D	$ -	$ 842,355.39	$ 1,372,192.77	$ 1,890,328.49	$ 2,408,464.21	$ 2,996,849.93	$ 3,514,985.65	$ 4,119,488.87	$ 4,637,624.59	$ 5,226,010.31	$ 5,744,146.03	$ 6,262,281.75	$ 6,262,281.75	$ 6,262,281.75	$ -
Percent of Budget	0.00%	13.45%	21.91%	30.19%	38.46%	47.86%	56.13%	65.78%	74.06%	83.45%	91.73%	100.00%			

Projected Cash Balance Statement

Net change in Cash (F/B)	$ 522,708.33	$ (319,647.05)	$ (7,129.05)	$ 4,572.61	$ 4,572.61	$ (65,677.39)	$ 4,572.61	$ (81,794.89)	$ 4,572.61	$ (65,677.39)	$ 4,572.61	$ 4,572.61	$ 10,218.25	$ 10,218.25	$ -
Begin Cash Balance(F/B)	$ -	$ 522,708.33	$ 203,061.28	$ 195,932.23	$ 200,504.84	$ 205,077.45	$ 139,400.07	$ 143,972.68	$ 62,177.80	$ 66,750.41	$ 1,073.02	$ 5,645.64			$ -
End Cash Balance (F/B)	**$ 522,708.33**	**$ 203,061.28**	**$ 195,932.23**	**$ 200,504.84**	**$ 205,077.45**	**$ 139,400.07**	**$ 143,972.68**	**$ 62,177.80**	**$ 66,750.41**	**$ 1,073.02**	**$ 5,645.64**	**$ 10,218.25**	**$ 10,218.25**	**$ 10,218.25**	**$ -**

Athlos Academy of Clark County — Budget Fiscal Year 2015-2016

FORM 11 CASH FLOW

Year 2 Cash Flow

Athlos Academy of Clark County **CASH FLOW STATEMENT**

2016-2017	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected	Final Approved Budget	Variance
REVENUES															
Type:															
Distributive School Acct	677,083.33	677,083.33	677,083.33	677,083.33	677,083.33	677,083.33	677,083.33	677,083.33	677,083.33	677,083.33	677,083.33	677,083.33	$ 8,125,000.00	$ 8,125,000.00	$ -
Total Revenues	$ 677,083.33	$ 677,083.33	$ 677,083.33	$ 677,083.33	$ 677,083.33	$ 677,083.33	$ 677,083.33	$ 677,083.33	$ 677,083.33	$ 677,083.33	$ 677,083.33	$ 677,083.33	$ 8,125,000.00	$ 8,125,000.00	$ -
Total Revenues Y-T-D	$ 677,083.33	$ 1,354,166.67	$ 2,031,250.00	$ 2,708,333.33	$ 3,385,416.67	$ 4,062,500.00	$ 4,739,583.33	$ 5,416,666.67	$ 6,093,750.00	$ 6,770,833.33	$ 7,447,916.67	$ 8,125,000.00			
EXPENDITURES															
Salaries & Benefits															
Salaries	280,971.75	280,971.75	280,971.75	280,971.75	280,971.75	280,971.75	280,971.75	280,971.75	280,971.75	280,971.75	280,971.75	280,971.75	$ 3,371,661.00	$ 3,371,661.00	$ -
Benefits	107,331.25	107,331.25	107,331.25	107,331.25	107,331.25	107,331.25	107,331.25	107,331.25	107,331.25	107,331.25	107,331.25	107,331.25	$ 1,287,975.00	$ 1,287,975.00	$ -
Total Salaries & Ben	$ 388,303.00	$ 388,303.00	$ 388,303.00	$ 388,303.00	$ 388,303.00	$ 388,303.00	$ 388,303.00	$ 388,303.00	$ 388,303.00	$ 388,303.00	$ 388,303.00	$ 388,303.00	$ 4,659,636.00	$ 4,659,636.00	$ -
Operating															
Textbooks & Curriculum	-	24,848.75	24,848.75	-	-	74,546.25	24,848.75	-	-	49,697.50	-	-	$ 198,790.00	198,790	$ -
Classroom Curriculum	-	13,750.00	13,750.00	-	-	41,250.00	13,750.00	-	-	27,500.00	-	-	$ 110,000.00	110,000	$ -
Administration Fee	10,156.25	10,156.25	10,156.25	10,156.25	10,156.25	10,156.25	10,156.25	10,156.25	10,156.25	10,156.25	10,156.25	10,156.25	$ 121,875.00	121,875	$ -
Supplies	1,957.78	8,614.23	4,111.34	4,111.34	4,111.34	4,111.34	4,111.34	4,111.34	4,111.34	4,111.34	4,111.34	4,111.34	$ 51,685.40	51,685	$ -
Special Education Materials	-	2,750.00	-	-	-	1,375.00	-	-	-	1,375.00	-	-	$ 5,500.00	5,500	$ -
Equipment & Technology	5,337.51	26,687.56	11,268.08	11,268.08	11,268.08	11,268.08	11,268.08	44,479.26	11,268.08	11,268.08	11,268.08	11,268.08	$ 177,917.05	177,917	$ -
Contract Services	1,287.50	3,862.50	2,575.00	2,575.00	2,575.00	2,575.00	2,575.00	2,575.00	2,575.00	2,575.00	2,575.00	2,575.00	$ 30,900.00	30,900	$ -
Accounting and Legal	6,194.00	6,194.00	6,194.00	6,194.00	6,194.00	6,194.00	6,194.00	6,194.00	6,194.00	6,194.00	6,194.00	6,194.00	$ 74,328.00	74,328	$ -
Advertising/Marketing	5,931.67	7,991.67	7,991.67	5,931.67	5,931.67	5,931.67	5,931.67	5,931.67	5,931.67	5,931.67	5,931.67	5,931.67	$ 75,300.00	75,300	$ -
Utilities	8,583.33	8,583.33	8,583.33	8,583.33	8,583.33	8,583.33	8,583.33	8,583.33	8,583.33	8,583.33	8,583.33	8,583.33	$ 103,000.00	103,000	$ -
Telephone & Internet	1,115.83	1,115.83	1,115.83	1,115.83	1,115.83	1,115.83	1,115.83	1,115.83	1,115.83	1,115.83	1,115.83	1,115.83	$ 13,390.00	13,390	$ -
Liability & Property Insurance	-	22,660.00	-	-	-	-	-	-	-	-	-	-	$ 22,660.00	22,660	$ -
Testing & Assessment	429.17	1,287.50	858.33	858.33	858.33	858.33	858.33	858.33	858.33	858.33	858.33	858.33	$ 10,300.00	10,300	$ -
Staff Development	10,625.00	10,625.00	10,625.00	10,625.00	10,625.00	10,625.00	10,625.00	10,625.00	10,625.00	10,625.00	10,625.00	10,625.00	$ 127,500.00	127,500	$ -
Special Education Consulting	1,802.50	5,407.50	3,605.00	3,605.00	3,605.00	3,605.00	3,605.00	3,605.00	3,605.00	3,605.00	3,605.00	3,605.00	$ 43,260.00	43,260	$ -
Travel	833.33	2,500.00	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	$ 20,000.00	20,000	$ -
Postage	42.92	128.75	85.83	85.83	85.83	85.83	85.83	85.83	85.83	85.83	85.83	85.83	$ 1,030.00	1,030	$ -
Rents & Leases	135,416.67	135,416.67	135,416.67	135,416.67	135,416.67	135,416.67	135,416.67	135,416.67	135,416.67	135,416.67	135,416.67	135,416.67	$ 1,625,000.00	1,625,000	$ -
Management Fee	27,083.33	27,083.33	27,083.33	27,083.33	27,083.33	27,083.33	27,083.33	27,083.33	27,083.33	27,083.33	27,083.33	27,083.33	$ 325,000.00	325,000	$ -
Human Resources	11,848.96	11,848.96	11,848.96	11,848.96	11,848.96	11,848.96	11,848.96	11,848.96	11,848.96	11,848.96	11,848.96	11,848.96	$ 142,187.50	142,188	$ -
State Reporting & Compliance	3,385.42	3,385.42	3,385.42	3,385.42	3,385.42	3,385.42	3,385.42	3,385.42	3,385.42	3,385.42	3,385.42	3,385.42	$ 40,625.00	40,625	$ -
Grounds & Maintenance	2,575.00	7,725.00	5,150.00	5,150.00	5,150.00	5,150.00	5,150.00	5,150.00	5,150.00	5,150.00	5,150.00	5,150.00	$ 61,800.00	61,800	$ -
Miscellaneous	42.92	128.75	85.83	85.83	85.83	85.83	85.83	85.83	85.83	85.83	85.83	85.83	$ 1,030.00	1,030	$ -
Total Expenses	**$ 622,952.08**	**$ 731,054.00**	**$ 678,708.29**	**$ 638,049.54**	**$ 638,049.54**	**$ 755,220.79**	**$ 676,648.29**	**$ 671,260.73**	**$ 638,049.54**	**$ 716,622.04**	**$ 638,049.54**	**$ 638,049.54**	**$ 8,042,713.95**	**$ 8,042,713.95**	**$ -**
Total Expenses Y-T-D	$ 622,952.08	$ 1,354,006.08	$ 2,032,714.38	$ 2,670,763.92	$ 3,308,813.46	$ 4,064,034.26	$ 4,740,682.55	$ 5,411,943.28	$ 6,049,992.82	$ 6,766,614.86	$ 7,404,664.41	$ 8,042,713.95	$ 8,042,713.95	$ 8,042,713.95	$ -
Percent of Budget	7.75%	16.84%	25.27%	33.21%	41.14%	50.53%	58.94%	67.29%	75.22%	84.13%	92.07%	100.00%			

Projected Cash Balance Statement

Net change in Cash (F/B)	$ 54,131.25	$ (53,970.67)	$ (1,624.96)	$ 39,033.79	$ 39,033.79	$ (78,137.46)	$ 435.04	$ 5,822.61	$ 39,033.79	$ (39,538.71)	$ 39,033.79	$ 39,033.79	$ 82,286.05	$ 82,286.05	$ -
Begin Cash Balance(F/B)	$ 10,218.00	$ 64,349.25	$ 10,378.58	$ 8,753.62	$ 47,787.41	$ 86,821.20	$ 8,683.74	$ 9,118.78	$ 14,941.39	$ 53,975.18	$ 14,436.47	$ 53,470.26			$ -
End Cash Balance (F/B)	**$ 64,349.25**	**$ 10,378.58**	**$ 8,753.62**	**$ 47,787.41**	**$ 86,821.20**	**$ 8,683.74**	**$ 9,118.78**	**$ 14,941.39**	**$ 53,975.18**	**$ 14,436.47**	**$ 53,470.26**	**$ 92,504.05**	**$ 82,286.05**	**$ 82,286.05**	**$ -**

Year 1 Cash Flow- Original

ATHLOS ACADEMY

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	6,189,868
Total Cash Receipts YTD		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	30,273	

Year 2 Cash Flow- Original

ATHLOS ACADEMY

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	-	-	42,745		170,980
Exceptional Child - Title VI-B	-		23,438		-	23,438			23,437	-	-	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	8,042,714
Total Cash Receipts YTD		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	8,042,714	
Expenditures													
Salaries & Benefits	-	273,311.74	373,311.74	273,311.74	373,311.74	373,311.74	373,311.74	373,311.74	373,311.74	273,311.74	273,311.74	273,311.74	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		1,698.67	1,698.67	1,698.67	1,698.67	1,698.67	1,698.67	1,698.67	1,698.67	1,698.67	1,698.67	1,698.67	61,685
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	102,000
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	-	2,932.73	3,932.73	3,932.73	3,932.73	3,932.73	3,932.73	3,932.73	3,932.73	2,932.73	2,932.73	2,932.73	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	(669,152)	(692,890)	1,294,351	(669,152)	(692,890)	1,294,351	(669,153)	(692,890)	1,294,351	(669,153)	
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	

C.1.5 Pre-Opening Budget

ATHLOS ACADEMY

~~PRE-OPENING BUDGET~~

	~~YEAR 0~~	
~~Revenues~~		
~~Start-up Loan~~ [1]	~~20,000~~	
~~Athlos Academies - Salary Commitment~~	~~30,000~~	
~~Total Revenues~~		**~~$ 50,000~~**
~~Expenses~~		
~~Salaries - Admin~~ [2]	~~30,000~~	
~~Salaries - Business Manager~~ [2]	~~10,000~~	
~~Salaries - Office~~ [3]	~~2,500~~	
~~Payroll Taxes~~	~~2,000~~	
~~Marketing~~	~~4,000~~	
~~Travel~~	~~1,500~~	
~~Total Expenses~~		**~~$ 50,000~~**
~~Net Operating Income (Loss)~~		**~~$ -~~**
~~Beginning Fund Balance~~		**~~$ -~~**
~~Ending Fund Balance~~		**~~$ -~~**

~~Assumptions~~

1 ~~Athlos Academies will provide for payment of the Admin / Business Manager Salary as that individual will be an Athlos employee. Athlos Academies has agreed to provide an interest free loan of $20,000 for the remaining necessary start-up expenses.~~

2 ~~Six months salary for administrator at $60,000 annually plus $10,000 for business management services.~~

3 ~~Special Education Director in July full time approximately $3,000. Office Manager for June and July half time approximately $2,000.~~

ATHLOS ACADEMY

PRE-OPENING BUDGET

	YEAR 0	
Revenues		
Start-up Loan[1]	20,500	
Athlos Academies - Salary Commitment	42,000	
Total Revenues		$ 62,500
Expenses		
Salaries - Administrator [2]	40,000	
Salaries - Business Manager [2]	10,000	
Salaries - Office [3]	5,000	
Payroll Taxes	2,000	
Marketing	4,000	
Travel	1,500	
Total Expenses		$ 62,500
Net Operating Income (Loss)		$ -
Beginning Fund Balance		$ -
Ending Fund Balance		$ -

Assumptions

[1] Athlos Academies will provide for payment of the Administrator Salary as that individual will be an Athlos employee. Athlos Academies has agreed to provide an interest free loan of $20,500 for the remaining necessary start-up expenses.

[2] Six months salary for administrator at $80,000 annually plus $10,000 for business management services.

[3] Special Education Director in July full time approximately $3,000. Office Manager for June and July half time approximately $2,000.

C.2.8 Minimum Number of Pupils Necessary

On the following page is a cash flow statement showing a break even budget at the minimum number of pupils necessary. 855 is the number of students Athlos Academy of Clark County can enroll and still be able to fully deliver on its charter promises of providing high quality programs in Prepared Mind, Healthy Body, and Performance Character.

Athlos Academy of Clark County

MINIMUM NUMBER OF PEOPLES NECESSARY
CASH FLOW STATEMENT

2015-2016	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected	Final Approved Budget	Variance
REVENUES															
Type:															
Distributive School Acct	463,125.00	463,125.00	463,125.00	463,125.00	463,125.00	463,125.00	463,125.00	463,125.00	463,125.00	463,125.00	463,125.00	463,125.00	$ 5,557,500.00	$ 5,557,500.00	$ -
Total Revenues	$ 463,125.00	$ 463,125.00	$ 463,125.00	$ 463,125.00	$ 463,125.00	$ 463,125.00	$ 463,125.00	$ 463,125.00	$ 463,125.00	$ 463,125.00	$ 463,125.00	$ 463,125.00	$ 5,557,500.00	$ 5,557,500.00	$ -
Total Revenues Y-T-D	$ 463,125.00	$ 926,250.00	$ 1,389,375.00	$ 1,852,500.00	$ 2,315,625.00	$ 2,778,750.00	$ 3,241,875.00	$ 3,705,000.00	$ 4,168,125.00	$ 4,631,250.00	$ 5,094,375.00	$ 5,557,500.00			
EXPENDITURES															
Salaries & Benefits															
Salaries	-	186,809.00	186,809.00	186,809.00	186,809.00	186,809.00	186,809.00	186,809.00	186,809.00	186,809.00	186,809.00	186,809.00	$ 2,054,899.00	$ 2,054,899.00	$ -
Benefits	-	71,361.04	71,361.04	71,361.04	71,361.04	71,361.04	71,361.04	71,361.04	71,361.04	71,361.04	71,361.04	71,361.04	$ 784,971.42	$ 784,971.42	$ -
Total Salaries & Ben	$ -	$ 258,170.04	$ 258,170.04	$ 258,170.04	$ 258,170.04	$ 258,170.04	$ 258,170.04	$ 258,170.04	$ 258,170.04	$ 258,170.04	$ 258,170.04	$ 258,170.04	$ 2,839,870.42	$ 2,839,870.42	$ -
Operating															
Textbooks & Curriculum	-	107,000.00	-	-	-	53,500.00	-	-	-	53,500.00	-	-	$ 214,000.00	214,000	$ -
Classroom Curriculum	-	34,000.00	-	-	-	17,000.00	-	-	-	17,000.00	-	-	$ 68,000.00	68,000	$ -
Administration Fee	-	7,578.41	7,578.41	7,578.41	7,578.41	7,578.41	7,578.41	7,578.41	7,578.41	7,578.41	7,578.41	7,578.41	$ 83,362.50	83,363	$ -
Supplies	-	8,083.64	3,637.64	3,637.64	3,637.64	3,637.64	3,637.64	3,637.64	3,637.64	3,637.64	3,637.64	3,637.64	$ 44,460.00	44,460	$ -
Special Education Materials	-	2,000.00	-	-	-	1,000.00	-	-	-	1,000.00	-	-	$ 4,000.00	4,000	$ -
Equipment & Technology	-	151,956.59	6,956.59	6,956.59	6,956.59	6,956.59	6,956.59	83,479.09	6,956.59	6,956.59	6,956.59	6,956.59	$ 298,045.00	298,045	$ -
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	$ 30,000.00	30,000	$ -
Accounting and Legal	-	4,971.00	4,971.00	4,971.00	4,971.00	4,971.00	4,971.00	4,971.00	4,971.00	4,971.00	4,971.00	4,971.00	$ 54,681.00	54,681	$ -
Advertising/Marketing	-	13,615.00	13,615.00	3,025.56	3,025.56	3,025.56	3,025.56	3,025.56	3,025.56	3,025.56	3,025.56	3,025.56	$ 54,460.00	54,460	$ -
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	$ 100,000.00	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	$ 13,000.00	13,000	$ -
Liability & Property Insurance	-	22,000.00	-	-	-	-	-	-	-	-	-	-	$ 22,000.00	22,000	$ -
Testing & Assessment	-	909.09	909.09	909.09	909.09	909.09	909.09	909.09	909.09	909.09	909.09	909.09	$ 10,000.00	10,000	$ -
Staff Development	-	8,790.00	8,790.00	8,790.00	8,790.00	8,790.00	8,790.00	8,790.00	8,790.00	8,790.00	8,790.00	8,790.00	$ 96,690.00	96,690	$ -
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	$ 42,000.00	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	$ 15,000.00	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	$ 1,000.00	1,000	$ -
Rents & Leases	-	101,045.45	101,045.45	101,045.45	101,045.45	101,045.45	101,045.45	101,045.45	101,045.45	101,045.45	101,045.45	101,045.45	$ 1,111,500.00	1,111,500	$ -
Management Fee	-	20,209.09	20,209.09	20,209.09	20,209.09	20,209.09	20,209.09	20,209.09	20,209.09	20,209.09	20,209.09	20,209.09	$ 222,300.00	222,300	$ -
Human Resources		8,841.48	8,841.48	8,841.48	8,841.48	8,841.48	8,841.48	8,841.48	8,841.48	8,841.48	8,841.48	8,841.48	$ 97,256.25	97,256	$ -
State Reporting & Compliance		2,526.14	2,526.14	2,526.14	2,526.14	2,526.14	2,526.14	2,526.14	2,526.14	2,526.14	2,526.14	2,526.14	$ 27,787.50	27,788	$ -
Grounds & Maintenance	-	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	$ 60,000.00	60,000	$ -
Miscellaneous	-	90.91	90.91	90.91	90.91	90.91	90.91	90.91	90.91	90.91	90.91	90.91	$ 1,000.00	1,000	$ -
Total Expenses	**$ -**	**$ 775,514.11**	**$ 461,068.11**	**$ 450,478.66**	**$ 450,478.66**	**$ 521,978.66**	**$ 450,478.66**	**$ 527,001.16**	**$ 450,478.66**	**$ 521,978.66**	**$ 450,478.66**	**$ 450,478.66**	**$ 5,510,412.67**	**$ 5,510,412.67**	**$ -**
Total Expenses Y-T-D	$ -	$ 775,514.11	$ 1,236,582.21	$ 1,687,060.87	$ 2,137,539.54	$ 2,659,518.20	$ 3,109,996.86	$ 3,636,998.02	$ 4,087,476.68	$ 4,609,455.34	$ 5,059,934.01	$ 5,510,412.67	$ 5,510,412.67	$ 5,510,412.67	$ -
Percent of Budget	0.00%	14.07%	22.44%	30.62%	38.79%	48.26%	56.44%	66.00%	74.18%	83.65%	91.82%	100.00%			

Projected Cash Balance Statement

Net change in Cash (F/B)	$ 463,125.00	$ (312,389.11)	$ 2,056.89	$ 12,646.34	$ 12,646.34	$ (58,853.66)	$ 12,646.34	$ (63,876.16)	$ 12,646.34	$ (58,853.66)	$ 12,646.34	$ 12,646.34	$ 47,087.33	$ 47,087.33	$ -
Begin Cash Balance(F/B)	$ -	$ 463,125.00	$ 150,735.89	$ 152,792.79	$ 165,439.13	$ 178,085.46	$ 119,231.80	$ 131,878.14	$ 68,001.98	$ 80,648.32	$ 21,794.66	$ 34,440.99			$ -
End Cash Balance (F/B)	**$ 463,125.00**	**$ 150,735.89**	**$ 152,792.79**	**$ 165,439.13**	**$ 178,085.46**	**$ 119,231.80**	**$ 131,878.14**	**$ 68,001.98**	**$ 80,648.32**	**$ 21,794.66**	**$ 34,440.99**	**$ 47,087.33**	**$ 47,087.33**	**$ 47,087.33**	**$ -**

Athlos Academy of Clark County

Budget Fiscal Year 2015-2016

FORM 11 CASH FLOW

C.3.2 Insurance Verification

JOLLEY
insurance group

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
Total Estimated Cost	$22,000

Please feel free to contact me if you have any questions regarding the information provided.

Thank you,

Vance Jolley

Vance Jolley
Account Executive

Jolley Insurance Group
7265 S. Dean Martin Dr. Suite 130, NV 89118
P 702 507 6999 | F 702 507 6998
vance@jolleyinsurance.com | www.jolleyinsurance.com

AFFIDAVIT FOR PROVISION OF INSURANCE COVERAGE FOR A PUBLIC CHARTER SCHOOL

STATE OF NEVADA)
) ss.
County of Clark)

COMES NOW Vance Jolley, a provider of insurance, being first duly sworn states under penalty of perjury as follows:

1. I or the insurance provider I represent am/is authorized by the Nevada Division of Insurance to operate in Nevada.

2. The attached insurance proposal I have prepared for Athlos Academy of Clark County, a public charter school, meets the stipulations of NRS 386.550(1)(l) and the requirements listed in NAC 386.215, as stated below. The charter school herein named has obtained from me the types and amounts of insurance required by

   NAC 386.215. The coverage is in effect from TBD to

   TBD (dates of coverage).

NAC 386.215 Provision and maintenance of insurance coverage. (NRS 386.540)

1. Except as otherwise provided in subsection 4 of NAC 386.140, a committee to form a charter school shall obtain insurance from an authorized insurer as follows:

(a) Industrial insurance coverage in accordance with the applicable provisions of the Nevada Industrial Insurance Act, chapters 616A to 616D, inclusive, of NRS.

(b) Except as otherwise provided in subsection 2, general liability insurance with a minimum coverage of $1,000,000. The general liability insurance policy must include coverage for molestation and sexual abuse, and have a broad form policy, with the named insureds as follows:

(1) The sponsor of the charter school;

(2) All employees of the charter school, including, without limitation, former, present and future employees;

(3) Volunteers at the charter school; and

(4) Directors of the charter school, including, without limitation, executive directors.

(c) Umbrella liability insurance with a minimum coverage of $3,000,000.

(d) Educators' legal liability insurance with a minimum coverage of $1,000,000.

(e) Employment practices liability insurance with a minimum coverage of $1,000,000.

(f) Employment benefits liability insurance with a minimum coverage of $1,000,000.

(g) Insurance covering errors and omissions of the sponsor and governing body of the charter school with a minimum coverage of $1,000,000.

(h) If applicable, motor vehicle liability insurance with a minimum coverage of $1,000,000.

(i) If applicable, liability insurance for sports and athletic participation with a minimum coverage of $1,000,000.

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

CRYSTAL SWAFFAR
NOTARY PUBLIC
STATE OF NEVADA
My Commission Expires: 02-01-18
Certificate No: 14-12987-1

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:

[ ] Evacuation Drill

[ ] Lockdown Drill

[ ] Severe Weather Drill

[ ] Shelter in Place Drill

[ ] Bus Evacuation Drill

[ ] Bomb Threat Drill

[ ] Table Top Drill {attach complete report}

Number of students and staff: _____

Time required to complete: _____

[ ] 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: _____

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 EVACUATIN 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.