

Athlos Academy of Texas

Proposed Generation Twenty-One Charter Name

Athlos Foundation

Name of Sponsoring Entity

Note: If the sponsoring entity is a 501(c)(3) nonprofit organization, the name must appear exactly as it appears in the Articles of Incorporation or any amendments therein.

The sponsoring entity is a (Check only one.):

☒ 501(c)(3) nonprofit organization☐ Governmental Entity☐ College or UniversityChairperson of Governing Body of Sponsoring Entity: Tiffany O'NeillCEO of Sponsoring Entity: Tiffany O'NeillCEO/Superintendent of Proposed Charter School: TBDContact Name: Tiffany O'NeillContact E-mail Address: tiffanyoneilltx@gmailContact Phone #: 210-904-6791Contact Fax #: NABoard Member Who Attended an Applicant Conference: Tiffany O'NeillDate of Conference: 9/16/2015

Applicant Mailing Address (This address will be used for contact regarding this application.):

517 Soledad Street, San Antonio, Texas 78205

Physical Address of Proposed Administrative Offices (if different from above):

Not yet DeterminedNumber of Campuses Being Requested: three (3)

Physical Address of Each Proposed Campus (Please include street address, city, state, zip, and county.). If the specific address is unknown at this time, please provide the county and general location of the proposed campus:

Campus #1: Denton County (Denton ISD), Campuses #2 and #3: Collin, Tarrant, or Dallas Counties

State the estimated enrollment and check all grade levels to be served for each school year. By Year 3, at least one grade in which the state assessments are administered must be offered.

Year 1: Estimated Enrollment: 963
☐ Pre-K3 ☐ Pre-K4 ☒ K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12
Year 2: Estimated Enrollment: 1080
☐ Pre-K3 ☐ Pre-K4 ☒ K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12
Year 3: Estimated Enrollment: 2143
☐ Pre-K3 ☐ Pre-K4 ☒ K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12
Year 4: Estimated Enrollment: 2260
☐ Pre-K3 ☐ Pre-K4 ☒ K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12
Year 5: Estimated Enrollment: 3323
☐ Pre-K3 ☐ Pre-K4 ☒ K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12
At Capacity: Maximum Enrollment: 3540
☐ Pre-K3 ☐ Pre-K4 ☒ K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. In accordance with TEC §12.120, I further certify that no members of the governing body of the sponsoring entity or of the proposed charter school or any officers or employees of the proposed school have been convicted of a misdemeanor involving moral turpitude or of any felony. I understand that incomplete applications will not be considered. As part of the application submission process, I certify that I have read and reviewed the Generation Twenty-One Open-Enrollment Charter Application Instructions and Guidelines document.

(BLUE INK) Signature of Chief Executive Officer of Sponsoring Entity

10.13.2015

Date

Tiffany O'Neill

Printed Name

(BLUE INK) Signature of Application Preparer

10.13.2015

Date

Joseph E. Hoffer

Printed Name

With what company is the application preparer associated? Schulman, Lopez, Hoffer &Was preparer paid? ☒ Yes ☐ NoAdelstein, LLP

APPLICATION TEAM PROFILE

Names, roles, and current employment of all persons on applicant team:

Full Name	Current Job Title and Employer	Position with Proposed School
Tiffany O'Neill	Educational Consultant	Board President
Todd Whitthorne	President, ACAP Health	Board Vice President
Debbie Rhea, Ed.D.	Dean of Health Sciences & Research, TCU	Board Member
Martha Rocha	Community Relations Consultant	Board Secretary
Mike Ashmore	Director of Purchasing	Board Member

Does this applicant team have charter school applications under consideration by any other authorizer(s)?

☐ Yes ☒ No If yes, complete the table below.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team have new schools or campuses scheduled to open elsewhere in the 2015-16 or 2016-17 school years?

☐ Yes ☒ No If yes, complete the table below.

Proposed School Name	City	State	Opening Date

Does this applicant team have new schools or campuses approved, but scheduled to open in years beyond 2016-17?

☐ Yes ☒ No If yes, complete the table below.

Authorizer	# of Schools	City or Cities	State

Do any of the following describe your organization or the charter proposed in this application?

- ☒ Seeks approval for multiple campuses under a single charter.
- ☐ Currently operates a school or schools in Texas or another state.
- ☐ Will contract or partner with a charter management organization (CMO), management company, or other organization to provide school management services. *If yes, include the provider's portfolio in answering the above questions regarding pending applications and school openings.*

If contracting with a CMO, identify the provider:

- ☐ This provider currently manages schools in Texas or elsewhere in the US.

If currently managing, please state where:

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Once the application is complete and the attachment page numbers have been manually entered on all pages, return to this Table of Contents and key in the corresponding page number for the page where each response begins and for each attachment coversheet. This will ensure that the applicant has provided all of the information required by the Request for Application (RFA).

APPLICANTS:

Evaluation criteria has been provided for each subject area to assist applicants in crafting an application that meets Agency standard. Applicants should be advised that a response is not limited to the narrative sections of this application. Scoring will also be derived from all other information that is requested on each subject area page. Applicants should also be advised that a response that meets standard will not automatically earn the highest possible point value. Many questions may be awarded additional point values for providing an exceptional response.

DIRECTIONS: ALL applicants must provide information below about the proposed school's organization's mission and vision statements.

NARRATIVE (1) - State the mission and vision of the proposed charter school.

NARRATIVE (2) - Provide a succinct overview of how the school's mission will be aligned with program instruction. Provide any related research or experience that indicates why the applicant has chosen to use this approach among the anticipated student population.

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will:

- Articulate the mission and vision clearly and concisely.
- Provide compelling evidence that the proposed school will provide an innovative approach to a diversity of students.
- Rationalize the approach that has been proposed for the anticipated student population.
- Present measurable educational goals.

NARRATIVE (1) - State the mission and vision of the proposed charter school.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

MISSION

Athlos Academy of Texas (AATX) empowers students to live fulfilling, responsible, and successful lives by building on the three foundational pillars of Prepared Mind, Healthy Body, and Performance Character.

VISION

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

Graduates of Athlos Academy of Texas embody the performance character traits research identifies as more predictive of a person's success than intellectual talent or educational attainment (Duckworth, Peterson, Matthews, and Kelly, 2007; Tough, 2012). The purposeful development of grit, leadership, and social intelligence prepares all students for the rigor of advanced high school and college courses and arms them with the self-confidence and social intelligence necessary to be a strong competitor in a competitive world.

REFERENCES

Athlos Foundation. (2015) Athlos Academy Generation 20 Charter Application http://castro.tea.state.tx.us/charter_apps/production/applications.html

Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Personality Processes and Individual Differences: Grit: Perseverance and Passion for Long-Term Goals. *Journal of Personality and Social Psychology*, 92 (6), p. 1087-1101.

Tough, P. (2012). *How Children Succeed: Gritty, Curiosity, and the Hidden Power of Character*. New York: Houghton Mifflin.

NARRATIVE (2) - Provide a succinct overview of how the school's mission will be aligned with program instruction. Provide any related research or experience that indicates why the applicant has chosen to use this approach among the anticipated student population.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Athlos is a Greek word meaning "feat", an act of skill, endurance, imagination, or strength. We believe children are capable of achieving great feats in all areas of their lives. Learning and wellness are inextricably connected.

Students and staff at Athlos Academy Texas are successful, healthy, and academically minded individuals. The combination of the Athlos Prepared Mind, Healthy Body, and Performance Character pillars serve to educate the whole child, understanding that academic excellence is closely tied to physical health and strength of character. The educational program at AATX is intentional with every detail, integrating twice the amount of physical activity recommended by the American Health Association into a rigorous problem solving based exploration of the TEKS. These two aspects of an Athlos education have at their core a guiding compass of culture in the Performance Character program, which is both intentional instruction in character traits tied to post-secondary success and also the framework for all disciplinary and behavioral discussions in the school.

The governing board of AATX believes so strongly in the Athlos Three Pillar approach to student learning that it decided to use the curriculum as its namesake. The integration of the three specific approaches is key to creating a truly excellent school. Other schools in Texas use pieces of the Athlos curriculum, but AATX would be the first to fully implement the Three Pillar Approach.

Prepared Mind

The Prepared Mind Curriculum is rooted in the belief that students should be engaged participants in learning and be players in a culture that empowers students to take ownership of their own education. Through the use of student-centered instructional techniques like workshops, centers, and inquiry-based exploration, the Athlos Prepared Mind curriculum and corresponding professional development guides teachers to help students develop the autonomy and integrity necessary to be successful as independent, self-motivated learners. The partnership of these instructional methods ensures students receive systematic, explicit, and efficient instruction that can then be applied to relevant, real-world situations.

Healthy Body

The Healthy Body curriculum is wide reaching and affects every aspect of the school day at AATX. In addition to daily exercise with trained performance coaches and physical education teachers, Athlos students will also experience intentional insertion of movement in class activities to enhance instruction, along with regular intervals of unstructured play interspersed within the school day. Research of board member Dr. Debbie Rhea, and her LIINK project shows the benefits of unstructured free play supersede the obvious health and exercise and are an enhancement to both student comprehension and behavior. (Rhea, et. al., 2015)

Performance Character

Performance character traits (grit, leadership, social intelligence) differ from moral character traits like caring and respect in that they are directly tied to post secondary success in life. The school's focus on performance character is aimed at preparing students for the collaborative challenging tasks they will encounter both in college and in the world of work. (Tough, 2012, Duckworth et.al 2007) Performance character instruction is direct and explicit in the classroom and experiential on the turf. Students have opportunities to reflect upon and track the development of their own performance character traits and identify examples in their own communities and families. Performance character traits are at the root culture setting at an Athlos school and provide a framework for the restorative discipline process.

REFERENCES

American Heart Association. (2013). Overweight and Obesity: Statistical Fact Sheet. https://www.heart.org/idc/groups/heart-public/@wcm/@sop/@smd/documents/downloadable/ucm_319588.pdf.

Athlos Foundation. (2015) Athlos Academy Generation 20 Charter Application http://castro.tea.state.tx.us/charter_apps/production/applications.html

Rhea,D. et. al (2015) LIINK Project. Texas Christian University. <http://liinkproject.tcu.edu/>

TEA TAPR. (2014). Texas Academic Performance Reports for Lewisville ISD, Frisco ISD, and Northwest ISD for 2013-14. <http://ritter.tea.state.tx.us/perfreport/tapr/2014/index.html>. Retrieved September 16th, 2015.

TEA TAPR Denton. (2014). Denton ISD Texas Academic Performance Report for 2013-14. http://ritter.tea.state.tx.us/cgi/sas/broker?_service=marykay&year4=2014&year2=14&_debug=0&single=N&title=2014+Texas+Academic+Performance+Reports&_program=perfreport.perfmast.sas&prgopt=2014%2Ftapr%2Ftapr.sas&ptype=P&level=district&search=district&namenum=Denton+ISD&district=061901 Retrieved September 16, 2015.

DIRECTIONS: ALL applicants who propose to open more-than-one campus during the initial contract period must provide information for the number of campuses requested. The term "**costs/resource mobilization**" refers to the process of assessing costs, linking funding sources to new campuses, and ensuring proper financial/budgetary allocations. The term "**strategic choice area**" refers to the topic areas that will be considered and applied to the decision-making process to determine if opening a new campus is viable.

Applicant proposes to open more -than-one campus during the initial contract period?
If not, check "no" and proceed to the next page.

☒ Yes ☐ No

Person(s), position(s), and/or entities that had a significant role in the decision making process for determining the proposed number of campuses. *Include all qualifications or requirements.*

The Governing Board chose the number of schools to request. The governing board is made up of a variety of accomplished individuals spanning a wide range of professional experiences. Board members are well versed in finance, growth models, and the curricular implications of the TEKS.

Person(s), position(s), and/or entities that will be responsible for *costs/resource mobilization* to open any proposed campuses after Year 1. *Include all qualifications and(or) requirements.*

The Governing Board, the school's Superintendent, and the school's Finance Director. The Superintendent and Finance Director will have a background in school leadership and fiscal school policy. They will use their professional judgment to determine expansion and location.

NARRATIVE (1) -

Describe the step-by-step process(es) involved in determining the number of campuses requested.

NARRATIVE (2) -

Discuss the strategic choice areas that will be used to determine if school growth is still viable for the year it is scheduled to open. *Include data sources that will help inform these areas.*

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will:

- Establish measurable need(s) for the number of campuses requested.
- Illustrate clear processes for determining the number of campuses requested.
- Demonstrate a basic understanding of operational growth.
- Propose adequate requirements/experience for person(s), position(s), and/or entities that will manage the decision making process for opening additional campuses.

NARRATIVE (1) - Describe the step-by-step process(es) involved in determining the number of campuses requested.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

The Athlos Foundation has reviewed demographic data of Denton ISD and surrounding school districts. According to the Denton County Profile, compiled by the Texas Association of Counties, Denton's population grew by more than 50% from the 2000 Census to the 2010 Census. Since then, it is estimated that the area has continued to grow another 14% as of 2014 (Denton County Profile). Furthermore, the population boom in North Texas is widely reported in the Denton area (Young, 2015) and throughout Northern Texas (Young, 2012). The Athlos Foundation is confident that the high rates of suburban growth in this area will continue and speak to the need for a charter school model that can grow with it.

The Athlos Foundation also examined enrollment data from two other charter schools that implement the Athlos Academies Healthy Body Curriculum and Performance Character Program to assist with predicting the demand. Between December 8th of 2014 and April 16th of 2015, 900 new enrollments were received by each of the schools as reflected in the chart below. Additionally, both schools had recruited 1100 new students within six months of opening their enrollment windows. These numbers do not include any existing enrollments, which achieved near-capacity levels in the 2014-15 school year.

School ID No.	Living Way Leadership Academy (015822007)	Athlos Leadership Academy (015822001)
Families Indicating Intent to Re-Enroll	1070	1141
New Student Enrollments 12/8/15-9/17/15	1590	1552
Date of 900 New Enrollments	3/5/201	4/16/2015
Date of 1100 New Enrollments	4/22/2015	5/25/2015

Texas schools, which implement only the Healthy Body curriculum and the Performance Character Program, maintain high and stable enrollments. This points to the likelihood that Athlos Academy Texas - Denton will encounter a similar demand, as it will implement a research-based, TEKS aligned, academic curriculum (reflected in the Curriculum and Instruction section of this application).

REFERENCES

Athlos Foundation. (2015) Athlos Academy Generation 20 Charter Application http://castro.tea.state.tx.us/charter_apps/production/applications.html

Denton County Profile. (2010). Compiled by The County Information Progray, Texas Association of Counties. <http://www.txcip.org/tac/census/profile.php?FIPS=48121> - the 2010 census reported a population of 432,973 while the 2010 census reported a population of 662,614, a growth of 53%. The county profile estimates the 2014 population to be at 753,363, 14%. Last updated 4/29/15. Retrieved October 1, 2015.

Young, M. E. (2015). Denton Record Chronicle. "Area Growth in Line with Texas Trend." <http://www.dentonrc.com/local-news/local-news-headlines/20150522-area-growth-in-line-with-texas-trend.ece>

Young, M.E. (2012). Dallas Morning News. "Texas Leads U.S. with Eight of the Fastest Growing Cities." <http://www.dallasnews.com/news/state/headlines/20120628-texas-leads-u.s.-with-eight-of-the-fastest-growing-cities.ece>

NARRATIVE (2) - Discuss the strategic choice areas that will be used to determine if school growth is still viable for the year it is scheduled to open. *Include data sources that will help inform these areas.*

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

The Athlos Foundation is committed to the success of students and the success of each of its campuses. While the foundation has conducted significant research to determine the number of campuses it would like to ultimately open, the Athlos Foundation will only seek to open additional campuses once sufficient evidence of the school's success can be established. The Athlos Foundation will collect a data set to assist them in making an informed decision about growth. The data set will include, but will not be limited to the following:

- Student assessment scores (see Assessment Plan)
- Administrator evaluations
- Faculty and Staff retention rates
- Student retention rates

- Satisfaction Surveys
- Financial Reports
- Land availability
- Community growth and demand

Board members will examine school culture, academic achievement, and financial solvency of the campuses including unexpected maintenance to consider before launching additional sites.

At the time of this application, the Athlos Foundation intends to open a first campus in year one of operation, a second campus in year three, and a third campus in year five. Please see the Budget Narrative (Attachment F2) and the Financial Plan Workbook (Attachment F3) for more information.

REFERENCES:

Athlos Foundation. (2015) Athlos Academy Generation 20 Charter Application http://castro.tea.state.tx.us/charter_apps/production/applications.html

EDUCATION PLAN – Demographic Profile

Campus One

Occupied District where campus will be located [example Austin ISD]

Denton ISD

Student Demographic Data ...In percent	Proposed Campus	Occupied District [Input ISD Name]	District 1 [Input ISD Name]	District 2 [Input ISD Name]
African American	15	12	9.4	6.3
Hispanic	36	30.8	27.5	20.1
White	43	51.6	47.9	67.4
American Indian	0.8	0.8	0.4	0.6
Asian	3	2.8	11.7	2.9
Pacific Islander	0.2	0.1	0.1	0.1
Two or More Races	2	1.8	3	2.5
Economically Disadvantaged	50	42.3	30.9	19.1
ELL	16	14.4	14	4.9
At-Risk	40	38.4	30.4	30.7
Gifted & Talented	10	9.3	10.1	7.8
Special Education	10	9.6	9.6	8.9

Number of charter schools currently operating within the Occupied District.

2

Number of traditional school districts effected by this campus.

14

Projected number of students enrolled in each grade for Year 1. Complete all that apply

Pre-K

107

Grade 1

107

Grade 2

107

Grade 3

107

Grade 4

107

Grade 5

107

Grade 6

107

Grade 7

107

Grade 8

107

Grade 9

Grade 10

Grade 11

Grade 12

ATTACHMENT REMINDER - A5 Geographic Attendance Boundary

NARRATIVE: Describe the anticipated student population(s) that will be served at the proposed campus. Explain how the proposed program-instruction will address the needs of the students and their communities- including the ways in which any special needs will be serviced among specific student groups.

Press to Input Narrative Response

DIRECTIONS:

Applicants must complete a demographic profile for each campus proposed to open in Year 1. The term “**Occupied School District**” refers to the traditional school district in which the campus will be located. The term “**Proposed Campus**” refers to projected enrollment data for the specific campus. Applicants must also provide additional demographic data on two traditional schools districts. These districts must be contiguous to the occupied school district.

Press to Add Campus Profile

EVALUATION CRITERIA

A response that meets the standard will:

- Cite realistic demographic projections and accurate district data.
- Demonstrate a comprehensive understanding of the community and anticipated student population(s).
- Identify both common and unique learning needs among the anticipated student population(s).
- Demonstrate a comprehensive understanding of any current educational settings that are available.

NARRATIVE - Describe the anticipated student population(s) that will be served at the proposed campus. Explain how the proposed program-instruction will address the needs of the students and their communities- Including the ways in which any special needs will be serviced among specific student groups.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

PROPOSED LOCATION

For its first campus (Athlos Academy of Texas - Denton), Athlos Foundation desires to serve students in Denton and the surrounding area (Denton County and portions of Wise, Cooke, Grayson, and Collin Counties) with a focus on areas not served by other charter school operators. The second and third campuses will likely serve populations in neighboring Collin, Tarrant and Dallas Counties and portions of Johnson, Parker, Ellis, Rockwall, and Kaufman Counties. The primary attendance boundaries for the second and third campuses will be chosen to maximize opportunities for students to attend campuses closer to their home as this will build a stronger sense of community and mitigate against transportation costs for families and attrition. The specific ISDs for the primary attendance boundary for the first campus are listed in the Attachment A5-Geographic Attendance Boundary. All campuses will have a transfer boundary that includes the above listed counties and the ISDs listed in Attachment A5.

To better discuss the anticipated student population demographics and community, both regional and major independent school districts (ISD) data are presented. The larger regional data provides an overview of the chosen area and the narrowed ISD data allows for specific needs of the communities to be addressed.

REGIONAL DATA

Denton is located in Education Service Center Region 11-Fort Worth. This ESC serves 550,000 students; a population that is 42.7% White, 35.2% Hispanic, and 14.2% African American. The percent of students who are Economically Disadvantaged lies at 49.9% and 45.4% of the total population of students is considered to be At-Risk (ESC Region 11, n. d.). The school districts in this region range from large urban districts to distant rural districts (National Center for Education Statistics, n.d.). The proposed first campus will primarily draw students from Denton County.

		Region 11	
		Demographics % of Population	STAAR % At Phase-In
African American		14.2	67
Hispanic		35.2	72
White		42.7	87
Economically Disadvantaged		49.9	70
English Language Learners		15.6	58
Special Education		8.3	60

		Percent of Students at Phase-In Satisfactory Standard or above on the STAAR				
Demographics		Reading	Math	Writing	Science	Social Studies
African American		69	65	65	69	70
Hispanic		72	73	66	73	72
White		88	86	82	89	87
Economically Disadvantaged		70	70	63	71	69
ELL		58	64	52	54	44
Special Education		62	61	54	57	56

STUDENT POPULATION, NEEDS, AND SERVICES

The student population in Denton ISD reflects the same trends as seen in Region 11, although with a slightly higher percentage of White students (51.6%) and slightly lower percentage of both African American (12%) and Hispanic students (30.8%). The same is true for Economically Disadvantaged students (42.3%), those students considered to be At Risk (38.4%) and English Language Learners (14.4%) . Denton ISD has a slightly higher population of students (9.6%) who receive special education services (TEA TAPR Denton, 2014).

While AATX-Denton will largely draw students from the Denton area, the program appeals to a wide range of families. With this in mind, Athlos Foundation also examined demographics from the immediate area surrounding Denton, including statistics from Lewisville, Frisco, and Northwest ISDs in addition to data from Denton ISD proper. When examined together, the largest ISDs in and around Denton represent a population that is 29.6% At-Risk, 49.9% is economically disadvantaged, 35.2% is Hispanic, 15.6% are English Language Learners, and 8.3% receive special education services (TEA TAPR, 2014).

Denton ISD (37 schools): At-Risk – 38.4%			
	Demographics % of Population	STAAR % At Phase-In	Region Scores
African American	12	72	67
Hispanic	30.8	73	72
White	51.6	89	87
Economically Disadvantaged	42.3	71	70
English Language Learners	14.4	59	58
Special Education	9.6	65	60
Lewisville ISD (66 schools): At-Risk – 30.4%			
	Demographics % of Population	STAAR % At Phase-In	Region Scores
African American	9.4	73	67
Hispanic	27.5	72	72
White	47.9	91	87
Economically Disadvantaged	30.9	69	70
English Language Learners	14	52	58
Special Education	9.6	67	60
Northwest ISD (26 schools): At-Risk – 30.7%			
	Demographics % of Population	STAAR % At Phase-In	Region Scores
African American	6.3	81	67
Hispanic	20.1	81	72
White	67.4	89	87
Economically Disadvantaged	19.1	77	70
English Language Learners	4.9	61	58
Special Education	7.8	67	60
Frisco ISD (53 schools): At-Risk – 19%			
	Demographics % of Population	STAAR % At Phase-In	Region Scores
African American	10.6	88	67
Hispanic	14.8	90	72
White	55.3	95	87
Economically Disadvantaged	11.3	85	70
English Language Learners	4.4	78	58
Special Education	8.8	80	60

Given this data and making conservative estimates, Athlos Foundation assumes the anticipated student population will be 40% At Risk, 50% Economically Disadvantaged, 16% English Language Learners, and 10% will require special education services. Athlos Foundation also anticipates serving approximately 36% Hispanic students and 15% African American students. Currently, these two populations of students along with those students who are At Risk and Economically Disadvantaged are under-served compared to their White and affluent peers. Students residing within Denton ISD have only two school choice options (charter schools) within the geographical boundaries of their school district. AATX will provide a school choice option involving an innovative learning environment and research-based academic programs.

Athlos curriculum is easily differentiated to meet the needs of all students, and AATX will provide support services including guidance counselors to enfranchise at risk and economically disadvantaged populations. Additionally, the implementation of the Athlos Performance Character Curriculum has been very successful at improving both academic and disciplinary outcomes at other Texas schools with high at-risk populations. The school's extracurricular plan also indicates the intent to run cost-free after school programs, including a program based on the Athlos Academies Healthy Body curriculum. (In accordance with applicable rule, the Athlos Foundation shall maintain separate and distinct accounting, auditing, budgeting, reporting, and record-keeping systems for any business activities not directly related to the management and operation of

the program described in the open-enrollment charter.)

AATX estimates that 16% of students enrolled at Athlos Denton will require ELL services. We have budgeted for an ELL coordinator and will hire a ELL endorsed teacher at each grade level. Additionally administrators will actively seek office staff who are bilingual to enhance communication with families. One bilingual employee will be identified as a community liaison to specifically address methods of communication and to serve translation needs. (see Attachment O3, Supplemental Human Resources Information Form - Office Staff).

Athlos Foundation assumes that 10% of the population will require special education services and has planned accordingly to meet their needs. In addition to a skilled Special Education Director, Athlos plans to maintain a low case management ratio of 1:23. To accommodate the needs of students with disabilities on the turf, athletic coaches who have adaptive PE certification will be actively recruited. These supports will assist Athlos Academy of Texas (AATX) in providing all students, regardless of their abilities, the opportunity to engage in the Healthy Body learning process through curriculum as well as culture. Student Services personnel, including special education teachers, counselors, and ELL teachers will be integral parts of Professional Learning Community (PLC) data analysis and goal setting.

AATX is confident that the Athlos curricular model is well suited to serving diverse populations. Living Way Academy, located in Brownsville, Texas, implements Athlos Healthy Body and Performance Character Pillar curriculum.. 71.4% of this school's population is economically disadvantaged and 36% are English Language Learners. In just one year of operation, this school has been able to meet or exceed state averages in academic achievement in Math, Reading, and Writing on the STAAR exams and has been acknowledged by the State Office of Education with an Academic Achievement Distinction and an Postsecondary Readiness Distinction. The success in Brownsville, TX speaks to the benefits of implementing the Healthy Body and Performance Character curricula alongside the Athlos research-based, TEKS aligned Prepared Mind curricular plan.

The school has a robust plan for meeting the needs of the anticipated demographic profile of the students with rich curriculum and personnel supports. These efforts are reflected throughout the Budget Narrative (Attachment F2), the Financial Plan Workbook (Attachment F3), and the Supplemental Human Resource Information Forms (Attachment O3).

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DIRECTIONS: ALL applicants must provide information below on the proposed curriculum. ANY curriculum [or parts of a proposed curriculum] that is the lawful intellectual property of a third party MUST be cited in the box below as well as in all narratives. A failure to do so may be deemed in violation of the Agency's plagiarism policy.

Does the applicant plan to use original curriculum?

☒ Yes ☐ No

If no, or the curriculum is a mixture of original and established content, cite curriculum author(s).

Dr. Margaret Kilgo, Lucy Calkins, Engage ELA, Words Their Way, Reading A-Z, Raz Kids, Bridges, Connected Math, IDMT

Person(s), position(s), and/or entities that will be responsible for curriculum/TEKS alignment?

The Superintendent will work with a committee consisting of administrators, teachers, instructional coaches, special educators, and the assessment coordinator to evaluate curriculum and ensure appropriate alignment to TEKS. Curriculum will follow Dr. Margaret Kilgo's established scope and sequence (Kilgo model) and packing guides prepared for each grade level and/or course to align with the TEKS. To ensure ongoing vertical and horizontal alignment, teachers will engage in PLC work to evaluate curriculum and to conduct data analysis based on Common Summative Assessments.

Does the applicant plan to offer special programs or extracurricular activities?

☒ Yes ☐ No

If yes, will any of the services be fee-based?

☒ Yes ☐ No

If any services will be fee-based, cite specific services

☐ NA

Athlos Foundation will comply with Texas Education Code §11.158 with regards to fees for extracurricular activities. The after school program based on the Athlos Academies Healthy Body Curriculum will not be fee based, as will most clubs. Some activities may charge a nominal fee, pre-approved by school administration. The Superintendent may engage with a local organization, such as the YMCA or Boys' and Girls' club, to provide after school child care to parents. This service would be fee based.

Does the applicant plan to provide gifted and talented services in accordance with the Texas State Plan for the Education of Gifted/Talented Students?

☐ Yes ☒ No

ATTACHMENT REMINDER - E1 Sample Course Scope and Sequence

NARRATIVE (1)

Describe the proposed educational programs - Including special education and bilingual education/English as a second language. Please explain in succinct terms the specific curricular programs that the applicant proposes and the ways in which the charter staff, board members, and others will use these programs to maintain high expectation and continuous improvement. Clearly state how the curriculum will align with Texas Essential Knowledge and Skills (TEKS) standards.

NARRATIVE (2)

Describe the plan and schedule to evaluate the proposed curriculum.

NARRATIVE (3)

If the applicant proposes to serve special programs or extracurricular activities; provide detailed information on each service. *If the applicant does not propose to serve special programs or extracurricular activities, skip this narrative and continue to next page.*

Press to Input Narrative Response

EVALUATION CRITERIA

Responses that meet the standard will:

- Describe a foundation curriculum which clearly demonstrates alignment to the *Texas Essential Knowledge and Skills* (TEKS) standards.
- Describe an assessment plan that covers all assessable TEKS for the course/grade level and/or allows a student to demonstrate mastery of TEKS standards.
- Present detailed plans for meeting the needs of special education and meet legal requirements found in *Texas Education Code Subchapter A and B*.
- Establish well-designed extracurricular services and programs that are also consistent with the financial plan workbook. (*Attachment F3*)

NARRATIVE (1) - Describe the proposed educational programs - Including special education and bilingual education/English as a second language. Please explain in succinct terms the specific curricular programs that the applicant proposes and the ways in which the charter staff, board members, and others will use these programs to maintain high expectation and continuous improvement. Clearly state how the curriculum will align with Texas Essential Knowledge and Skills (TEKS) standards.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Athlos Foundation has chosen to adopt the Athlos Academies Three Pillar curriculum programs. The Prepared Mind Pillar uses a variety of resources to present TEKS standards. All materials are aligned to TEKS and will be sequenced through both the Kilgo materials and a team of school staff to ensure full and accurate coverage of all state standards. Athlos Academies uses the scope and sequences developed by Dr. Margaret Kilgo as an important guiding resource for classroom instruction (Kilgo, n. d.). Dr. Kilgo's twenty years of research offers a well-developed relationship between the TEKS, Student Expectations (SEs), and the State of Texas Assessments of Academic Readiness (STAAR) exams. Kilgo's scope and sequence addresses the components that are critical for effectively teaching and assessing the TEKS/SEs to the depth and complexity of the STAAR with both a horizontal and vertically aligned scope and sequence.

PREPARED MIND PILLAR LITERACY

As part of the Prepared Mind Pillar (PMP) curriculum, Athlos Academy of Texas (AATX) will use Lucy Calkins Units of Study for Teaching Reading and Writing as the foundation for the K-5 literacy and language program. Calkins ensure that students develop strong reading and writing skills that can be applied across all disciplines. The curriculum provides K-5th grade specific support for delineated reading instruction along with writing workshops that will target skills necessary for student mastery of the TEKS. The Calkins reading program has a comprehensive array of tools including specific road maps for reading instruction, protocols for reading and writing workshops, along with planning guides, mini-lessons, and assessment. Additionally, there is also guidance for small group activities and plans for conferencing about students' writing. The Calkins units are aligned with TEKS and provide an excellent foundation for student mastery of standards, (Calkins, n. d.).

The primary curricula for grades 6-8 will be Engage ELA Curriculum Modules (Engage ELA, n. d.). Engage ELA is a free, open-source series of teaching modules developed by Expeditionary Learning, an organization which has been supporting high performing schools through curriculum and professional development for more than fifteen years. Each grade level has six modules which focus on reading, writing, listening, and speaking in response to high quality texts. Modules will be thoughtfully sequenced and aligned to TEKS prior to the start of the year. Teachers and administrators will implement additional supports as needed to ensure a complete and comprehensive accounting of the standards.

The PMP curriculum provides additional resources to assist with differentiation and supplemental instruction. Words Their Way is a classroom-proven framework for teaching spelling with specific strategies and delivery methods to address a variety of spelling skills within the same classroom. Reading A-Z is a web-based program that provides easy access to multi-leveled reading materials. Raz-Kids is a web-based reading program that offers animated E-Books and 27 levels of text complexity, as well as a formative assessment tool that helps teachers determine areas for remediation and enrichment.

PREPARED MIND PILLAR MATH

PMP math uses Bridges in Mathematics (K-5), a program designed by The Math Learning Center, that provides documentation which correlates its program to the TEKS for each grade level (The Math Learning Center, n.d.). One of Bridge's most desirable attributes is that it develops student confidence in mathematical thinking through a problem solving authentic approach to mathematics instruction. The curriculum provides full lesson plans with an emphasis on problem-solving. Students gain deep understandings of mathematical concepts, proficiency with key skills, and develop their ability to solve complex and novel problems independently. Bridges blends a variety of teaching methods including direct instruction, structured investigation, and open exploration. Teachers will incorporate Bridges into the K-5 classroom in conjunction with a skill-based partner program called Number Corner. Number Corner is a program that emphasizes skills practices in the context of broader mathematical concepts.

Designed by the Connected Mathematics Project at Michigan State University, Connected Math will be implemented at AATX in grades 6-8. The Texas Statewide Systemic Initiative conducted a study of its implementation and found favorable results (Charles A Dana Center, 2012). The program aims to enable all teachers and students to reason and communicate proficiently in mathematics by providing materials that are rich in connection and deep in understanding and skill. The curriculum is structured around skill development and "big ideas" in mathematics. "Skill," in the Connected Mathematics curriculum, is a student's ability to use mathematical tools, resources, procedures, knowledge, and ways of thinking developed over time to make sense of new situations. "Big ideas" are clusters of important, related concepts, processes, ways of thinking, skills, and problem solving strategies. Mathematical concepts are embedded in the curriculum in the context of interesting problems including real-world application. Connected Math provides documentation that correlates all the grade level units to TEKS (Charles A. Dana Center, n. d.).

As an additional component of the PMP math curriculum is ongoing professional development and curricular units through the Initiative for Developing Mathematical Thinking (IDMT). The experts at IDMT are led by Dr. Jonathan Brendefur, professor of Mathematical Education at Boise State University. Dr. Brendefur has worked with international math educators over the past ten years to develop the foundation for the DMT program (Developing Mathematical Thinking, n.d.). Brendefur and his team have trained over 12,000 teachers through partnerships with the Idaho State Department of Education and outreach programs nationwide. The framework for this professional development is comprised of five critical features: taking students' ideas seriously, pressing students conceptually, encouraging multiple strategies and representations, addressing misconceptions, and understanding the relational structure of mathematics in all areas - number, algebra geometry, measurement, and data (Developing Mathematical Thinking Projects, n. d.). Teachers learn the use enactive, iconic, and symbolic representations of math, along with meta-cognitive processes that enable student questioning and learning in the mathematical domain.

To facilitate differing ability levels in mathematics, teachers will also use Khan Academy, a web-based resource with many features, most notably online lectures, explanations and lessons in numerous mathematical concepts. (Khan Academy, n. d.).

PMP SOCIAL STUDIES AND SCIENCE

Athlos Academies has developed original learning units for science and social studies (Attachment E1 provides a sample) written using the backward design process. The idea of backward design stems from research of Wiggins and McTighe and suggests that starting with the end in mind is key to purposeful instruction (Wiggins and McTighe, 2005). The TEKS are analyzed and used to drive unit and assessment planning. Fully developed unit plans identify essential questions, enduring understandings, key content and vocabulary, learning targets, methods for learning experiences, formative and summative assessments, opportunities for differentiation, and additional resources. The learning experiences will utilize a variety of methods where appropriate: inquiry-based, student-centered activities and protocols, issue analysis, technology research and application, project-based tasks, and real-world, community connections. These units will serve as a base for the science and social studies curriculum and will be supplemented TEA developed curriculum resources.

The social studies curriculum, infused with literacy-based and critical thinking skills, follows a scope and sequence that connects students to the past and present. Through engaging, interactive units, students will understand how geography, economics, and science and technology influence migrations and societal changes. They will dig deeper into cultural identities and civic responsibilities. The "Athlos Roots" program, part of the Performance Character Curriculum, facilitates structured, intentional connections between students' personal and family identities and historical events that help to build self-worth and interest in learning. Focused attention will be given to the historical figures outlined in TEKS, especially by highlighting their demonstration of the Performance Character traits.

The science curriculum is aligned with state standards and filled with opportunities for inquiry. Hands-on experiences and authentic, relevant topics increases students' content acquisition and develops a passion for the discipline. The science curriculum also integrates concepts taught in the Healthy Body Pillar curriculum, identifying connections between the physiological, anatomical, and biological branches of science and the physical movement they are experiencing each day on the turf. Additionally, STEM design elements are embedded in the curriculum including engineering design, computer programming and the Full Option Science System (FOSS) kits and learning modules.

PREPARED MIND PILLAR TECHNOLOGY

Since the PMP curriculum has inquiry based approaches to learning at its core, teachers will integrate the use of technology where it enhances content instruction. Technology use will be widespread across grade levels and will be used to create pathways to collaborative learning, high quality work production and to facilitate independent inquiry within each discipline.

HEALTHY BODY PILLAR

The Healthy Body Pillar (HBP) curriculum ensures that all students progress efficiently and safely toward their individual, best levels of physical performance year over year. The nature of the program allows it to be easily differentiated, meeting the needs of all students, including those working at an accelerated pace and those with special needs. Athlos Academies seeks to redefine the definition of athletic. Athleticism isn't about natural ability/talent. Athleticism can be developed and increased over time. At an Athlos school, an "athlete" is a fit, efficient mover.

HPB curriculum was professionally developed by exercise science specialists and provides 180 fully developed lesson plans at each grade K-8 as well as ongoing training and mentorship for teachers and coaches. As part of the program, all students engage in five, 35-45 minute athletic training sessions each week. Each training session is focused on one of three areas: pure movement, sport integration, and competition.

On pure movement days, coaches isolate foundational movements associated with the curriculum, such as acceleration or multi-directional movement. On sport integration days, the class focuses on dissecting movements related to a specific sport, such as dribbling and catching for basketball. On competition days, students have the opportunity to engage in friendly competition while demonstrating and intentionally combining their skills and individual movements. To strengthen

connections to performance character, coaches may ask students to observe, demonstrate, or reflect on one of the 12 performance character traits as it relates to personal growth and experience with the athletic program. The overall program design is based on research that supports the connections between physical fitness and academic performance (Whittburg, 2012 and Van Duncan, 2011).

PERFORMANCE CHARACTER PILLAR

The Performance Character Pillar (PCP) program was inspired by the work of such scholars as Angela Duckworth, Paul Tough, and Martin Seligman and serves as the basis of strong school culture, helps build confident, caring, humble students, functions as a preventative discipline program, and works to engage families in supporting the development of students as learners and as members of their communities (Duckworth 2007; Seligman 2006; Tough 2013). Students work on the purposeful development of twelve traits: grit, leadership, social intelligence, focus/self-control, optimism, curiosity, energy/zest, courage, initiative, humility, integrity, and creativity. Athlos identifies the first three (grit, leadership, and social intelligence) as the overarching lens through which the other nine traits are taught.

The program is built on five key elements: 1) Curriculum, which includes both direct instruction via trait "Kickoffs" (these occur quarterly and engage students in understanding the overarching traits) and "Morning Huddles" (daily meeting times where students engage in a character-building activity with their classmates and teacher) as well as the integration of character traits into other academic subjects; 2) Instruction, which includes teacher modeling of the traits, using instructional strategies that build character, and providing students with opportunities to practice the traits in the classroom; 3) Assessment, which includes a student self-assessment and a performance character portfolio in which students collect evidence of their growth in each trait; 4) Family and Community Engagement, which is built on student-led conferences, Performance Character community events, and a special program called "Athlos Roots" designed to help students learn about who they are and where they've come from in order to build confidence and self-esteem; and 5) School Culture, which is ultimately the result of success in the other four areas listed. Athlos schools are places where classrooms are safe and engaging; students, staff, and families share key values and goals; and the community at the school promotes equity amongst all students.

SPECIAL NEEDS AT ATHLOS

Any student, who has an objectively identified disability which substantially limits a major life activity including, but not limited to, learning, is eligible for accommodation by the school.

Athlos Foundation will comply with all applicable State and Federal laws including, but not limited to, Section 504 (504) of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and the Individuals with Disabilities in Education Improvement Act (IDEIA) and Texas law implementing same. Additionally, Services for English language learners (ELL) will be provided. As a public school district, Athlos Foundation will provide Free Appropriate Public Education (FAPE) to all students with disabilities in the Least Restrictive Environment. This information will be included in employee and student handbooks, will be provided to parents with registration paperwork, and placed on the school's website. All teachers and administrators will receive specific training on child find and student rights under these laws.

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

Athlos Foundation will seek to employ or contract with a Special Educational Director to ensure compliance with Federal and Texas special education law. The school will ultimately employ a school counselor and designate a 504 coordinator who will each be trained appropriately. Additionally, the school will employ sufficient staff with ELL endorsements to appropriately meet the needs of students. All special populations services at Athlos Foundation schools will be delivered by individuals or agencies licensed and qualified to provide special education services. All Athlos Foundation teachers, administrators, and paraprofessionals shall participate in ongoing professional development on the legal obligations and rights of students. Athlos Foundation will maintain documentation of the employee qualifications on site, and documentation will be available upon request to TEA. Physical facilities will meet federal and Texas accessibility requirements.

Athlos Foundation will implement Child Find and Response to Intervention (Rtl) procedures to best support the learning needs of each child in the school and to ensure that a formal process is utilized to identify student support needs. This process includes applying research-based interventions, collecting data, and monitoring progress. While Child Find and Rtl are not special education programs themselves, the processes put in place will help to identify students who may qualify for Special Ed or 504 services and accommodations.

SPECIAL EDUCATION

The Special Education Director will be responsible to ensure compliance with federal and state laws and will ensure the school is in compliance with legal requirements, including prompt evaluation and determination of a students' eligibility, the

development of students' Individualized Education Plan (IEP) by the Admission, Review, and Dismissal (ARD) Committee, the implementation and regular review of IEPs, and the maintenance of student files and preparation of all reports. The Director is also responsible for ensuring that curriculum used in pull-out or resource situations is research-based and that accommodations and modifications to regular education curriculum make the curriculum both accessible to students and assessable by teachers based on key curriculum standards.

Once a student is determined eligible for services, the Special Education Director will oversee each child's ARD Committee to determine proper functioning of the Committee and that students are educated in the Least Restrictive Environment (LRE) and most appropriate continuum of services for that child. Athlos Foundation will provide a full continuum of services, which may include instruction in regular education classrooms, instruction in special education classrooms, pull-out tutoring, and supplemental services, or as otherwise determined by the ARD Committee. Athlos Foundation will engage professional service providers, such as a school psychologist, speech pathologist or occupational therapist, should such services be necessary. The school will provide students with supplementary aids and services as determined by the ARD Committee. Parental consent will be obtained prior to the administration of any evaluations as part of the eligibility determination process. Evaluations will include research-based, validated exams, such as the Woodcock-Johnson or Stanford and Binet tests. All exams will be administered by trained and licensed personnel as required by applicable law. Tests and other evaluation materials will include those tailored to assess specific areas of educational need, and will not be limited to those which are designed to provide a single general intelligence quotient.

Once an IEP has been developed, the Special Education Director will work with the appropriate regular education teachers to ensure it is implemented appropriately and actively monitor the IEP with the assigned case manager. Student progress will be evaluated through scheduled or called ARD Committee meetings, and student eligibility will be re-evaluated every three-years via standardized evaluations.

LIMITED ENGLISH PROFICIENCY

Athlos Foundation 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. Students will be identified using a Home Language Survey (HLS) at registration or through a referral process. The registration paperwork will disclose that a student's primary language is not a consideration for enrollment, and that the information is used solely to identify students who may need ELL support to appropriately access the curriculum. To determine ELP (English Language Proficiency) growth and progress, Athlos Foundation will use WIDA Access exams. Services will be provided, as appropriate, using a Sheltered English program and based on a three-tier continuum that includes mainstream in-class support, small group instruction, and individual tutoring.

OTHER SUPPORT SERVICES

Athlos Foundation will employ a school counselor to assist students with social and emotional needs and to ensure that teachers are properly trained in handling sensitive situations such as bullying, suicide prevention, and mandatory reporting. The school counselor will maintain student confidentiality according to law and best practices and will work closely with families to ensure the best learning opportunities for students. Other support services will be contracted or referred out as necessary.

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Van Duncan P. (2011). Associations of Physical Fitness and Academic Performance Among Schoolchildren. Journal of School Health; Dec2011, Vol. 81 Issue 12.

NARRATIVE (2) - Describe the plan and schedule to evaluate the proposed curriculum.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Curriculum choices at Athlos Academy must meet the following standards:

- The program is in alignment with the TEKS
- The program maintains quality vertical and horizontal alignment.
- The program is structured but allows for significant differentiation.
- The program encourages multiple teaching modalities.
- The program offers interdisciplinary opportunities and contextual learning.
- The program encourages relevant, real-world application of knowledge and skills.
- The program promotes skills to critically and innovatively analyze and synthesize.
- The program offers professional development materials or opportunities.

The curriculum used to facilitate learning will be evaluated based on student learning outcomes and teacher feedback annually (see the Assessment and Evaluation- Academic Progress section of this application). Based on committee recommendation, the Superintendent may approve changes to curriculum choices.

The Superintendent will work with a committee consisting of administrators, teachers, instructional coaches, special educators, and the assessment coordinator to evaluate curriculum and ensure appropriate alignment to TEKS. This process will initially be conducted by the Superintendent, but a committee level review of this work will take place. This will occur prior to the first day of classes, but after faculty have been hired to ensure ownership and accuracy of the alignment.

NARRATIVE (3) - If the applicant proposes to serve special programs or extracurricular activities; provide detailed information on each service. *If the applicant does not propose to serve special programs or extracurricular activities, skip this narrative and continue to next page.*

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Athlos Foundation acknowledges that launching a new school is a tremendous effort. As such, it is important to keep teachers and administrators focused on academics as a first priority. However, to excite students and ensure they are well rounded, the school intends to engage in several extra-curricular programs including a fitness based after school program for elementary students along with competitive sports for middle school students. AATX will also implement other academic and service oriented clubs and activities as the need, inspiration, and demand arises. Competitive sports will likely include track, cross-country, volleyball, basketball, and soccer. The Superintendent may also choose to engage with an organization, such as the YMCA or Boys' and Girls' Club, to provide after school child care for a fee.

A conservative funding plan and schedules will be developed by the school's administration and the athletic instructional team and will be approved by the board prior to implementation. Currently, the budget reflects teacher stipends to support minimally the after school program based on the Athlos Healthy Body Pillar curriculum.

EDUCATION - COMMUNITY - ATHLETICS - WELLNESS

DIRECTIONS: ALL applicants must complete this page if any educational services will be offered to grades 9 and above at any point during the initial charter contract period [Year 1-5].

The applicant will serve grades 9 and above, *If no, skip to next page*

☐ Yes ☒ No

The applicant will implement Personal Graduation Plans for all students

☐ Yes ☐ No

The applicant will post grade 11 and grade 12 GPA class ranks on all student transcripts?

☐ Yes ☐ No

The applicant will offer the following endorsement(s): *Check all that apply*

Arts and Humanities ☐ Business and Industry ☐ Multidisciplinary Studies ☐ Public Service ☐ STEM ☐

Proposed graduation rate goal(s)? *(in percentage)*

Year One Year Two Year Three Year Four Year Five

NARRATIVE (1)

Describe the proposed campus(es) course offerings and how they will create a viable and adequate process for helping students meet graduation and endorsement requirements.

NARRATIVE (2)

Discuss strategies that will achieve successful vertical alignment between middle school and high school.

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will:

- Identify specific resources, partnerships, or other opportunities that will facilitate sustainable availability for each endorsement.
- Account for specific supplies and tools that will be needed to facilitate successful implementation of the program.
- Align funding projections with the budget and financial workbook.
- Provide clear strategies that will assist students vertically align with grade levels that are not offered by the charter school.

DIRECTIONS: ALL applicants must provide information on an average experience that any proposed services and instruction will create for students beginning in Year 1.

NARRATIVE (1) -

Briefly describe an average school day for a prospective student. How would their experience set itself apart from the average school day at the surrounding districts or charters? *Input answer here or applicant may click the button at the bottom of the page for a larger writing space. Do not write in both.*

NARRATIVE (2) -

Briefly explain how and why the proposed teaching methods will enhance the quality of instruction during the school day. Include information about any differentiated instruction that will be used to meet the needs of students. Including those students i) above or below grade level, ii) with disabilities, iii) identified as gifted and talented, and (iv) requiring bilingual/ESL services.

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will:

- Provide compelling evidence that the teaching methods will impact and enhance the quality of instruction and meet the needs of a diverse student body.
- Discuss instruction for students who are: i) above or below grade level, ii) with disabilities, iii) identified as gifted and talented, and (iv) requiring bilingual/ESL services.
- Present evidence that growth will be assessed, and instruction will be modified as necessary to achieve individual educational goals

NARRATIVE (1) - Briefly describe an average school day for a prospective student. How would their experience set itself apart from the average school day at the surrounding districts or charters? *Input answer here or on the previous page. Do not write in both.*

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Undoubtedly, a typical day for an Athlos Academy of Texas (AATX) student will look different than what is seen in district and charter counterparts. After being greeted while arriving to school, students will spend a few minutes in the beautiful gymnasium or on the 30 yards of indoor artificial turf before heading to class. This communal space forms the center of the school and is constructed to facilitate rich implementation of the Athlos Healthy Body Pillar curriculum. Once the school day has started, students will spend 20 minutes in the Athlos "Huddle". The Huddle is a critical part of Athlos culture because teachers use the time to provide instruction on Performance Character Pillar curriculum, and will refer to that initial Huddle lesson and integrate new examples of the character trait throughout the day.

After the Huddle, students will get right into deep learning around mathematics. Math instruction will include lessons that highlight enactive, iconic, and symbolic learning. While taking students' ideas about solving mathematical problems seriously, teachers facilitate rich discussions that press students conceptually. While encouraging multiple strategies, misconceptions are resolved and an understanding of the structure of mathematics emerges. Also, during the well-designed math class, a teacher would include Movement Breaks that are purposeful, allowing for short bursts of physical activity that facilitate neuron connectivity and tie to lesson content.

Realizing that short periods of unstructured free play are vital for a well-focused classroom, the teacher accompanies the students outside for a fifteen-minute break. Having practiced good transitions, students are back in class on time, ready to begin their literacy lesson.

Using both readers and writers' workshops, the teacher engages students, finding ways to intentionally differentiate instruction. Utilizing small groups and collaborative learning, students are challenged on multiple ends of the learning spectrum. Literature that connects to broader themes is used to help students develop skills and interests that spark curiosity and tackle challenge.

Upon the conclusion of the Huddle, Math, and ELA students head to Athletic Conditioning class. The 50 minute class begins with Movement Prep, elevating the heart rate through running, stretching, skipping, and hopping exercises. After their hearts are thumping and muscles are engaged, students are taught a lesson on locomotion. The instruction today is part of a series of lessons that over the course of the week and year helps students become more fit, efficient, movers.

Once finished with their time on the turf, students are excited to eat a healthy lunch. Considering the fuel that they need and because of the schools' focus on a culture of wellness, students welcome nutritious choices. The lunch experience is enhanced by a communal culture that relates to the schools focus on character. After lunch, students get the opportunity for some quiet reading. This twenty minute chunk of time allows students the opportunity to wind down and increase reading fluency.

After individual reading, students dive into an exciting science class. The science curriculum is full of inquiry, taught through the lens of the schools focus on the Healthy Body. The thermogenic component of the Movement Prep, experienced during Athletic Conditioning earlier in the day, is connected by the classroom teacher to the TEKS science standard being taught. The connection of science concepts to authentic leaning and application of the turf increases relevancy and excitement surrounding content for students. Today's lesson on levers examines prosthetics and ties in an engineering design component to create STEM connections. During the course of the science class the teacher integrates two different two-minute Movement Breaks that reinforce lever and force concepts and activate neurons to stimulate learning.

Next, students spend another fifteen minutes with unstructured free play to both reinvigorate the body and strengthen cognitive implanting of learned concepts.

Students then progress to social studies, a class full of deep inquiry and cross disciplinary connection of historical events to present day situations and conflicts. Performance character traits are highlighted in historical figures and students engage in writing, discussion, and questioning. Typical social studies units last for multiple weeks and is taught through the use of themes that culminate in a project or performance.

Throughout the day, in all classes and experiences, students are receiving feedback through consistent, non-intrusive formative assessment. Ultimately, summative assessments are used to gain an even clearer picture of student learning.

To conclude the day, students come together for a final fifteen minute huddle. During this time, students experience "number

corner” where they tie in aspects of the day’s learning to concepts they are learning in mathematics. This element of the day helps to wrap up a full experience and connect math to the bigger picture of their learning.

Students leave class tired but happy, with expanded minds and strengthened friendships. The academic, physical, social, and emotional needs of each student are seamlessly woven into the day and bit by bit into the entire year.

(The Students - School Calendar section of this application address the anticipated daily bell schedule for both elementary and middle school students.)

REFERENCES

Athlos Foundation. (2015) Athlos Academy Generation 20 Charter Application http://castro.tea.state.tx.us/charter_apps/production/applications.html

NARRATIVE (2) - Briefly explain how and why the proposed teaching methods will enhance the quality of instruction during the school day. Include information about any differentiated instruction that will be used to meet the needs of students . Including those students i) above or below grade level, ii) with disabilities, iii) identified as gifted and talented, and (iv) requiring bilingual/ESL services.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Student-centered instruction that keeps students engaged, active, and striving to improve is at the core of the Athlos Three Pillar Model. Instruction is full of strategies and protocols that involve all students and recognize the various learning styles present. AATX teachers consistently integrate effective assessment practices. These include formative assessments that provide feedback and direction, summative assessments that offer a snapshot of progress, and performance character assessments that help students recognize the positive correlation between performance character traits and academic success. Teachers consistently gather and analyze formative and summative data and adjust instruction accordingly by adjusting follow up lessons or offering acceleration to those who need it. Through the use of centers or small group instruction, teachers can adjust instruction to support students that are above or below grade level. In the AATX inclusive classrooms, teachers offer modifications that relate to learning speed, depth of content, expression of mastery. When needed and appropriate, interventions will include pull-out intensive support. Typically done one-on-one, these support opportunities will rely on the collection of ongoing assessment data. AATX teachers also use teaching strategies that are correlated to sheltered instructional methods to address the needs of English Language Learners.

REFERENCES

Athlos Foundation. (2015) Athlos Academy Generation 20 Charter Application http://castro.tea.state.tx.us/charter_apps/production/applications.html

DIRECTIONS: ALL applicants must provide information about assessments that will be utilized to monitor academic progress. Applicants should consider “**data collection activities**” to include any activity that will provide the necessary information needed to conduct the proposed assessment/evaluation design, application, and analysis.

Assessment Methods - *check all that apply* ☒ Diagnostic ☒ Formative ☒ Interim ☒ Summative

Other

Person(s), position(s), and/or entities that will be responsible for planning assessment/evaluation activities.

An Assessment Coordinator will be charged with providing an assessment calendar that reflects not only STAAR and EOC exams, but also our DRA2+ and MAP as well as any other key assessment opportunities.

List data collection activities that will be involved in the proposed assessment/evaluations.

Athlos Foundation recognizes that evaluating a program’s effectiveness lies not just in quantitative academic data. Athlos Foundation will utilize a combination of summative and formative assessments and collect both quantitative data, such as STARR scores, and qualitative data, such as portfolio evaluation rubrics as part of an overall assessment plan.

Person(s), position(s), and/or entities that will be responsible for collecting assessment/evaluation data.

Regular Education teachers, Special Education teachers, the school leader, and the Assessment Coordinator are responsible for collecting assessment evaluation data.

Person(s), position(s), and/or entities that will be responsible for the analysis of data. What are the qualifications or requirements for the person(s), positions(s), and/or entities?

Data inquiry teams will be formed at the school level consisting of special education teachers, regular education teachers, and school leaders. Data Inquiry teams along with the Assessment Coordinator will be responsible for the analysis of data. The PEIMS Director will be responsible for ensuring accurate reporting of student data. All teachers, administrators, and related staff members will participate in annual professional development in the area of assessment.

NARRATIVE -

Detail all plans to measure and evaluate academic progress of individual students, student cohorts, and the school or campuses as a whole. Including throughout the school year, at the end of each academic year, and for the initial term of the charter contract.

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will:

- Propose specific and comprehensive assessment models for student achievement.
- Demonstrate a clear understanding of the proposed assessment model(s).
- Rationalize the use and applicability of the proposed assessment model(s) to the schools objectives and goals.
- Discuss the roles and qualification requirements for those who will be responsible for planning, implementation, analysis, and reporting of data.
- Detail assessment schedules, all necessary sources of data, and discuss any associated data collections.
- Outline a clear plan to use assessment data for the improvement of campus teaching and learning.

NARRATIVE - Detail all plans to measure and evaluate academic progress of individual students, student cohorts, and the school or campuses as a whole. Including throughout the school year, at the end of each academic year, and for the initial term of the charter contract.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Assessment of student learning is an integral component of a quality instructional program as it provides feedback for students for improvement, information for teachers to guide instruction, and accountability to families and the community. Athlos Foundation has developed a comprehensive assessment plan to monitor and evaluate student progress and program effectiveness. Costs associated with the assessment plan outlined below are reflected in the school's budget.

MEASURES OF STUDENT ACHIEVEMENT AND GROWTH

Just as the three pillars of the Athlos curriculum work to address the needs of the whole child, so also does Athlos assessment look deeper than one assessment to determine mastery. Athlos curriculum calls for ongoing, flexible formative and summative assessment practices to best ascertain student mastery and to set goals for the future. A committee of teachers, administrators and board members will evaluate the quantitative and qualitative data annually, set goals, and track progress. This data may be used to inform curriculum choices and/or professional development opportunities.

After establishing cursory baseline data from previous student assessment and educational records, Athlos Academy of Texas (AATX) will use the Measure of Academic Progress (MAP) assessments to collect relevant data about student achievement in reading, and mathematics. MAP is a complete set of computer adaptive assessments aligned to TEKS curricula and standards and is widely considered a gold standard in assessment. MAP assessments will be administered three times annually: in the fall to establish a baseline, and twice thereafter to evaluate progress. The MAP will help our team of educators make data-driven decisions and help ensure each student makes at least one year's progress each academic cycle.

AATX will assess students in primary grades with the state approved tools to monitor early reading indicators. Additionally, reading levels will be assessed using the Developmental Reading Assessment, 2nd Edition Plus (DRA2+). The DRA2+ measures reading accuracy, fluency, and comprehension. The more information teachers have about these skill areas, the better able they will be to plan instruction and shape strategies around the individual student. (Developmental Reading Assessment, n. d.)

Teachers will also administer assessments at the classroom level. At the conclusion of major grade level units, AATX will administer Common Summative Assessments (CSAs) to gauge mastery of the TEKS taught during that unit. Teachers will engage in common data analysis and planning during PLCs, and adjust instructional pacing accordingly.

The Athlos curricular model also stresses the use of formative assessment gathered through observations, homework, presentations, and other instructional activities. The TEKS will be used daily in classroom lessons as learning targets. Teachers use this formative data to drive and adjust instruction. Time is allotted for data analysis work through PLCs on a regular basis. Assessments are developed utilizing scaffolded backward planning from the grade level STAAR assessments. Progress will be reported to parents every 3 weeks (3 week progress reports) and through report cards (every 6 weeks).

RESPONSIBILITIES AND USE OF DATA

All teachers will participate in ongoing professional development to ensure that all assessments are implemented with integrity and that confidentiality is appropriately maintained with regard to student data. All employees who administer assessments will be trained in testing ethics and will facilitate assessments in compliance with any applicable laws, rules, and/or publisher guidelines. Assessment materials will be kept in a secure location. The Athlos Foundation will also designate an assessment coordinator to plan logistics for STAAR and district assessments.

ASSESSMENT SCHEDULE

Metric	Frequency
STAAR Reading and Math assessments	Spring of 3rd-8th grades
STAAR Writing Assessment	Spring of 4th and 7th grades
STAAR Science Assessment	Spring of 5th and 8th grades
STAAR Social Studies Assessment	Spring of 8th grades
MAPS Reading Benchmark	Fall, Winter, Spring, Annually

Assessments

MAPS Mathematics
Benchmark Assessments

Fall, Winter, Spring, Annually

SCHOOL GOALS**Goal 1**

80% of the student population will achieve sufficient proficiency during year one on all STAAR assessments.

82% of the student population will achieve sufficiency proficiency during year two.

85% of the student population will achieve sufficiency proficiency in the 3rd year and beyond.

Goal 2

88% of students will read on grade level after 3 years of enrollment. All students reading below grade level based on Fall administration of MAPS each year will be enrolled in a research based intervention program by the end of Nov.

Goal 3

88% of all students will score proficient on STAAR Math exams after 3 years of enrollment. All students scoring below 70% at any administration of the MAPS Math exam will be enrolled in an intervention program for the following instructional block.

REFERNCES

Athlos Foundation. (2015) Athlos Academy Generation 20 Charter Application http://castro.tea.state.tx.us/charter_apps/production/applications.html

Developmental Reading Assessment, 2nd Edition Plus. (n. d.) <http://www.pearsonschool.com/>

DIRECTIONS: ALL applicants must provide information pertaining to the required public meeting(s) and any other awareness outreach efforts. The term “**awareness outreach**” refers to any demonstrable activity undertaken to build awareness of the proposed charter school and(or) any associated public meetings.

Public Meeting(s) Dates - *dd/mm/yyyy/0:00*

10/21/2015/11:00 am
10/21/2015/6:30 pm

Method(s) of Awareness Outreach: *check all that apply*

- ☒ In -Person
☐ Telephone
☒ Social Media
☒ Direct Mail
☐ Other

Number of Attendees - *# per meeting*

Meeting 1: 8
Meeting 2: 7

Location(s) of Meeting - *facility name and address to include city and zip code.*

Best Western Premier
2450 Brinker Road, Denton, TX, 76208

ATTACHMENT REMINDER - A2 Published Notice(s) of Public Meeting(s)

NARRATIVE (1) -

Provide a synopsis of the public meeting(s) held to discuss the proposed charter school plan. Explain any awareness outreach methods that increased attendance at the meeting(s) or contributed to lower attendance rates. In addition, detail any other outreach efforts.

NARRATIVE (2) -

Detail any plans to improve community awareness within the proposed geographic boundary.

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will:

- Discuss initial method(s) of awareness outreach that were used to build awareness.
- Detail specific areas of interest and concern that were discussed during the meeting(s).
- Provide disclosure and explanations for low attendance rates.
- Provide follow-up outreach strategies that were used to increase attendance in any subsequent meetings.

NARRATIVE (1) - Provide a synopsis of the public meeting(s) held to discuss the proposed charter school plan. Explain any awareness outreach methods that increased attendance at the meeting(s) or contributed to lower attendance rates. In addition, detail any other outreach efforts.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Two public meetings were held. A 2-hour time frame was allocated for each meeting. An informational materials booth was set up and a Power Point presentation was given. The presentation covered the key components of the proposed school curriculum as well as an explanation of the admissions and enrollment process. A question and answer session was opened after the presentation. Attendees were given an informational flyer.

Outreach methods included a direct mailer advertising the informational meeting. Public notice was made in the Denton Record Chronicle (see Attachment A2), and on the Denton Chamber of Commerce events calendar. Additionally, a website was set up, providing in-depth information about the proposed program. A facebook and twitter account were also set up and parents were encouraged to subscribe in order to receive more information about the school's charter application process.

NARRATIVE (2) - Detail any plans to improve community awareness within the proposed geographic boundary.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Athlos intends to become a resourceful and productive contributor to the Denton community. We will continue our outreach efforts through the Denton Chamber of Commerce and through local civic groups like Rotary and Lions Clubs. Although attendance at community meetings was less than anticipated, the interest among attendees was overwhelming. Many participants who attended have agreed to volunteer. The Athlos foundation intends to mobilize these volunteers to create grass roots excitement through word of mouth and attendance at the many and varied health and sport related events that the Denton community hosts. Through a slow, but steady build up of communication and information, we are certain that the Denton community will be eager to attend a school that closely aligns its values. Outreach efforts will take place once per month until the Commissioner's decision is rendered. Finally, Once the charter application is approved, a marketing plan will be implemented as noted in the Recruitment section of this application.

DIRECTIONS: Applicants must provide information below if the applicant, at the time of submitting this application, has a specific desired location(s).

Does the applicant have a specific desired location? *If not, check "no" and skip to next page*

☐ Yes ☒ No

Physical Address of Location:

Does the applicant intend to lease or purchase property?

☐ Lease ☐ Purchase

Has the building been issued a certificate of occupancy for educational use?

☐ Yes ☐ No

The applicant will: ☐ Use the Existing Facility ☐ Build a New Facility ☐ Repurpose/Remodel the Existing Facility

What was the facility's last nature of use?

Will the facility share space with individuals/organizations in addition to the proposed charter school? If yes, provide the name of the entity, type, and frequency of use.

☐ Yes ☐ No

ATTACHMENT REMINDER - F8 Proposed Facility Description

NARRATIVE-

Explain how the facility [or future facility] will be suitable for the proposed charter school. Include all plans to ensure that the school facility will be compliant with the Americans with Disabilities Act (ADA).

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will:

- Provide a clear description of the facility.
- Justify the facility's suitability to serve the ages/grades that are proposed - including specialty space, if any.
- Provide a clear description of the purchase or leasing arrangements and/or construction or renovations that must occur to ensure adequate facilities.
- Present budget costs and financing arrangements that are congruent with the financial workbook.

NARRATIVE- Explain how the facility [or future facility] will be suitable for the proposed charter school. Include all plans to ensure that the school facility will be compliant with the Americans with Disabilities Act (ADA).

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

DIRECTIONS: Applicants must provide information below if the applicant, at the time of submitting this application, does NOT have a specific desired location.

Does the applicant have a desired location? ☐ Yes ☒ No
If yes, check "yes" and return to previous page

Does the applicant intend to lease or purchase property? ☒ Lease ☐ Purchase

Does the applicant intend to use a broker or consultant to procure occupancy? ☒ Yes ☐ No
If yes, provide name, company, website

Athlos Foundation has not yet identified the broker or consultant.

Will the facility share space with individuals/organizations in addition to the proposed charter school? ☐ Yes ☒ No
If yes, provide the name of the entity, type, and frequency of use.

NARRATIVE -

Describe the process for identifying and securing a facility. Including plans for building or renovations, timelines, and financing. Explain why the facility will be suitable for the proposed charter school. Include all plans to ensure that the school facilities will be compliant with the Americans with Disabilities Act (ADA).

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will:

- Provide a clear process for identifying and securing a facility.
- Identify relevant individuals that will have significant roles in the facility selection and procurement process.
- Provide a clear description of the anticipated purchase or leasing arrangements and/or construction or renovations that might occur to ensure adequate facilities.
- Present budget costs and financing arrangements that are congruent with the financial workbook.

NARRATIVE - Describe the process for identifying and securing a facility. Including plans for building or renovations, time lines, and financing. Explain why the facility will be suitable for the proposed charter school. Include all plans to ensure that the school facilities will be compliant with the Americans with Disabilities Act (ADA).

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

PROPOSED FACILITY DESCRIPTION

The proposed curricular model is unique, and in order to fully facilitate the program, Athlos Foundation will build new facilities. Please see the letter, Attachment F1.2, for an official statement concerning Athlos Foundation's commitment to use public funds responsibly.

The Athlos Foundation has not identified a specific location for campus 1, but upon charter approval, will engage in a bid process. Once engaged with a developer, land will be sought within the designated Geographic Boundary, as described in Attachment A5.

The Athlos Foundation acknowledges that charter school facilities must comply with applicable local health and safety requirements and must be prepared to meet applicable city, county, or other local municipality planning review procedures. The Athlos Foundation will provide the TEA with a Certificate of Occupancy with an "E" rating issued by the appropriate local authority.

Attachment F8 provides a list of facility requirements.

K-5 classrooms will include student "cubbies" to store their personal belongings, and 6-8 classrooms will include lockers. Classrooms will also include sufficient cabinetry to store learning resources, such as textbooks, equipment, and reading materials. Furniture will be easy to move and reconfigure to accommodate a variety of instructional strategies, including group work, stations, and independent study. Bathrooms in the K-2 area of the school will include an exterior hand washing station to better facilitate healthy practices. Classrooms will be located with easy access to the appropriate free play areas, including playgrounds, open fields, and common open spaces.

Classrooms will need to be equipped with sufficient technology to facilitate 21st Century learning. This includes, minimally, a projector, an interactive whiteboard, and a document camera. The building will also be designed to implement wireless device access, and must accommodate sufficient storage space for equipment.

PURCHASE OR LEASE ARRANGEMENTS

The Athlos Foundation intends to pursue a lease with purchase option structure that will provide affordable payments and support the school's opportunity to refinance the facilities. Within 3-5 years of opening, the Athlos Foundation intends to pursue refinancing through either traditional financing or bond issuance, in which case the facilities would then become public property held in trust by the charter holder. A conservative lease rate has been assumed in the Financial Plan Workbook, Attachment F3. The Athlos Foundation feels confident that refinancing to purchase will be an option by year 5 of operation.

LEASE WITH PURCHASE OPTION

The Athlos Foundation intends to engage with a developer, through a bid process, to build the custom facilities as described. The resulting lease of the facilities will be negotiated at arms-length, independently, by the Board of Directors, with advice from professionals (i.e., financial advisors, legal counsel, bond counsel, real estate professionals and other professionals as appropriate).

TIMELINE

Groundbreaking for this project is anticipated approximately the end of September 2016. The Governing Board will take occupancy of the facilities in accordance with the lease agreement on approximately August 1, 2017. The lease agreement will be negotiated as part of the bid process.

REFERENCES

Athlos Foundation. (2015) Athlos Academy Generation 20 Charter Application http://castro.tea.state.tx.us/charter_apps/production/applications.html

DIRECTIONS: ALL applicants must provide information below on transportation services and strategies. All references to “daily transportation” should reflect any transportation services that will facilitate student pick-up/drop-off from the home, campus, or reasonable distance therein. At minimum, all applicants must complete a narrative below outlining transportation plans for students with Individualized Education Plans (IEP).

Does the applicant intend to offer daily transportation to all students? ☐ Yes ☒ No
If no, the applicant must still answer IEP transportation contingencies in the narrative section below

If yes, what year will the service begin? Year ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Will the charter provide public transportation vouchers? *Ex. public bus passes* ☐ Yes ☒ No

If yes, what year will the service begin? Year ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

What is the total annual dollar amount budgeted for transportation?

NARRATIVE -

Describe any student transportation plans. If transportation plans will not be offered, articulate reasons that contributed to choosing not to offer such services.

At a minimum, outline transportation contingencies for students with Individualized Education Plans (IEP) that designate required transportation.

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will:

- Present a detailed transportation plan, if any, that demonstrates an ability to meet the needs of the student population.
- Provide clear transportation plans for students with IEP's that require transportation.
- Align budget amounts with the financial workbook.
- Demonstrate compliance with 34 CFR§300.34(c)(16) of the Individuals with Disabilities Act (IDEA) regulations.

NARRATIVE - Describe any student transportation plans. If no transportation plans will be offered, articulate reasons that contributed to choosing not to offer such services.

At a minimum, outline transportation contingencies for students with Individualized Education Plans (IEP) that designate required transportation.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

GENERAL POPULATION TRANSPORTATION PLAN

Daily transportation will not be provided for the general student population. The Athlos Foundation is confident that transportation can be safely managed with the right traffic patterns, a staggered start and end time, and using dismissal assisting technology. The Superintendent will monitor the safety and parent satisfaction of the current drop-off and dismissal plans, and may make a recommendation for reconsideration to the Board at any time.

Parents will be provided a map and overview of expectations for drop-off and dismissal procedures at back to school night. Teachers will be trained in assisting with safe dismissal and will participate in this process each afternoon. Athlos Academy will use a program such as Driveline to assist with dismissal.

The cost for setting up an account with a traffic assist software, such as Driveline, is allocated in the budget as technology. These software programs help to reduce traffic congestion, improve safety and efficiency at dismissal. As an example, Driveline assigns each family a number which is displayed in the front window of the family's car(s). When school ends, all students remain in their classrooms and teachers project the Driveline screen for the class to see. As parents pull into the driveway, a teacher or volunteer types the family's assigned number into an app on their phone. Once the number is entered, the associated student(s) names show up on the appropriate classroom screen. That action cues all the students in that family or carpool to head out to the dismissal line. This program helps to ensure that students and parents are as efficient and as safe as possible during dismissal. This program is used successfully at other schools using the Athlos program.

SPECIAL EDUCATION TRANSPORTATION PLAN

Transportation will be provided for any student whose IEP or 504 plan states transportation as a necessary service. Otherwise, daily transportation will not be provided. However, Athlos Foundation will assist its parents in organizing and supporting a carpooling/ridesharing program, and if in the future transportation is found to be viable and a benefit to students the Board will consider available options. We have included a tentative amount of \$32,000 in our budget for the transportation needs of special education students as noted in the IEP.

REFERENCES

Athlos Foundation. (2015) Athlos Academy Generation 20 Charter Application http://castro.tea.state.tx.us/charter_apps/production/applications.html

DIRECTIONS: ALL applicants must provide information below outlining proposed admission and enrollment policies.

Enrollment Period: *include start date/end dates*

Jan 10, 2017

to

Feb 15, 2017

Date of Lottery (*if needed*):

Feb 28, 2017

Will the lottery process have exempted classes of students?

☒ Yes ☐ No

Choose all that apply

- ☒ Returning Students
☒ Siblings of Enrolled Students
☒ Children of Founders & Staff
☐ Other

If there are exempted classes, what is the anticipated percentage of exempt students for Year 1?

10

ATTACHMENT REMINDER - E3 Admission and Enrollment Policy

NARRATIVE (1) -

Discuss plans and strategies to address the receipt of applications that exceed maximum enrollment?

NARRATIVE (2) -

Briefly discuss all policies and procedures for the admission of students with documented history of any of the types of misconduct listed in TEA § 12.111(a)(5)(A).

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will:

- Attachment E3 presents an application period and application process that clearly supports fair and equitable opportunity for all students to apply.
- Describe a fair and equitable selection process in the event of oversubscription. Including how this process will ensure equal access to all interested students and families.
- Any enrollment exemptions do not exceed allowable limits.
- Any enrollment requirements (such as auditions) are aligned with TEC §12.111(a)(6) and §12.1171.
- Attachment E3 Includes a non-discrimination statement that satisfies TEC 12.111(a)(5).

NARRATIVE (1) - Discuss plans and strategies to address the receipt of applications that exceed maximum enrollment?

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Athlos Academy of Texas' (AATX) admissions and enrollment policies comply with all state and federal regulations. AATX's admissions policy will not discriminate on the basis of sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend.

AATX will post the dates of open enrollment prior to the start of the enrollment period in accordance with Texas Education Code § 12.117. AATX will conduct a lottery in the event the number of applicants exceeds maximum enrollment. Once all available seats are filled, a waiting list will be created. As space becomes available, applicants from the waiting list will be called in the order they were placed on list. Siblings of returning students, and children of the school's founders and staff (so long as they constitute only a small percentage of total enrollment), are exempt from the lottery. All applicants must submit a completed application form, but are not required to provide transcripts or other academic records until they are offered admission.

See Attachment E3.1, Admissions and Enrollment Policy, and E3.2, Registration Procedures Flow Chart.

Policies regarding transfers, withdrawals, and re-enrollment will be addressed in the school handbook.

REFERENCES

Athlos Foundation. (2015) Athlos Academy Generation 20 Charter Application http://castro.tea.state.tx.us/charter_apps/production/applications.html

NARRATIVE (2) - Briefly discuss all policies and procedures for the admission of students with documented history of any of the types of misconduct listed in TEA § 12.111(a)(5)(A).

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

In compliance with TEC §12.111(a)(6) and §12.1171:

Students with a documented history of criminal offence, juvenile court adjudication, and/or discipline issues as noted in Subchapter A, Chapter 37 of Texas Education Code, may be excluded from the admissions and enrollment process.

Students with a documented history of less severe misconduct will not be excluded from admissions and enrollment, but may be required to agree to a Behavior Improvement Plan (BIP) prior to their first day of attendance. See the Discipline Plan, Attachment E4, for detailed information on disciplinary procedures and discipline regarding Special Education students.

REFERENCES

Athlos Foundation. (2015) Athlos Academy Generation 20 Charter Application http://castro.tea.state.tx.us/charter_apps/production/applications.html

DIRECTIONS: ALL applicants must provide information below detailing student recruitment strategies and standards.

Target number of hours dedicated to student recruitment per month? *If any...*

20

Person(s), positions(s), and/or entities that will be responsible for planning recruitment activities?

The Board of Directors will elect a board member as chair of a marketing and recruitment committee. This committee will include 5-10 volunteers. It is anticipated that each member of the committee will donate approximately 5 hours of time each month to recruitment efforts. The Marketing Committee will lead parent information meetings, booths at community events, distribution of marketing materials, and facility tours. The Financial Workbook allocates sufficient funds for recruitment and allows for additional funds for contracting out of these services. See Budget Narrative for details.

What percentage of the budget will be used towards student recruitment?

1.37

Will recruitment efforts specifically target any of the following? *Choose all that apply*

- ☒ Low Income Families
- ☒ Gifted and Talented
- ☒ Students with Special Needs
- ☒ Students At-Risk
- ☒ Drop Out Recovery
- ☐ Other

NARRATIVE (1) -

Outline the needs of the community that are not being met by the local school district or other area charter schools.

NARRATIVE (2) -

Discuss recruitment strategies that will effectively reach the anticipated community while also providing equal access to all interested students and families?

NARRATIVE (3) -

Explain how the applicant will adjust recruitment strategies if enrollment numbers are lower than expected?

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will:

- Clearly describe community needs that are not being met by other available resources and educational institutions.
- Present specific strategies to meet community needs.
- Discuss the specific roles and responsibilities of person/positions that will plan and implement student recruitment/community engagement, if any - including any educational or experience requirements.
- Present specific assessment models, schedules, and activities that will gauge recruitment effectiveness.
- Reference budget amounts that are congruent with the financial workbook.

NARRATIVE (1) - Outline the needs of the community that are not being met by the local school district or other area charter schools.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

The Denton area provides only a few charter school options, including Vista Academy of Denton and The Education Center at Denton, which provide programs focused on college preparation and moral character development . These two schools currently serve around only 150 students, and The Education Center at Denton received an "Improvement Required" Accountability Rating for 2015 (TEA Accountability, 2015). This dramatically limits high-quality school choice options for students residing in Denton ISD. Athlos Academy of Texas (AATX) offers a unique school choice opportunity focused on supporting education with high- quality programs. The Performance Character Program of the Athlos Academies curriculum is research-based and fully developed to engage all students, and in particular, those students considered at-risk.

Particularly unique to AATX is the school's focus on the Healthy Body Program that includes vertically aligned athletic curriculum, a focus on nutrition education and practices, and incorporates a culture of health and wellness in the classroom supported by movement breaks in the classroom and multiple opportunities for free play throughout the school day. While Texas has traditionally supported increasing the physical fitness opportunities for students in public schools, the program offers not only increased opportunity, but a strategic combination of structured experiences, free play, and nutrition that is not available in local schools.

Analyzing the assessment data for the Denton ISD as well as the three larger surrounding ISDs, Lewisville, Frisco, and Northwest shows that there is a significant gap between the achievement levels of White, students and other subgroups, including Hispanic, Black, economically disadvantaged and ELL students (TEA TAPR, 2014 and TEA TAPR Denton, 2014). White students are scoring in the high 80s and 90s on the STAAR tests, while other subgroups are nearly 20 percentage points behind in almost every subject area and ELL students are at least 20 percentage points behind. The charts below illustrate this trend across the regional districts:

Denton ISD

Percent of Students at Phase-in Satisfactory Standard or above on the STAAR

Demographics	Reading	Math	Writing	Science	Social Studies
African American	73	72	73	71	71
Hispanic	72	77	69	72	69
White	90	89	86	91	87
Economically Disadvantaged	71	74	67	70	66
ELL	58	67	54	55	43

Lewisville ISD

Percent of Students at Phase-in Satisfactory Standard or above on the STAAR

Demographics	Reading	Math	Writing	Science	Social Studies
African American	76	69	71	72	73
Hispanic	75	72	63	71	72
White	93	89	87	92	90
Economically Disadvantaged	72	68	59	68	66
ELL	53	58	41	45	41

Frisco ISD

Percent of Students at Phase-in Satisfactory Standard or above on the STAAR

Demographics	Reading	Math	Writing	Science	Social Studies
African American	89	88	84	88	88
Hispanic	91	90	84	91	89
White	96	95	92	96	94
Economically Disadvantaged	87	85	78	86	83
ELL	79	81	72	73	71

Northwest ISD

Percent of Students at Phase-in Satisfactory Standard or above on the STAAR

Demographics	Reading	Math	Writing	Science	Social Studies
African American	83	77	83	86	77
Hispanic	82	80	76	85	80
White	89	87	86	92	91
Economically Disadvantaged	78	76	74	82	75
ELL	62	63	57	60	58

In Brownsville, the Living Way Academy uses the both the Athlos Academies Healthy Body curriculum and the Performance Character Program. The student population is 71.4 % economically disadvantaged, 36% ELL, and nearly 100% Hispanic, a traditionally under-served population group. The Reading, Math, and Writing STAAR scores for these students are consistently 5-19 percentage points higher than scores for Hispanic students in Denton and Lewisville ISD, the districts serving the highest percentage of Hispanic students in the Denton area scored at or above state standards in nearly all subjects (TEA Accountability, Brownsville, 2015). The Athlos Foundation is confident that bringing the research-based, TEKS aligned Prepared Mind curriculum in conjunction with the Healthy Body and Performance Character programs to the Denton area can help to close the gap for minority, economically disadvantaged, and ELL students, a gap with which the traditional school districts currently struggle.

Demographics	Living Way Leadership Academy				
	Percent of Students at Phase-in Satisfactory Standard or above on the STAAR				
	Reading	Math	Writing	Science	Social Studies
Hispanic	81	82	82	66	77
Economically Disadvantaged	77	82	79	58	68

REFERENCES

Athlos Foundation. (2015) Athlos Academy Generation 20 Charter Application http://castro.tea.state.tx.us/charter_apps/production/applications.html

TEA Accountability. (2015). Accountability Ratings and Reports, 2015 for Vista Academy of Denton and The Education Center At Denton. <http://ritter.tea.state.tx.us/perfreport/account/2015/>

TEA Accountability Brownsville (2015). Accountability Ratings and Reports for School No. 051822007 - Brownsville. <http://ritter.tea.state.tx.us/perfreport/account/2015/static/summary/campus/c015822007.pdf>

TEA TAPR. (2014). Texas Academic Performance Reports for Lewisville ISD, Frisco ISD, and Northwest ISD for 2013-14. <http://ritter.tea.state.tx.us/perfreport/tapr/2014/index.html>. Retrieved September 16th, 2015.

TEA TAPR Athlos Leadership Academy. (2014). http://ritter.tea.state.tx.us/cgi/sas/broker?_service=marykay&year4=2014&year2=14&_debug=0&single=N&title=2014+Texas+Academic+Performance+Reports&_program=perfreport.perfmast.sas&prgopt=2014%2Ftapr%2Ftapr.sas&ptype=P&level=campus&search=campnum&namenum=015822007&campus=015822001

TEA TAPR Denton. (2014). Denton ISD Texas Academic Performance Report for 2013-14. http://ritter.tea.state.tx.us/cgi/sas/broker?_service=marykay&year4=2014&year2=14&_debug=0&single=N&title=2014+Texas+Academic+Performance+Reports&_program=perfreport.perfmast.sas&prgopt=2014%2Ftapr%2Ftapr.sas&ptype=P&level=district&search=district&namenum=Denton+ISD&district=061901 Retrieved September 16, 2015.

NARRATIVE (2) - Discuss recruitment strategies that will effectively reach the anticipated community while also providing equal access to all interested students and families?

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

Athlos Foundation is committed to recruiting broadly in the community. Through the use of Social Media, flyers and brochures distributed within the community, and by posting announcements on local and electronic community calendars Athlos will be able to reach a broad base of Denton residents.

Specific efforts will be made to reach out to at risk students and low income families through contacting organizations that provide social services, such as health clinics, social workers, and youth organizations, such as the YMCA and Boys' and Girls' clubs. Equal efforts will be made to reach out to pre-schools, parent groups, real estate agents, and extra-curricular groups that provide services to a broad array of students and families. The Athlos Foundation is also an active member of the Denton Chamber of Commerce and intends to use its wide-reaching net of connectivity to get the word out to the Denton community about Athlos.

NARRATIVE (3) - Explain how the applicant will adjust recruitment strategies if enrollment numbers are lower than expected?

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

Enrollment will be tracked closely, and recruitment efforts will be reassessed in the early spring. Should a greater effort be required, the Marketing Committee will develop a proposal for the Board of Directors to consider that may include increased efforts with existing strategies and/or new efforts such as digital media advertisements or movie theater advertisements.

DIRECTIONS: ALL applicants must provide information below on the proposed school day calendar and estimated instructional hours per grade level.

Anticipated Date-of-Opening:

Aug 28, 2017

Total Number of Instructional Days in the School Year:

180

; and Total Instructional Minutes per day

360

Start/Dismissal Times :

PreK	<i>begins at</i>	NA	<i>and dismisses at</i>	NA
K-5	<i>begins at</i>	8:15	<i>and dismisses at</i>	3:15
6-8	<i>begins at</i>	8:30	<i>and dismisses at</i>	3:40
9 -12	<i>begins at</i>	NA	<i>and dismisses at</i>	NA

Number of Instructional Hours Per Day --provide per every applicable grade level. Indicate "NA" where grades will not be served.

Prek	NA		
Kindergarten	7	6th Grade	7
1st Grade	7	7th Grade	7
2nd Grade	7	8th Grade	7
3rd Grade	7		
4th Grade	7		
5th Grade	7		
		9th Grade	NA
		10th Grade	NA
		11th Grade	NA
		12th Grade	NA

NARRATIVE -

Describe the schedule for the school day and week. Including how the proposed school week/day structure will help facilitate the applicant's vision and educational plan?

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will:

- Present a clear alignment with student needs and school goals as discussed in prior narrative sections.
- Follow all state attendance requirements.
- Provide rationale for choosing the proposed school-calendar structure.

NARRATIVE - Describe the schedule for the school day and week. Including how the proposed school week/day structure will help facilitate the applicant's vision and educational plan?

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

All students will attend Math, ELA, Social Studies, and Science on a daily basis. Student will also have classes in music and visual art each week in grades k-5. Middle school students will take an elective class (music, visual arts, or foreign language) as part of their daily rotation of classes.

Staggered start and end times are proposed to assist with transportation, as discussed in detail in the Transportation section of this application. These start and end times, combined with the extracurricular activities and programs as discussed in detail in the Curriculum and Instruction section of this application, will also serve to support families in making the choice to enroll their children at AATX Denton.

Below is a draft of the proposed bell schedule for an average elementary student and an average middle school student. The Day in the Life section of the Education Plan in this application further addresses the student experience. The bell schedules below reflect the school's commitment to creating a culture of wellness by incorporating frequent movement breaks and unstructured play for all students. Additionally, these bell schedules reflect mathematic study placed first thing in the morning to take advantage of studies supporting early morning learning. The morning meeting style "Huddle" at the beginning of the day and the closing meeting at the end of the day help to reinforce that culture of wellness and help students to transition into learning and make plans for next steps to be taken as homework or in preparation for the next day.

Minute by minute Elementary schedule:

8:15am	Math Corner Morning Huddle
8:45	Mathematics
9:00	2 min. Movement Break (in-class)
9:15	2 min. Movement Break (in-class)
9:45	Unstructured Free Play (outside)
10:00	English-Language Arts
10:15	2 min. Movement Break (in-class)
10:35	2 min. Movement Break (in-class)
11:00	Athletic Conditioning Class
11:50	LUNCH & Unstructured Free Play (outside)
12:20pm	ELA -- Focused Reading Time
12:40	Science
12:55	2 min. Movement Break (in-class)
1:10	2 min. Movement Break (in-class)
1:40	Unstructured Free Play (outside)
1:55	Social Studies (Music and Art fit in once/wk)
2:15	2 min. Movement Break (in-class)
2:30	2 min. Movement Break (in-class)
2:55	Closing Huddle
3:15	Conclusion of the day

Minute by minute Middle School schedule:

8:30am	Mathematics
8:55	2 min. Movement Break (in-class)
9:15	2 min. Movement Break (in-class)
9:40	English-Language Arts
10:05	2 min. Movement Break (in-class)
10:30	2 min. Movement Break (in-class)
10:50	Science
11:05	2 min. Movement Break (in-class)
11:25	2 min. Movement Break (in-class)
12:00	LUNCH & Unstructured Free Play
12:30	Athletic Conditioning Class
1:20	Social Studies
1:45	2 min. Movement Break (in-class)
2:05	2 min. Movement Break (in-class)
2:30	Elective (Music/Art/Foreign Lang.)
2:55	2 min. Movement Break (in-class)
3:05	2 min. Movement Break (in-class)
3:30	Closing Huddle
3:40	Conclusion of the day

DIRECTIONS: ALL applicants must provide information below pertaining to faculty and staff recruitment strategies.

What method(s) will the applicant use to identify, recruit, and hire highly qualified teachers?

Choose all that apply

☒ Web Advertising e.g. Monster, Indeed, Idealist etc.

☒ Print Media

☒ Social Media e.g. Facebook, Twitter, Forums etc.

☒ Partnerships w University or Colleges

☒ Other

Athlos Academy of Texas (AATX) intends to participate in local teacher job fairs, such as the Tarleton State University teacher fair. The school may also attend other Texas based teacher fairs and seek to post open positions on university job boards and with university teacher education programs.

Person(s), positions(s), and/or entities that will plan recruitment strategies?

The Board of Directors will develop an initial recruitment plan and work with the Superintendent to revise this plan, once he/she is hired. The Superintendent will be responsible for recruitment of all staff, faculty, and administrators at the school.

Target Number of Special Education Teachers for Year 1

4

Target Number of Bilingual/ESL Teachers for Year 1

5

Target Number of Gifted and Talented Teachers for Year 1

4

NARRATIVE -

Describe the process to be used to identify, recruit, and hire individuals with the expertise necessary to facilitate the school's mission and educational goals.

Including teacher, administrative, and board level strategies where applicable.

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will:

- Include a rationale for the proposed recruitment strategies/methods.
- Present a clear process for using the proposed methods to identify, recruit, and hire highly qualified teachers, administrative staff, and (or) various support staff.
- Discuss the roles and responsibilities of the person/position that will plan, implement, assess recruitment efforts.
- Present specific assessment models, schedules, and activities that will gauge recruitment
- Address any foreseeable obstacles to successfully recruiting quality staff.
- Reference budget amounts that are congruent with the financial workbook.

NARRATIVE - Describe the process to be used to identify, recruit, and hire individuals with the expertise necessary to facilitate the schools mission and educational goals. Including teacher, administrative, and board level strategies where applicable.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

RATIONALE

AATX will utilize several proactive strategies to recruit faculty and staff with the expertise necessary to support the school's mission, vision, and academic goals. The faculty and staff recruitment plan is based on the following staffing assumptions:

1. Teacher-student ratios affect student learning outcomes and school culture
2. Faculty and staff salaries must be competitive with surrounding districts
3. The percentage of various special populations will mirror that found in surrounding districts

The intended teacher-student ratios in regular education classrooms are reflected in Attachment A6 by grade level. This plan accommodates smaller class sizes in younger grades, starting at 1:20 and increasing that rate to no more than 1:30 in middle school classrooms.

AATX also assumes that the percentage of its total student population that will qualify for Special Education, ELL, and Gifted and Talented support services will mirror the rates found in local school districts (see Education Demographic Profile).

PLAN

The school has assumed a Special Education rate of 8.3%, an ELL rate of 16%, and a Gifted and Talented rate of 10%, and assumes a teacher-student ratio of 1:25 for special populations.

Staffing assumptions are reflected in the Financial Attachments F1, F2, and F3 as well as in the Staffing Plan O2.

Process - Job descriptions will be posted both locally and nationally using services such as SchoolSpring and Indeed.com.

Other job posting services may be used as applicable to the job type. These services may include local newspapers, craigslist services, LinkedIn postings, or direct contact with various training programs and teacher education programs.

Job descriptions are outlined in the Supplemental Human Resource Information Form, Attachment 03. All positions will remain posted for a minimum of 2 weeks. After posting, candidates will be reviewed and ranked according to the job description and anticipated duties. While the Superintendent is ultimately responsible for hiring, the interview process may include screening calls and panel interviews. The interview process will be reviewed by the Board of Directors prior to implementation.

It is anticipated that recruitment efforts will begin late winter or early spring. As part of the Superintendent's regular report to the Board of Directors, progress toward recruitment goals will be included. The recruitment plan will be revised as necessary to ensure that the school is fully staffed in time for August training dates.

REFERENCES

Athlos Foundation. (2015) Athlos Academy Generation 20 Charter Application http://castro.tea.state.tx.us/charter_apps/production/applications.html

DIRECTIONS: ALL applicants must provide information below about professional development strategies, implementation, and analysis.

Person(s), positions(s), and/or entities that will *plan* and *execute* professional development strategies.

School Leaders- Teacher Evaluation Process and General Operations and Procedures; PLCs – Collaborative Analysis of Student Work and peer observation; Coaches: Instructional, Athletic, and Performance Character – Teacher Coaching Cycles; Athlos Academies – third party athletic and performance character curriculum implementation training; Lucy Calkins – third party literacy training; Bridges Mathematics – third party mathematics training

Person(s), positions(s), and/or entities that will be responsible for the *management, analysis* and *interpretation* of any data for classroom teachers to improve student achievement.

Data Inquiry Teams (regular and special education teachers and school leaders) - data analysis, for next steps and long term goals for student outcomes. Instructional Coaches and Performance Character Director - use student summative data and teacher coaching cycle data for next steps and long term goals for professional development (PD) of instructional strategies for teachers. Athletic Coaches and Performance Character Coaches - PD for teachers, as necessary.

Will the applicant require any professional development prior to the start of the school year?

☒ Yes ☐ No

If yes, briefly explain

Professional Development will take place prior to the start of the school year in several areas.

Internally provided PD will cover school policy and procedure, including discipline and emergency procedures. Professional Development will also be provided to prepare teachers to implement the Healthy Body Curriculum, the Performance Character Program, and program components for the literacy and math curriculum. Staff will also take part in training in Special Education processes and instructional strategies, mandatory reporter training, and training that addresses the needs and law surrounding English Language Learners.

ATTACHMENT REMINDER - O4 Teacher Evaluation Tool(s)

NARRATIVE (1) -

Discuss all core components of the professional development plan and how these components will support effective implementation of the educational program?

NARRATIVE (2) -

Explain how the school calendar, daily schedule, and staffing structure will help facilitate sufficient time to conduct, review, and provide guidance on professional development and growth.

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will address:

- Include a rationale for the proposed professional development plan and its alignment with the school's goals, curriculum, and budget.
- Discuss the roles and responsibilities of the person/position that will plan, implement, analyze, and report on professional development activities.
- Present specific assessment models, schedules, and activities that will gauge the success of professional development resources and activities.
- Address any foreseeable obstacles to implementing the proposed plan.
- Reference budget amounts that are congruent with the financial workbook.

NARRATIVE (1) - Discuss all core components of the professional development plan and how these components will support effective implementation of the educational program?

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

Athlos Foundation recognizes that quality professional development opportunities are critical for the effective implementation and the success of the program. In support of the school's mission and vision, the Athlos Foundation has identified a need to provide training in the following areas at a minimum:

- School Leadership Practices
- Board Governance
- Effective Coaching Cycles for Teachers
- Daily Operations (including, but not limited to disciplinary procedures and crisis management)
- Literacy
- Mathematics
- Instructional strategies (active pedagogies as well as health and wellness incorporation)
- Athletic Curriculum Implementation
- Performance Character Program

The school has budgeted conservatively to ensure that instruction is sufficiently supported at the school. The Financial Plan Workbook, Attachment F3, and the Budget Narrative, Attachment F2, reflect the school's commitment to support these efforts. Athlos has budgeted for Instructional Coaches, or master teachers, who will support the day to day instructional activities of teachers. Healthy Body and Performance Character coaches will implement the programming throughout the school and are supported by stipends and lighter teaching schedules. Additionally, there is sufficient funding allocated to purchase third party trainings as they are needed.

Before the opening of the school, teachers will engage in rigorous professional development during the summer months. Teachers will learn about the school's management policies and procedures, an overview of the Healthy Body and Performance Character pillars, and the components of the core curriculum (literacy, math, science, and social studies). With the support of specialists from Lucy Calkins, Bridges, and Connected Math as well as support from the Athlos Academies team. School leaders will plan and facilitate professional development prior to the start of the school year. During the academic year teachers will engage in school level PLC meetings on a regular basis to work on curriculum alignment, TEKS deconstruction, and data analysis.

Teachers will also participate in department specific training throughout the year to assist with curriculum planning, instructional strategies, assessment, and school culture. In-service training topics are likely to include: overview of mathematics TEKS/SEs, differentiation in the classroom, character based classroom management, vertical alignment for science and social studies, and project-based techniques. Overall professional development will be flexible, individualized and ongoing to address the needs of each teacher and the school community as a whole.

Administrators, board members, and coaches (instructional, athletic, and performance character) will participate in ongoing professional development specifically aimed at continuous improvement of school leadership, school governance, and coaching practices. Athletic coaches, performance character coaches, and instructional coaches will meet regularly with teachers through a series of Coaching Cycles as part of the professional development process. The school will also use professional development resources available through the local ESC and charter school organization in North Texas.

REFERENCES

Athlos Foundation. (2015) Athlos Academy Generation 20 Charter Application http://castro.tea.state.tx.us/charter_apps/production/applications.html

NARRATIVE (2) - Explain how the school calendar, daily schedule, and staffing structure will help facilitate sufficient time to conduct, review, and provide guidance on professional development and growth.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

The superintendent and school principal will ensure that a strategic professional development plan is in place prior to the

start of the school year to allow for full group training in curriculum and operations, as well as to ensure that there are ample opportunities for individual learning opportunities and group collaboration.

Time is set aside at the beginning of the school year to ensure that teachers have sufficient time for orientation. New teachers are partnered with mentor teachers to facilitate the hurdles of being a first year teacher. Professional development days are built into the school calendar and specific time is allocated in the daily schedule to allow for collaboration and to facilitate teacher coaching and data analysis

Each day, teachers have blocks of time to use for lesson preparation purposes including grading and lesson planning. During these times, teachers have the opportunity to meet as a grade-level team, work independently, or meet with their instructional coach.

At the end of each grading period school staff will meet for the purpose of data review and student progress tracking.

Teacher evaluation discussions and any resulting actions are the responsibility of school leaders. However, by providing for full-time instructional coaches, as well as reduced teaching loads and stipends for performance coaches, athletic coaches, and an assessment coordinator, this group can help to create a culture of positive professionalism and peer support among teachers and provide school administrators with a more robust data set to support accurate and effective teacher evaluations.

Athlos Foundation acknowledges that this professional development plan is ambitious. Developing a positive workplace environment that embraces a growth mindset is not an easy task, but the Athlos Foundation is committed to moving in this direction.

REFERENCES

Athlos Foundation. (2015) Athlos Academy Generation 20 Charter Application http://castro.tea.state.tx.us/charter_apps/production/applications.html

DIRECTIONS: ALL applicants must provide information below on the proposed Board of Directors. The term "Board of Directors" refers to a governing body of the sponsoring entity as the applicant indicated on the Application Coversheet. The term "grant mismanagement" refers to the unallowable or questionable use of government grant funds as determined by that specific states' ethics and compliance policies.

Number of Board Members:	5
Number of Board Members Domiciled in Texas:	5
Number of Board Members with Prior Charter Experience:	1
How often will the Board meet in-person? Choose all that apply. <input type="checkbox"/> Weekly <input type="checkbox"/> Bi-Weekly <input checked="" type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> Annually Other <input style="width: 100px;" type="text"/>	
How often will the Superintendent report to the Board? Choose all that apply. <input type="checkbox"/> Weekly <input type="checkbox"/> Bi-Weekly <input checked="" type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> Annually Other <input style="width: 100px;" type="text"/>	
How often will the Board review financial reporting data? Choose all that apply. <input type="checkbox"/> Weekly <input type="checkbox"/> Bi-Weekly <input checked="" type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> Annually Other <input style="width: 100px;" type="text"/>	
Do any current board members intend to apply for an employed position with the charter?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
The sponsoring entity is a current grantee/sub-grantee of a state and(or) federal grant.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
The sponsoring entity has been investigated for grant mismanagement within the last 5 years.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

GOVERNANCE - Board of Directors

ATTACHMENT REMINDER - G4 Board Member Biographical Affidavit Form

NARRATIVE (1) -

Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies.

NARRATIVE (2) -

Applicants with a sponsoring entity who is a current grantee/sub-grantee of a state and(or) federal grant must provide: (a) names of all currently awarded grants; (b) contact information; and (c) nature of awarded grant(s). *All other applicants skip this narrative and proceed to the narrative below.*

NARRATIVE (3) -

Applicants with a sponsoring entity who has been subject to investigation for grant mismanagement within the last 5 years must provide: (a) names of all applicable grants; (b) contact information; and (c) result/status of investigation. *All other applicants skip this narrative and proceed to the next page.*

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will:

- Provide a clear list of the sponsoring entity board members and their roles on the board.
- Discuss member selection criteria and how it aligns with the school's mission and vision.
- Disclose the full extent of prior charter experience among the board members.
- Present a governance structure that is compliant with Texas Administrative Code 19 TAC § 100.1113 and Texas Government Code §§ 573.021-573.025, relating to Relationships by Consanguinity or Affinity.
- Provide strong evidence that the proposed governance structure will be effective.

NARRATIVE (1) - Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

STRUCTURE OF GOVERNANCE

The general governance structure of the Board of Directors is detailed in the Bylaws, Attachment G.3. The Board of Directors of Athlos Foundation will constitute the governing body of the school and is primarily responsible for the adoption and implementation of policy and management, operation and accountability of Athlos Foundation as required by Texas law. The Board will oversee the use of all public funds and property, held in trust for the benefit of its students, and will be fiduciaries to the students and State. The Board of Directors will have the final authority to: (a) hear or decide employee grievances, citizen complaints, or parental concerns; (b) adopt or amend the budget of the charter holder or the charter school; (c) authorize the expenditure or obligation of state funds or the use of public property; (d) direct the disposition or safekeeping of public records; (e) adopt policies governing charter school operations; (f) approve audit reports; and (g) select, employ, direct, evaluate, renew, non-renew, terminate, or set compensation for any chief executive officer(s), as required by Texas law.

No board member may act on behalf of the Board unless appointed by the Board to do so. Action is taken with a quorum through an Open Meetings compliant process.

The Superintendent will be hired by and report to the Board, and is responsible for the day-to-day operation of Athlos Foundation. The Superintendent will have the final authority to: (a) organize the central administration; (b) approve reports or data submissions required by law; and (c) select, hire and fire school employees and officers. The Board will develop an evaluation process and an evaluation tool to assist in evaluating the performance of the Superintendent.

The Board and Superintendent may also establish committees and advisory bodies to support the programs and missions of Athlos Foundation, including community, business and parent advisors, boosters, and committees to advise on finance, long range planning, community relations, fundraising, and other areas.

BOARD MEMBER SELECTION CRITERIA

Athlos Foundation acknowledges the role it plays in governing a charter school well is one that benefits from careful consideration of many professional and community based perspectives. Board members are expected to uphold the vision and mission of the school and to be active participants in the work of governance, including preparing for board meetings and representing the school in the community. Board members are expected, as are all employees of the school, to be models of the 12 Performance Character Traits, including grit, social intelligence, and leadership.

Importantly, a potential board member's professional background is a consideration in membership. Athlos Foundation seeks to include professionals with experience in finance, marketing, education, and business startup, as well as professionals with experiences in the health care and fitness industries. Parents and community members with other professional backgrounds bring unique perspectives as well.

Overall, existing and potential members of the Athlos Foundation share a passion to see Texas students excel in academics and health, as well as demonstrate a commitment to community and public trust. They bring the skills necessary to govern and oversee an innovative and high quality charter school that will provide true value to the students of Texas.

BOARD MEMBER BIOGRAPHIES

Board President Tiffany O'Neill has an extensive background in K-12 special education. Over the course of her professional career, O'Neill has worked with gifted students, twice exceptional students, undergraduate, and graduate students. She has served as a head of school for another Texas charter operator responsible for new school startup, designed systems, created curricula, managed and trained faculty at various levels, and worked with learners from diverse backgrounds, cultures, and educational experiences. Her specialized interest areas include the identification, education, and affective needs of gifted individuals, leadership and advocacy in gifted education, twice exceptional individuals, and individuals on the autism spectrum. These collective experiences have significantly prepared her to serve as the Board President for Athlos Foundation.

Board Vice President Todd Whitthorne is the President of ACAP Health Consulting based in Dallas. Prior to joining ACAP, Whitthorne served 14 years as President of Cooper Concepts, Inc. where he strategized ways to improve employee health and lower healthcare related costs. Whitthorne also has experience as the executive producer and host of Healthy Living with Dr. Ken Cooper, a radio program broadcasted in 42 different states. Whitthorne's professional experience speaks to his passion for healthy living and wellness. His educational background in kinesiology and exercise physiology paired with his

expertise and experience in the fields of fitness, nutrition, and motivation are invaluable to his role as Board Vice President for Athlos Foundation. (<http://www.acaphealth.com/our-people/todd-whitthorne/>)

Board Secretary Martha Rocha's advocacy efforts have included lobbying and community outreach in the for profit and non-profit sectors and has most recently served as Senior Director, Resource Development at Population Health Children's Medical Center in Dallas. Children's Medical Center is one of the largest pediatric health care providers in the nation. She has also served as Director of Community Affairs with DCI Group a public affairs firm based in Washington, DC. Additionally, Ms. Rocha handled strategic communications and community relations for a large energy client in Dallas, Texas and has served on many boards and committees including the Dallas Hispanic Chamber of Commerce. Her background in resource development as well as community relations, community affairs, external affairs, federal regulation, brings tremendous experience to Athlos Foundation.

Board Member Debbie Rhea, Ed.D. is the Associate Dean for Health Sciences and Research in Harris College of Nursing and Health Sciences at Texas Christian University. Prior to taking this position, Dr. Rhea prepared physical education teachers at TCU and consulted with all ages of athletes and non-athletes to enhance their mental skills related to performance and physical activity. Her interest, research, and publications on physical activity, eating disorders, behavior change, and motivation all support the mission and vision of Athlos Foundation. (<http://www.drdebbierhea.com/bio/>)

REFERENCES

Athlos Foundation. (2015) Athlos Academy Generation 20 Charter Application http://castro.tea.state.tx.us/charter_apps/production/applications.html

NARRATIVE (2) - Applicants with a sponsoring entity who is a current grantee/sub-grantee of a state and(or) federal grant must provide: (a) names of all currently awarded grants; (b) contact information; and (c) nature of awarded grant(s). *All other applicants skip this narrative and proceed to the narrative below.*

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

NARRATIVE (3) - Applicants with a sponsoring entity who has been subject to investigation for grant mismanagement within the last 5 years must provide: (a) names of all applicable grants; (b) contact information; and (c) result/status of investigation. *All other applicants skip this narrative and proceed to the next page.*

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

DIRECTIONS: This page is ONLY for applicants who propose the creation of a secondary board during the initial charter contract period. The term “**Secondary Board**” refers to a body that will provide advice on various aspects of charter/campus management or conduct assignable duties by the Board of Directors. All other applicants should check the “no” box and proceed to the next page.

Will the applicant maintain a Secondary Board? *If no, check “no” and skip this page*

☐ Yes ☒ No

Number of proposed board members?

How often will the Secondary Board meet with the Board of Directors in-person?

Choose all that apply

☐ Weekly ☐ Other

☐ Bi-Weekly

☐ Monthly

☐ Quarterly

☐ Annually

GOVERNANCE – Secondary Board

ATTACHMENT REMINDER - G4 Board Member Biographical Affidavit Form

NARRATIVE -

Describe the role and duties of the Secondary Board.

Press to Input Narrative Response

EVALUTATION CRITERIA

A response that meets the standard will address:

- Provide a clear list of the secondary board members and their roles on the board.
- Discuss member selection criteria and how it aligns with the schools mission, vision, and student needs.

DIRECTIONS: ALL applicants must provide information below on projected expenses for start-up year zero. The term "Start-Up Year Zero" refers to the planning year prior to serving students. For a list of specific activities that make up each financial projection below, please refer to the start-up tab located in the Financial Plan Workbook. Applicants should make sure that the projections below match any budgeted items in the Financial Plan Workbook.

What are the expected *personnel* costs for the start-up year zero?

135,000

What are the expected *contracted service* costs for the start-up year zero?

5,000

What are the expected *school operation* costs for the start-up year zero?

39,750

What are the expected *facility operation and maintenance* costs for the start-up year zero?

3,000

NARRATIVE (1) -

Describe the anticipated expenses that will be incurred during the budget start-up year zero, prior to the first day of serving students.

NARRATIVE (2) -

Discuss any sources of funding that will be utilized to meet budget start-up year zero expenses.

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will:

- Provide only funding/revenue sources that can be fully supported by Verifiable Proof of Secured Funds documentation.
- Present revenues that cover expenditures.
- Present start-up timeframes that are consistent with any and all other timeframes within the application.
- Ensure all start-up expenses and revenues are congruent with the financial workbook.
- Establish and detail contingencies if funding is not as anticipated.

NARRATIVE (1) - Describe the anticipated expenses that will be incurred during the budget start-up year zero, prior to the first day of serving students.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

YEAR ZERO/PRE-OPENING REVENUE AND EXPENDITURE ESTIMATES

In February, six months before opening, the Athlos Foundation will hire a superintendent to lead the staff and student recruitment process and to ensure the organization is prepared for successful operations day one. Additionally, the Athlos Foundation will hire a PEIMS Director to start at approximately the same time. The PEIMS Director will be responsible for ensuring student registration and enrollment processes are performed correctly and that an accurate student count is obtained. Additionally this individual will assist with recruitment and community relations.

Approximately three months before opening, the Athlos Foundation will hire a Principal, Special Education Director, and Director of Nutrition, to assist with the set-up, design, and compliance, of Instructional, Special Education, and Food Service programs respectively.

In addition to staffing needs, the pre-opening operating budget includes dollars for legal services, board training, technology, office expenses, rental of facilities both for office staff and for student recruitment, as well as dollars to be used for staff recruitment and hiring.

To assist with the costs associated with this pre-opening period, the Athlos Foundation will utilize a line of credit with a Texas based financial institution. The amount of the line is anticipated to be \$250,000. As part of our application you will see a commitment letter from Mutual of Omaha Bank outlining the amount of the line and repayment terms. While the Athlos Foundation only anticipates expenditures of approximately \$200,000 during the pre-operational year, the Board of Directors has secured a larger line in the event that unforeseen costs arise and additional cash flow is needed. This line of credit will ensure that an appropriate amount of funding is available during the pre-opening period to ensure the successful operation of the school.

In addition to salaries, office equipment and supplies will need to be purchased for these employees and temporary office space will need to be leased. Travel costs as well as hard costs are allocated for teacher and student recruitment as well as professional development for the Superintendent and the Principal. The Board of Directors will participate in professional development with regards to best practices in school governance, finance, and HR. A nominal amount is included in the start-up budget to address the training needs of the board in this regard.

Please see the Financial Plan Workbook, Attachment F3, for more detailed information.

REFERENCES

Athlos Foundation. (2015) Athlos Academy Generation 20 Charter Application http://castro.tea.state.tx.us/charter_apps/production/applications.html

NARRATIVE (2) - Discuss any sources of funding that will be utilized to meet budget start-up year zero expenses.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

A line of credit has been secured from Mutual of Omaha Bank in the amount of \$250,00.00.

DIRECTIONS: ALL applicants must provide information below about projected source(s) of funding. The term “initial contract period” refers to the period of time to which a charter is authorized to operate. The term “collected” refers to any transfer of property [monetary or otherwise] that was gifted to the applicant prior to submitting this application *ex. Cash, check, delivered furniture etc.* The term “firm commitment” refers to any donation [monetary or otherwise] that has been promised but not yet transferred. The term “anticipated” refers to any donation [monetary or otherwise] that has been calculated on the reasonable belief that a donation will transpire at some point in the future. The term “contingent upon charter” refers to a donation [monetary or otherwise] that has been promised but will not be transferred until the applicant is awarded a charter.

What is the cumulative amount of donations COLLECTED?

How many donors reflect this amount?

What is the cumulative amount of donations received with a FIRM COMMITMENT ?

How many donors reflect this amount?

What is the cumulative amount of all other donations ANTICIPATED?

How many donors reflect this amount?

What is the cumulative amount of donations CONTINGENT UPON CHARTER ?

How many donors reflect this amount?

NARRATIVE (1) - Explain the source of funds, property, or other resources expected to be available during the initial charter contract period. Including banks, lending institutions, corporations, foundations, grants, etc.

NARRATIVE (2) - Detail plans for meeting financial needs if the anticipated revenues are not received or are lower than the estimated budget.

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will:

- Present expenditures that cover the Educational Plan, Operational Plan, and all Business Operations that are discussed in the application.
- Present *Average Daily Attendance (ADA)* estimates that are congruent with the estimated student demographics, count, and grade level.
- Present revenues that cover expenditures.
- Include specific calculations for revenues, expenses, and how all amounts were derived.
- Clearly describe all sources of costs and repayment terms for operational revenue that is used to pay for expenses incurred during the start-up period, if any.
- Ensure all amounts are congruent with the financial workbook.
- Establish clear contingencies if funding is not as anticipated.

NARRATIVE(1) - Explain the source of funds, property, or other resources expected to be available during the initial charter contract period. Including banks, lending institutions, corporations, foundations, grants, etc.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

In addition to the \$250,000.00 line of credit, the revenue projections for the first campus of Athlos Academy of Texas at Denton (AATX-Denton) have been built on a conservative and sustainable framework. The Athlos Foundation assumes that AATX-Denton will serve a student population similar in demographics to the surrounding districts. Please see the Demographic Profile section of this charter for a detailed comparison.

Furthermore, the revenue estimates for AATX-Denton are split into two components: state and federal. This budget anticipates zero increase in revenue per pupil across the five year charter period. This conservative budget plan ensures that Athlos Academy of Texas can operate in both a supportive and a potentially challenging fiscal environment and still ensure a successful educational outcome for its students while pursuing growth from one campus to three.

Revenue calculations assume state funding at legislated amounts and final calculations were derived through the formulas embedded in the workbook provided by TEA. The anticipated increases in revenues are a direct result of overall increases in enrollment and do not take into account any additional funding per pupil.

In addition to state revenues, The Athlos Foundation has budgeted for the receipt of some federal revenues. This amount represents approximately three percent of the overall operating budget, and is comprised mostly of reimbursement for USDA food-service operations and Special Education services. The calculation includes anticipated reimbursement for the National School Lunch Program at federally approved amounts. Reimbursement for Special Education services are based on an expectation of no more than 80% of total anticipated Special Education Costs.

REFERENCES

Athlos Foundation. (2015) Athlos Academy Generation 20 Charter Application http://castro.tea.state.tx.us/charter_apps/production/applications.html

NARRATIVE (2) - Detail plans for meeting financial needs if the anticipated revenues are not received or are lower than the estimated budget.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

CONTINGENCY PLANS

The Athlos Foundation includes several members with significant financial management experience (see the Board Governance section of this application). A finance committee, chaired by a board member will review the budget regularly and a monthly board report will be given during an open meeting by the school's Director of Finance. With this level of expertise and attention to detail, it is unlikely that AATX-Denton will need a contingency plan. However, as a conservative measure, the following plan has been put in place.

Should unforeseen circumstances occur that prevent AATX-Denton from meeting revenue targets, the Athlos Foundation will implement one or more of the following initiatives to ensure financial success of the school:

- Cease hiring of any expendable positions, which may require spreading duties across fewer administrative positions
- Limit actual expenses to instructionally necessary functions and activities
- Implement more focused recruitment efforts (See the Student Recruitment section of this application for a detailed approach to this process)
- Increase efforts to improve student attendance, particularly for those students, grades, classrooms, or geographic areas resulting in lower than expected student attendance
- Increase efforts to obtain private grants and contributions
- Obtain long-term financing for significant purchases and costs
- Reduce budgetary allocations for non-instructional functions and activities

- Postpone the construction of additional campuses

In a worst case scenario, in which all of the above options have been exhausted, the following may be considered:

- Reduce salaries and wages across all positions
- Reduce instructional budgets
- Implement a reduction in force and eliminate expendable positions
- Consolidate classrooms and reduce the number of teachers and aides

In addition to revenue and expenditure contingencies, the Athlos Foundation has a plan in place should year one cash flow concerns arise. Should this situation occur, the Athlos Foundation will take the following steps:

- Review anticipated materials and services expenditures , making adjustments to purchase only the most necessary materials or services at any given time, thus spreading anticipated purchases more broadly throughout the year
- Reduce any expendable staffing to assist with reducing cash flow deficits
- Reduce instructional equipment and supply purchases to align with enrollment requirements
- Utilize a line of credit as bridge financing, during which time the Athlos Foundation will review and restructure the school's budget and financial projections

The Athlos Foundation recognizes the importance of having sufficient cash flow and identifiable reserves from the beginning. As a first step toward this goal, the Athlos Foundation will develop a 30 day cash flow reserve to manage both the foreseen and unforeseen situations when they arise.

Although mindful of the number of days of cash on hand and current investments required under the Financial Integrity Rating System of Texas, as a first (and precautionary) step toward this goal, the Athlos Foundation will develop a 30 day cash flow reserve to manage both the foreseen and unforeseen situations when they arise.

REFERENCES

Athlos Foundation. (2015) Athlos Academy Generation 20 Charter Application http://castro.tea.state.tx.us/charter_apps/production/applications.html

DIRECTION: This page is ONLY for applicants who propose to contract specific services to third-parties during the initial charter contract period. The term “**management company**” refers to person or entity, other than a charter holder, who provides services for an open-enrollment charter school.

Does the applicant plan to outsource services to a management company or other service provider? ☒ Yes ☐ No
If no, check “no” and skip this page.

What area(s) of service will be outsourced?

Check all that apply

- | | | | | | | |
|--|-------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Human Resources | Beginning in Year | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| <input checked="" type="checkbox"/> Food Services | Beginning in Year | <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 |
| <input checked="" type="checkbox"/> Transportation | Beginning in Year | <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 |
| <input checked="" type="checkbox"/> Janitorial and Grounds | Beginning in Year | <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 |
| <input checked="" type="checkbox"/> Other | | | | | | |

It is anticipated that Athlos Academy of Texas will utilize the services of numerous contractors as part of its operations. As explained in the budget narrative, the school anticipates contracting for the following services: food service, transportation, curriculum, janitorial, information technology, and nursing.

Does the applicant plan to negotiate service agreements with any organization(s) and/or individuals(s) that will include any form of financial accounting, payroll, and/or tax accounting services? ☐ Yes ☒ No

Beginning in Year ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Briefly describe the fee structure of the CMO contract.

NARRATIVE:

Identify each provider and detail what their respective roles and duties will be.

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will:

- Rationalize the need for each proposed service.
- Discuss the professional qualifications that are required and expected of those to be retained for each service proposed.
- Detail specific sources of costs of each proposed service.
- Present costs that are congruent with the financial workbook.
- Indicate whether the applicant will adopt the provisions of TEC, Chapter 44 Subchapter B as the process for awarding a contract for the construction, repair, or renovation of a structure or other improvement or addition to real property in the charter application.

NARRATIVE: Identify each provider and detail what their respective roles and duties will be.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

The Board of Directors anticipate that the school will contract for services such as the annual audit, legal consulting, nursing, food service, and some special education services, as well as on site technology support, some maintenance services, and curriculum purchases. The costs reflected in throughout the budget are based on estimates for enrollment and comparison with budgets for other schools of similar size. The costs for these items, as reflected in the Financial Plan Workbook, are conservative estimates of anticipated costs. Contracted services fall into three categories: food service, curriculum, and specialty services. It is anticipated that all contracted services will cost approximately \$820,000.

Food Service: the budget assumes \$3.00 per student, per day, for food service costs. Athlos Foundation has chosen to pursue contracting food service with a vendor for the first year of operation, and developing a program to bring food service in-house in year two or three. This strategy has been identified as a means by which to ensure that there is sufficient focus on federal reporting in year one. In subsequent years, as the Director of Nutrition moves into a district level position, a full program can be developed carefully (see Attachment O1, Staffing Organizational Chart). A food service provider must meet all health and safety requirements in the state of Texas as well as all standards of the National School Lunch Program. As reflected in the budget, it is anticipated that food service will cost approximately \$520,000 in the first year.

Curriculum Services: fully developed curriculum, include scope and sequence, daily lesson plans, and teacher and student resources will be purchased from Athlos Academies to support all three pillars of the Athlos curriculum including Prepared Mind Pillar, Healthy Body Pillar and Performance Character Pillar curriculum. Teachers will receive the requisite professional development necessary to deliver the curriculum with fidelity. Curriculum purchased from Athlos Academies is research-based, and professional development is supported by professional trainers with degrees and experience in K-12 public education. Curriculum and the costs for these items are detailed in the Financial Plan Workbook, Attachment F3. It is anticipated that contracted curriculum services will cost \$150,000 in the first year.

Specialty Services: these services include audit and legal fees (estimated at \$15,000 each), hiring a part-time technology consultant to assist with on-site needs a few days a week (estimated at \$20,000), appropriately trained nursing services (estimated at \$40,000), and maintenance tasks that may be above and beyond the general duties of the maintenance staff (estimated at \$20,000). Contracted special education services are estimated at \$40,000, based on the school's assumed Special Education rate of 10% of the total student population. Funds are allocated in the Financial Plan Workbook, Attachment F3, specifically for these anticipated needs. Vendors will be required to hold all appropriate certifications and evidence successful experience in their field. Contracting these types of services out to local companies will assist with streamlining campus operations.

Additionally the Athlos Foundation will adopt the provisions of TEC, Chapter 44 Subchapter B as its process for awarding contracts for construction, major repair, or renovation of the structure or other improvement or addition to real property in the charter application. Please see Attachment F1.2, Affidavit of Competitive Bidding.

REFERENCES

Athlos Foundation. (2015) Athlos Academy Generation 20 Charter Application http://castro.tea.state.tx.us/charter_apps/production/applications.html

Provide the following:

The *Proof of Attendance* documentation received at the conclusion of the Applicant Information Session attended in September. Applicants who attended both sessions need only submit one document.

TEA hosted identical Applicant Information Sessions on September 16 and 22, 2015, of which applicants were required to attend one. Each session provided details about applying for and holding a charter in the state of Texas, the contents of the RFA documents, the application preparation guidelines and submission requirements for both electronic and hard copy application documents. Attendees received a *Proof of Attendance* document at the conclusion of each session.

For an application to be deemed complete, at least one member of the governing board of the sponsoring entity requesting the charter **must** have attended one of the sessions. It was recommended that the person(s) with primary responsibility for preparing and submitting the application also attend one of these required information sessions.

Texas Education Agency
Division of Charter School Administration
Generation Twenty-One Applicant Information Session Registration Form

This form should be saved locally and must be completed using Adobe Acrobat. Preview, the default program for working with PDF files on a Mac, will not work correctly. The completed form should be submitted as an attachment to charterapplication@tea.state.tx.us.

Attendance by one governing board member of the sponsoring entity is required to attend one of the two sessions. Proof of attendance will be provided to attendees for inclusion as attachment A1 in the submitted application.

Each session will provide details about applying for and holding a charter in the state of Texas, the contents of the RFA, the application preparation guidelines and submission requirements for both electronic and hard copy application documents.

Paper copies of the RFA will NOT be made available.

Proposed Charter School Name: Athlos Academy

Sponsoring Entity Name: Athlos Foundation

Application Contact Name: Tiffany O'Neill

Tiffany O'Neill 9/16/15

Title/Role: Board President, Athlos Foundation

Email: tiffanyoneilltx@gmail.com

Phone: 2109046791

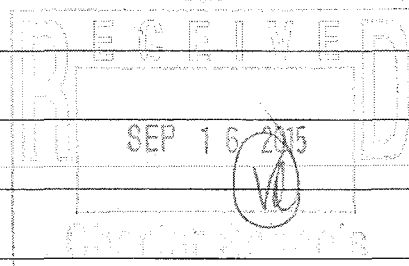
Board Member Attending: Tiffany O'Neill

Board Member Attending: _____

Board Member Attending: _____

Board Member Attending: _____

Board Member Attending: _____



Date of Session: ☒ Wednesday, September 16, 2015, 9:00 a.m. - 1:00 p.m.

☐ Tuesday, September 22, 2015, 9:00 a.m. - 1:00 p.m.

Submit the completed form at least 24 hours prior to the session indicated above to
charterapplication@tea.state.tx.us.

If you have any questions about the sessions or registration, please contact Rick Salvo at 512-463-9789
or rick.salvo@tea.state.tx.us.

Provide the following:

The actual posting as printed in the newspaper along with the header of the page printed at the top of the newsprint indicating the name of the paper and date published.

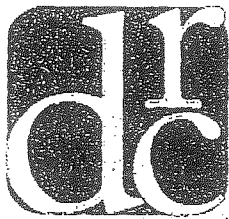
Each notice shall include:

- the proposed school/campus name;
- the sponsoring entity name;
- date, time, and place of meeting; and
- the names of all sponsoring entity board members.

Applicants must hold a public hearing in the proposed charter school's campus' geographic area to publicly discuss the application for the charter school. This hearing must take place no earlier than 18 months before the charter application due date. Any person may be present at and participate in the meeting.

The applicant shall publish a notice of the meeting in a newspaper of general distribution in the geographic area proposed for the school.

- Any application that only provides evidence of notices from circular publications offered for free (such as neighborhood-specific flyers, including but not limited to, the GreenSheet) will be deemed ineligible as these publications are considered newspapers of de minimus distribution.
- Any application that only provides evidence of publication in electronic media will be deemed ineligible.



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314 E. Hickory
P.O. Box 369
Denton, TX 76202
940-387-3811

Publication(s): Denton Record-Chronicle

PROOF OF PUBLICATION

Being duly sworn (s)he is the Publisher/authorized designee of Denton Record-Chronicle, in City of Denton/surrounding areas in Denton County; Newspaper of general circulation which has been continuously and regularly published for a period of not less than one year preceding the date of the attached notice, and that the said notice was published in said newspaper Denton Record-Chronicle on the following dates below:

AND/OR

Said notice was published in neighborsgo: Carrollton/Coppell/Farmers Branch/Flower Mound/Irving/Lewisville, a neighborhood newspaper that began on May 7, 2005 as Southern Denton County Neighbors (published under Lewisville/Flower Mound/ Highland Village NeighborsGo; NeighborsGo Lewisville/Flower Mound) on the following dates below:

10/14, 10/18/2015

Bill Patterson

(signature of Authorized Designee)

Subscribed and sworn to before me
this 19 day of Oct by

2015

Bill Patterson

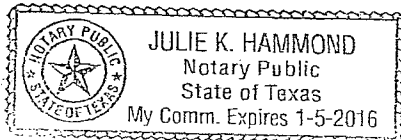
(printed name of Designee)

Witness my hand and official seal:

Julie K. Hammond

(signature of notary public)

Notary Public, Denton County, Texas



ATHLOS ACADEMIES
418 S 9TH STREET SUITE 201
BOISE, ID 83702

Ad Copy:

Attention Parents: want to know more about a 100% tuition-free public charter school opportunity in the Denton area?

Athlos Academy of Texas offers high academic achievement; a culture of and wellness, and Performance Character in the classroom and beyond.

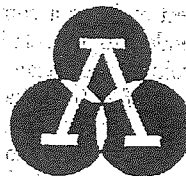
Parent Information Meetings

October 21st at 11:00 am and at 6:30 pm

Best Western Premier

Crown Chase Inn and Suites,

located at 2450 Brinker Road, Denton, TX.



The school is sponsored by the Athlos Foundation, a non-profit entity. Board members include: Tiffany O. Todd Whitthorne, Martha Rocha, and Debbie Rhea.

www.AthlosDenton.org

houses: 630
unfurnished

MORELL MILLER
REALTORS
Call 940-307-7514
721 Helio, 3/1, \$795
719 Coli, 2/1, \$850
915 Bili, Sanger, 2/1, \$895
2549 Quail Ridge, 3/2, \$1195
www.dentonhomeguide.com



Property Search Associates
940-565-4900
1912 W Oak 3/2 \$1800.
Stanley 3/2/2 \$1600.
Sanger houses
2005 Benjamin 3/2/2 \$1350.
316 Austin 3/2/2 \$1200.
Kathy Orr, Broker



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in Denton Record-Chronicle
and on DentonRC.com
30 days starting at just \$65
Add 1 print/5 on-line photos free!

Help readers searching on-line
find your property easier by
including in your ad such
popular search criteria as
price, address, city, state, zip,
number of bedrooms & baths

Call Classifieds 940-387-7755

houses w/acreage 640

2/2 on 7 acres, 60x40 barn.
Below Ray Roberts dam.
Reference required \$1500/mo.
214-616-3758 or 214-507-4074

mobile homes 660
& spaces

0 Credit Check 2, 3 & 4 Bdrm
homes \$550/mo to \$1500/mo.
For Rent or Sale
Owner financing on land/home
pkgs. 1/2 acre to 4 acres,
Ponder ISD, kid/pet ok.
Call 940-648-5263
www.ponderi.com

2 & 3 BR Mobile Homes - J & A
Mobile Home Park, Ponder.
Starting @ \$570/mo. Also lots
for rent. 940-765-6987, lv msg.

2 & 3 BRs Unfurnished, water
& garbage furn, \$300-\$450mo+
deposit. RV SPACES avail.
940-565-9208

3/2 country living, clean,
laminated floors, unique.
\$725mo+ deposit. Ponder, TX.

houses for sale 720

1516 Gatewood Drive,
Denton 76205 (Southridge)
4 bedrooms, 2.5 Baths, Pool
\$290,000
940-458-3535/940-395-8889



4 bdrms + Study in Southridge.
Boasts large kitchen, sunroom,
large backyard w/ trees.
Karin Seligmann 940-391-1131.
RE/MAX Masters

BARBARA RUSSELL
REALTORS
Real Estate Brokerage
940-566-2730



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houses w/acreage 730



LEGAL NOTICES

County, Texas 76209
By: /s/ Joyce Sparks
Joyce Sparks, Deputy

DRC 9/23, 9/30, 10/7 & 10/14/15

Notice of Public Sale

In accordance with the Texas
Property Code Chapter 59,
Lewisville Self Storage will
conduct a public auction to satisfy
Landlord's Lien. Units will be sold
to the highest bidder
for cash. Seller reserves the right
to withdraw any unit
or not accept any bid at time of
the sale.
Sale will be at Lewisville Self
Storage, 1251 N. Stiemmons
Freeway Lewisville, TX 75067 on
October 22, 2015
at 11:00 am. Clean up deposit will
be required.
Unit contents are generally
described as: Household goods,
Furniture, Tools, Office
Furniture/Equipment, 1999 Acura
sedan.

P005 - Liberty R Graves
B366 - Royce Oatts
B682 - Yolanda W Dickson
A141 - Anthony S Rhodes
B444 - Arelina A Pruitt
B657 - Ella B Johnson
B650 - Chakia O Guevara

Jackie Sutton TX. Lic. # 11219

DRC 10/7 & 10/14/15

NOTICE OF PUBLIC SALE of
property to satisfy a landlord lien.
Securlock Self Storage Center
here by gives notice of Public
Sale under the provisions of
Chapter 59 of the Texas property
code. Sale will be held on
October 23, 2015 at each of the
locations and times listed below.
Property will be sold to the
highest bidder for cash. Seller
reserves the right to withdraw
property from sale. Property
includes household and personal
property of the following tenants:

10:15 Securlock Self Storage,
2208 Parker Rd.
Carrollton, TX 75010
Heather Striplin
10:30 Securlock Self Storage,
4316 Main St.
The Colony, TX 75058
Virgil Bryant, Jorge Gurrola,
Debby Mendoza, Kathy Reese
11:00 Securlock Self Storage,
391 Round Grove Rd.
Lewisville, TX 75067
Dustin Morris, Martana Plank,
Domitile West

DRC 10/7 & 10/14/15

LEGAL NOTICES

known Owners in my hands for
service, I Will Travis as Sheriff
of Denton County, Texas, did, on
the 11th day of September, 2015,
Levy on certain Real Estate, situ-
ated in Denton County, Texas, de-
scribed as follows, to-wit:
Oak Lakes Blk C Lot 5 Denton
County, Texas
Account # 64036DEN
(Grandview Dr)

And levied upon as the property
of Floyd J. Jensen; Geneva M.
Jensen; and Unknown Owners
and on the first Tuesday in
November 2015, the same being
the 3rd day of said month, at the
Court House door of Denton
County, in the City of Denton
Texas, between the hours of 10
a.m. and 4 p.m., by virtue of said
levy and said Order of Sale I will
sell said above described real es-
tate at public venue, for cash, to
the highest bidder, as the property
of said Floyd J. Jensen;
Geneva M. Jensen; and Un-
known Owners in compliance
with law, I give this notice by pub-
lication, in the English language,
once a week for three consecu-
tive weeks immediately proceed-
ing said day of sale, in the Den-
ton Record Chronicle, a newspa-
per published in Denton County.
Witness my hand, this
11th day of September 2015

Will Travis
Sheriff Denton County, Texas.

By B. Williams Deputy

DRC 10/14, 10/21, 10/28/2015

ADVERTISEMENT FOR BIDS:
Bollivar Water Supply Corp is ac-
cepting sealed bids for the con-
struction of 2015 Pump Station
Improvements. Bids will be re-
ceived by Bollivar Water Supply
Corporation until 10:30am, Tues-
day, November 10, 2015 at 4151
FM 455 West, Sanger, Texas,
76266, then at which will be pub-
licly opened and read aloud. For
further information please contact
James Parkman at 940-458-
3931. www.bollivawatersc.com

DCA15-0005
NOTICE OF PUBLIC HEARING

The Planning and Zoning Com-
mission of the City of Denton will
hold a public hearing on Wednes-
day, November 4, 2015, and con-
sider making a recommendation
to the City Council regarding an
amendment to Sections
35.7.9.5.1.1; 35.7.10.5.F; and
35.7.13.5.1.1 of the Denton Devel-
opment Code pertaining to
lacade materials. The amend-
ment allows the use of fiber ce-
ment siding on new construction

LEGAL NOTICES

only in the Oak-Hickory Historic
District, Bell Avenue Historic Con-
servation District, and West Oak
Area Historic District.

The meeting will be held at 6:30
pm in the City Council Chambers
located in City Hall at 215 E.
McKinney Street, Denton, Texas.

Katia Boykin
Project Manager

DRC 10/14/2015

**NOTICE TO ALL PERSONS
HAVING CLAIMS AGAINST
THE ESTATE OF
DONALD G. SLATER,
DECEASED**

NOTICE is hereby given that
Original Letters Testamentary
upon the Estate of Donald G.
Slater, Deceased, were issued to
Donna M. Slater, the under-
signed, on the 6th day of October,
2015, in the proceeding indicated
below which is still pending, and
that she now holds such Letters.
All persons having claims against
said Estate which is being admin-
istered in Denton County,
Texas, are hereby required to
present same to Donna M. Slater
at her address, which is:

c/o Mary Jayne McNeil
Attorney at Law
8401 N. Central Expwy. #210
Dallas, Texas 75225

before suits upon same are barred
by the Statute of Limitations,
before such estate is closed, and
within the time prescribed by law.

DATED this 12th day of October,
2015.

Donna M. Slater,
Independent Executrix
of the Estate of
Donald G. Slater,
Deceased,
Cause No. PR-2015-00799;
In the Probate Court
of Denton County, Texas

DRC 10/14/2015

**NOTICE OF
PUBLIC HEARING
ON PROPOSED
STRATEGIC
PARTNERSHIP
AGREEMENT
BETWEEN THE
TOWN OF LITTLE**

**ELM, TEXAS,
AND
DENTON COUNTY
FRESH WATER
SUPPLY DISTRICT
NO. 11-A**

The Town of Little Elm, Texas, will
hold two public hearings to con-
sider the adoption of a Strategic
Partnership Agreement between
the Town of Little Elm and Denton
County Fresh Water Supply
District No. 11-A ("Agreement").
Copies of the Agreement may be
obtained from the Town
Secretary's office at Town Hall
Center, 100 West Eldorado
Parkway, Little Elm, Texas 75068.

The first public hearing will be
held on Tuesday, November 3,
2015, at 6 p.m. at the Town of
Little Elm Council Chambers, 100
West Eldorado Parkway, Little
Elm, Texas 75068. The second
hearing will be held on Tuesday
November 17, 2015 at 6 p.m. at
the Town of Little Elm Council
Chambers, 100 West Eldorado
Parkway, Little Elm, Texas 75068.

Members of the public who wish
to present testimony or evidence
regarding the proposed agree-
ment shall be given an opportu-
nity to do so during the public hear-
ings.

For information concerning these
public hearings, please contact

Lisa Reich, Town Planner,
at 214-975-0472, or at
email address
LReich@litttleelm.org.

DRC 10/14/2015

\$15-0009
NOTICE OF PUBLIC HEARING

The Planning and Zoning Com-
mission of the City of Denton will
hold a public hearing on Wednes-
day, November 4, 2015, and con-
sider making a recommendation
to City Council regarding a Spec-
ific Use Permit to allow a multi-
family development on an approx-
imately 16.061 acre property gen-
erally located on the south side of
East McKinney Street (FM 426),
approximately 1,500 feet east of
Woodrow Lane.

The meeting will be held at 6:30
pm in the City Council Chambers
located in City Hall at 215 E.
McKinney Street, Denton, Texas.

Mike Bell
Project Manager

DRC 10/14/2015

**APPLICATION HAS
BEEN MADE FOR
A MIXED BEVER-
AGE RESTAU-
RANT PERMIT
AND FOOD AND
BEVERAGE CER-**

**TIFICATE FOR
GLORIA'S RES-
TAURANT FLOW-
ER MOUND, LLC
DBA GLORIA'S
AT 3721 JUSTIN
ROAD, SUITE 101,
FLOWER MOUND,
DENTON COUNTY,
TEXAS
SAID APPLICA-
TION MADE TO
THE TEXAS ALCO-
HOLIC BEVERAGE
COMMISSION IN
ACCORDANCE
WITH THE PROVI-
SIONS OF THE
TEXAS ALCOHOL-
IC BEVERAGE
CODE.
GLORIA E.
FUENTES,
MGR/MEM**

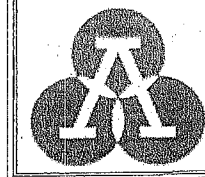
**NANCY N.
FUENTES, MEM**
DRC 10/14, 10/15/2015
VEHICLES FOR SALE
The Denton County MHMR
Center, a unit of local government
that provides mental health and
mental retardation services to
Denton County residents, is offer-
ing the following vehicles for sale:
• 2002 Dodge Caravan
License # BF4B763
Starting Bid \$500.00
• 2003 Ford E150 Passenger
with Wheelchair Lift
License # 4FRXR
Starting Bid \$1500.00
• 2007 Chev. Uplander
License # 1HXBV
Starting Bid \$700.00
• 2008 Chev. Uplander
License # 9HXB1
Starting Bid \$1000.00
This vehicle may be inspected
at 2519 Scripture Street, Den-
ton, Texas 76201.
Bids on these vehicles may be
mailed or hand delivered to the
address above, or faxed to
940-382-3707, Attn: Purchasing
Agent: Karen Gomez
Bids must be received by the
Center no later than 3:00 p.m.,
Thursday, October 22, 2015.
The Center will not be responsi-
ble for any bid that is lost in the
mail or otherwise not received by
the deadline for any reason.
DRC 10/9 thru 10/18/2015

Attention Parents: want to know more about a 100% tuition-free public K-8
charter school opportunity in the Denton area?

Athlos Academy of Texas offers high academic achievement, a culture of health
and wellness, and Performance Character in the classroom and beyond.

Parent Information Meetings

**October 21st at 11:00 am and at 6:30 pm
Best Western Premier
Crown Chase Inn and Suites,
located at 2450 Brinker Road, Denton, TX.**



The school is sponsored by the Athlos Foundation, a
non-profit entity. Board members include: Tiffany O'Neill,
Todd Whitthorne, Martha Rocha, and Debbie Rhea, Ed. D.

www.AthlosDenton.org

Provide the following:

A synopsis of the public meeting that identifies presenters, provides a summary of their comments, and a list of questions from participants with responses provided by the presenters. Additionally, provide the number of community members, not affiliated in any way with the sponsoring entity or the proposed charter school, who attended the public hearing. Do not include slides of the presentation, a transcript of the proceedings, photographs, or sign in sheets that could identify a student or violate any part of the Family Educational Rights and Privacy Act (FERPA).

Athlos Foundation Public Meeting Synopsis

Presenters:

Tiffany O'Neill
Board Chair
Athlos Foundation

Chandler Herdt
Director, Athletic Performance
Athlos Academies, Inc.

Both Ms. O'Neill and Mr. Herdt discussed the proposed Athlos Academy of Texas charter schools with parents and members of the public over the course of two public meetings, both held on October 21, 2015. The first session began at 11:00 am and the second at 6:30pm. Fifteen families were represented across both meetings. Many attendees also noted that they were attending to provide information for friends who could not attend due to scheduling conflicts and took notes along with a great deal of additional Athlos literature to share.

Ms. O'Neill discussed the school's programming, grade levels to be served, campuses, as well as the curriculum and desired culture of the school. Mr. Herdt described and discussed the Healthy Body Pillar curriculum to be used and benefits of the programming students will realize.

Ms. O'Neill and Mr. Herdt also discussed school uniforms, class schedules, possible facility locations and structures, as well as educational programming and Texas requirements. Attendees asked a variety of questions including:

What is a charter school?

A charter school is a public school. It is tuition free and follows many state and federal laws. Charter schools have flexibility in certain areas like teacher employment, student discipline and code of conduct, choices and schedules.

Are there uniforms at the school?

Yes students will wear uniforms at school. Uniforms are designed to readily transfer from the athletic space to the classroom. They are comfortable, durable and made of dry fit material. Polo shirts, athletic pants and shorts are available for boys and girls, with an additional skirt for girls to wear if they choose. Financial assistance for uniforms will be provided to families in need.

How are charter schools funded?

Charter schools are funded with taxpayer dollars.

How do I ensure my child gets in?

All students have the best chance of getting into the school if they enroll during the open enrollment period. If the amount of enrollment exceeds the available space, then a lottery will be conducted.

What if my child is not athletic?

Athlos thinks that athleticism is malleable. Athlos curriculum teaches students to be healthy, fit, and efficient movers. All students will be able to participate in the Healthy Body curriculum at their own level and make individual progress and achievements.

What other physical activity takes place at the school?

Students also participate in movement breaks during classroom instruction. Movement breaks enhance lesson content by incorporating physical movement intentionally throughout the lesson. Students also engage in unstructured play multiple times per day to have opportunities to experience content in authentic settings and engage in physical activity.

Is PE every day?

Yes, PE happens every day.

Will students have time in visual art and music?

Yes students will participate in visual art and music in addition to PE.

What type of curriculum will be used in the elementary grades for math and science instruction?

Students at Athlos will use Bridges in Mathematics in grades k-5 as the primary text. Bridges is aligned to TEKS and will be supplemented with curricular units from the Initiative for Developing Mathematical Thinking to teach students new ways to conceptualize numeric values and math concepts. Science curricular units access a variety of differing texts and sources. Science curriculum is original to Athlos. It covers the TEKS for each grade level, integrates concepts from the Healthy Body Pillar curriculum, and has connectivity to math concepts at each grade level.

What types of electives will middle school students have?

Athlos will provide electives to students in the main categories of fine art and foreign language as interest and demand dictate. Students will be able to choose from a variety of options including Drama, Strings, Band, along with foreign language offerings if sufficient students are interested.

Provide the following:

Certified mail receipt cards showing the dates the Statement of Impact forms and Application Coversheets were received by the superintendent of each traditional district and charter from which the proposed school intends to draw students. In the absence of signed certified mail return receipt cards, the certified mail receipt showing each school district or charter name, fees paid, and the date mailed will be accepted.

Applicant shall send a Statement of Impact Form (found at, <http://tea.texas.gov/charterapp.aspx>) and Application Coversheet to the superintendent of each traditional district and charter from which the proposed school intends to draw students. The Statement of Impact Form is the formal opportunity for superintendents of traditional districts and charters to document any adverse impact the proposed school might have. While applicants are required to distribute these documents, they are not responsible for ensuring that superintendents return the Statement of Impact Forms to the TEA.

Additionally, applicants must also send a Statement of Impact Form and Application Coversheet to the President of the Board of Trustees of each traditional district and charter from which the proposed school intends to draw students. And to each member of the Texas legislature that represents the geographic area to be served by the proposed school and the State Board of Education member that represents the geographic area to be served by the proposed school. See TEC §12.1101.

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Highland Park ISD
7015 Westchester
DALLAS TX 75205-1098



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Dr. Kay Waggoner
Richardson ISD
400 S. Greenville Ave.
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Dr. Bob Morrison
Garland ISD
501 S. Jupiter
GARLAND TX 75042-7106



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Doug Williams, Superintendent
Sunnyvale ISD
417 E. Tripp Road
GARLAND TX 75042



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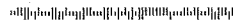


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Dr. David Vroomland
Mesquite ISD
405 East Davis Street
MESQUITE TX 75149-4701



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Dr. Robert Jolly
Crandall ISD
400 West Lewis Street
MESQUITE TX 75149



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James Hartman, Superintendent
Ferris ISD
P.O. Box 459
CRANDALL TX 75114-0459



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Dr. Michael D. McFarland
Lancaster ISD
422 S. Centre Avenue
FERRIS TX 75125



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Dr. David C. Harris
DeSoto ISD
200 E. Belt Line Road
LANCASTER TX 75146



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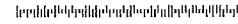


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Orlando Riddick, Superintendent
Cedar Hill ISD
285 Uptown Blvd. Building 300
DESO TO TX 75115



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Dr Deborah Cron
Duncanville ISD
710 S. Cedar Ridge Dr.
CEDAR HILL TX 75104



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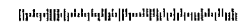


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Dr. Susan Hill
Grand Prairie ISD
2602 S. Belt Line Road
DUNCANVILLE TX 75137



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Dr. Jos L. Patta
Irving ISD
2821 W. Airport Freeway
GRAND PRAIRIE TX 75052



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Dr. Mike Vieskrip
Coppell ISD
200 S. Denton Tap Road
IRVING TX 75062



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Dr. Robby C. Burns
Carrollton Farmers Branch ISD
1445 North Perry Road
COPPELL TX 75019



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Jeff Bailey, Superintendent
Rockwall ISD
1050 Williams St.
CARROLLTON TX 75006



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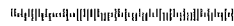


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Dr Kent Scribner
Fort Worth ISD
100 N. University Drive
ROCKWALL TX 75087



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Dr. Randy Reid
Keller ISD
350 Keller Parkway
FORT WORTH TX 76107



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David Patis, Ed.D.
Carroll ISD
2400 North Carroll Avenue
KELLER TX 76248



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Dr. Robin Ryan
Grapevine-Colleyville ISD
3051 Ira E. Woods Avenue
GRAPEVINE TX 76051-3897



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Darrel G. Brown, Ph.D.
Siouxville ISD
8125 East Belltop
GRAPEVINE TX 76051



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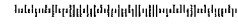
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Steve Chapman
Hurst-Euless-Bedford ISD
1849 Central Dr
HALTOM CITY TX 76117



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San Antonio TX 78205

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9414 8102 0079 3748 8486 18

Dr. Marcelo Cavazos
Arlington ISD
1203 W. Pioneer Parkway
BEDFORD TX 76022



95

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9414 8102 0088 1783 8062 33

Gary Dugger, Superintendent
Kennedale ISD
P.O. Box 467
ARLINGTON TX 76004



96

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9414 8102 0088 2783 9306 52

Dr. Jim Vasztauskas
Mansfield ISD
605 East Broad Street
KENNEDEALE TX 76060



97

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9414 8102 0088 3820 0580 87

Curtis Amos, Superintendent
Everman ISD
608 Townley Drive
MANSFIELD TX 76063



98

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San Antonio TX 78205

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9414 8102 0082 8783 9485 56

Dr. Dan Powell
Crowley ISD
512 Peach Street
EVERMAN TX 76140



99

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San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0082 8783 9487 16

Dr. Rich Dwyer
Godfrey ISD
313 N. Pearson
CROWLEY TX 76038



100

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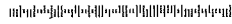
071500777793

USPS CERTIFIED MAIL



9414 8102 0088 3820 0587 42

Dr. Derek City
Aledo ISD
1009 Bailey Ranch Road
GODLEY TX 76044



101

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071500777793

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9414 8102 0088 3820 0589 57

Frank Molinar, Superintendent
White Settlement ISD
401 S. Cherry Lane
ALEDO TX 76008



102

Schulman Lopez Hoffer and Adelstein L.L.P.
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San Antonio TX 78205

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9414 8102 0082 8783 9492 56

John Ramos, Superintendent
Castleberry ISD
5228 Ohio Garden
WHITE SETTLEMENT TX 76108



103

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517 Soledad Street
San Antonio TX 78205

US POSTAGE AND FEES PAID
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Oct 30 2015
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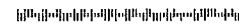
071500777793

USPS CERTIFIED MAIL



9414 8102 0088 1783 8076 05

John Herbert, Superintendent
Lake Worth ISD
6805 Telephone Road
FORT WORTH TX 76135-2899



104

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517 Soledad Street
San Antonio TX 78205

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071500777793

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9414 8102 0088 1783 8078 58

Dr. Ray Lea
Acta ISD
300 Roe Street
LAKE WORTH TX 75135



105

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517 Soledad Street
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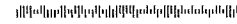
071500777793

USPS CERTIFIED MAIL



9414 8102 0083 0903 8759 43

Dr. Jim Chadwell
Eagle Mountain-Saginaw ISD
1200 Old Decatur Road
AZLE TX 76020



106

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San Antonio TX 78205

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071500777793

USPS CERTIFIED MAIL



9414 8102 0079 3748 8509 32

Pete Slaughter
Anna ISD
501 S Sherway Ave
FORT WORTH TX 76179



107

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San Antonio TX 78205

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071500777793

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9414 8102 0088 3820 0599 78

Keith Murphy
Melissa ISD
1904 Cooper Street
ANNA TX 75409



108

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San Antonio TX 78205

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07150077793

USPS CERTIFIED MAIL



9414 8102 0088 2783 9331 03

Todd N. Lintzen
Blue Ridge ISD
318 W. School Street
MELISSA TX 75454



109

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San Antonio TX 78205

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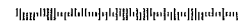
07150077793

USPS CERTIFIED MAIL



9414 8102 0083 0903 8767 93

Philip D. Anthony
Princeton ISD
321 Panther Parkway
BLUE RIDGE TX 75424



110

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07150077793

USPS CERTIFIED MAIL



9414 8102 0088 3820 0606 77

Ted Moore
Lovejoy ISD
259 Country Club Road
PRINCETON TX 75407



111

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07150077793

USPS CERTIFIED MAIL



9414 8102 0082 8783 9508 63

Dr. Linck Hinds
Allen ISD
612 E. Bethany Drive
ALLEN TX 75002-4050



112

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San Antonio TX 78205

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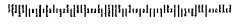


USPS CERTIFIED MAIL



9414 8102 0088 1783 8094 49

Stacy Dawn Aton
Leadership Prep School
4500 Teel Parkway
CELINA TX 75009



113

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517 Soledad Street
San Antonio TX 78205

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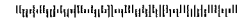


USPS CERTIFIED MAIL



9414 8102 0079 3748 8521 89

Dr. Alan Seay, Superintendent
A+ Charter Schools, Inc.
8225 Britton Road
FRISCO TX 75034



114

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San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0088 2783 9342 92

Rev. Ammond Brown, Superintendent
A.W. Brown Fellowship Leadership Academy
6901 S Westmoreland
DALLAS TX 75237-2431



115

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USPS CERTIFIED MAIL



9414 8102 0088 3820 0617 73

Terry S. Smith, Ph.D., Executive Director of J
Henry Wade Juvenile Justice Center
2600 Lone Star Dr. Box 5
DALLAS TX 75212-6332



116

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9414 8102 0082 8783 9519 45

Ross F. Williams, Jr.
Principal-Regional Director
2224 South Vernon Avenue
DALLAS TX 75224-1812



117

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517 Soledad Street
San Antonio TX 78205

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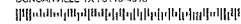


USPS CERTIFIED MAIL



9414 8102 0082 8783 9521 40

Academy of Dallas
Pres. Angela R. McDonald
Advantage Academy
618 W. Wheatland Road
DUNCANVILLE TX 75116-4518



118

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San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0082 8783 8759 03

Anthony M. Jefferson
Alpha Charter School
701 W. State St.
GARLAND TX 75040-6310



119

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San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0088 1783 8110 39

Dr. Sherwin A. Allen
Children First Academy - Dallas
315 E. Wheatland Road
DALLAS TX 75241-5314



120

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San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0088 2783 9355 34

Leonard Brannon, Superintendent
Cityscape Schools
8211 East Grand Avenue
DALLAS TX 75223-1425



121

Schulman Lopez Hoffer and Adelstein L.L.P.
517 Soledad Street
San Antonio TX 78205

US POSTAGE AND FEES PAID
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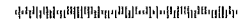


USPS CERTIFIED MAIL



9414 8102 0062 8783 9523 42

Dr. Dione Townsend
Education Center International Academy
4200 Schrade Rd.
ROWLETT TX 75088-4715



122

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San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0083 0903 8792 99

Cynthia A. Trigg
Evelkum Academy
1101 South Sherman Street
RICHARDSON TX 75081-4852



123

Schulman Lopez Hoffer and Adelstein L.L.P.
517 Soledad Street
San Antonio TX 78205

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9414 8102 0082 9783 8769 48

Mollie Porcell, Superintendent
Faith Family Academy
1620 Falcon Drive
DESBORO TX 75115-2418



124

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517 Soledad Street
San Antonio TX 78205

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Oct 30 2015
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9414 8102 0079 3748 8544 11

Robbie Moore, Ed.D.
Gateway Charter Academy
6103 Houston School Road
DALLAS TX 75241-2516



125

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517 Soledad Street
San Antonio TX 78205

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Oct 30 2015
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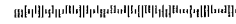
071500777793

USPS CERTIFIED MAIL



9414 8102 0083 0903 8798 24

Dr. Vicente Delgado
Golden Rule Schools, Inc.
2602 W Illinois Ave.
DALLAS TX 75233-1002



126

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9414 8102 0088 1783 8123 88

Bryan Smith
Great Hearts Irving
3350 W. Story Road
IRVING TX 75038



127

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517 Soledad Street
San Antonio TX 78205

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9414 8102 0088 1783 8125 31

Eddie Conger, Superintendent
International Leadership of Texas
1820 N. Glenville Dr. #100
RICHARDSON TX 75081-1960



128

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07150077793

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9414 8102 0079 3748 8552 89

Lauren Vance, Chief Academic Officer
KIPP Dallas Fort Worth, Inc.
7401 South Lamar St, Lower Level
DALLAS TX 75215-1612



139

Schulman Lopez Hoffer and Adelstein L.L.P.
517 Soledad Street
San Antonio TX 78205

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Oct 30 2015
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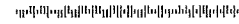
07150077793

USPS CERTIFIED MAIL



9414 8102 0082 6783 9544 27

Lorraine Mantia, Superintendent
La Academia Da Estrellas
4680 W. Kasst Blvd.
DALLAS TX 75238-1169



138

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07150077793

USPS CERTIFIED MAIL



9414 8102 0088 2783 9374 91

Dr. Rebecca Good
Legacy Preparatory Academy
9441 LBJ Freeway
DALLAS TX 75243-4586



131

Schulman Lopez Hoffer and Adelstein L.L.P.
517 Soledad Street
San Antonio TX 78205

US POSTAGE AND FEES PAID
FIRST-CLASS
Oct 30 2015
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Letter Rate (No surcharge)



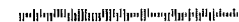
07150077793

USPS CERTIFIED MAIL



9414 8102 0088 3820 0651 53

Brent Wilson, Superintendent
Life School of Dallas
950 S. I-35 E
LANCASTER TX 75146-3304



132

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517 Soledad Street
San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0083 0903 8818 34

Terry N. Ford, Executive Director
Lumin Education
224 Wayne St.
DALLAS TX 75223-1649



133

Schulman Lopez Hoffer and Adelstein L.L.P.
517 Soledad Street
San Antonio TX 78205

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Oct 30 2015
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USPS CERTIFIED MAIL



9414 8102 0083 0903 8820 84

Len Stevens, Superintendent
Manara Academy
4200 West Royal Lane, Suite 175
IRVING TX 75063-2218



134

Schulman Lopez Hoffer and Adelstein L.L.P.
517 Soledad Street
San Antonio TX 78205

US POSTAGE AND FEES PAID
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Oct 30 2015
Mailed from ZIP 54747
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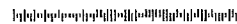


USPS CERTIFIED MAIL



9414 8102 0088 1783 8140 23

Pres. Donna Houston-Woods
Nova Charter School
8301 Bruton Road
DALLAS TX 75217-1905



135

Schulman Lopez Hoffer and Adelstein L.L.P.
517 Soledad Street
San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0083 0903 8825 10

Pres. Virginia P. Lannen
Genesis Schools
3800 Main St. Suite F
DALLAS TX 75226-1292



136

Schulman Lopez Hoffer and Adelstein L.L.P.
517 Soledad Street
San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0079 3748 8569 96

Donna Walker
Richard Collegiate High School
12800 Abrams Rd.
DALLAS TX 75243-2199



137

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517 Soledad Street
San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0082 9783 8796 40

David Ray
St. Anthony School
3732 Myrtle St.
DALLAS TX 75215-3849



138

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517 Soledad Street
San Antonio TX 78205

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9414 8102 0082 9783 8800 44

Oscar Rodriguez, Jr.
Texas Can Academies
325 W. 12th Street
DALLAS TX 75208-8502



139

Schulman Lopez Hoffer and Adelstein L.L.P.
517 Soledad Street
San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0082 8783 9566 74

Pres. Randa C. Shaffer
Trinity Basin Preparatory, Inc
400 S. Zang Blvd., Suite 700
DALLAS TX 75208-6642



140

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USPS CERTIFIED MAIL



9414 8102 0082 8783 9568 96

Mike Spurtlock
UME Preparatory Academy
P.O. Box 465366
GRAND PRAIRIE TX 75054



141

Schulman Lopez Hoffer and Adelstein L.L.P.
517 Soledad Street
San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0088 3820 0674 92

Karen Alkman, Managing Director
Uplift Preparatory Schools
1625 Market Center Blvd
DALLAS TX 75207-5327



142

Schulman Lopez Hoffer and Adelstein L.L.P.
517 Soledad Street
San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0088 2783 9397 78

Diane Harris, Superintendent
Universal Academy
2616 N. MacArthur Blvd.
IRVING TX 75062-5401



143

Schulman Lopez Hoffer and Adelstein L.L.P.
517 Soledad Street
San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0082 9783 8811 33

Craig Sims, Executive Director of Schools
Jiffrington Classical Academy
5200 South Bowen Road
ARLINGTON TX 76017-3756



144

Schulman Lopez Hoffer and Adelstein L.L.P.
517 Soledad Street
San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0082 9783 8812 94

Victoria Sendejo
Chapel Hill Academy
4940 Sycamore School Road
FORT WORTH TX 76133-7356



145

Schulman Lopez Hoffer and Adelstein L.L.P.
517 Soledad Street
San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0088 3820 0682 39

Sukai Durcsmi
East Fort Worth Montessori Academy
501 Oakland Boulevard
FORT WORTH TX 76103-1014



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Clint Riley, Executive Director
Texas Center for Arts & Academics
3501 S Hulen St.
FORT WORTH TX 76109-3321



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Superintendent/Principal
Harmony Science Academy - Fort Worth
5651 Westcreek Dr.
FORT WORTH TX 76133-2248



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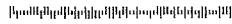


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9414 8102 0082 8783 9583 40

Margaret O'Brien, Superintendent
Jean Massieu Academy
623 N. Center St.
ARLINGTON TX 76011-5859



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Dr. Shaba K. George
Newman International Academy
2011 S. Fielder Rd
ARLINGTON TX 76013-6255



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Karen Alkman, Managing Director
Liggett Preparatory Schools
1825 Market Center Blvd
DALLAS TX 75207-3327



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9414 8102 0079 3748 8596 52

Susan Richey, Director
Richard Milburn Academy Fort Worth
8785 Camp Bowie Blvd., #200
FORT WORTH TX 76116-7158



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Low Blanchard, Director
Treetops School International
12500 S Pipeline
EULESS TX 76040-5853



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Gram Matthey
Imagine International Academy of North Texas
2850 Virginia Parkway
MCKINNEY TX 75071-3444



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Dr. Lisa Stanley
Texas Education Centers
4601 North I-35
DENTON TX 76207-3419



155

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9414 8102 0079 3748 8602 69

Charles (Chuck) Cook
Responsive Education Solutions
1901 Waters Ridge Dr.
LEWISVILLE TX 75057-6022



156

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Pres. Amy Dankel
McKinney ISD Board of Trustees
One Duval Street
MCKINNEY TX 75069-3210



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Pres. Barbara Burns
Denton ISD Board of Trustees
1307 N. Locust St.
DENTON TX 76201-3037



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Pres. Anne McClaughland
FISD Board of Trustees
5615 Ohio Drive
FRISCO TX 75035-7002



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9414 8102 0082 8783 9600 22

Pres. Trisha Sheffield
LISD Board of Trustees
1800 Timber Creek Road
FLOWER MOUND TX 75028-1146



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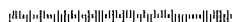


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9414 8102 0088 2783 9428 39

Pres. Josh Wright
Northwest ISD Board of Trustees
P.O. Box 77070
FORT WORTH TX 76177-0070



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Pres. Ron Bullock
Aubrey ISD Board of Trustees
415 Tisdell Lane
AUBREY TX 76227-5109



162

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9414 8102 0088 2783 9431 33

Pres. Kan Scribner
Sanger ISD Board of Trustees
601 Elm Street
SANGER TX 76266-9935



163

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9414 8102 0088 3820 0714 51

Pres. Phil Ellis
Krum ISD Board of Trustees
1200 Bobcat Blvd.
KRUM TX 76249-6905



164

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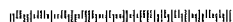


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9414 8102 0082 8783 9607 63

Pres. Vangee Deussen
Fonder ISD Board of Trustees
400 West Bailey Street
PONDER TX 76259-7640



165

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9414 8102 0082 9783 8843 87

Pres. LeAnna Harding
P.O. Box 6900
300 Lobo Lane
LITTLE ELM TX 75068-9001



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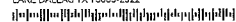


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9414 8102 0082 8783 9610 67

Little Elm ISD Board of Trustees
Pres. Lance Stacey
Lake Dallas ISD Board of Trustees
104 Slaughter Road
LAKE DALLAS TX 75065-2322



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9414 8102 0088 2783 9439 11

Pres. Brian Raskoff
Argyle ISD Board of Trustees
800 Eagle Drive
ARGYLE TX 76226-1928



168

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9414 8102 0088 2783 9440 00

Pres. Daniel Jones
Prosper ISD Board of Trustees
605 E. 7th Street
PROSPER TX 75078-2545



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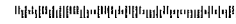


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9414 8102 0083 0903 8885 36

Pres. Pat Burns
Pilot Point ISD Board of Trustees
829 South Harrison
PILOT POINT TX 76258-4347



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President of the Board of Trustees
Celina ISD Board of Trustees
205 S. Colorado
CELINA TX 75009-6441



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9414 8102 0079 3748 8630 17

Pres. Eric Cowan
Dallas ISD Board of Trustees
3700 Ross Avenue
DALLAS TX 75204-5422



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9414 8102 0079 3748 8631 30

Pres. Nancy Humphrey
Piano ISD Board of Trustees
2700 W. 15th Street
PLANO TX 75075-7524



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9414 8102 0088 2783 9448 95

Pres. Barbara Goss
Wylie ISD Board of Trustees
951 South Ballard Avenue
WYLIE TX 75098-4175



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9414 8102 0088 3820 0731 89

Pres. Joseph G. Taylor
Highland Park ISD Board of Trustees
7015 Westchester
DALLAS TX 75205-1098



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9414 8102 0082 8783 9624 15

Pres. Kim Canton
Richardson ISD Board of Trustees
400 S. Greenville Ave.
RICHARDSON TX 75081-4107



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9414 8102 0079 3748 8639 94

Pres. Larry Glick
Garland ISD
P.O. Box 469026
GARLAND TX 75046-9026



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9414 8102 0088 1783 8209 56

Pres. Brad Cravens
Sunnyvale ISD
417 E. Tripp Road
SUNNYVALE TX 75182-9544



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Pres. Gary Bingham
Mesquite ISD Board of Trustees
405 East Davis Street
MESQUITE TX 75149-4701



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Pres. Tex York
Crandall ISD Board of Trustees
400 West Lewis Street
CRANDALL TX 75114



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9414 8102 0082 8783 9632 52

Pres. Thomas Griffith
Ferre ISD Board of Trustees
P.O. Box 459
FERRIS TX 75125-0459



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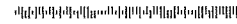
071500777793

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9414 8102 0082 8783 9634 12

Pres. Ty G. Jones
Lancaster ISD Board of Trustees
422 S. Centre Avenue
LANCASTER TX 75146-3829



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Pres. Carl Sherman, Jr.
DeSoto ISD Board of Trustees
200 E. Bell Line Road
DESBOTO TX 75115-5704



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9414 8102 0083 0903 8913 21

Pres. Michael Quilston
Cedar Hill ISD Board of Trustees
285 Uptown Blvd. Building 300
CEDAR HILL TX 75104-3528



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9414 8102 0082 8783 9638 94

Pres. Phil McNeely
Duncanville ISD
710 S. Cedar Ridge Dr.
DUNCANVILLE TX 75137-2204



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9414 8102 0088 2783 9471 62

Pres. Terry Brooks
Grand Prairie ISD
2602 S. Bell Line Road
GRAND PRAIRIE TX 75052-5344



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9414 8102 0083 0903 8918 95

Pres. Randy Rundle
Irving ISD Board of Trustees
2621 W. Airport Freeway
IRVING TX 75062-6020



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9414 8102 0079 3748 8659 29

Pres. David Apple
Coppell ISD Board of Trustees
200 S. Denton Tap Road
COPPELL TX 75019-3205



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9414 8102 0079 3748 8660 56

Pres. James Goode
Carrollton-Farmers Branch ISD
1445 North Perry Road
GARRELLTON TX 78005-6134



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9414 8102 0079 3748 8662 47

Pres. Linda Mitchell Duran
Rockwall ISD Board of Trustees
1050 Williams St
ROCKWALL TX 75087-2600



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9414 8102 0088 1783 8230 56

Pres. Clinto Ramos
Fort Worth ISD Board of Trustees
100 N. University Drive
FORT WORTH TX 76107-1360



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9414 8102 0088 3820 0761 73

Pres. Craig Allen
350 Keller Parkway
350 Keller Parkway
KELLER TX 76248-2249



192

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9414 8102 0088 3820 0764 01

Pres. Christopher J. Archer
Pres. Christopher J. Archer
2400 North Central Avenue
SOUTH PLANE TX 76082-3105



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9414 8102 0088 3820 0765 55

Pres. Leon Leal
Grapevine-Colleyville ISD
2051 Ira E. Woods Avenue
GRAPEVINE TX 76051-3897



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9414 8102 0082 9783 8891 39

Pres. Jack McCarty
Bravo ISD Board of Trustees
6125 East Belknap
HALTOM CITY TX 76117-4204



195

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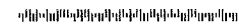


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9414 8102 0082 8783 9655 08

Pres. Ellen Jones
Hunch-Eulesse-Bedford ISD
1649 Central Dr.
BEDFORD TX 76022-6017



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9414 8102 0088 3820 0769 05

Pres. Jamie Sullins
Arlington ISD Board of Trustees
1203 W Pioneer Parkway
ARLINGTON TX 76013-6246



197

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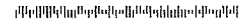


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9414 8102 0079 3748 8673 05

Pres. Joe Taylor
Kennedale ISD Board of Trustees
P.O. Box 467
KENNEDEALE TX 75060-0467



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9414 8102 0088 1783 8244 66

Dr. Michael Evans
Memphis ISD Board of Trustees
606 East Broad Street
MANSFIELD TX 76063-1786



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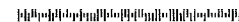


USPS CERTIFIED MAIL



9414 8102 0083 0903 8938 44

Pres. Rick Burgess
Everman ISD Board of Trustees
606 Townley Drive
EVERMAN TX 76140-5206



200

Schulman Lopez Hoffer and Adelstein L.L.P.
517 Soledad Street
San Antonio TX 78205

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9414 8102 0088 2783 9493 57

Pres. June W. Davis
Crowley ISD Board of Trustees
512 Peach Street
CROWLEY TX 76036-3119



291

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517 Soledad Street
San Antonio TX 78205

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9414 8102 0088 2783 9495 48

Pres. Tarrle Goodloe
Godley ISD Board of Trustees
313 N. Pearson
GODLEY TX 76044-3738



292

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517 Soledad Street
San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0088 2783 9497 53

Pres. Jay Stringer
Aledo ISD Board of Trustees
1008 Bailey Ranch Road
ALED0 TX 76008-3110



293

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517 Soledad Street
San Antonio TX 78205

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9414 8102 0088 1783 8252 89

Pres. Randy Armstrong
White Settlement ISD
401 S. Cherry Lane
WHITE SETTLEMENT TX 76108-2521



294

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517 Soledad Street
San Antonio TX 78205

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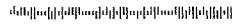


USPS CERTIFIED MAIL



9414 8102 0088 3820 0783 13

Pres. David Holder
Castleberry ISD Board of Trustees
5228 Ohio Garden
RIVER OAKS TX 78114-3799



285

Schulman Lopez Hoffer and Adelstein L.L.P.
517 Soledad Street
San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0082 9783 6911 49

Pres. Debra Hulson
Lake Worth ISD Board of Trustees
6805 Telephone Road
LAKE WORTH TX 76135-2699



286

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San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0083 0903 8954 80

Pres. Bill Lane
Azle ISD Board of Trustees
300 Rose Street
AZLE TX 76020-3100



287

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517 Soledad Street
San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0082 8783 9674 72

Pres. Dick Elkins
Eagle Mountain-Saginaw ISD
1200 Oak Decatur Road
FORT WORTH TX 78179-4300



288

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517 Soledad Street
San Antonio TX 78205

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9414 8102 0088 2783 9509 57

Pres. Ty Chapman
Anco ISD Board of Trustees
501 S Sherley Ave
ANNA TX 75409-3595



209

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San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0079 3748 8695 38

Pres. George Jantres
Melissa ISD Board of Trustees
1504 Cooper Street
MELISSA TX 75454-9555



210

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517 Soledad Street
San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0082 8783 9680 11

Pres. Mike McCreary
Blue Ridge ISD Board of Trustees
318 W. School Street
BLUE RIDGE TX 75424-4445



211

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517 Soledad Street
San Antonio TX 78205

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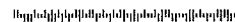


USPS CERTIFIED MAIL



9414 8102 0082 8783 9682 57

Pres. Carol Bodwell
Princeton ISD Board of Trustees
321 Panther Parkway
PRINCETON TX 75407-9183



212

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San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0088 1783 8270 54

Pres. Ann Casey
Leveejoy ISD Board of Trustees
259 Country Club Road
ALLEN TX 75002-7843



213

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517 Soledad Street
San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0088 1783 8272 69

Pres. Louise Masten
Allen ISD Board of Trustees
612 E. Bethany Drive
ALLEN TX 75002-4050



214

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517 Soledad Street
San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0083 0903 8970 33

Pres. Anne McCausland
FRSD Board of Trustees
5515 Ohio Drive
FRISCO TX 75035-7002



215

Schulman Lopez Hoffer and Adelstein L.L.P.
517 Soledad Street
San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0088 2783 9520 67

Pres. Daniel Jones
Prosper ISD Board of Trustees
606 E. 7th Street
PROSPER TX 75078-2545



216

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517 Soledad Street
San Antonio TX 78205

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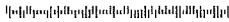


USPS CERTIFIED MAIL



9414 8102 0083 0903 8974 77

President of the Board of Trustees
Culina ISD Board of Trustees
205 S. Colorado
CELINA TX 75009-6441



217

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San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0082 8783 9694 14

Chairperson Sheila Craft
Leadership Prep School Board
8500 Teel Parkway
FRISCO TX 75034-0525



218

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517 Soledad Street
San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0082 9783 8934 57

Pres. Thada M. Green
A+ Charter Schools, Inc., Board of Directors
8225 Britton Road
DALLAS TX 75217-1903



219

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San Antonio TX 78205

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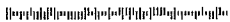


USPS CERTIFIED MAIL



9414 8102 0088 3820 0812 90

Pres. Lorenzo Brown
A.W. Brown-Fellowship Leadership Academy Board
8901 S. Westmoreland
DALLAS TX 75237-2431



220

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San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0079 3748 8715 31

Hon. Cheryl L. Shannon
Dallas County Juvenile Board
2600 Lone Star Dr. Box 5
DALLAS TX 75212-6332



221

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San Antonio TX 78205

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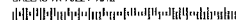


USPS CERTIFIED MAIL



9414 8102 0082 8783 9700 21

Henry Wade Juvenile Justice Center
Pres. Jessica Sears
Academy of Dallas, Board of Directors
2324 South Verrion Avenue
DALLAS TX 75224-1812



222

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USPS CERTIFIED MAIL



9414 8102 0088 1783 8286 17

Pres. Rosella M. Hill
Alpha Charter School
701 W. State St.
GARLAND TX 75040-6310



223

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USPS CERTIFIED MAIL



9414 8102 0088 1783 8287 85

Pres. Fannie Bradford
Children First Academy - Dallas
315 E. Wheeland Road
DALLAS TX 75241-5314



224

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9414 8102 0088 1783 8290 10

Dr. Billy Ferrell
Dr. Billy Ferrell
6211 East Grand Avenue
DALLAS TX 75223-1425



225

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517 Soledad Street
San Antonio TX 78205

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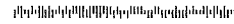


USPS CERTIFIED MAIL



9414 8102 0088 2783 9539 58

Pres. Jerry B. Blankenship
Education Center International Academy
8200 Schrade Rd.
ROWLETT TX 75088-4716



226

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San Antonio TX 78205

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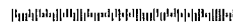


USPS CERTIFIED MAIL



9414 8102 0082 8783 9706 63

Pres. Seleste R Sully
Evolution Academy
1101 South Sherman Street
RICHARDSON TX 75081-4852



227

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517 Soledad Street
San Antonio TX 78205

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9414 8102 0088 1783 8296 38

Pres. Gene Lewis
Faith Family Academy
4620 Falcon Drive
DESBORO TX 75115-2418



228

Schulman Lopez Hoffer and Adelstein L.L.P.
517 Soledad Street
San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0083 0903 8993 58

Pres. Leroy McClure, Jr.
FOCUS Academy
2524 W. Ledbetter Drive
DALLAS TX 75233-4018



229

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517 Soledad Street
San Antonio TX 78205

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9414 8102 0082 8783 9712 02

Pres. Frankie L. Washington
Gateway Charter Academy
6103 Houston School Road
DALLAS TX 75241-2516



230

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517 Soledad Street
San Antonio TX 78205

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9414 8102 0082 8783 9713 25

Pres. Darrell Plicher
Garden Rule Schools, Inc.
2002 W Illinois Ave
DALLAS TX 75233-1002



231

Schulman Lopez Hoffer and Adelstein L.L.P.
517 Soledad Street
San Antonio TX 78205

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9414 8102 0082 8783 9714 79

Jay Heller
Cinical Hearts America Texas
824 Broadway St., Suite 101
SAN ANTONIO TX 78215-1543



232

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517 Soledad Street
San Antonio TX 78205

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9414 8102 0079 3748 8733 68

Dr. Edwin S Flores
International Leadership of Texas
1820 N. Glenville Dr. #100
RICHARDSON TX 75081-1880



233

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San Antonio TX 78205

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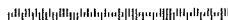


USPS CERTIFIED MAIL



9414 8102 0068 2783 9552 59

Pres. Peller S. Brodsky
KIPP Dallas Fort Worth, Inc
1401 South Lamar St. Lower Level
DALLAS TX 75215-1812



234

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San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0082 8783 9719 29

Pres. Karen R. Davis
La Academia De Estrellas
4600 W. Kiest Blvd.
DALLAS TX 75236-1169



235

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9414 8102 0083 0903 9006 34

Pres. Byron V. Ricks
Legacy Preparatory Academy
5441 USJ Freeway
DALLAS TX 75243-4500



236

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9414 8102 0088 3820 0846 11

Pres. Thomas B. Wilson
Life School of Dallas
950 S. I-35 E
LANCASTER TX 75146-3304



237

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517 Soledad Street
San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0079 3748 8744 64

Pres. John H. Fullmeyer
Lumin Education
924 Wayne St
DALLAS TX 75223-1649



238

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517 Soledad Street
San Antonio TX 78205

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9414 8102 0083 0903 9013 96

Pres. Ehsan Sabri
Mahana Academy
4200 West Royal Lane, Suite 175
IRVING TX 75063-2218



239

Schulman Lopez Hoffer and Adelstein L.L.P.
517 Soledad Street
San Antonio TX 78205

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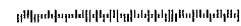


USPS CERTIFIED MAIL



9414 8102 0079 3748 8749 83

Pres. Charletta Rogers Compton
Richland Collegiate High School
12800 Abrams Road
DALLAS TX 75243-2199



240

Schulman Lopez Hoffer and Adelstein L.L.P.
517 Soledad Street
San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0082 8783 9732 75

Pres. Francis P. Hubach, Jr.
St. Anthony School
3732 Myrtle St.
DALLAS TX 75215-3849



241

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517 Soledad Street
San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0083 0903 9020 27

Pres. Della Jasso
Texas Can Academics
325 W 12th St
DALLAS TX 75208-6502



242

Schulman Lopez Hoffer and Adelstein L.L.P.
517 Soledad Street
San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0086 2783 9573 83

Dr. Nolan Estes
JAME Preparatory Academy
P.O. Box 453305
GRAND PRAIRIE TX 75054



243

Schulman Lopez Hoffer and Adelstein L.L.P.
517 Soledad Street
San Antonio TX 78205

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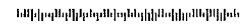


USPS CERTIFIED MAIL



9414 8102 0088 1783 8327 99

Pres. Anthony W. Dona
Uplift Education, Board
1625 Market Center Blvd.
DALLAS TX 75207-3349



244

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517 Soledad Street
San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0078 3748 8759 42

Pres. Michael W McKee
Universal Academy, Board of Directors
2616 N. MacArthur Blvd.
IRVING TX 75062-5401



245

Schulman Lopez Hoffer and Adelstein L.L.P.
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San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0082 9783 8984 52

Pres. Deborah Sterba
Arlington Classics Academy
5200 South Bowen Road
ARLINGTON TX 76017-3756



246

Schulman Lopez Hoffer and Adelstein L.L.P.
517 Soledad Street
San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0082 8783 9744 56

Pres. Erma Lee
Chapel Hill Academy Board
4640 Dycamore School Road
FORT WORTH TX 76133-7358



247

Schulman Lopez Hoffer and Adelstein L.L.P.
517 Soledad Street
San Antonio TX 78205

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USPS CERTIFIED MAIL



9414 8102 0082 8783 9745 62

Pres. Robert A Scarborough
East Fort Worth Montessori Academy
501 Oakland Boulevard
FORT WORTH TX 76103-1014



248

Schulman Lopez Hoffer and Adelstein L.L.P.
517 Soledad Street
San Antonio TX 78205

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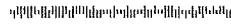


USPS CERTIFIED MAIL



9414 8102 0083 0903 9034 68

Pres. Michael W. Wellbaum
Texas Center for Arts & Academics
3901 S. Hulen St.
FORT WORTH TX 76109-3321



249

Schulman Lopez Hoffer and Adelstein L.L.P.
517 Soledad Street
San Antonio TX 78205

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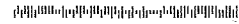


USPS CERTIFIED MAIL



9414 8102 0079 3748 8770 76

Dr. Omer U. Celepcikay
Hammy Public Schools
9321 W Sam Houston Pkwy. South
HOUSTON TX 77059-5204



250

Schulman Lopez Hoffer and Adelstein L.L.P.
517 Soledad Street
San Antonio TX 78205

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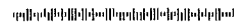


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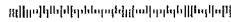


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Pres. Ann O'Carroll
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Pres. Paula Kelley
Texas Education Centers School Board
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DENTON TX 76207-3419



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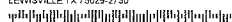


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Texas College Preparatory Academy
Pres. Marvin Reynolds
Responsive Education Solutions
P.O. Box 262730
LEWISVILLE TX 75029-2730



Provide the following:

State the proposed schools primary attendance boundary by providing an alphabetical list of the traditional school districts from which the proposed charter school will accept students. If the charter school will accept students from only a portion of a school district or districts, state exactly what the boundary will be. *Do not list the charter schools located within the designated geographic boundary.*

If the proposed charter school will have a secondary attendance boundary in accordance with 19 TAC, §100.1207(f) (e.g., it will admit students who reside outside of the primary geographic boundary just described), once all eligible applicants who reside within the primary geographic boundary have submitted a timely application and have been enrolled, the school may accept transfer students if it hereby adopts a transfer policy. If the charter elects to have a transfer policy, list the school districts from which the proposed charter school will accept transfer students. *Do not list the charter schools located within the designated geographic boundary.*

Attachment A-5

GEOGRAPHIC BOUNDARY

Campus #1: Denton County (Denton ISD and the surrounding ISDs).

Campuses #2 and #3: Collin, Tarrant, or Dallas Counties

Primary Attendance Boundary
ARGYLE ISD
AUBREY ISD
CELINA ISD
DENTON ISD
FRISCO ISD
KRUM ISD
LAKE DALLAS ISD
LEWISVILLE ISD
LITTLE ELM ISD
NORTHWEST ISD
PILOT POINT ISD
PONDER ISD
PROSPER ISD
SANGER ISD
ALEDO ISD
ALLEN ISD
ANNA ISD
ARGYLE ISD
ARLINGTON ISD
AUBREY ISD
AZLE ISD
BIRDVILLE ISD
BLUE RIDGE ISD
CARROLL ISD
CARROLLTON-FARMERS BRANCH ISD
CASTLEBERRY ISD
CEDAR HILL ISD
CELINA ISD
COPPELL ISD
CRANDALL ISD
CROWLEY ISD
DALLAS ISD
DENTON ISD
DESOTO ISD
DUNCANVILLE ISD
EAGLE MT-SAGINAW ISD
EVERMAN ISD
FERRIS ISD
FORT WORTH ISD
FRISCO ISD

Primary Attendance Boundary
GARLAND ISD
GODLEY ISD
GRAND PRAIRIE ISD
GRAPEVINE-COLLEYVILLE ISD
HIGHLAND PARK ISD
HURST-EULESS-BEDFORD ISD
IRVING ISD
KELLER ISD
KENNEDALE ISD
KRUM ISD
LAKE DALLAS ISD
LAKE WORTH ISD
LANCASTER ISD
LEWISVILLE ISD
LITTLE ELM ISD
LOVEJOY ISD
MANSFIELD ISD
MCKINNEY ISD
MELISSA ISD
MESQUITE ISD
NORTHWEST ISD
PILOT POINT ISD
PLANO ISD
PONDER ISD
PRINCETON ISD
PROSPER ISD
RICHARDSON ISD
ROCKWALL ISD
SANGER ISD
SUNNYVALE ISD
WHITE SETTLEMENT ISD
WYLIE ISD

Provide the following:

State the teacher to student ratio to be maintained. If different grades will have different ratios, so state and provide the information per each grade.

Attachment A6 – Teacher to Student Ratio

Athlos Academy of Texas intends to maintain the following teacher to student ratios at each of its three campuses. At capacity, each campus will serve 1180 students. 3540 will be served across all campuses.

Number of Sections at Capacity	Grade Level	Teacher to Student Ratio	Total Number of Students at Capacity
7	Kindergarten	1:19	131
5	1 st Grade	1:26	131
5	2 nd Grade	1:26	131
5	3 rd Grade	1:26	131
5	4 th Grade	1:26	131
5	5 th Grade	1:26	131
5	6 th Grade	1:26	131
5	7 th Grade	1:26	131
5	8 th Grade	1:26	131

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, provide a sample scope and sequence for one foundation course for each division of grade levels, or portion thereof, the applicant proposes to serve: grades K-5, grades 6-8, and/or grades 9-12. If proposing to serve grades K-5, the applicant shall submit a sample scope and sequence for a third grade foundation subject. If proposing a grade 6-8 program, the applicant shall submit a sample scope and sequence from a foundation subject in grade seven or eight. A proposal to serve grades 9-12 shall include a sample scope and sequence from a ninth or tenth grade foundation course. The scope and sequence shall identify course outcomes and how they align to the Texas Essential Knowledge and Skills (TEKS). It should also provide three (3) sample lessons, which reference the TEKS they are aligned with. It is not necessary to submit a complete curriculum or TEKS alignment for all subjects and grades that the proposed charter will serve.

Based on the grade offerings proposed, the applicants could be required to submit one, two, or three separate scope and sequence documents in response to this attachment.

Charter Name:

Athlos Academy- Texas

Subject/Course Title:

Social Studies: Revolutionary Era

Grade Level:

8th Grade

Prepared By:

Athlos Academies

Unit Planning Template

Student Expectations/Learning Outcomes

Describe what the student should be able to know and do by the end of the unit

The student should be able to identify significant individuals, major developments, and turning points related to the development of colonial independence from England during the Revolutionary Era. The student can explain the foundations of representative government and the American beliefs and principles in the founding documents. The student applies critical thinking and communication skills in gathering, evaluating, organizing, and presenting historical information.

Necessary Knowledge & Skills

Detail the foundation knowledge & skills required for this unit. Indicate how knowledge and skill gaps will be assessed and addressed; describe how prior knowledge will be activated through lessons and activities, as appropriate.

Foundational knowledge and skills

Students should be familiar with colonial America culture and its geographic borders.

Students should understand how to organize a timeline.

Students should be able to read grade level text.

Students should be able to analyze information (finding relationships, determining importance, summarizing).

Students should be familiar with the research process.

Assessment of knowledge and skill gaps and how these will be addressed

Teacher will have a baseline measure for reading comprehension skills. Support through peer readings, modified text, and small group instruction and review will support reading comprehension skills.

Research skills may be supported with small group instruction, task descriptor, chunked project management timeline, accessible resources.

How will prior knowledge be activated?

The unit begins with Building Background Knowledge lessons. Students construct a sense of time and place by analyzing images of colonial artifacts, scenes, and maps. Students will generate notices and wonders as a beginning discussion for the unit. This should address gaps in colonial America knowledge.

Guiding Questions

include open-ended, succinct, challenging questions that will guide development of this unit.

When is independence justified?

What performance character traits are found in leaders?

How do groups make social change?

Texas Essential Knowledge & Skills Alignment

Indicate the TEKS subject/course (e.g., Math, Grade 3 or

TEKS Social Studies/ 8th Grade-Revolutionary Era

(1) History. The student understands traditional historical points of reference in U.S. history through 1877. The

English II) and Student Expectations should be provided and cited with the appropriate number, letter, Romanette, as applicable.

student is expected to:

(A) identify the major eras and events in U.S. history through 1877, including , revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution,

(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and

(C) explain the significance of the following dates: 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution

(3) History. The student understands the foundations of representative government in the United States. The student is expected to:

(A) explain the reasons for the growth of representative government and institutions during the colonial period;

(B) analyze the importance of the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government; and

(C) describe how religion and virtue contributed to the growth of representative government in the American colonies.

(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:

(A) analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War;

(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;

(C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783;

(10) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:

(A) locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries;

(B) compare places and regions of the United States in terms of physical and human characteristics; and

(C) analyze the effects of physical and human geographic factors on major historical events in the United States.

(15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to:

(A) identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact,

(C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights; and

(20) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:

(A) explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn in the development of self-government in colonial America;

(B) evaluate the contributions of the Founding Fathers as models of civic virtue; and

(C) analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax.

(22) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

- (A) analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington
- (27) Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:
- (A) explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and interchangeable parts; (printing press)
- (B) analyze the impact of communication systems on the growth and development of the United States;
- (29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:
- (A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;
- (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
- (D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants;
- (E) support a point of view on a social studies issue or event;
- (F) identify bias in written, oral, and visual material;
- (G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;
- (H) use appropriate mathematical skills to interpret social studies information such as maps and graphs;
- (J) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.
- (30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
- (B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;
- (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and
- (D) create written, oral, and visual presentations of social studies information.
- (31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

Materials & Resources

Identify the materials and resources that will be required for this unit. Indicate who will be providing them.

The Tea is Brewing simulation (curriculum published by Old South Meeting House Society, Boston, MA)
<http://www.osmh.org/learn/teacher-resources>
 Movie: Liberty! The American Revolution by PBS
<http://www.pbs.org/ktca/liberty/>
 Text sets: Declaration of Independence document, George vs. George: The American Revolution as seen from Both Sides by Rosalyn Schanze, History of US by Joy Hakim, Boston Tea Party by Ida Walker
 Online resources (government archives, interactive timeline, maps)
 Materials purchased by the school

Review

If a unit review will be provided, please describe the formate and nature of the review.

Next Steps

identify how you will ensure the continuous and cumlative growth of the scope of the curriculum and of the students who will participate in your curriculum

The next step after learning about the newly independent United States of America is to focus upon the creation of the government, including the first Articles of Confederation and the Constitutional Convention. In analyzing the US Constitution, students will learn about is guiding principles, the government system, and the amendment process. Students will continue to learn about the rights and responsibilities of being US citizens.

Charter Name:

Athlos Academy-Texas

Subject/Course Title:

Social Studies: Revolutionary Era

Grade Level:

8th Grade

Prepared By:

Athlos Academies

Lesson Planning Template

Example.

Instructional Strategies- Describe the Instructional Strategies for three (3) lessons, that would immerse students in innovate learning opportunities while also clearly providing students with opportunities to engage in the Texas Essential Knowledge and Skills (TEKS) standards.

Student Activities- Describe the Student Activities for reach lesson. Clearly indicate how the activities relate to the TEKS, how formative assessments will be made, and how the activities can be tiered or differentiated to accommodate different learning abilities.

Student Assessments- Describe the summative assessment(s) that will be used to allow students to demonstrate mastery of the identified standards and outcomes .

LESSON ONE (1)- instructional Strategies

The instructional strategies include tapping into prior knowledge, analyzing a map, inquiry, reading text (determining importance and summarizing), using strategic questioning, facilitating small group discussion, and a writing (RAFT) task.

The lesson begins with students analyzing a 1750 map of America, focusing on the Ohio River Valley. The class is split into three groups, using the same proportion as the 1750 population of British, the Native Americans, and the French. Each group reads a short text, summarizing its own reason for wanting control of the valley. Students make predictions for what happens to the land. Students watch a brief animated map graphic showing the changing ownership of lands after the French and Indian War and the results of the Proclamation of 1763. Students read text about the war and its effects, including the reasons for the Proclamation of 1763. Teacher facilitates a discussion about the results of the war and the proclamation. Why was it issued? What impact do you think it will have? What were concerns for the British? What were concerns for the colonies?

LESSON ONE (1)- Student Activities

In closing, students students respond to a RAFT: (see RAFT description) <http://www.readwritethink.org/professional-development/strategy-guides/using-raft-writing-strategy-30625.html>

Imagine you are a reporter in the year 1763[R] on an international podcast in a colony[F], describing the changing relationship between England, the French, the Native Americans, and the colonies. [T] In a half-page of writing, describe what you think is happening in a lively manner to your expectant listeners back home in Europe [A].

In this lesson students are engaged with many standards. They are learning about a key event in US history because this development leads to the British economic policies. In analyzing maps, students are locating, comparing, and interpreting important places and regions. Students are applying critical thinking skills in analyzing text, especially identifying cause and

LESSON ONE (1)- <i>Student Assessments</i>	<p>effect relationships, drawing conclusions, and making predictions. They are also looking at multiple perspectives.</p> <p>Teacher can differentiate by using peer support with reading, modified text, a structured RAFT writing frame. For students who want to extend their learning, they can research more specific details about the French and Indian War.</p> <p>Observation of participation during discussions. Written notes in learning log based on reading text. Written RAFT response</p>
LESSON TWO (2)- <i>instructional Strategies</i>	<p>The instructional strategies used are connecting to a real world context, using analytical reading skills (close reading protocol), facilitating a small group collaboration, and completing a graphic organizer.</p> <p>The teacher begins with a "hook," telling that students that a "break-up" note was found in class. Teacher reads the modern day break up letter from one upset party to another. Afterwards the teacher tells class that it was signed, 13 colonies to the King of England. Lesson moves from mock letter to the Declaration of Independence. The whole class engages in a close read of the introduction, reviewing vocabulary and unfamiliar phrases. In small groups, students examine the rest of document, responding to questions formatted in a graphic organizer. They are restating the document in their own words and analyzing central themes and ideas (relating them to previous studies of Enlightenment philosophers). After completing the examination, the class summarizes the implications of the document.</p> <p>This lesson addresses many standards. It teaches students about the significance of the drafting of the Declaration of Independence, the principles related to representative government, and the colonial grievances against England. Students will learn about the civic virtue and leadership of Thomas Jefferson, the Continental Congress, and the signers of the document. They are using a primary document to learn about the political development of the United States.</p> <p>The teacher can support this lesson with additional activities. As an extension, students can research what happened to the signers of the Declaration of Independence. Another additional assignment is to read the lost slavery clause of the Declaration of Independence, a very interesting issue. For students who need reading support, the teacher can work with them in a small instructional group and focus on certain portions of the document or use kid friendly versions of the document.</p> <p>Participation in close reading of the first paragraph. Written notes in graphic organizer</p>
LESSON TWO (2)- <i>Student Assessments</i>	<p>Participation in close reading of the first paragraph. Written notes in graphic organizer</p>
LESSON THREE (3)- <i>instructional Strategies</i>	<p>The instructional strategies used are developing inquiry using a video, comprehending text (summarizing, determining cause and effect), analyzing multiple perspectives, role-playing, participating in a debate, and completing a reflection.</p> <p>The learning experience incorporates three lesson periods. It begins with students watching the Schoolhouse Rocks video, No More Kings, but with no sound. This short video depicts the colonists' protests including the Boston Tea Party. After watching, the students generate notices and wonders about the video. Using sections of the Old South Meeting House curriculum, Tea is Brewing, students begin building background knowledge about the various acts and protests leading up to the Boston Tea Party. Students read text and complete a time line chart outlining the British actions and the colonists' reactions. Using provided materials, the students also prepare for a debate as they are given roles as actual 18th century</p>

LESSON THREE (3)- *Student Activities*

Loyalists, Patriots, or Neutralists. The debate simulates the actual meeting which took place in Boston's Old South Meeting House on the morning of Dec. 16th, 1773, the day of the Boston Tea Party. After the debate the students reflect on the content: Was dumping the tea the right thing to do? Could the issue of the Tea Tax have been resolved through other means? Was violence justified? What are other ways for citizens to protest against laws they feel are unfair? Students reflect on the process of the debate, including their research and participation. Students watch the video, now with sound to close the learning experience.

This learning experience covers many standards. Students identify major events, political and economic issues, and significant individuals from the Revolutionary Era. They analyze major causes of the Revolutionary War such as the Stamp Act and the lack of representation in Parliament. The students identify multiple perspectives using historical context. The debate supports research and presentation skills.

As an extension, students can learn about the other tea protests that took place in other colonies. (See *Ten Tea Parties: Patriotic Protests That History Forgot* by Joseph Cummins.) For students who need support, they can paired with peers or work in a small instructional group. For a character, they should be given someone very familiar such as Paul Revere or John Hancock. It will be simple to locate easy to read resources about well-known figures.

LESSON THREE (3)- *Student Assessments*

Completion of chart outlining the different acts and reactions

Research notes for the debate

Teacher observation of participation in the debate

Written reflection of debriefing questions

Self-assessment of participation.

Charter Name:	Athlos Academy Texas
Subject/Course Title:	Measurement and Fractions
Grade Level:	Grade 3
Prepared By:	Athlos Academies

Unit Planning Template

Student Expectations/Learning Outcomes

Describe what the student should be able to know and do by the end of the unit

Students will explore measurement concepts such as time, mass, and volume and apply such concepts to the understanding, interpretation, and use of fractions.

Students will be able to measure time, mass, and volume.

Students will be able to estimate and make measurements in different units.

Students will be able to interpret story problems and use appropriate strategies to solve.

Students will be able to interpret fractions as fair shares.

Students will be able to plot fractions on a line plot.

Necessary Knowledge & Skills

Detail the foundation knowledge & skills required for this unit. Indicate how knowledge and skill gaps will be assessed and addressed; describe how prior knowledge will be activated through lessons and activities, as appropriate.

What foundation knowledge and skills are required for this unit?

Students will have to be familiar with the process of measuring lengths, identifying units, and using tools.

Student should be able read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.

Student will need to know basic unit fractions and identify examples of halves, fourths, and eighths.

Students will need to have an understanding of partitioning objects and name the parts.

Students should be able to explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part

Students will have to be familiar with organizing data.

How will knowledge and skill gaps will be assessed and addressed?

The unit has a pre-assessment to gauge students' weaknesses and strengths at the beginning of the unit.

Through observation, student interview, and work samples, teachers can assess limited knowledge and skills.

Teachers can work in small groups and provide extra review to address any skill gaps.

How will prior knowledge be activated in lessons and activities?

Teachers will activate prior knowledge through warm-up activities, questioning, student sharing, real world examples, and accessible entry tasks.

Guiding Questions

include open-ended, succinct, challenging questions that will guide development of this unit.

What do we measure in our daily world?

What tools and strategies do we use to measure?

How is measurement related to fractions?

Texas Essential Knowledge & Skills Alignment

Indicate the TEKS subject/course (e.g., Math, Grade 3 or English II) and Student Expectations should be provided and cited with the appropriate number, letter, Romanette, as applicable.

Math, Grade 3: Standards and Expectations

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(1.A.i.) apply mathematics to problems arising in everyday life.

(1.B.) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.

(1.C.i) select tools, including real objects as appropriate to solve problems.

(1.D.) communicate mathematical ideas, reasoning, and their implication using multiple representations, including diagrams as appropriate.

(1.E.) create and use representations to organize, record, and communicate mathematical ideas.

(3) Number and operations. The student applies mathematical process standards to represent and explain fractional units. The student is expected to:

(3.A.) represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines.

(3.B.) determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line.

(3.C.) explain that the unit fraction $\frac{1}{b}$ represents the quantity formed by one part of a whole that has been partitioned into b equal parts where b is a non-zero number.

(3.F) represent equivalent fractions with denominators of 2, 3, 4, 6 and 8 using a variety of objects, pictorial models, including number lines.

(3.G.) explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model.

(3.H) compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models.

(7) Geometry and Measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement. The student is expected to:

(7.C) determine the solution to a problem involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15 minute event plus a 30 minute event equals 45 minutes.

(7.D.) determine when it is appropriate to use measurements of liquid volume (capacity) or weight

(7.E.) determine liquid volume (capacity) or weight using appropriate units and tools.

(8)) Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:

(8.A.) summarize a data set with multiple categories using dot plot, with scaled intervals

Materials & Resources

Identify the materials and resources that will be required for this unit. Indicate who will be providing them.

This unit will use Bridges in Mathematics Second Edition Unit 4.

There are four Modules:

Measuring Time and Mass

Measuring Volume and Solving Measurement Story Problems

Fractions as Fair Shares

Fractions on a Line Plot

Review

If a unit review will be provided, please describe the formate and nature of the review.

Next Steps

identify how you will ensure the continuous and cumlative growth of the scope of the curriculum and of the students who will participate in your curriculum

The Bridges in Mathematics 2nd Edition continues to build on Unit 4 by investigating geometric shapes and fractions in Unit 6. Additional fraction work is continued in Unit 7. This unit furthers the understanding of fractions by exploring fractions as parts of a whole and parts of a set.

Charter Name:

Athlos Academy Texas

Subject/Course Title:

Measurement and Fractions

Grade Level:

Grade 3

Prepared By:

Athlos Academies

Lesson Planning Template

Example.

Instructional Strategies- Describe the Instructional Strategies for three (3) lessons, that would immerse students in innovate learning opportunities while also clearly providing students with opportunities to engage in the Texas Essential Knowledge and Skills (TEKS) standards.

Student Activities- Describe the Student Activities for reach lesson. Clearly indicate how the activities relate to the TEKS, how formative assessments will be made, and how the activities can be tiered or differentiated to accommodate different learning abilities.

Student Assessments- Describe the summative assessment(s) that will be used to allow students to demonstrate mastery of the identified standards and outcomes.

LESSON ONE (1)- instructional Strategies

Fair Shares, Unit Fractions

The instructional strategies involve tapping into prior knowledge, using real world context, modeling with notation, using concrete objects, using strategic questioning, and facilitating whole group discussion.

The teacher asks students to think about situations involving sharing. The students discuss sharing a candy bar between two people and discuss the meaning of the numerator and the denominator. The students fold paper rectangles to explore and compare unit fractions. Teacher poses questions pressing mathematical reasoning such as, Would you rather be in a group of 2 people sharing one cookie or four people sharing 2 cookies?

LESSON ONE (1)- Student Activities

Students share imaginary cookies with different numbers of people by folding paper rectangles to create and label halves, thirds, fourths, sixths, and eights. The class compares the unit fractions. They discuss how the pieces do not have to be congruent in order to be equivalent. For example, the rectangle can be partitioned vertically in half or horizontally in half. Students examine a folded rectangle to discuss that fractions must be equal parts of the same whole. This is reinforcing the concept of using the referent whole.

This activity is connected to the math process standard of communicating math ideas and reasoning using diagrams. It is also using a manipulative to solve the problem. In using the paper rectangles, students are applying standard 3.A representing fractions greater than zero and less than one with the denominators of 2, 4, 6, and 8 using concrete objects (the paper). In comparing the unit fractions the students are explaining that the unit fraction represents the quantity formed by one part of a whole that has been partitioned into b equal parts.

The lesson supports differentiation by encouraging students to partition a paper into fifths as an extension and suggesting tips to help students figure out thirds and sixths.

There is also a Home Connection activity.

LESSON ONE (1)- *Student Assessments*

The students' folded rectangles are part of the assessment- Who can correctly identify the units?

Participation in class discussion-Who can compare unit sizes? Who can explain how the non-congruent pieces are still the same sized unit?

Written assessment will take place on a mid-unit check.

LESSON TWO (2)- *Instructional Strategies*

Pattern Block Fractions

The instructional strategies in this lesson include engaging in inquiry, using concrete materials (pattern blocks), using strategic questioning, facilitating class discussion, and participating in small group activity.

The teacher poses a question to the students. Using pattern blocks, the students develop solutions and compare. The teacher poses another question which allows for multiple solutions. Students, again, develop solutions and compare strategies. In this context, the teacher is reinforcing part to whole fractional understanding using concrete models. The teacher presses the concept of unitizing by changing the unit size of the referent whole. Students demonstrate their understanding on a worksheet.

LESSON TWO (2)- *Student Activities*

The students begin by getting work mats ready and an assortment of pattern blocks. The opening question is, If a trapezoid shape is $\frac{1}{2}$ of the whole, what is the whole? This question presses students to iterate a shape (fraction), taking note of the unit size (denominator) and the number of units (numerator). Students continue to do additional activities with the pattern blocks-iterating wholes, and comparing quantities. The teacher also presses the students reasoning by changing the size of the referent whole and asking students to determine the "new" values of the other shapes. Throughout the lesson, the teacher is reinforcing the meaning of numerator and denominator (the number of units it takes build a whole).

This is related to standards: representing fractions using concrete objects; explaining that two fractions are equivalent if and only they represent the same portion of a same size whole for an area model; and comparing two fractions having the same numerator or denominator by reasoning about their sizes and justifying the conclusions using words and objects. The students are using the pattern blocks to compare fractional amounts and justifying their ideas using the sizes of the blocks, which is also related to the math process standards.

The teacher circulates during work time to see who needs additional support. The teacher can press students with more challenging questions such as, if the blue rhombus is a value of one, what is the value of the other pieces? If the hexagon is $\frac{1}{2}$, what is the value of the other pieces? This is forcing students to "unitize" which is a foundational key understanding in fraction development.

LESSON TWO (2)- *Student Assessments*

A written assessment in the student book is used for assessment-Can students correctly identify the fractional amounts and the referent whole?

Teacher observation- Who is able to complete the tasks with minimal support? Who needs more guidance?

Student participation in class discussion-Can students justify their reasoning using the blocks as evidence?

Measuring Liquid Volume

The instructional strategies used are tapping prior knowledge, utilizing real world context, using measurement tools,

LESSON THREE (3)- *Instructional Strategies*

engaging in inquiry, using strategic questioning, and participating in small group activity.

LESSON THREE (3)- *Student Activities*

At the beginning the teacher taps into prior knowledge by asking about the use of liquid volume in their everyday lives. The students examine and compare a small and large measuring cup (250 ml to 1000 ml). Using different quantities, students use the small measuring cup to fill the larger one, estimating how many times it will take to fill it up. Students also explore with half liter containers. The teacher poses questions asking students to justify responses, to share strategies, and to make predictions. In small groups students investigate other containers, estimating the amount of liquid they will hold and finding out the solutions.

These engaging activities are connected to the geometry and measurement standard. The students are applying the math process standards to select appropriate units, strategies, and tools to solve problems involving metric measurement.

The teacher circulates to see who needs additional support. The teacher can provide additional containers, especially ones that are unusual in shape, to press estimation and conceptions of volume.

LESSON THREE (3)- *Student Assessments*

Written assessment-Which Container is the Best? Students fill containers and compare quantities.

Teacher observation-Who is able to justify estimations? Who is able to use tools correctly?

Provide the following:

Promotion and retention requirements for students to the next grade and/or graduation.

If mid-year promotions will be granted, explain the rationale for advancing a student mid-year. Additionally, state the requirements students must meet and the procedures to be followed in order to promote a student to the next grade level at mid-year.

ATTACHMENT E2 – ATHLOS FOUNDATION STUDENT PROMOTION & RETENTION STANDARDS

Promotion:

In order for Athlos Academy of Texas students to be promoted to the next grade level, students must demonstrate that they have met the promotion standards stated in Texas Education Code §28.021 which states students may be promoted solely based on academic achievement or demonstrated academic proficiency of the subject matter. In determining promotion, TEC §28.021 requires a school to consider the recommendation of the student's teacher, the student's grade in each subject or course, the student's score on an assessment instrument (STAAR test in grades 3-8), and any other necessary academic information.

Additionally, the Student Success Initiative (SSI) requires students in grades 5 and 8 demonstrate proficiency on grade-level mathematics and reading STAAR assessments.

For English Language Learners, the Grade Placement Committee (GPC) in consultation with the Language Proficiency Assessment Committee (LPAC) will determine promotion standards. For students with disabilities, the school ARD/IEP committee will determine the promotion status based on mastery of IEP goals and objectives and /or course requirements.

In alignment with local school districts, Athlos Academy of Texas promotion standards include:

Grade Level	Promotion Standards
K	<ul style="list-style-type: none">• Automatically promoted with grade of E (excellent), S (satisfactory), or N (needs improvement).
1-2	<ul style="list-style-type: none">• Students must pass High Frequency Word Test – Recognizing and reading words that appear very often in written and spoken language.• State requirement of an average of 70 or above in reading/language arts, mathematics, and science or social studies.• Students must have sufficient attendance *
3-5	<ul style="list-style-type: none">• Students must pass STAAR (State of Texas Assessment of Academic Readiness) in reading and math.• State requirement of overall yearly average of 70 or above and local requirement of an average of 70 or above in reading, other language arts, mathematics, and science or social studies.• Students must have sufficient attendance *
6-8	<ul style="list-style-type: none">• Students must pass STAAR in reading and math.• State requirement of overall yearly average of 70 or above and a local requirement of an average of 70 or above in three of the four core courses: Language arts (average of reading and English), mathematics, science, and social studies.• Students must have sufficient attendance *

*Sufficient Attendance: A student's total number of unexcused absences cannot exceed 10% of class meetings.

Retention:

The retention plan for Athlos Academy of Texas aligns with Texas Education Code §28.0211 by offering accelerated instruction for all students who fail to perform satisfactorily on STAAR tests. Athlos Academy of Texas will also provide and prescribe accelerated instruction for students who fail to meet the remaining promotion standards listed above. Accelerated instruction may require student participation before or after normal school hours and may include participation at times of the year outside normal school operations.

In addition, per the Student Success Initiative (SSI) requirement in Texas, students in grades 5 and 8 **MUST** pass the STAAR mathematics and reading tests in order to be promoted to the 6th and 9th grades, respectively. Students who fail to demonstrate proficiency on the first testing attempt will receive accelerated instruction in the applicable subject area(s); for students who fail to demonstrate proficiency on the second testing attempt, a grade placement committee will be established to prescribe a more specific accelerated instruction program; students who fail to demonstrate proficiency on the third testing attempt will be retained at the same grade-level for the next school year.

Following are the specific Athlos grade-level retention standards:

Grade Level	Students are considered for retention if....
K	<ul style="list-style-type: none">• Not subject to being retained.
1-2	<ul style="list-style-type: none">• Failure to pass High Frequency Word Test – Recognizing and reading words that appear very often in written and spoken language.• Failure to meet state requirement of 70 or above in reading/language arts, mathematics, and science or social studies.• Failure to meet attendance requirements.
3-5	<ul style="list-style-type: none">• Failure to pass STAAR (State of Texas Assessment of Academic Readiness) in reading and math or appropriate amount of accelerated instruction. *• Failure to meet state requirement of 70 or above in reading/language arts, mathematics, and science or social studies.• Failure to meet attendance requirements.
6-8	<ul style="list-style-type: none">• Failure to pass STAAR (State of Texas Assessment of Academic Readiness) in reading and math or appropriate amount of accelerated instruction. *• Failure to meet state requirement of overall yearly average of 70 or above and a local requirement of an average of 70 or above in three of the four core courses: Language arts (average of reading and English), mathematics, science, and social studies.• Failure to meet attendance requirements.

*Students in grades 5 and 8 will be retained if, after 3 attempts, they are unable to pass STAAR reading and mathematics exams.

Legal References:

Texas Education Code §28.021 and § 28.0211

Provide the following:

Admissions and enrollment policies, which should include the following:

- The period (both the beginning and the ending dates) during which the applications for admissions will be accepted including a summary of the application process. See TEC §12.117.
- Procedures to be followed in conducting a lottery when a grade or class is oversubscribed, including any exemptions from the lottery. Include whether the charter school will exercise the right to exempt from the lottery returning students, the siblings of returning students, and/or the children of the school's founders and staff (as long as the total number of students allowed constitutes only a small percentage of the total enrollment).
- The approximate date on which a lottery will be conducted, if required.
- Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- The non-discrimination statement to be included in the proposed school's admissions policy. See TEC §12.111(a)(5).
- Policies and procedures for the admission of students with documented histories of any of the types of misconduct listed in TEC §12.111(a)(5)(A).
- Enrollment deadlines and procedures.

If the proposed school will specialize in performing arts, discuss whether applicants will be required to demonstrate artistic ability for admission to the school.

TEC §12.111(a)(6) permits a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability. In addition, TEC §12.1171 permits a charter school specializing in one or more performing arts to require an applicant to audition for admission to the school.

ATHLOS ACADEMY
ADMISSIONS AND ENROLLMENT
POLICY AND PROCEDURES *

Non-discrimination Statement as Part of Athlos Academy's Admission Policy

It is the policy of Athlos Academy to comply with all state and federal regulations regarding admission and not to discriminate during the admission and the lottery process on the basis of gender, national origin, ethnicity, religion, disability, academic, artistic, athletic ability, or the district the child would otherwise attend.

Application Requirement

Athlos Academy requires applicants to submit a complete application form in order to be considered for admission. Athlos Academy shall post the dates for open enrollment in accordance with Texas Education Code § 12.117. The application period shall begin on January 10th (beginning date) and end on March 15th (closing date).

In order to be eligible for admission, the applicant or qualifying occupant specified by TEC § 25.001(b) must generally reside in the geographic boundaries of Athlos Academy and satisfy any other admissions criteria specified in this policy. See **Verification of Residency** below.

Lottery Provisions

In accordance with state law and federal guidance, a “lottery” for purposes of this policy is a non-weighted, random selection process that determines the order of enrollment of student applicants. A lottery is to be conducted if the number of applicants exceeds the maximum enrollment. The lottery shall take place within fifteen days after the closing date of the application period. The lottery will be conducted via lottery selection software. The Lead School Administrator or designee of each school will conduct the computerized lottery, with supervision by at least one member of the sponsoring entity or his or her designee and a representative from Athlos Academy's Central Office. This ensures that the admissions list and the waiting list are selected randomly. Results of the lottery shall be certified by a notary public.

Development of Waiting List

The lottery will be paused momentarily after the computerized lottery fills all available seats allowed by the enrollment cap. The drawing will then continue, and the randomly-selected numbers will be used to

* The following policies and procedures are adopted from Schulman, Lopez & Hoffer, LLP Student Policies and Procedures for Charter Schools.

create a waiting list. As space become available, applicants will be called from the waiting list beginning with applicants with the lowest number assignment. Applicants selected by lottery will be “deemed admitted” and may proceed from provisional admission (TEC § 25.002) to enrollment.

Admission Process of Returning Students

Returning students (students who currently attend Athlos Academy and intend to return the next school year) are exempted from the lottery if they notify the school of their intent to return for the next school year by February 1st of the current school year.

Siblings Policy and Children of Athlos Academy’s Founders and Employees

Siblings of returning students currently enrolled at an Athlos Academy school are exempt from the lottery and are automatically put on the sibling preference waiting list. For this policy “sibling” shall mean a biological or legally adopted brother or sister residing in the same household as the applicant. Cousins, nieces, nephews and unrelated children sharing an address with the applicant are not siblings. Sibling enrollment is dependent on available space and does not guarantee enrollment of each listed sibling.

Children of the school’s founders, teachers, and staff (so long as the total number of students allowed constitutes only a small percentage, generally less than 10 percent, of the total enrollment) are exempt from lottery requirements, as permitted by federal guidance on the Charter Schools Program.

Withdrawals from School

A parent wishing to withdraw a student from school should notify or call the registrar at least 48 hours prior to withdrawal for information on specific procedures and times for withdrawals. The Lead School Administrator or designee will verify the information when the parent/guardian arrives to provide the name of the new school, new home address, and phone number, if applicable. The formal withdrawal request must be signed for use as documentation that the student will continue to be enrolled in a school as required by the compulsory attendance laws. If a student withdraws from enrollment, the space will be filled from the waiting list beginning with applicants with the lowest number assignment. A student who is 18 years or older may request withdrawal without a parent/ guardian’s signature.

Re-Enrollment

Students wishing to re-enroll are subject to this policy, including the procedures regarding a lottery and waiting list.

Applications Submitted Outside the Designated Application Period

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

Students with documented histories of a criminal offense and/or misconduct

As authorized by TEC § 12.111(a)(6)(A), Athlos Academy shall exclude from enrollment those students who have a documented history of a criminal offense, a juvenile court adjudication, or other discipline problems under Subchapter A, Chapter 37 of the Texas Education Code.

Documents and Information Applicants are Required to Provide

Applicants must submit a completed application form to be considered for admission. The application form must be signed and dated by the parent(s). The application form must include the following items:

- ☐ Applicant's name (first, last, and middle names)
- ☐ Applicant's birth date
- ☐ Applicant's current grade level and grade applied for
- ☐ Applicant's residential address
- ☐ Phone numbers
- ☐ Applicant's current school and district names
- ☐ Applicant's parents' name and signature
- ☐ Whether the applicant has a sibling already admitted to or attending Athlos Academy
- ☐ Whether the applicant is a child of a school founder or employee.
- ☐ Whether the applicant has a documented history of a criminal offense, juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37 of the Texas Education Code.

Applicants are not required to provide transcripts or other academic records until after they are offered admission. All records must be submitted to the school, however, not later than 30 days after the child is enrolled.

Reporting Transfer Students Pursuant to Civil Action 5281

Civil Action 5281 requires that the Texas Education Agency not approve student transfers where the effect of such transfers changes the majority or minority percentage of the school population by more than one percent in either the sending or receiving district.

Athlos Academy complies with the requirements for reporting transfer students pursuant to Civil Action 5281 by using the student transfer system provided on the Texas Education Agency's website under PEIMS.

Verification of Residency and Immunization Records for Enrollment

Verification of residency and current immunization records are required for all students enrolling. Every student enrolling for the first time must present a signed statement from a physician or documentation of immunizations as required by the Texas Department of Health, no later than 30 days after enrolling. Students who submit an affidavit from a physician stating immunizations should not be administered for medical reasons, and students who submit an affidavit signed by the student's parent or guardian declining immunizations for reasons of conscience, will be excepted from this requirement. The parent or guardian must furnish records that verify the identity of the student.

A person's "residence," for the purpose of this policy is the true, fixed and permanent place where the qualifying occupant ordinarily lives and sleeps, not less than four nights during the school week and to which, when temporarily absent from the residence, the occupant intends to return. The qualifying occupant specified by TEC 25.001(b) must generally reside in the authorized geographic boundaries of Athlos Academy, as described in the school's charter. A person who is homeless, as defined by 42 U.S.C. 11302, need not reside within the geographic boundaries of Athlos Academy. In order to verify residency for enrollment, acceptable evidence of residency includes:

- Current property tax bill with parent/guardian's name and property address;
- Current rental or lease agreement with parent/guardian's name, student name, and address, as well as manager or owner's name and telephone number;
- Documents related to the purchase of the residence with the parent/guardian's name and property address;
- Mail dated within 60 days before the application date from the following sources:
 - Social Security Administration;
 - A Texas State government agency;
 - Utility companies;
 - Credit card bill;
 - Financial institutions; including checking or savings;
 - Insurance companies;
 - State and Federal Revenue documents;
 - Paycheck information; or
 - Other sources or documents demonstrating residency

If, at any time, a student's or qualifying occupant's residence is in question, Athlos Academy may ask for additional documents for verification. If the parent or legal guardian cannot provide evidence of

residency because the parent or legal guardian is living with a relative or friend, a notarized statement by the relative or friend may be accepted by Athlos Academy with the following stipulation:

- Notarized statement must state that the parent or legal guardian and child are living with the relative/friend;
- Notarized statement must state the same name of relative or friend who is on the relative or friend's proof of residence;
- Notarized statement must state the same address of relative or friend who is on the relative or friend's proof of residence;
- A copy of the relative or friend's proof of residence must be attached to the notarized statement (meeting the documentation criteria described above); and
- The notarized statement must be signed by same name of relative or friend who is on the relative or friend's proof of residence.

Subsequently, within 60 days, Athlos Academy must be provided confirmation of residency from one or more of the following sources:

- Credit card companies;
- U. S. Treasury;
- Social Security Administration, including benefits letter;
- Texas State government agencies (including city and county agencies);
- Utility companies;
- Financial institutions including checking, savings, or investment account statements;
- Insurance companies; or
- State and Federal Revenue departments.

Athlos Academy may conduct home-visits, at any time, to confirm residency of applicants and enrolled students. Falsification of residence on an enrollment form is a criminal offense.

Adult Student Attendance Requirement For Continued Admission

A person who voluntarily attends school after his or her 18th birthday shall attend school each school day for the entire period the program of instruction is offered. Athlos Academy may revoke, for the remainder of the school year, the enrollment of a person who has more than five (5) absences in a semester that are not excused under TEC § 25.087. A person whose enrollment is revoked under this subsection may be considered an unauthorized person on school grounds and a criminal trespass warning may be issued.

Student Residency Separate From Parent/Guardian

In order to protect the best interests of students enrolled, for purposes of students under the age of 18 who have established a residence apart from the person's parent, guardian, or other person having lawful control, such persons must establish their separate residency and verify it with documentation acceptable to Athlos Academy in the same manner as other students. However, a student under 18 and not living with parents or guardian, who has engaged in conduct in the preceding year that has resulted in a disciplinary removal, alternative placement or expulsion, or who has engaged in delinquent conduct or conduct in need of supervision and is on probation or other conditional release for that conduct, or has been convicted of a criminal offense and is on probation or other conditional release, shall not be admitted to Athlos Academy. The Superintendent shall follow **Exclusion of Students with Certain Histories**, above, in making such determination.

McKinney-Vento Policy Statement

"Homelessness" means lacking a fixed, regular, and adequate nighttime residence. The Superintendent or designee shall appoint a Liaison for Homeless Children and Youths to serve as the primary contact between homeless families and school staff, shelter workers, and other service providers. The liaison will also assist in obtaining necessary immunizations, if needed. If a dispute arises over the enrollment of a homeless child, he shall be immediately admitted to Athlos Academy until resolution of the dispute.

McKinney-Vento Compliance

Athlos Academy shall strive to enroll and have attend, homeless children who are not currently attending school and shall adopt policies and practices to ensure that students, including homeless children are not stigmatized or segregated on the basis of their homeless status. Athlos Academy shall review and revise policies which act as barriers to the enrollment of homeless children. In determining homelessness, the school shall give consideration to factors such as transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship.

As a condition of receiving funds under the McKinney-Vento Homeless Education Assistance Improvements Act, Athlos Academy shall serve homeless children according to their best interests. In determining the best interest of a child, the school shall:

1. To the extent feasible, keep a homeless child in the school of origin—the school that the child attended when permanently housed or the school in which the child was last enrolled—except when doing so is contrary to the wishes of the child's parent or guardian;

2. Provide a written explanation to the homeless child's parent or guardian, including a statement of appeal rights, if Athlos Academy sends the child to a school other than the school of origin or a school requested by the parent or guardian; and
3. In the case of an unaccompanied youth, consider the views of the child and provide the notice required in the event of an enrollment dispute.

Athlos Academy selected for attendance in accordance with the McKinney-Vento Homeless Education Assistance Improvements Act shall immediately enroll a homeless child even if the child is unable to produce records normally required for enrollment. Athlos Academy shall immediately contact the last school the child attended in an attempt to obtain relevant academic and other records. If the child needs immunizations, or immunization or medical records, Athlos Academy shall immediately refer the child's parent or legal guardian to the school's homeless liaison for assistance.

Should a dispute arise over school identification and/or enrollment of a child thought to be homeless, the child shall be immediately admitted to Athlos Academy pending resolution of the dispute. The school shall provide the child's parent or guardian with a written explanation of the decision regarding school selection or enrollment, including the right to appeal Athlos Academy's enrollment decision. The school shall also refer the child, parent, or guardian to the homeless liaison, who shall conduct a dispute resolution process as expeditiously as possible.

Discrepancies in Student Name

The Superintendent or designee shall notify the Missing Children and Missing Persons Information Clearinghouse if a child is enrolled under a name other than the name that appears on the identifying documents. If a student's records have not been received within 30 days of a request, the Superintendent or designee shall notify local law enforcement for a determination of whether the child has been reported as missing.

Food Allergy Information

The parent of each student enrolled at Athlos Academy must complete a form provided by the school that discloses (1) whether the child has a food allergy or a severe food allergy that should be disclosed to Athlos Academy to enable the school to take any necessary precautions regarding the child's safety and (2) specifies the food(s) to which the child is allergic and the nature of the allergic reaction.

For purposes of this requirement, the term "severe food allergy" means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention.

Athlos Academy may also require information from a child's physician if the child has food allergies.

Food allergy information forms will be maintained in the child's student records, and shall remain confidential. Information provided on food allergy information forms may be disclosed to teachers, school counselors, school nurses, and other appropriate school personnel only to the extent consistent with Board policy and as permissible under the Family Educational Rights and Privacy Act of 1974 ("FERPA").

Legal References:

Texas Education Code § 12.117
Texas Education Code § 25.001
Texas Education Code § 25.002
Texas Education Code § 25.087
42 U.S.C. 11302
FERPA

Related Documents:

Registration Procedures Flowchart

Registration Flowchart

Open Enrollment Period Begins January 10:

Parent completes either enrollment form.



Parent and school receive confirmation of submission.

Open Enrollment Period Ends March 15:

Registrar tags student enrollments that qualify for Enrollment Preference according to state law and school policy. Should a Lottery NOT be necessary, these students will be enrolled in order in which their application was received. Should a lottery be necessary, see Lottery Process below. Students who qualify for Enrollment Preference as children of Founding Board Members are exempt from the lottery and are immediately enrolled.

Lottery Process:

All applicants, including those that qualify for Enrollment Preference as Siblings, participate in a lottery process.



Applicants are added to either the enrollment list or the enrollment preference list in the order in which they are lotteried by grade level.

First Round of Offers are Processed According to Policy (by March 30th):

*Parents have 2 weeks to formally accept a first round offer. See *Enrollment and Lottery Policy*.

Offers are made first to students who qualify for Enrollment Preference for reasons other than sibling status (i.e. children of founders or full-time staff). Preferential enrollment under this qualification may not exceed 10% of the school's total enrollment.



First round offers each year will be offered to students by grade in ascending order (i.e. Kindergarten first, then 1st, then 2nd). Seats will be offered based on the number of seats open in a given grade level.



Offers will be made to students in each grade level in this order:

1. Students who qualify for Enrollment Preference for reasons other than "Sibling."
2. Students on the Sibling Preference List.
3. Students in the order in which they were lotteried.



Sibling Preference: For example, if a seat is offered to a 1st grade student, his 3rd grade brother automatically moves into a Preferential Enrollment status, called "Sibling Preference". The sibling will be added to the bottom of the Sibling Preference enrollment list for his grade, prior to the first round of offers sent out for that grade. This list is not subject to the 10% rule.

Note: It is important to remember that the Sibling Preference is a moving target.



All offers for Kindergarten should be identified first; their siblings moved up in the list as necessary, and then offers for 1st grade can be accurately identified; their siblings moved up, and so on and so forth. Once this process has been completed for all grades, the first round of offers can be made.

Registration Flowchart

Second Round and Subsequent Offers:

Should all seats for any grade level be accepted during the first round, remaining students will be placed on a waitlist in their current lotteried order.

Enrollment preference applies to the waitlist.

Any remaining seats in any given grade will be offered during a second or subsequent round to students in their lotteried order, with respect to any students who may still qualify for Enrollment Preference.

Students on the waitlist may be offered a seat during the school year should a seat become available in their grade.

Registration Processing:

Parent Submits the Offer Acceptance Form.

Registrar issues a Registration Packet which will include immunization records and emergency/health information, etc.

Student is not considered fully enrolled, and may not begin classes until all requirements of the registration paperwork have been received by the school.

A student whose registration paperwork remains incomplete 45 days prior to the first day of school will be notified by the registrar that his/her seat will be offered to another student if the paperwork remains incomplete 30 days prior to the first day of school.

Student Orientation:

A new student orientation packet will be sent to parents as soon as registration is complete.

Information about Back to School Night will be sent with at least 2 weeks' notice.

Provide the following:

Discipline policy addressing the following:

- The code of conduct for the school. TEC, §12.131 requires that the governing body of an open-enrollment charter school adopt a code of conduct for the charter or for each campus.
- Practices the school will use to promote good discipline, including penalties for infractions and incentives for positive behavior.
- A list and definitions of the offenses for which students in the school must (non-discretionary) and may (discretionary) be suspended or expelled, respectively.
- An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings.
- Procedures for due process should a student be suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion, and a plan for providing services to students who are expelled or out of school for more than ten days.
- An explanation of how students and parents will be informed of the discipline policy.

**ATHLOS ACADEMY
STUDENT DISCIPLINE
POLICIES AND PROCEDURES***

I. GENERAL GUIDELINES

Philosophy:

Athlos Academy of Texas supports a philosophy of Restorative Discipline based on the Athlos Performance Character Program.

1. The lead school administrator shall develop, implement, and annually review the philosophy as well as the Student Code of Conduct.
2. The Student Code of Conduct, in accordance with Texas Education Code § 12.131, consists of:
 - a. Behavioral expectations of students;
 - b. Considerations for students with disabilities;
 - c. Discipline procedures for minor and major infractions; and
 - d. Procedures and due process for escalation of major disciplinary action.
3. Athlos Academy's restorative disciplinary practices seek to prevent and reduce disciplinary action by developing a school culture that supports respect, responsibility, and cooperation between all members of the school community.

II. STUDENT CODE OF CONDUCT

Purpose:

To function properly, education must provide an equal learning opportunity for all students by recognizing, valuing, and addressing the individual needs of every student. In addition to the regular curriculum, principles and practices of good citizenship must also be taught and modeled by school staff. To foster an orderly and distraction-free environment, Athlos Academy of Texas has established this Student Code of Conduct ("the Code") in accordance with state law.

The Code has been adopted by the Board of Directors ("the Board"), and provides information to parent/guardian(s) and students regarding expectations for behavior, consequences of misconduct, and

* The following policies and procedures are adopted from Schulman, Lopez & Hoffer, LLP's Student Policies and Procedures for Charter Schools.

procedures for administering discipline. Parent/guardian(s) will be notified of any violation that may result in a student being suspended or expelled from Athlos Academy of Texas.

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

1. Made available for review in the lead school administrator's office;
2. Made available on Athlos Academy of Texas's website and/or as hard copy to students, parent/guardian(s), teachers, administrators, and to others on request; and
3. Revisions to the Code approved by the Board shall be made available promptly to students, parent/guardian(s), school staff and others, and will be updated on Athlos Academy of Texas's website.

Standards for Student Conduct:

Each student is expected to:

1. Uphold the Performance Character traits adopted by Athlos Academy of Texas;
2. Be courteous;
3. Be responsible;
4. Be prepared;
5. Be respectful of others; and
6. Cooperate with and assist the school staff in maintaining safety, order, and discipline.

Students are expected to uphold the standards of the Code and answer to Athlos Academy of Texas's disciplinary authority:

1. During the regular school day and while the student is going to and from school on or off school transportation;
2. During lunch periods in which a student is allowed to leave school premises;
3. While the student is in attendance at any school-related activity;
4. For any school-related misconduct;
5. When retaliation against a school employee or volunteer occurs or is threatened; and
6. When criminal mischief is committed on or off school property or at a school-related event.

Corporeal Punishment:

The Board prohibits the use of corporal punishment.

Gun-Free School Policy:

Athlos Academy of Texas shall adhere to the federal Gun-Free Schools Act, in which the school shall expel from the student's regular program, for a period of one year, any student who is determined to have brought a firearm, as defined by federal law, to any Athlos Academy of Texas school.

The Lead School Administrator may modify the term of expulsion for a student or assess another comparable penalty that results in the student's exclusion from the regular school program on a case-by-case basis.

III. BEHAVIORAL MANAGEMENT

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

Students with Disabilities:

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

Removal for Ten Days or Less:

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

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

Notice of Procedural Safeguards:

Not later than the date on which the decision to take the disciplinary action is made, the school shall notify the student's parent/guardian(s) of the decision and of all procedural safeguards.

Changes in Placement:

Any disciplinary action that would constitute a change in placement may be taken only after the student's ARD committee conducts a manifestation determination review. For purposes of disciplinary removal of a student with a disability, a change in placement occurs if a student is:

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

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

Manifestation Determination:

Within ten school days of any decision to change the placement of a student because of a violation of the Code, Athlos Academy of Texas, parent/guardian(s), and relevant members of the ARD committee shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parent/guardian(s) to determine whether the conduct in question was:

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

If Athlos Academy of Texas, the parent/guardian, and relevant members of the ARD committee determine that either of the above is applicable, the conduct shall be determined to be a manifestation of the student's disability, and the ARD committee shall:

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

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

Not a Manifestation:

If the determination is that the student's behavior was not a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to the student in the same manner and for the same duration as for students without disabilities.

Special Circumstances:

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

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

Services during Removal for a Student with an IEP:

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

Appeals:

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

Placement during Appeals:

In the case that an appeal has been requested by the parent/guardian or Athlos Academy of Texas, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the student's assignment to the alternative setting, whichever occurs first, unless the parent/guardian and school agree otherwise.

Reporting Crimes:

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

transmitted to the appropriate authorities. The school may transmit records only to the extent permitted by the Family Educational Rights and Privacy Act (FERPA).

Students Not Yet Identified:

A student who has not been determined to be eligible for special education services and who has engaged in behavior that violated the Student Code of Conduct may assert any of the protections provided for in the Individuals with Disabilities Education Act (IDEA) if Athlos Academy of Texas had knowledge that the student had a disability before the behavior that precipitated the disciplinary action occurred.

School Knowledge:

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

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

Exception:

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

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

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

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

Behavior Management Techniques:

Disciplinary measures such as confinement and seclusion are strictly prohibited for all students, including students with disabilities, in accordance with TEC § 37.0021.

1. Confinement is considered being confined to a locked box, locked closet, or other specially designed locked space as a behavioral management technique.
2. Seclusion is a behavioral management technique in which a student is confined in a locked box, locked closet, or locked room that:
 - a. Is designed solely to seclude a person; and
 - b. Contains less than 50 square feet of space.

Disciplinary measures such as restraint and time-outs are permitted, pursuant to the following conditions:

1. Restraint is permitted as long as reasonable force is used and the situation is in an emergency.
 - a. It must be discontinued at the point at which the emergency no longer exists; and
 - b. It shall be implemented so as to protect the health and safety of the student and others.
2. Time-outs are permitted as a means for a student to regain self-control for a short period of time.
 - a. The setting in which a student is separated from other students must not be locked; and
 - b. The exit must not be physically blocked by furniture, or another inanimate object.

Exceptions:

TEC § 37.0021 (regarding use of confinement, seclusion, restraint, and time-out) does not apply to:

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

Furthermore, TEC § 37.0021 does not prevent a student's locked, unattended confinement in an emergency situation while awaiting the arrival of law enforcement personnel if:

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

For these purposes, "weapon" includes any weapon described under TEC § 37.007(a)(1).

Training:

Training for school employees, volunteers, or independent contractors regarding the use of restraint shall be provided according to the requirements set forth at 19 Texas Administrative Code § 89.1053(d).

Training for school employees, volunteers, or independent contractors regarding the use of time-out shall be provided according to the requirements set forth at 19 TAC § 89.1053(h).

Documentation:

In a case in which restraint is used, school employees, volunteers, or independent contractors shall implement the documentation requirements set forth at 19 TAC § 89.1053(e).

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

IV. RESTORATIVE DISCIPLINE TECHNIQUES

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

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

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

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

1. Assignment of school service or community service such as scrubbing desks or picking up litter.
2. Behavioral contracts.
3. Cooling-off time or "time out."
4. Counseling by school counselors.

5. Detention.
6. Grade reductions as permitted by policy.
7. Parent-teacher conferences.
8. Rewards or demerits.
9. Seating changes within the classroom.
10. Sending the student to the office or other assigned area.
11. Temporary confiscation of items that disrupt the educational process (i.e. cellphones).
12. Verbal correction.
13. Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-related organizations.
14. Withdrawal or restriction of bus privileges.
15. Other strategies and consequences as specified by the Code.

Disciplinary Consequences for Minor Infractions:

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

Disciplinary Consequences for Major Infractions:

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

V. SUSPENSION AND EXPULSION

Athlos Academy of Texas issues two kinds of suspension for persistent Minor or Major infractions: in-school suspension and out-of-school suspension. In cases of Major infractions, the school may also expel a student.

In-School Suspension Rules:

1. Students must report to the detention room at ____ a.m. In-school suspension will be run from ____ a.m. until dismissal time.

2. Students will bring materials to work on, including an in-school suspension assignment with their teachers' names, subjects, and assignments. Students are responsible for obtaining assignments from each teacher.
3. Students will not be permitted to go to their lockers. All materials must be brought to the room when reporting.
4. Students may not bring food or drink into the detention room.
5. No disruptive behavior will be allowed.
6. Unexcused absences from suspension will be referred to the Lead School Administrator.
7. Sleeping is prohibited.
8. Students must abide by the provisions of this Handbook and the Student Code of Conduct during their suspension period.
9. A student who misses a scheduled in-school suspension without a confirmed excuse will be assigned one day out-of-school suspension. The missed in-school suspension period will be rescheduled. If a student misses more than one scheduled in-school suspension without a confirmed excuse, he or she may be subject to expulsion.

Out-of-School Suspension:

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

Removal from School Transportation:

A student being transported by school transportation to or from school or school-related activity may be removed from a school vehicle for conduct violating the school's established standards for conduct in a school vehicle.

Expellable Offenses:

The Lead School Administrator or designee shall determine conduct for which students may be expelled from school. Expellable offenses shall be described in the Minor and Major infractions section of the Code, which shall be distributed to students and parent/guardian(s) on an annual basis.

Prerequisites to Suspension:

Prior to suspending a student, the Lead School Administrator or designee must attempt to hold an informal conference with the student to:

1. Notify the student of the accusations against him/her;
2. Allow the student to relate his or her version of the incident; and

3. Determine whether the student's conduct warrants suspension.

Process for Suspensions Lasting up to Five Days:

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

1. The need to further investigate an incident;
2. A recommendation to expel the student; or
3. An emergency constituting endangerment to health or safety.

Notification to Parents/Guardians:

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

Conferences, Hearings and Appeals:

All students are entitled to conferences, hearings, and/or appeals of disciplinary matters as provided by state and federal law and school policy.

Credit during Suspension or Expulsion:

A student shall receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension within the same number of school days the student was absent on suspension.

* Except when required by law, students will not earn academic credit during a period of expulsion.

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

Notice:

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

1. The reasons for the proposed disciplinary action; and

2. The date and location for a hearing before the Lead School Administrator, within five school days from the date of the disciplinary action.

The notice shall further state that, at the hearing, the student:

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

Hearing before Lead School Administrator:

Athlos Academy of Texas shall make a good faith effort to inform the student and the student's parent/guardian(s) of the time and place for the hearing, and the school shall hold the hearing regardless of whether the student, the student's parent/guardian(s) or another adult representing the student attends. The hearing may be audio recorded by the Lead School Administrator or designee. At the hearing, the student is entitled to be represented by legal counsel, the student's parent/guardian(s), or another adult who is not an employee of Athlos Academy of Texas.

Term of Suspension or Expulsion:

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

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

Appeal to the Board of Directors:

The student or parent/guardian(s) of the student may appeal the expulsion decision to the Board by notifying the Lead School Administrator in writing within seven calendar days of the date of receipt of the Lead School Administrator's decision. The Board will review the audio or transcribed record from the hearing before the Lead School Administrator at a specially called meeting. The Board will notify the

student and his or her parent/guardian(s) of its decision, in writing, within five calendar days of the hearing. The decision of the Board is final and may not be appealed.

Discipline consequences will not be deferred pending the outcome of an appeal of an expulsion to the Board.

Emergency Placement and Expulsion:

If the Lead School Administrator or designee reasonably believes a student's behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with students in a class, with the ability of a student's classmates to learn, or with the operation of the school or a school-related activity, the Lead School Administrator or designee may order immediate removal of the student.

Immediate suspension or expulsion may be imposed by the Lead School Administrator or designee if he or she reasonably believes such action is necessary to protect persons or property from eminent harm. At the time of such an emergency removal, the student will be given verbal notice of the reason for the action and appropriate hearings will be scheduled within a reasonable time after the emergency removal.

VII. MINOR AND MAJOR INFRACTIONS

Minor Infractions:

Minor infractions may result in disciplinary actions taken at the discretion of the teacher and in alignment with restorative practices and the Athlos Performance Character Program. Reference TEC § 37.006 for a full list of Minor infractions; the list includes, but is not limited to, the following:

1. Repeatedly violating the Student Code of Conduct by engaging in:
 - a. Conduct that constitutes sexual harassment or sexual abuse toward a student or employee;
 - b. Disruptive actions that substantially disrupt or materially interfere with school activities;
 - c. Harassment motivated by race, color, religion, national origin, disability, or age and directed toward a student or employee; and/or
 - d. Inappropriate verbal, physical, or sexual contact directed toward a student or employee.
2. Possessing or Selling:
 - a. A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
 - b. A "look-alike" weapon;

- c. Tobacco products; and/or
 - d. Paraphernalia related to any prohibited substance.
3. Repeatedly violating school or classroom standards of behavior:
- a. Repeated tardiness;
 - b. Insubordination;
 - c. Stealing from students, staff, or the school;
 - d. Defacing or damaging school property, including textbooks, lockers, etc.
 - e. Cheating or copying the work of another; and/or
 - f. Using a cellphone or other communications device at school, except in the case of an emergency.
4. Any other infraction listed in TEC § 37.006 that the Lead School Administrator or designee deems to be a Minor infraction.

Major Infractions:

Major infractions may result in disciplinary actions escalated to the level of school administration and in alignment with restorative practices and the Athlos Performance Character Program. Reference TEC § 37.007 for a full list of Major infractions; the list includes, but is not limited to, the following:

1. Conduct endangering the health and safety of others including:
- a. Assault or fighting (violent);
 - b. Bullying, cyberbullying, and/or hazing under TEC § 37.151(6);
 - c. Sexual abuse or inappropriate sexual conduct;
 - d. Arson;
 - e. Murder;
 - f. Gang activity (violent);
 - g. Harassment and hit list under TEC § 37.001(b)(1);
 - h. Threats - student on personnel/facility or student on student;
 - i. Use, exhibition, or possession of a firearm, illegal knife, club, explosive weapon or prohibited weapon; and
 - j. A non-Title 5 felony; school is notified by police.
2. Persistent Minor infractions (four or more committed in any one school year), including:
- a. Repeated failure to comply with directives given by school personnel;

- b. Vandalism of school facilities or property (i.e. graffiti); and
 - c. Abusing a controlled substance, giving a controlled substance to another student, or possessing or being under the influence of another person's controlled substance at school or a school event.
- 3. Engaging in conduct punishable as a felony under Title 5, Texas Penal Code, when the conduct occurs off school property and not at a school-related event; and/or
 - 4. Any other infraction in TEC § 37.007 that the Lead School Administrator or designee deems to be a Major infraction.

VIII. GLOSSARY

Arson occurs when a person starts a fire, regardless of whether the fire continues after ignition, or causes an explosion with intent to destroy or damage to a property, building, or object.

Assault is defined in part by Texas Penal Code 22.01(a)(1). A person commits an assault if the person intentionally, knowingly, or recklessly causes bodily injury to another.

Club means an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, mace, and tomahawk.

Deadly conduct occurs when a person commits an offense by recklessly engaging in conduct that places another in imminent danger of serious bodily injury or by knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Detention may be held on each day during school for up to eight hours. Students who serve detention must make arrangements to be picked up from school. Parent/guardian(s) may request in person a delay of the detention; no phone calls or notes will be accepted.

- 1. Students will bring materials to work on. Classroom materials may be sent by a teacher. Students will not be permitted to go to their lockers during detention; all materials must be brought to the detention room when reporting.
- 2. Sleeping is not permitted.
- 3. Students will follow all rules concerning classroom behavior.

4. Any student assigned to the detention room must stay the entire time.
5. Students refusing to follow the rules of detention may be suspended from school.

Explosive weapon means any explosive or incendiary bomb, grenade, rocket, or mine that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the purpose of causing such a loud report as to cause undue public alarm or terror, and includes a device designed, made, or adapted for delivery or shooting an explosive weapon.

Graffiti means making marks with aerosol paint or an indelible marker on tangible property of the owner without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Harassment means repeated unwelcome and offensive slurs, jokes, or other oral, written, graphic, or physical conduct related to an individual's race, color, religion, national origin, disability, or age that creates an intimidating, hostile, or offensive educational or work environment.

Hazing involves any knowing, intentional, or reckless act, occurring on or off the school, by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purposes of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization.

Hit list means a list of people targeted to be harmed, using:

1. A firearm;
2. A knife; or
3. Any other object to be used with intent to cause bodily harm.

Paraphernalia means any device that can be used to inhale, ingest, inject, or otherwise introduce a controlled substance into a human body.

Possession means to have on a student's person or in the student's personal property, including but not limited to the student's clothing, purse, or backpack; in any private vehicle used by the student for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; or any other school property used by the student, including but not limited to a locker or desk.

Reasonable belief determination can be made by the Lead School Administrator or designee using all available information, including the information furnished under Article 15.27 of the Code of Criminal Procedure.

Title 5 offenses involve injury to a person and include murder; kidnapping; assault; sexual assault; unlawful restraint; coercing, soliciting, or inducing gang membership if it causes bodily injury to a child; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; deadly conduct; terroristic threat; aiding a person to commit suicide; and tampering with a consumer product.

Under the influence means not having the normal use of mental or physical faculties; however, the student need not be legally intoxicated. Impairment of a person's physical and/or mental faculties may be evidenced by a pattern of abnormal or erratic behavior and/or the presence of physical symptoms of drug or alcohol use.

Use means that a student has voluntarily introduced into his or her body by any means a prohibited substance recently enough that it is detectable by the student's physical appearance, actions, breath, or speech.

Legal References:

Texas Education Code § 12.131
Texas Education Code, Chapter 37

Related Documents:

Athlos Academy's Gun-Free School Policy

Provide the following:

The code of conduct for the proposed school to address the gun free school statute found in TEC, §12.131, requiring that the governing body of an open-enrollment charter school adopt a code of conduct for its district or for each campus.

The Gun-Free Schools Act (20 U.S. Code § 7151), as re-enacted by the No Child Left Behind Act (NCLB) Act of 2001 (Public Law 107-110), requires a State receiving NCLB funds to have a state law in effect requiring local education agencies (LEAs) to expel any student who is determined to have brought a firearm to school or possessed a firearm at school, for a period of no less than one year. Local education agencies must annually report any expulsion in order to receive NCLB funds.

Charter operators that fail to adhere to the Gun-Free Schools Act are subject to forfeiture of NCLB funds.

Senate Bill 11, as enacted by the 84th Texas Legislature, revised the Texas Penal Code to allow concealed handgun license holders to carry concealed handguns onto the campuses of public higher education institutions or private or independent higher education institutions.

Applicants who propose to operate a charter campus on the premises of an institution of higher education MUST complete this attachment in order to demonstrate policies that will be compliant with the TEC § 37.007.

ATHLOS ACADEMY OF TEXAS

GUN-FREE SCHOOL POLICY

Federal Firearm Provision:

In accordance with the federal Gun-Free Schools Act, Athlos Academy of Texas shall expel from the student's regular program, for a period of one year, any student who is determined to have brought a firearm, as defined by federal law, to any school or school-related event.

The Lead School Administrator may modify the term of expulsion for a student or assess another comparable penalty that results in the student's exclusion from the regular school program on a case-by-case basis.

For the purposes of this provision:

Firearm means:

1. Any weapon (including a starter gun), which will or is designed to or which may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer; or
4. Any destructive device.

Destructive device refers to any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or device similar to any of the preceding described devices.

1. It also means any type of weapon (other than a shotgun shell or a shotgun that is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and
2. Any combination of parts either designed or intended for use in converting any device into a destructive device as described in this item, and from which a destructive device may be readily assembled.

Legal References:
20 U.S. Code § 7151

Related Documents:
Discipline Policy

Provide the following:

A detailed narrative start-up plan for the school, specifying tasks, timelines, and responsible individuals. The plan should describe the segregation of duties as well as financial fraud and theft prevention.

This plan should align with the start-up budget in the Financial Plan Workbook (*Attachment F3*).

Attachment F1 – Start-Up Plan Narrative

Athlos Academy intends to apply for various opportunities to assist with the financial needs of the start-up process. The school intends to begin executing on the Start-Up Plan, beginning in February of 2017. During the month of January, the Board of Directors may engage in certain activities, at no or minimal cost to Athlos Academy of Texas, to ensure the school is on track during its Pre-Operational timeline. The Board of Directors has already obtained an approval for a line of credit to utilize as necessary for start-up tasks as necessary.

The school will comply with Generally Accepted Accounting Principles, undergo an independent audit each year as required by Texas law, and comply with all state laws regarding procurement and accounting of all public funds, including those obtained locally. The Athlos Foundation will ensure:

- Segregation of duties and internal controls so that multiple people are involved with each obligation and disbursement of public funds to mitigate the likelihood of abuse, fraud and waste;
- Oversight by regular internal (a board finance and audit committee) and external (an independent auditor consistent with Athlos Academy's LEA status) parties;
- Internal review each month by a board finance and audit committee, which samples transactions for compliance with school finance policies;
- Transparency in financial reporting and budgeting through the online posting of the annual financial report, budget, superintendent's contract and other records as required by law;
- Competitive bidding of real property improvements with a value of \$50,000 or more to ensure fair treatment of submitting bidders and to obtain the best value for the school and taxpayers (See Attachment F1.2, Affidavit of Competitive Bidding);
- Review and authorization of all obligations and disbursements of public funds prior to incurring any expense to ensure proper accountability of the school's budget; and
- Protection of the school's assets with accurate and complete inventory records, proper support of recorded data, adequate collateralization of public funds, and insurance to indemnify employees, the board, and the school from litigation.

The Board of Directors will also adopt accounting policies and procedures, in accordance with the Financial Accountability System Resource Guide, that addresses and includes: allowable uses of public funds and property; cash management; internal controls; use of credit and debit cards; expense reimbursements; a whistleblower and fraud reporting policy; a mechanism for anonymous tips to be reported, monitored and investigated; and work with auditors and legal counsel to establish a robust system to protect the school and public from fraud, waste, and abuse.

The following is a schedule of anticipated start-up activities. This schedule is not exhaustive and will be updated as necessary.

Description of Task	Assignee
Tentative Land Purchase Date	Developer
Tentative Breaking Ground Date	Developer
CEO/Superintendent Hired (posting Jan 1; Hiring ASAP thereafter)	Board of Directors
Tentative Building Delivery Date	Developer
LAUNCH CHECKLIST 1: COMPLETE WITHIN 90 DAYS OF APPROVAL	
Description of Task	Assignee
Identify first open enrollment time period, approve admissions and lottery policy, and set lottery date	Board of Directors
Post School Leader Positions	Board of Directors
Vote in Board Officers	Board of Directors
Identify Temporary Administrative Offices	Board of Directors
Adopt a Board Meeting Calendar and Development and Regular Meeting Schedules	Board of Directors
Back Office: Choose financial management software that is TEA compatible.	Finance
Identify member(s) of the board and charter school officers authorized to sign checks	Board of Directors
Review Start Up Budget with Finance Committee and Accountant	Finance Committee
Adopt Budget	Board of Directors
Adopt Financial Policies and Grant Signature Authority over depository account(s)	Board of Directors
Obtain Board Liability Insurance	Board of Directors
Address charter contingencies, obtain executed contract for charter and county-district number	Board of Directors
Obtain an State Tax ID number	Finance
Register as a Vendor with State Office of Education	Finance
Establish Bank Account	Finance
Negotiate and finalize contracts with service providers.	Board Chair
Launch Office 365 Account (including school specific web addresses)	Recruitment
Open Grasshopper Line for General Inquiries	Recruitment
Identify Committee Chairs - Finance, Personnel, Marketing, and Governance	Board Chair
Create a Community Relations/Marketing Committee	Recruitment
Complete Website Compliance Check and Verify Online Enrollment Form Functionality	Recruitment
Adopt Marketing and Recruitment Campaign	Board of Directors
Finalize Registration paperwork	Recruitment
Establish Non-Profit Mailing Status with Post Office	Recruitment
Social Media Kick-Off	Recruitment
Order Recruitment Kit	Recruitment
Launch Student Recruitment Plan	Recruitment
Launch School Website	Recruitment
LAUNCH CHECKLIST 2: COMPLETE BY 1/30/16	
Description of Task	Assignee
Adopt Board Policy Manual	Board Chair
Adopt Personnel Policies	Board of Directors

Back Office: Register for Public Employees and Teacher Retirement Association ID numbers	Finance
Back Office: Begin RFP process for employee health insurance	Finance
Back Office: Finalize and Select external auditor	Finance
Back Office: Complete Central Contractor Registration and SAM registration	Finance
Back Office: Begin RFP process for an external auditor	Finance
Back Office: Request Dunn and Bradstreet number and register	Finance
Develop a Public Relations plan for building community relationship	Board of Directors
Complete Criminal Background Checks for all Board Members and Volunteers	Board Chair
Launch Teacher Recruitment Plan	Personnel
Hire School Administrator	Board of Directors
Back Office: Establish Staff Salary Range/Scale	Finance
Back Office: Establish Payroll Procedure	Finance
Identify Grant Strategy and Adopt a Fundraising Policy	Finance
Join Applicable Charter School Networks/Associations	Board of Directors
Translate Registration Paperwork and other necessary communications into appropriate language for the school.	Recruitment
Adopt School Year Calendar and Start/End times	Board of Directors
Develop PD Plan for the School's Lead Administrator	Board of Directors
Adopt Special Education manual and Complete any Required Assurances	Board of Directors
Adopt a School Leader Evaluation Process	Board of Directors
Reach Out to Families on the Interested Student List	Recruitment
Review Service Learning Opportunities for Athlos Schools	Board of Directors
Attend Data Management/ Reporting System Training with Region X Education Service Center	Finance
LAUNCH CHECKLIST 3: COMPLETE BY 3/30/16	
Description of Task	Assignee
Define the Parent-Teacher Organization	Recruitment
Adopt Technology Plan and Initiate Bids	School Leader
Initiate Bid Process with Applicable Contractors	School Leader
Complete any TEA Requirements according to Authorizer Schedule	School Leader/ Board of Directors
Adopt Transportation and Traffic Safety Plan	School Leader
Adopt Food Service Plan	School Leader
Meet with Building Design Team	Facilities Team
Develop Purchase List for Curriculum, Furnishings, Etc.	School Leader
Adopt a standard Employment Agreement	School Leader/ HR
Adopt the Student and Employee Handbooks	School Leader
Begin bidding process for large purchases as required in finance policies	School Leader/ Finance
Adopt Teacher Hiring Policies and Procedures	School Leader
Design and Adopt Benefits Package	School Leader/ HR
Back Office: Cash Flow Plan	Finance
Review Vertical and Horizontal Curriculum Alignments	School Leader
Review Curriculum Purchases List	School Leader
Develop Professional Development Calendar	School Leader
Finalize Daily Schedule	School Leader
Begin Recruitment of Faculty and Staff	School Leader

Evaluate and Purchase (if necessary) Student Data Collection System	School Leader
Back Office: Ensure all accounts are created and budgets on track	Finance
Secure Insurance Policies	School Leader/ Finance
Finalize Financial Policies and Forms	Finance
Ensure a secure system for data management in house	School Leader
Adopt form letters for various stages in the enrollment Process	School Leader
Adopt form letters for various stages in the discipline process	School Leader
Begin ordering furniture	School Leader
Perform Lottery according to Policy and Begin Processing Enrollments	School Leader
Develop Attendance Reporting System and Adopt Truancy Policy	School Leader
Adopt safety procedures to track visitors	School Leader
Adopt a system to track volunteer hours	School Leader
Adopt Technology and Library usage Agreements and Decide on a data collection method	School Leader
Arrange for lease/purchase of office furniture and copy machines	School Leader
Adopt a Crisis Plan	School Leader
LAUNCH CHECKLIST 4: COMPLETE BY 5/30/16	
Description of Task	Assignee
Review Staff Hiring	School Leader
File required Assurances with Authorizer	School Leader
Enrollment Check: At 50% of Goal? If not, initiate next phase of marketing plan	School Leader/ Recruitment
Volunteer Project Plans	School Leader
Develop Extra Curricular Plans	School Leader
Develop After School Care Plan	School Leader
Continue Progress Monitoring for furniture and other purchases	School Leader
Develop a plan for Maintenance Services	School Leader
Back Office: Verify school is prepared for all personnel and state requirements	Finance
Back Office: Set up Direct Deposit with the State	Finance
Enrollment Check: Are you on track for providing necessary student services? ELL, SpecEd?	School Leader
Ensure that school administrator has registered for all state required training	School Leader
Ensure that board members are registered for all state required training	School Leader
Hire on Special Ed Director, Registrar, and Assistant Director as Budget Allows (best case May 1 PT; worst case Aug. 1 FT)	School Leader
Title I application submitted	School Leader
Succession Planning for Governing Board	Board of Directors
Finalize transportation plans and contracts	School Leader
Finalize food service plans and contracts	School Leader
Purchase Curriculum Materials	School Leader
Make final purchases for Furniture	School Leader
Finalize Professional Development Plan for Teachers and Schedule August Days	School Leader
Approve Regular Board Meeting Dates	School Leader
Create a Calendar of Deadlines	School Leader
Review Professional Learning Community Plan and Calendar to Ensure Sufficient Support Time for Teachers	School Leader
LAUNCH CHECKLIST 5: COMPLETE BY 6/30/16	

Description of Task	Assignee
Initiate Teacher Leadership and Mentoring Program	School Leader
Back Office: Finalize all backoffice services	Finance
Enrollment Check: Weekly. Initiate Phases of Recruitment Plan as Necessary	School Leader/ Recruitment
Review all Incoming Registration Paperwork for Special Populations Needs	Special Education Director
Ensure food service program is ready to go	School Leader
Back Office: Request an applicable early distribution of funds from state office	Finance
Hire and Train Office Staff	School Leader
Set up Data Management System	School Leader
Verify Student Immunization Records are accurate	School Leader
Review teacher purchasing procedures and classroom budgets	Finance
Complete background checks for all paras and staff	School Leader/ HR
Finalize training schedules for staff and paras	School Leader
Back Office: Ensure all employees are enrolled in appropriate benefits	School Leader/ HR
Complete Technology Orientation with Teachers	School Leader
Prepare Parent and Student Orientation Materials	School Leader
Work with Parent-Teacher Organization to develop classroom emergency kits and a system for preparing these packs.	School Leader
Develop the Student Recognition Plan	School Leader
Complete Website Training	Office Manager
LAUNCH CHECKLIST 6: COMPLETE BY 7/30/16	
Description of Task	Assignee
Review and Practice Crisis Plan, ensure quick reference guides, full plan, and various communications are set.	School Leader
Identify Assessment Director and Ensure State Level Training	School Leader
Adopt Teacher Evaluation and Coaching System	School Leader
Purchase Appropriate Assessments	School Leader
Verify that all Special Populations Services are Ready to Begin	Special Education Director
Ensure all Consumable Supplies are Ordered	School Leader
Train Staff on Key Operational Issues	School Leader
Finalize Back To School Night Materials and Advertising	School Leader
Make arrangements for Move In Volunteer Day	School Leader
Ensure that All Equipment and Curriculum has been Received against POs	School Leader
Complete Asset Tracking	School Leader/ Finance
Ensure all Required Laws are Posted for Employees	School Leader/ HR
Conduct a Safety Check of Facilities	School Leader
Complete all Pre-Opening Training for Teachers and Staff	School Leader

AFFIDAVIT OF COMPETITIVE BIDDING

State of Texas

County of Denton

I, Tiffany O'Neill, as President of the Athlos Foundation, a Texas non-profit making charter application, make this affidavit and hereby on oath state the following:

Upon final charter approval by the Texas State Board of Education, the governing board of the Athlos Foundation and any agents or delegated persons authorized by the Board will be following the competitive procurement guidelines set forth by Subchapter B, Chapter 44 Texas Education Code and Chapter 2269 of the Texas Government Code, which sets out construction procurement requirements for Texas school districts. All school campus facility construction projects as requested in the charter application exceeding \$50,000.00 will go out for competitive bid to procure school facilities to meet the requirements of our charter and state law.

Signed this 30 day of October, 2015

Tiffany O'Neill
Tiffany O'Neill

Board President, Athlos Foundation

Acknowledgment

State of Texas

County of DEWAR

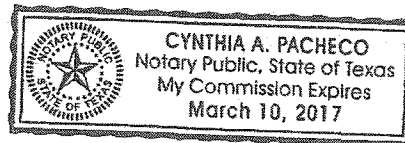
BEFORE ME, the undersigned authority, this day personally appeared TIFFANY O'NEILL and on oath stated that the above stated facts are true to the best of (his/her) knowledge or belief.

Sworn to and subscribed before me on this 30th day of October, 2015.

Cynthia A. Pacheco

Notary Public in and for the State of Texas

My commission expires: 3-10-17



Provide the following:

A detailed budget narrative which includes a description of assumptions and revenue estimates, including, but not limited to, the basis and calculations for revenue projections, staffing levels, and expenditures. The narrative response should specifically address the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). Also include any commitments of financial support or pledge letters from parents or other sources.

Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds (e.g. grant award letters, letters of intent, or loan agreements). Explain the basis for assumptions around unsecured/anticipated funding sources.

Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Provide a detailed year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

This charter budget assumes that Athlos Academy of Texas will add a new K-8 school in years one, three, and five, of the initial charter contract period, with enrollment assumed below capacity in years one and two of each campus's operation. Staffing needs and priorities are adjusted throughout based on this anticipated enrollment and research-based estimates for other expenditures as noted in the Financial Plan Workbook (Attachment F3), and in the narrative below.

The Athlos Foundation has taken a conservative approach to budgeting both current and future expenditures. Non-payroll related expenditures come in two forms, enrollment and facility related costs. Enrollment related costs are presumed to increase in the same manner and proportion as enrollment increases throughout the five year charter period. Facility related costs, or those more often referred to as the fixed costs of operations, increase as new campuses are constructed. With the addition of each new campus, facility costs are added in a similar proportion to what was expensed in year one, adjusted for annual inflation of approximately three percent.

REVENUE ESTIMATES

The revenue projections for the first campus of Athlos Academy of Texas at Denton (AATX-Denton) have been built on a conservative and sustainable framework. The Athlos Foundation assumes that AATX-Denton will serve a student population similar in demographics to the surrounding districts. Please see the Demographic Profile section of this charter for a detailed comparison.

Furthermore, the revenue estimates for AATX-Denton are split into two components: state and federal. This budget anticipates a 1% increase in per pupil funding on an annual basis across the five year charter operating period. This conservative budget plan ensures that Athlos Academy of Texas can operate in both a supportive and a potentially challenging fiscal environment and still ensure a successful educational outcome for its students while pursuing growth from one campus to three.

Revenue calculations assume state funding at legislated amounts and final calculations were derived through the formulas embedded in the workbook provided by TEA. The anticipated increases in revenues are a direct result of overall increases in enrollment and do not take into account any additional funding per pupil.

In addition to state revenues, The Athlos Foundation has budgeted for the receipt of some federal revenues. This amount represents approximately three percent of the overall operating budget, and is comprised mostly of reimbursement for USDA food-service operations and Special Education services. The calculation includes anticipated reimbursement for the National School Lunch Program at federally approved amounts. Reimbursement for Special Education services are based on an expectation of no more than 80% of total anticipated Special Education Costs.

As the demographics are intended to be similar to the surrounding districts, the attendance rate at AATX-Denton will likely be similar as well. The school anticipates a student attendance rate of 95%. The surrounding school district attendance rates support such a percentage.

Attendance rates for districts near the designated Geographic Boundary (Attachment A5):

School District 2013-14	Student Population Attendance Rate	Average Daily Attendance
Denton ISD 24,622	96.10%	
Lewisville ISD 49,898	96.7%	
Frisco ISD 44,443	97.10%	
Northwest ISD 18,087	95.9%	
Pilot Point ISD 1,326	96.4%	
Aubrey ISD 1,937	96.5%	
Celina ISD 1,988	97%	

YEAR ZERO/PRE-OPENING REVENUE AND EXPENDITURE ESTIMATES

In February, six months before opening, the Athlos Foundation will hire a superintendent to lead the staff and student recruitment process and to ensure the organization is prepared for successful operations day one. Additionally, the Athlos Foundation will hire a PEIMS Director to start at approximately the same time. The PEIMS Director will be responsible for ensuring student registration and enrollment processes are performed correctly and that an accurate student count is obtained. Additionally this individual will assist with recruitment and community relations.

Approximately three months before opening, the Athlos Foundation will hire a Principal, Special Education Director, and Director of Nutrition, to assist with the set-up, design, and compliance, of Instructional, Special Education, and Food Service programs respectively.

In addition to staffing needs, the pre-opening operating budget includes dollars for legal services, board training, technology, office expenses, rental of facilities both for office staff and for student recruitment, as well as dollars to be used for staff recruitment and hiring.

To assist with the costs associated with this pre-opening period, the Athlos Foundation will utilize a line of credit with a Texas based financial institution. The amount of the line is anticipated to be \$250,000. As part of our application you will see a commitment letter from Mutual of Omaha outlining the amount of the line and repayment terms. While the Athlos Foundation only anticipates expenditures of approximately \$200,000 during the pre-operational year, the Board of Directors has secured a larger line in the event that unforeseen costs arise and additional cash flow is needed. This line of credit will ensure that an appropriate amount of funding is available during the pre-opening period to ensure the successful operation of the school.

EXPENDITURES

The financial plan includes costs associated with the Educational Plan, the Operational Plan, and Business Operations as discussed throughout this application. The Financial Plan Workbook, Attachment F3, provides a full scope of detail.

With regard to the Educational Plan, significant dollars are allocated specifically to facilitating teaching and learning. This includes staff and faculty development, teaching supplies and materials, textbooks and workbooks, and student/faculty technology. The school anticipates the following costs dedicated specifically to student and staff classroom resources:

- Classroom supplies - \$50 per student
- Textbooks / Workbooks - \$250 per student
- Technology - \$200 per student

Additionally, the budget reflects allocated funds for needs such as staff and student recruitment, staff and faculty travel, field trips for students, student testing, transportation as required by a student's IEP, as well as dollars for non-instructional and office supply related needs. Curriculum services will be purchased directly from Athlos Academies. These costs are detailed in the Financial Plan Workbook, Attachment F3.

With regard to the anticipated Operational Plan, dollars are allocated specifically to support programs that will benefit the overall functionality of the school day. These programs include specific technologies, such as the dismissal technology discussed in the Transportation section, as well as funds for contracting a school nurse. Information Technology support is also reflected in the budget as a contracted service.

At least one Office Staff member will be hired as a "community liaison," and will be required to be bilingual to assist with translation needs and community outreach as needed. This position is indicated in the HR Supplemental Forms, Attachment O3, Office Staff. Additionally, stipends are allocated for teachers to support extra-curricular programs, assessment, and teacher departmental leadership positions.

Special populations programs such as special education and ELL, are also considered aspects of the Operational Plan, and funds are allocated to provide appropriate curriculum resources to support these programs sufficiently.

The budget also allocates \$3.00 per student, per day, for food service costs. The school anticipates contracting food services out to a vendor in the initial years of operation and later looking to bring those operations in house to better align with the school's focus on developing a culture of wellness.

Finally, with regard to the Business Operations of AATX, the budget conservatively estimates for staffing needs and anticipates contracted services for items such as the annual audit and legal counsel. These costs are based on anticipated operating results and are a conservative estimate of anticipated costs.

Within the budget dollars are also allocated for Facility Operations and Maintenance. Several line items in the budget relate to the operations of the facility. These dollars largely reflect facility lease payment, but also include costs associated with janitorial, repair and maintenance supplies, security services, facility insurance, and utilities. As with other categories, the Athlos Foundation has budgeted conservative expenditure estimates in each of these areas to ensure the facility is appropriately built and managed to ensure successful student learning and engagement.

The Staffing Chart, Attachment O2, and Budget Narrative, Attachment F2, address the assumptions for staffing various positions at the designated levels in depth. Initial staff salaries are budgeted at amounts that will allow the school to attract and retain qualified personnel, but that also are affordable for the school. Funds are allocated for salary increases of 2 percent on an annual basis.

In addition to salary, AATX aims to provide an attractive benefit package to school employees. The school plans to offer a competitive insurance allocation that will allow employees to purchase medical, dental, and vision insurance that will meet their personal medical needs. In addition to insurance benefits, the school also plans to implement a school sponsored 403B plan with a 4% employer contribution.

STAFFING NEEDS:

Administrative Staff

The staffing noted in the personnel plan can be separated into two components, administrative staff responsible for the oversight of the organization as a whole and then school specific staff that will be responsible for the operations of the school at the school level. In year one, the hiring of a majority of the administrative staff will take place along with the resources that are necessary at the school level. While this leads to a higher level of personnel brought on in year one, in future years many of the administrative level staff are asked to broaden their scope and oversee the additional campuses without the hiring of additional administrative staff, with the exception being of administrative staff who directly benefit school operations and food service staff responsible for operations at their specific schools. While a few administrative staff are added in year three of the budget (namely Director of Curriculum and Instruction, Director of Finance, and Facility Director) the administrative staff in year one are largely expected to manage the operations and the growth of the organization through process improvement and efficient operations.

Operational Staff

School level staffing is based on anticipated needs to operate the school in an efficient manner and maximize the Athlos curriculum and the Three Pillar approach. In both the elementary and middle school we anticipate having a principal, instructional coach, and counselor. We will have regular education teachers to meet the needs of the core academic programs as well as specialty teachers to provide elective

coursework and meet other instructional needs. Additionally, specialty teachers will include performance coaches whose purpose is to implement the Healthy Body pillar of the Athlos curriculum. Teacher-Student ratios are noted in Attachment A6.

Special Education

In addition to the School level staffing noted above, Athlos will have resources available to meet the needs of students in Special Education. In addition to the one Special Education Coordinator allocated to each campus, the school anticipates in year one having approximately four special education teachers and five teachers' aides available. We anticipate that students who require special education will total a percentage of approximately 10% of our overall student enrollment. This leads to a student to teacher ratio of approximately 24 to 1, however if the use of aides is included the adult to student ration is approximately 11 to 1.

Staff Salary and Benefits

Initial staff salaries are budgeted at amounts that will allow the school to attract and retain qualified personnel. The school has budgeted for salary increases of approximately 2 percent on an annual basis. In addition to salary, Athlos aims to provide an attractive benefit package to its employees. The school plans to offer a competitive insurance allocation that will allow employees to purchase medical, dental, and vision insurance that will meet their personal medical needs. In addition to insurance benefits, the school also plans to implement a school sponsored 403B plan with a 4% employer contribution.

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, complete the Financial Plan Workbook. Once complete, applicants are instructed to submit this attachment as follows:

Hard Copy — print and provide only the Financial Plan Workbook Summary. This is the RED TAB in the Financial Plan Workbook;

AND

Electronic Submission—The entire Financial Plan Workbook, will be submitted electronically as an MS Excel file.

It is important to budget conservatively and to consider that charter schools often have lower than anticipated attendance rates in the first five years of operation. Therefore, a reasonable planning estimate of \$5,600 per student, which accounts for a daily attendance rate of 80%, should be used when planning and developing the budget.

Note: If using a school district or other charter school as a baseline for supplemental HR forms, make sure the ISD or charter used has the same or close to anticipated average daily attendance (ADA) that the proposed charter is projecting.

Applicants should be aware that the fiscal year of the charter school should end on August 31. Through a grant application process, federal funds may be available for up to 18 months of post-award planning and up to two years of implementation. However, start-up funds are available for no more than three years.

Actual funding depends on the number of eligible charters, the completion of a successful competitive charter grant application, and the continuation of funds from the United States Department of Education. Start-up funding is NOT to be used for budget purposes and, if awarded, will not be available to the sponsoring entity until the contract for charter has been executed, a county-district number has been assigned, and a grant application has been completed and negotiated.

The federal funds may then only be accessed after a request for reimbursement has been submitted. Generally, the federal funds may not be received until after the charter holder has demonstrated that it has incurred an expenditure that represents an allowable cost pursuant to the requirements of the federal award.

FINANCIAL PLAN WORKBOOK SUMMARY

Sample Charter School

	Year 0 (Start-Up) 2016	Year 1 0	Year 2 1	Year 3 2	Year 4 3	Year 5 4
REVENUE						
Total State Revenue		\$ 7,812,082	\$ 8,839,371	\$ 17,621,286	\$ 18,759,621	\$ 27,766,115
Total Federal Revenue		\$ 250,000	\$ 280,375	\$ 556,124	\$ 586,488	\$ 862,196
Total Local and Other Revenue	\$ 218,404	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ 218,404	\$ 8,062,082	\$ 9,119,746	\$ 18,177,409	\$ 19,346,109	\$ 28,628,311
EXPENSES						
Total Administrative Staff Personnel Costs	\$ 135,000	\$ 657,500	\$ 738,480	\$ 1,611,059	\$ 1,643,281	\$ 2,261,201
Total Instructional Personnel Costs	\$ -	\$ 3,218,209	\$ 3,579,026	\$ 7,117,811	\$ 7,801,384	\$ 11,327,249
Total Non-Instructional Personnel Costs	\$ -	\$ 83,000	\$ 143,820	\$ 263,221	\$ 268,486	\$ 395,088
Total Payroll Taxes and Benefits	\$ 35,654	\$ 934,334	\$ 1,074,287	\$ 2,206,659	\$ 2,380,693	\$ 3,424,568
TOTAL PERSONNEL, PAYROLL TAXES AND BENEFITS EXPENSES	\$ 170,654	\$ 4,893,043	\$ 5,535,613	\$ 11,198,751	\$ 12,093,843	\$ 17,408,106
Total Contracted Services	\$ 5,000	\$ 820,020	\$ 895,862	\$ 1,781,864	\$ 1,865,978	\$ 2,776,614
Total School Operations	\$ 39,750	\$ 801,750	\$ 879,988	\$ 1,729,434	\$ 1,830,181	\$ 2,705,827
Total Facilities Operations and Maintenance	\$ 3,000	\$ 1,540,000	\$ 1,586,200	\$ 3,172,400	\$ 3,267,572	\$ 4,999,385
Reserves and/or Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENSES	\$ 218,404	\$ 8,054,813	\$ 8,897,664	\$ 17,882,449	\$ 19,057,574	\$ 27,889,932
NET OPERATING INCOME (before depreciation)	\$ -	\$ 7,268	\$ 222,082	\$ 294,960	\$ 288,535	\$ 738,379
STUDENT ENROLLMENT						
Projected Student Enrollment		963	1,080	2,142	2,259	3,321
Revenue Per Pupil		\$ 8,372	\$ 8,444	\$ 8,486	\$ 8,564	\$ 8,620
Expenses Per Pupil		\$ 8,364	\$ 8,239	\$ 8,348	\$ 8,436	\$ 8,398

Provide the following:

A copy of the most recent **audit report**. Use the format provided in the most recent version of the Financial Accountability System Resource Guide, Special Supplement-Charter Schools (Module 10) found at, [http://tea.texas.gov/Finance and Grants/Financial Accountability/Financial Accountability System Resource Guide/](http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial_Accountability_System_Resource_Guide/).

For organizations less than one year old: If an audit report is not available, provide an unaudited financial report that includes from inception to date:

1. a statement of financial position,
2. a statement of activity, and
3. a cash flow statement.

November 1, 2015

Ms. Heather Mauzé
Director
Division of Charter School Administration
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

RE: Unaudited Financial Record

Dear Ms. Mauzé:

In response to the instructions found on the applicable Generation Twenty-One Open-Enrollment Charter Application Attachment Coversheet, enclosed, as Attachment F4, is an unaudited financial record for Athlos Foundation d/b/a Athlos Academy of Texas.

On behalf of the Board of Directors, I do hereby attest to the accuracy and completeness of the financial information disclosed on the attached unaudited financial records, including financial position, activities and cash flows disclosed thereon. Although the enclosed records were not audited or prepared by a certified public accountant, we nonetheless certify that the enclosed was prepared in accordance with standards promulgated by the American Institute of Certified Public Accountants, the Financial Accounting Standards Board and the requirements promulgated in Module 10 to the Financial Accountability System Resource Guide.

Respectfully,

A handwritten signature in cursive script, appearing to read "Tiffany O'Neill", written in dark ink.

Tiffany O'Neill
President
Board of Directors

Athlos Foundation
Unaudited Record of Financial Position
As of August 31, 2015

Assets

Current Assets:	
Cash and cash equivalents	\$ 15,136.83
Contributions receivable	\$ -
Total Current Assets	<u>\$ 15,136.83</u>
Other Assets	\$ -
Total Assets	<u><u>\$ 15,136.83</u></u>

Liabilities and Net Assets

Current Liabilities:	
Accounts Payable	\$ -
Deferred Revenue	\$ -
Total Current Liabilities	<u>\$ -</u>
Notes Payable	\$ -
Total Liabilities	<u>\$ -</u>
Net Assets:	
Unrestricted net assets	\$ 15,136.83
Temporarily restricted net assets	\$ -
Total Net Assets	<u>\$ 15,136.83</u>
Total Liabilities and Net Assets	<u><u>\$ 15,136.83</u></u>

Athlos Foundation
Unaudited Record of Activities
For the Period Ended August 31, 2015

	<u>Unrestricted Net Assets</u>	<u>Temporarily Restricted Net Assets</u>	<u>Total Net Assets</u>
Revenues			
Local Support:			
Contributions	\$ -	\$ -	\$ -
Fundraising activities	\$ -	\$ -	\$ -
Interest and other income	\$ -	\$ -	\$ -
Total Local Support	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Net assets released from restrictions	\$ -	\$ -	\$ -
Total Revenues	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Expenses			
Program services:	\$ -	\$ -	\$ -
Support services:			
Administrative support services	\$ 3,686.28	\$ -	\$ 3,686.28
Fund raising	\$ -	\$ -	\$ -
Total Expenses	<u>\$ 3,686.28</u>	<u>\$ -</u>	<u>\$ 3,686.28</u>
Change in Net Assets	\$ (3,686.28)	\$ -	\$ (3,686.28)
Net Assets, Beginning	<u>\$ 18,823.11</u>	<u>\$ -</u>	<u>\$ 18,823.11</u>
Net Assets, Ending	<u><u>\$ 15,136.83</u></u>	<u><u>\$ -</u></u>	<u><u>\$ 15,136.83</u></u>

Athlos Foundation
Unaudited Record of Cash Flows
For the Period Ended August 31, 2015

Cash flows from operating activities:

Grant payments	\$ -
Contributions and fund-raising activities	\$ -
Miscellaneous sources	\$ -
Payments to vendors for goods and services rendered	\$ 3,686.28
Payments to personnel for services rendered	\$ -
Net cash provided by operating activities	<u>\$ 3,686.28</u>

Change in Cash	\$ (3,686.28)
Cash, Beginning	<u>\$ 18,823.11</u>
Cash, Ending	<u><u>\$ 15,136.83</u></u>

Provide the following:

A **credit report** of the sponsoring entity. If the entity was incorporated prior to January 1, 2014, but has no credit history, a response from one of the credit rating agencies must be attached indicating the entity has no credit history.

If the sponsoring entity was incorporated after January 1, 2014, you are not required to provide a credit report and may instead provide a statement attesting, "No documents are being provided because the sponsoring entity was incorporated after January 1, 2014."

COPYRIGHT MATERIAL

3 pages have been withheld

PLEASE NOTE: The responsive information contains copyrighted information that can only be made available to you for viewing in person. Because the information indicates that it is protected by copyright, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the copyrighted information, please send an email to accred@tea.state.tx.us to schedule an appointment.

Provide the following:

The sponsoring entity's most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ. For an organization less than one year old, or if a Form 990 is not available, provide a statement that explains why a form 990 is not available.



Exempt Organizations Select Check

[Exempt Organizations Select Check Home](#)

990-N (e-Postcard) filer information

Tax Period:

2014 (01/01/2014 - 12/31/2014)

Employer Identification Number (EIN):

51-0573929

Legal Name:

ATHLOS FOUNDATION

Mailing Address:

517 Soledad St
San Antonio, TX 78205
United States

Doing Business As:

Gross receipts not greater than:
\$50,000

Organization has terminated:

No

Principal Officer's Name and Address:

Tiffany O'Neill
517 Soledad St
San Antonio, TX 78205
United States

Website URL:

Related 990-N (ePostcard) Filings:

If the organization has filed additional Forms 990-N (e-Postcards), link(s) to additional e-Postcard filings are displayed below. Click on the link(s) to see the information included in those filing(s).

[Tax Year 2008](#)[Tax Year 2009](#)[Tax Year 2010](#)[Tax Year 2011](#)[Tax Year 2013](#)[Return to Search Results](#) [Return to Search Page](#)

Provide the following:

Evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts. Do **not** provide petitions, meeting sign-in sheets, or other materials that violate the public disclosure policy.

Applicants having no responsive documents to this attachment shall provide the statement, "The applicant has no documents in response to this attachment."



October 29, 2015

Athlos Foundation
Tiffany O'Neill, President
517 Soledad St.
San Antonio, TX, 78205

RE: Line of Credit Approval

Dear Ms. Tiffany O'Neill:

This letter serves to disclose that Mutual of Omaha Bank ("Creditor"), has approved a line of credit described below to Athlos Foundation, a Texas nonprofit corporation and tax-exempt entity ("Borrower"). Accordingly, we have disclosed below the terms and conditions that we would find acceptable for this transaction.

1. CONDITIONAL COMMITMENT.

Creditor agrees to provide a revolving line of credit contingent upon the award of an open-enrollment charter ("Charter") by the Commissioner of Education of the State of Texas to Borrower.

2. MAXIMUM AMOUNT.

Creditor shall make available to Borrower a revolving line of credit to finance Borrower's business requirements pertaining to the start-up and subsequent operation of the Charter, in accordance with applicable laws. Borrower may draw from the revolving line of credit in any amount it deems necessary during the Term; provided, however, that the sum of all amounts drawn does not exceed the aggregate amount of Two Hundred and Fifty Thousand and ⁰⁰/₁₀₀ dollars (\$250,000.00) at any one time during the Term.

3. INTEREST RATE.

The annual interest rate charged on any amounts drawn from the revolving line of credit is 2.25%. Interest shall be computed on the basis of a 360-day year.

4. REPAYMENT.

During the Term, Borrower shall repay to Creditor interest only on any and all amounts drawn from the line of credit commencing thirty (30) days after the date each amount is drawn. All unpaid principal and interest on any amounts drawn will be due at the maturity of the Term.

5. TERM.

The term of the revolving line of credit (the "Term") will be 364 days from the note date.

6. COLLECTION OF PAYMENTS.

Borrower shall issue payment to Creditor in the form and through the means reasonably requested by Creditor and in compliance with the Charter and all applicable laws. Creditor shall issue written payment instructions to Borrower that are consistent with terms and conditions discussed in this letter.

7. PREPAYMENT, DEFAULT AND CURE.

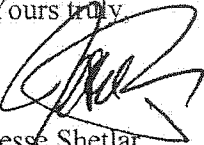
There will be no penalties for prepaying amounts owed under the revolving line of credit. Borrower will be in default if any scheduled payment is not submitted within ten (10) days of its due date. Furthermore, there are no origination or other fees associated with the revolving line of credit other than the Interest Rate on any drawn amounts by Borrower.

8. LETTER IS A COMMITMENT AND NOT AN AGREEMENT.

This letter is a commitment only to enter into a mutually acceptable, formal agreement for a revolving line of credit between Creditor and Borrower with the above terms included, and is not intended to be a binding agreement (with such agreement and other financing documents to provide further mutually acceptable material terms and details of the proposed transaction). The parties hereto shall be bound only upon the execution of an acceptable agreement and related documents by both parties.

We look forward to assisting Athlos Foundation in providing financial assistance to its proposed open-enrollment charter school, Athlos Academy of Texas. Should you wish to discuss the terms and conditions outlined in this letter, please contact me.

Yours truly



Jesse Shetlar

9200 E Pima Center Parkway, Suite 260

Scottsdale, Arizona 85258

480-458-2092

Jesse.shetlar@mutualofomahabank.com

Provide the following:

A description of the facility to be used including location, size, and amenities. Charter school facilities must comply with applicable local health and safety requirements and must be prepared to meet applicable city, county, or other local municipality planning review procedures. Describe the basic facility requirements for accommodating the school plan, including anticipated number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.

Note: Prior to opening and serving students, all charter holders must provide the TEA with the Certificate of Occupancy with an “E” or Education rating for the facility. The certificate must be issued by the appropriate local authority.

ATTACHMENT F8 – PROPOSED FACILITY DESCRIPTION

The proposed charter school model is unique, and in order to fully facilitate the program, Athlos Foundation will build new facilities. Please see the letter, Attachment F1.2, for an official statement concerning Athlos Foundation's commitment to use public funds responsibly.

The Athlos Foundation has not identified a specific location for campus 1, but upon charter approval, will engage in a bid process. Once engaged with a developer, land will be sought within the designated Geographic Boundary, as described in Attachment A5.

The Athlos Foundation acknowledges that charter school facilities must comply with applicable local health and safety requirements and must be prepared to meet applicable city, county, or other local municipality planning review procedures. The Athlos Foundation will provide the TEA with a Certificate of Occupancy with an “E” rating issued by the appropriate local authority.

The following page includes a list of facility requirements. In addition to the list, classrooms will need to be equipped with sufficient technology to facilitate 21st Century learning. This includes, minimally, a projector, an interactive whiteboard, and a document camera. The building will also be designed to implement wireless device access, and must accommodate sufficient storage space for equipment.

PURCHASE OR LEASE ARRANGEMENTS

The Athlos Foundation intends to pursue a lease with purchase option structure that will provide affordable payments and support the school’s opportunity to refinance the facilities. Within 3-5 years of opening, the Athlos Foundation intends to pursue refinancing through either traditional financing or bond issuance, in which case the facilities would then become public property held in trust by the charter holder.

LEASE WITH PURCHASE OPTION

The Athlos Foundation intends to engage with a developer, through a bid process, to build the custom facilities as described. With advice from professionals (*i.e.*, financial advisors, legal counsel, bond counsel, real estate professionals and other professionals as appropriate), the Board of Directors will negotiate the lease of the facilities at arms-length.

TIMELINE

Groundbreaking for this project is anticipated to be at the end of September 2016. The Board of Directors will take occupancy of the facilities in accordance with the lease agreement on or about August 1, 2017. The lease agreement will be negotiated as part of the bid process.

General requirements for the facility include:

- approximately 90,000 s.f. interior space
- ADA compliant facilities that meet Texas Accessibility Standards
- compliance with applicable state and local laws, codes, and ordinances
- an “E” occupancy rating

Common outdoor spaces will include:

- 1 play structure for grades K-3
- 1 play structure for grades 4-8
- Four square courts
- Tetherball courts
- a 3 bay swing set
- Open field space near each playground will also be available for free play
- 181 parking spaces
- Bicycle racks
- 1 soccer field (high school size)
- 1 football field (NCAA size)
- 1 baseball field (high school size)

Common indoor spaces will include:

- 1 cafeteria
- 1 kitchen
- 20 single restrooms
- 2 galley restrooms
- small-group gathering spaces to accommodate Community Celebrations guest speakers
- bleachers to accommodate school assemblies and after school events

- 1 stage area equipped with choral risers
- 1 indoor gym with hardwood floors
- 1 athletic training room with indoor turf
- 1 weight training space (for use by middle school students engaging in developmentally appropriate work under trained supervision)
- 2 locker rooms
- 2 basketball courts (with cross court hoops)

Classrooms spaces will include:

- 60 classrooms total
- 3 science rooms each equipped for 30 students
- Multiple classrooms and small group “pull-out” rooms dedicated for special education services
- 2 art rooms
- 2 technology rooms (fully equipped computer labs)
- 1 library space
- 1 music room

Administrative spaces will include:

- 9 offices, including space to accommodate counseling, discipline, and visitor needs
- Sufficient storage/janitor rooms/electrical rooms
- 1 large teacher work room
- 2 small “satellite” teacher work rooms
- 1 teacher lounge
- 1 school nurse/first aid room

Provide the following:

The 501(c)(3) Determination Letter issued by the Internal Revenue Service (IRS) or evidence of filing for tax exempt status with the IRS.

Note: Applicants submitting proof of filing with the IRS must provide to the TEA the Determination Letter issued by the IRS granting the entity nonprofit status, no later than Friday, April 15, 2016, in order to be deemed an eligible entity and scheduled for an applicant interview. Failure to submit the Determination Letter will result in the applicant being removed from the application process without the opportunity to interview.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **AUG 30 2006**

THE MAZAL HOLOCAUST LIBRARY INC
C/O HARRY W MAZAL
600 SANDAU STE 400
SAN ANTONIO, TX 78216-4113

Employer Identification Number:
51-0573929
DLN:
17053220096006
Contact Person:
JOHN J KOESTER ID# 31364
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
June 2, 2005
Contribution Deductibility:
Yes
Advance Ruling Ending Date:
December 31, 2009

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. During your advance ruling period, you will be treated as a public charity. Your advance ruling period begins with the effective date of your exemption and ends with advance ruling ending date shown in the heading of the letter.

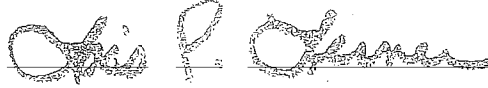
Shortly before the end of your advance ruling period, we will send you Form 8734, Support Schedule for Advance Ruling Period. You will have 90 days after the end of your advance ruling period to return the completed form. We will then notify you, in writing, about your public charity status.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Letter 1045 (DO/CG)

THE MAZAL HOLOCAUST LIBRARY INC

Sincerely,

A handwritten signature in dark ink, appearing to read "Lois G. Lerner", written over a horizontal line.

Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)
Statute Extension



Department of the Treasury
Internal Revenue Service

P.O. Box 2508, Room 4010
Cincinnati OH 45201

In reply refer to: 4077556534
May 12, 2014 LTR 4168C C3
51-0573929 000000 00 X
00030217
BODC: TE

ATHLOS FOUNDATION
% JOSEPH E HOFFER
517 SOLEDAD ST
SAN ANTONIO TX 78205-1508

40432

Employer Identification Number: 51-0573929
Person to Contact: Ms LeNard
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your Mar. 03, 2014, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in August 2006.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website www.irs.gov/eo for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **AUG 30 2006**

THE MAZAL HOLOCAUST LIBRARY INC
C/O HARRY W MAZAL
600 SANDAU STE 400
SAN ANTONIO, TX 78216-4113

Employer Identification Number:
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DLN:
17053220096006
Contact Person:
JOHN J KOESTER ID# 31364
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December 31
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170(b)(1)(A)(vi)
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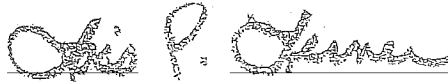
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Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Letter 1045 (DO/CG)

THE MAZAL HOLOCAUST LIBRARY INC

Sincerely,

A handwritten signature in dark ink, appearing to read "Lois G. Lerner". The signature is written in a cursive style with a large, stylized "L" and "G".

Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)
Statute Extension

Letter 1045 (DO/CG)

Provide the following:

The original Articles of Incorporation filed with the Texas Secretary of State, or the state of incorporation and any restated Articles of Incorporation and Articles of Amendment. If the sponsoring entity was incorporated after January 1, 2006, submit the Certificate of Formation and the Certificate of Filing in place of the Articles of Incorporation.



Office of the Secretary of State

The undersigned, as Secretary of State of Texas, does hereby certify that the attached is a true and correct copy of each document on file in this office as described below:

Athlos Foundation
Filing Number: 800500571

Articles of Incorporation

June 02, 2005

In testimony whereof, I have hereunto signed my name officially and caused to be impressed hereon the Seal of State at my office in Austin, Texas on March 25, 2014.



NANDITA BERRY

Nandita Berry
Secretary of State

FILED
In the Office of the
Secretary of State of Texas
JUN 02 2005

**ARTICLES OF INCORPORATION
OF
THE MAZAL HOLOCAUST LIBRARY, INC.**

Corporations Section

The undersigned natural person, of the age of eighteen years or more, a resident of the State of Texas, acting as an incorporator of a corporation under the Texas Non-Profit Corporation Act, does hereby adopt the following Articles of Incorporation for such corporation

**ARTICLE ONE
NAME**

The name of the corporation is The Mazal Holocaust Library, Inc (the "Corporation")

**ARTICLE TWO
DURATION**

The period of the Corporation's duration is perpetual

**ARTICLE THREE
NON-PROFIT CORPORATION**

The Corporation is a nonprofit corporation located in San Antonio, Texas, and organized under the Texas Non-Profit Corporation Act, Article 1396-1 01 et. seq, of the Texas Revised Civil Statutes and shall have all the powers, duties, authorizations and responsibilities as provided therein. Notwithstanding the foregoing, the Corporation shall neither have nor exercise any power, nor engage directly or indirectly in any activity that would invalidate its status as an organization exempt from federal income tax and described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provision or provisions of any subsequent United States Internal Revenue law or laws (the "Code"). The incorporator has been authorized to execute these Articles of Incorporation.

**ARTICLE FOUR
PURPOSES**

Section 1. The Corporation is organized and shall be operated exclusively for religious, charitable, scientific, literary, and educational purposes within the meaning of Section 501(c)(3) of the Code, and to conduct, accomplish and carry on its objectives, functions and purposes or any part thereof set forth in the governing documents of the Corporation as amended from time to time, within or without the State of Texas. More particularly, the purpose of the Corporation is to serve as a Holocaust education library and resource center for the general community.

Section 2. The Corporation is additionally organized to promote, encourage, and foster any other similar religious, charitable, scientific, literary, educational or nonprofit activities; to accept, hold, invest, and reinvest and administer any gifts, legacies, bequests, devises, funds and property of any sort or nature, and to use, expend, or donate the income or principal thereof for,

and to devote the same to, the foregoing purposes of the Corporation, and to do any and all lawful acts and things which may be necessary, useful, suitable, or proper for the furtherance or accomplishment of the purposes of this Corporation. Provided, however, no act may be performed which would violate Section 501(c)(3) of the Code as it now exists or as it may hereafter be amended.

Section 3 In order to carry out the above-stated purposes, the Corporation shall have all those powers set forth in Article 1396-2 02 of the Texas Non-Profit Corporation Act, as it now exists or as it may hereafter be amended. The powers of the Corporation to promote the purpose set out above are limited and restricted in the following manner

(a)(i) No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its incorporators, directors, officers or other private persons, except that the Corporation is authorized and empowered to make reasonable payments and distributions (including reasonable compensation for services rendered to or for the Corporation) in furtherance of its purposes as set forth in these Articles

(ii) No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publication or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office

(iii) Notwithstanding any other provisions of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on by (i) a corporation exempt from Federal Income Tax under Section 501(c)(3) of the Code, or corresponding provisions of any subsequent federal tax laws, or (ii) a corporation, contributions to which are deductible under Section 170(c)(2) of the Code, or corresponding provisions of any subsequent federal tax laws

(b) In the event this Corporation is in any one year a "private foundation" as defined by Section 509(a) of the Code, or corresponding provisions of any subsequent federal tax laws, it shall be required to distribute its income for such taxable year at such time and in such manner as not to subject the foundation to taxation under Section 4942 of the Code, or corresponding provisions of any subsequent federal tax laws, and further shall be prohibited from, (i) any act of "self dealing" as defined in Section 4941(d) of the Code, or corresponding provisions of any subsequent federal tax laws; (ii) retaining any "excess business holdings" as defined by Section 4943(c) of the Code, or corresponding provisions of any subsequent federal tax laws; (iii) making any investments in such manner as to subject the foundation to taxation under Section 4944 of the Code, or corresponding provisions of any subsequent federal tax laws; or (iv) making any taxable expenditures as defined in Section 4945(d) of the Code, or corresponding provisions of any subsequent federal tax laws

(c) The Corporation shall not accept any gift or grant if the gift or grant contains major conditions which would restrict or violate any of the Corporation's religious, charitable, scientific, literary, educational or nonprofit purposes or if the gift or grant would require serving a private as opposed to public interest

(d) Upon the dissolution of the Corporation, the Corporation shall, after paying or making provision for payment of all the liabilities of the Corporation, distribute all of the assets of the Corporation to another organization that is a qualified charitable organization under Section 501(c)(3) of the Code, or corresponding section of any future federal code, which will be determined by a majority vote of the directors then in office. No member, director, or officer of the Corporation and no other private individual will be entitled to any distribution of any assets of the Corporation in the event of its dissolution.

ARTICLE FIVE REGISTERED OFFICE AND REGISTERED AGENT

The initial registered office of the Corporation shall be located at 600 Sandau, Suite 400, San Antonio, Texas 78216, and the name of its initial registered agent at this address is Harry W Mazal.

ARTICLE SIX MEMBERSHIP

The Corporation shall have no members

ARTICLE SEVEN BOARD OF DIRECTORS

The Corporation is a non-profit corporation, and the management of its affairs is vested in its Board of Directors pursuant to Article 1396-2 14 of the Texas Non-Profit Corporation Act. The Directors of the Corporation shall be the persons constituting and serving as the initial Board of Directors as set forth below. Vacancies on the Board of Directors shall be filled by the remaining Directors serving on the Board. Any director may be reelected to serve consecutive terms on the Board of Directors. The number of directors may be increased or decreased from time to time by amendment to the By-Laws of the Corporation but in no event shall there be fewer than three (3) directors, and no decrease shall have the effect of shortening the term of any incumbent director. The director shall hold voice for one (1) year terms, unless the director is otherwise removed prior to the expiration of the term. The number of directors constituting the initial Board of Directors shall be three (3), and their names and addresses are as follows.

<u>Name</u>	<u>Address</u>
Harry W Mazal	600 Sandau, Suite 400 San Antonio, Texas 78216
Jeffrey S Skillin	600 Sandau, Suite 400 San Antonio, Texas 78216
David Silverstein	600 Sandau, Suite 400 San Antonio, Texas 78216

ARTICLE EIGHT OFFICERS

The officers of the Corporation shall consist of a President, one or more Vice Presidents, a Treasurer and a Secretary and such other officers and assistant officers as may be deemed necessary. The officers of the Corporation shall be elected by the directors and shall hold office for a term of one (1) year and until the officer's successor shall be elected and qualified, unless the officer is otherwise removed prior to the expiration of the officer's term of office. Any two (2) or more offices may be held by the same person, except that the offices of President and Secretary shall not be held by the same person.

ARTICLE NINE LIMITED LIABILITY OF DIRECTORS AND OFFICERS

A director or officer is not liable to the Corporation for monetary damages for an act or omission in the director's or officer's capacity except to the extent otherwise provided by a statute of the State of Texas.

ARTICLE TEN INDEMNIFICATION

To the fullest extent permitted or required by Article 1396-2 22A of the Texas Non-Profit Corporation Act, as it now exists or as it may be amended in the future, the Corporation shall indemnify and advance expenses to persons who are officers, directors, employees, agents, or other persons identified in Article 1396-2 22A, for amounts such persons pay directly. The Corporation shall not indemnify or advance expenses to such persons for any amount paid by a third party pursuant to a plan or contract of insurance.

ARTICLE ELEVEN AMENDMENTS

The Corporation's Board of Directors shall have the sole and exclusive right to amend, alter, revoke, or otherwise change these Articles of Incorporation or any part hereof.

ARTICLE TWELVE INCORPORATOR

The name and address of the Incorporator of the Corporation is:

Name

Address

B. Raphael Sonsino

Sonsino Law Firm
13130 Blanco, Suite 1408
San Antonio, Texas 78216

**ARTICLE THIRTEEN
CONSTRUCTION**

All references in these Articles of Incorporation to statutes, regulations, or other sources of legal authority shall refer to the authorities cited, or their successors, as they may be amended from time to time

**ARTICLE FOURTEEN
ACTION BY WRITTEN CONSENT**

Action may be taken by use of signed written consents by the number of directors, officers or committee members whose vote would be necessary to take action at a meeting at which all such persons entitled to vote were present and voted. Each written consent must bear the date and signature of each person signing it. A consent signed by less than all of the directors, officers, or committee members is not effective to take the intended action unless consents signed by the required number of persons are delivered to the Corporation within sixty (60) days after the date of the earliest dated consent delivered to the Corporation. Delivery must be made by hand, or by certified or registered mail, return receipt requested. The delivery may be made to the Corporation's registered office, registered agent, principal place of business, transfer agent, registrar, exchange agent or officer or agent having custody of books in which the relevant proceedings are recorded. If the delivery is made to the Corporation's principal place of business, the consent must be addressed to the president or principal executive officer.

The Corporation will give prompt notice of the action taken to persons who do not sign the consents. If the action taken requires documents to be filed with the Secretary of State, the filed documents will indicate that the written consent procedures have been properly followed.

A telegram, telex, cablegram, or similar transmission by a director, officer, or committee member, or photographic, facsimile or other or similar reproduction of a signed writing is to be regarded as being signed by the director, officer or committee member.

IN WITNESS WHEREOF, I have hereunto set my hand this 16th day of June, 2005


B. Raphael Sonsino, Incorporator



Office of the Secretary of State

CERTIFICATE OF FILING OF

Athlos Foundation
800500571

[formerly: The Mazal Holocaust Library, Inc.]

The undersigned, as Secretary of State of Texas, hereby certifies that a Restated Certificate of Formation for the above named domestic nonprofit corporation has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing filing effective on the date shown below.

Dated: 02/25/2014

Effective: 02/25/2014



NANDITA BERRY

Nandita Berry
Secretary of State

FILED
In the Office of the
Secretary of State of Texas

FEB 25 2014

AMENDED AND RESTATED CERTIFICATE OF FORMATION
OF

THE MAZAL HOLOCAUST LIBRARY, INC.

Corporations Section

1. THE MAZAL HOLOCAUST LIBRARY, INC., a Texas nonprofit corporation (the "Corporation"), pursuant to the provisions of Sections 22.105 to 22.108 of the Texas Business Organizations Code, hereby adopts this Amended and Restated Certificate of Formation which accurately copies the Certificate of Formation as amended by such Amended and Restated Certificate of Formation as hereinafter set forth.

2. The Certificate of Formation of the Corporation is amended and restated in its entirety by this Amended and Restated Certificate of Formation, as summarized below:

- (a) Article I – The name of the Corporation has been amended.
- (b) Article III – The status of the Corporation has been amended
- (c) Articles IV – Purposes of the Corporation have been amended.
- (d) Article V – The name of the registered agent has been amended.
- (e) Article VII – New Article VII has been added.
- (f) Article VIII – Former Article VII has been renumbered as Article VIII and amended, former Article VIII has been removed.
- (g) Article IX – Liability has been amended.
- (h) Article X – Indemnification has been amended.
- (i) Article XI – Amendments has been amended.
- (j) Article Twelve – Incorporator has been removed and replace with new Article XII.
- (k) Article XIV – Written Consent has been removed and replaced with new Article XIV.

3. Each such amendment made by this Restated Certificate of Formation has been effected in conformity with the provisions of the Texas Business Organizations Code and the Corporation's governing documents and was duly adopted by unanimous written consent of the directors of the Corporation dated February 24, 2014.

4. The Restated Certificate of Formation of the Corporation accurately states the text of the Certificate of Formation being restated and each amendment to the Certificate of Formation being restated that is in effect, and as further amended by the Restated Certificate of Formation. The attached Restated Certificate of Formation does not contain any other change in the Certificate of Formation being restated except for the information permitted to be omitted by the provisions of the Texas Business Organizations Code applicable to the filing entity.

AMENDED AND RESTATED
CERTIFICATE OF FORMATION
OF
ATHLOS FOUNDATION

ARTICLE I.

The name of the Corporation is Athlos Foundation.

ARTICLE II.

The period of the corporation's duration is perpetual.

ARTICLE III.

The Corporation is a nonprofit corporation based in San Antonio, with operations throughout Texas, including Austin, Dallas and Fort Worth, Texas and organized under the Texas Business Organizations Code (the "TBOC"), and it shall have all the powers, duties, authorizations and responsibilities as provided therein. Notwithstanding the foregoing, the Corporation shall neither have nor exercise any power, nor engage directly or indirectly in any activity that would invalidate its status as an organization exempt from federal income tax and described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended ("I.R.C. §501(c)(3)"), or the corresponding provision of provisions of an subsequent United State Internal Revenue law or laws.

ARTICLE IV.

The Corporation is organized exclusively for charitable and educational purposes, including for such purposes as the making of distributions to organizations that qualify as exempt organizations under I.R.C. §501(c)(3). In particular, the Corporation is organized to educate, train and prepare individuals to function well in society and to provide educational opportunities and experiences. The corporation may also seek to operate an Open-Enrollment Charter School (the "School") as provided under the Texas Education Code for the benefit of students in Texas, providing such students with educational opportunity and programs as it deems appropriate in furtherance of the purposes set forth in this Certificate of Formation.

The Corporation is organized to have and exercise all rights and powers conferred upon nonprofit corporations under the laws of the State of Texas, or which may hereafter be so conferred, in order to promote charitable and educational activities.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its officers, directors or other private persons, except that the Corporation, in accordance with applicable law, shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and

distributions in furtherance of the purposes of the Corporation set forth in these Articles herein. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision hereof, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under I.R.C. §501(c)(3), or the corresponding provision of any future federal tax code, or (b) by any corporation, contributions to which are deductible under I.R.C. §170(c)(2), or the corresponding provision of any future federal tax code.

ARTICLE V.

The street address of the registered office of the corporation is 517 Soledad Street, San Antonio, Texas 78205. The name of the registered agent of the corporation at such address is Joseph E. Hoffer, Esq.

ARTICLE VI.

The corporation shall have no members.

ARTICLE VII.

The management of the corporation shall be vested in the Board of Directors.

ARTICLE VIII.

The number of directors of the Corporation, which shall constitute its Board of Directors and the governing body of the Corporation, shall be fixed by or as provided in the Bylaws of the Corporation and may be increased or decreased from time to time by amendment thereto. The number of directors shall be no fewer than three. The current Directors are:

1. Edward G. Conger, 517 Soledad Street, San Antonio, Texas 78205
2. Jerry McCreight, 517 Soledad Street, San Antonio, Texas 78205
3. Todd Whitthorn, 517 Soledad Street, San Antonio, Texas 78205
4. Erin Ragsdale, 517 Soledad Street, San Antonio, Texas 78205

ARTICLE IX.

To the fullest extent permitted by applicable law, a director of this Corporation shall not be liable to the Corporation or its members for monetary damages for an act or

omission in the director's capacity as a director, except that this Article does not eliminate or limit the liability of a director to the extent the director is found to be liable for:

- (a) a breach of a director's duty of loyalty to the Corporation;
- (b) an act or omission not in good faith that constitutes a breach of duty of the director to the Corporation or an act or omission that involves intentional misconduct or a knowing violation of the law;
- (c) a transaction from which the director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; or
- (d) an act or omission for which the liability of a director is expressly provided by applicable law.

ARTICLE X.

The Corporation shall indemnify any person who (i) is or was a director, officer, employee, or agent of the Corporation, or (ii) while a director, officer, employee, or agent of the corporation, is or was serving at the request of the Corporation as a director, officer, trustee, employee, agent, or similar functionary of another foreign or domestic non-profit corporation, trust, employee benefit plan, or other enterprise, to the fullest extent that a corporation may or is required to grant indemnification to a director under the Texas Business Organizations Code as now written or as hereafter amended, but only to the extent permitted for (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, and (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE XI.

Except as otherwise provided in the Bylaws of the Corporation, this Certificate of Formation may be altered, amended, or repealed only as provided in the Texas Business Organizations Code or other applicable law, as presently written or hereafter amended.

ARTICLE XII.

All money and other assets owned or controlled by the Corporation, wherever derived, shall be devoted for use in performing the charitable and educational functions of the corporation solely through the furthering of the primary purposes of the corporation.

Except as otherwise required by applicable state or federal law, upon dissolution or liquidation of this corporation, and after payment of all debts and satisfaction of all liabilities and obligations of the Corporation (or making adequate provision therefore), and after the return, transfer, or conveyance of all assets requiring return, transfer, or conveyance thereof because of the dissolution or liquidation of the Corporation, any remaining assets of this corporation shall be distributed to charitable or educational organizations that would then qualify as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, as determined by the Board of Directors of the Corporation or as otherwise required by applicable law.

ARTICLE XIII.

All references in this Restated Certificate of Formation to statutes, regulations, or other sources of legal authority shall refer to the authorities cited, or their successors, as they may be amended from time to time.

ARTICLE XIV.

This Certificate shall be effective on the date filed with the Secretary of State of Texas.

Dated: February 25, 2014

ATHLOS FOUNDATION

By: /s/ Edward G. Conger
Edward G. Conger, Director

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU OF
MEETING OF THE BOARD OF DIRECTORS
OF
ATHLOS FOUNDATION

February 24, 2014

Pursuant to Section 22.220 of the Texas Business Organizations Code (the "TBOC"), the undersigned, being the Directors of **Athlos Foundation**, a Texas non-profit corporation (the "Corporation"), and in lieu of a meeting of the Board of Directors, the call of which is hereby expressly waived, do hereby consent to the adoption of the following resolutions:

I. AMENDED AND RESTATED CERTIFICATE OF FORMATION

RESOLVED, that the form, terms and provisions of the Amended and Restated Certificate of Formation of the Corporation to be filed in the office of the Secretary of State of Texas, is hereby in all respects approved, and the Secretary is hereby instructed to file in the Corporation's minute book the Corporation's Certificate of Filing, together with the duly certified duplicate original Amended and Restated Certificate of Formation.

II. AMENDED AND RESTATED BYLAWS

RESOLVED, that the Bylaws appearing in that certain document entitled "Amended and Restated Bylaws of Athlos Foundation" are hereby adopted as the Bylaws of this Corporation.

RESOLVED FURTHER, that the Secretary of the Corporation is authorized and directed to certify a copy of such Bylaws and maintain them in the principal office of the Corporation for the transaction of its business, open for inspection by the directors at all reasonable times during office hours, and that in certifying such Bylaws, the Secretary shall state in his certificate that the Bylaws were adopted by the unanimous written consent of the directors without a meeting as authorized by the TBOC.

III. ETHICS, CONFLICTS OF INTEREST, & NEPOTISM POLICY

RESOLVED, that the certain document entitled "Ethics, Conflicts of Interest, & Nepotism Policy of Athlos Foundation" is hereby adopted as the policy of this Corporation.

This Consent may be executed in one or more counterparts, all of which together constitute the same instrument.

{Directors' Signature Page Follows}

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU
MEETING OF THE BOARD OF DIRECTORS OF
ATHLOS FOUNDATION
PAGE 1

ATHLOS FOUNDATION



Edward G. Conger, Director

2/25/14

Date

Jerry McCreight, Director

Date

Todd Whitthorn, Director

Date

Erin Ragsdale, Director

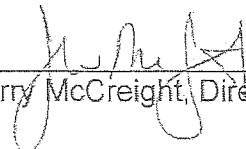
Date

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU
MEETING OF THE BOARD OF DIRECTORS OF
ATHLOS FOUNDATION
PAGE 3

ATHLOS FOUNDATION

Edward G. Conger, Director

Date



Jerry McCreight, Director

2/24/14

Date

Todd Whitthorn, Director

Date

Erin Ragsdale, Director

Date

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU
MEETING OF THE BOARD OF DIRECTORS OF
ATHLOS FOUNDATION
PAGE 2

ATHLOS FOUNDATION

Edward G. Conger, Director

Date

Jerry McCreight, Director

Date



Todd Whitthorne, Director

MARCH 1, 2014

Date

Erin Ragsdale, Director

Date

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU
MEETING OF THE BOARD OF DIRECTORS OF
ATHLOS FOUNDATION
PAGE 3

ATHLOS FOUNDATION

Edward G. Conger, Director

Date

Jerry McCreight, Director

Date

Todd Whitthorn, Director

Date

Erin B. Ragsdale

March 3, 2014

Erin Ragsdale, Director

Date

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU
MEETING OF THE BOARD OF DIRECTORS OF
ATHLOS FOUNDATION
PAGE 3



Office of the Secretary of State

CERTIFICATE OF FILING OF

Athlos Foundation
800500571

The undersigned, as Secretary of State of Texas, hereby certifies that a Restated Certificate of Formation for the above named domestic nonprofit corporation has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing filing effective on the date shown below.

Dated: 03/24/2014

Effective: 03/24/2014



NANDITA BERRY

Nandita Berry
Secretary of State

FILED
In the Office of the
Secretary of State of Texas

MAR 24 2014

AMENDED AND RESTATED CERTIFICATE OF FORMATION
OF
ATHLOS FOUNDATION

Corporations Section

1. ATHLOS FOUNDATION, a Texas nonprofit corporation (the "Corporation"), pursuant to the provisions of Sections 22.105 to 22.108 of the Texas Business Organizations Code, hereby adopts this Amended and Restated Certificate of Formation which accurately copies the Certificate of Formation as amended by such Amended and Restated Certificate of Formation as hereinafter set forth.

2. The Certificate of Formation of the Corporation is amended and restated in its entirety by this Amended and Restated Certificate of Formation, as summarized below:

Article VIII – The Board of Directors has been amended.

3. Each such amendment made by this Restated Certificate of Formation has been effected in conformity with the provisions of the Texas Business Organizations Code and the Corporation's governing documents and was duly adopted by unanimous written consent of the directors of the Corporation dated March 21, 2014.

4. The Restated Certificate of Formation of the Corporation accurately states the text of the Certificate of Formation being restated and each amendment to the Certificate of Formation being restated that is in effect, and as further amended by the Restated Certificate of Formation. The attached Restated Certificate of Formation does not contain any other change in the Certificate of Formation being restated except for the information permitted to be omitted by the provisions of the Texas Business Organizations Code applicable to the filing entity.

[remainder of this page intentionally left blank]

**AMENDED AND RESTATED
CERTIFICATE OF FORMATION
OF
ATHLOS FOUNDATION**

ARTICLE I.

The name of the Corporation is Athlos Foundation.

ARTICLE II.

The period of the corporation's duration is perpetual.

ARTICLE III.

The Corporation is a nonprofit corporation based in San Antonio, with operations throughout Texas, including Austin, Dallas and Fort Worth, Texas and organized under the Texas Business Organizations Code (the "TBOC"), and it shall have all the powers, duties, authorizations and responsibilities as provided therein. Notwithstanding the foregoing, the Corporation shall neither have nor exercise any power, nor engage directly or indirectly in any activity that would invalidate its status as an organization exempt from federal income tax and described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended ("I.R.C. §501(c)(3)"), or the corresponding provision of provisions of an subsequent United State Internal Revenue law or laws.

ARTICLE IV.

The Corporation is organized exclusively for charitable and educational purposes, including for such purposes as the making of distributions to organizations that qualify as exempt organizations under I.R.C. §501(c)(3). In particular, the Corporation is organized to educate, train and prepare individuals to function well in society and to provide educational opportunities and experiences. The corporation may also seek to operate an Open-Enrollment Charter School (the "School") as provided under the Texas Education Code for the benefit of students in Texas, providing such students with educational opportunity and programs as it deems appropriate in furtherance of the purposes set forth in this Certificate of Formation.

The Corporation is organized to have and exercise all rights and powers conferred upon nonprofit corporations under the laws of the State of Texas, or which may hereafter be so conferred, in order to promote charitable and educational activities.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its officers, directors or other private persons, except that the Corporation, in accordance with applicable law, shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and

distributions in furtherance of the purposes of the Corporation set forth in these Articles herein. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision hereof, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under I.R.C. §501(c)(3), or the corresponding provision of any future federal tax code, or (b) by any corporation, contributions to which are deductible under I.R.C. §170(c)(2), or the corresponding provision of any future federal tax code.

ARTICLE V.

The street address of the registered office of the corporation is 517 Soledad Street, San Antonio, Texas 78205. The name of the registered agent of the corporation at such address is Joseph E. Hoffer, Esq.

ARTICLE VI.

The corporation shall have no members.

ARTICLE VII.

The management of the corporation shall be vested in the Board of Directors.

ARTICLE VIII.

The number of directors of the Corporation, which shall constitute its Board of Directors and the governing body of the Corporation, shall be fixed by or as provided in the Bylaws of the Corporation and may be increased or decreased from time to time by amendment thereto. The number of directors shall be no fewer than three. The current Directors are:

1. Edward G. Conger, 517 Soledad Street, San Antonio, Texas 78205
2. Jerry McCreight, 517 Soledad Street, San Antonio, Texas 78205
3. Todd Whitthorne, 517 Soledad Street, San Antonio, Texas 78205
4. Paul Reyes, 517 Soledad Street, San Antonio, Texas 78205
5. Dr. Cindy Darnell, 517 Soledad Street, San Antonio, Texas 78205
6. Martha Rocha, 517 Soledad Street, San Antonio, Texas 78205
7. Erin Ragsdale, 517 Soledad Street, San Antonio, Texas 78205

ARTICLE IX.

To the fullest extent permitted by applicable law, a director of this Corporation shall not be liable to the Corporation or its members for monetary damages for an act or omission in the director's capacity as a director, except that this Article does not eliminate or limit the liability of a director to the extent the director is found to be liable for:

- (a) a breach of a director's duty of loyalty to the Corporation;
- (b) an act or omission not in good faith that constitutes a breach of duty of the director to the Corporation or an act or omission that involves intentional misconduct or a knowing violation of the law;
- (c) a transaction from which the director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; or
- (d) an act or omission for which the liability of a director is expressly provided by applicable law.

ARTICLE X.

The Corporation shall indemnify any person who (i) is or was a director, officer, employee, or agent of the Corporation, or (ii) while a director, officer, employee, or agent of the corporation, is or was serving at the request of the Corporation as a director, officer, trustee, employee, agent, or similar functionary of another foreign or domestic non-profit corporation, trust, employee benefit plan, or other enterprise, to the fullest extent that a corporation may or is required to grant indemnification to a director under the Texas Business Organizations Code as now written or as hereafter amended, but only to the extent permitted for (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, and (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE XI.

Except as otherwise provided in the Bylaws of the Corporation, this Certificate of Formation may be altered, amended, or repealed only as provided in the Texas Business Organizations Code or other applicable law, as presently written or hereafter amended.

ARTICLE XII.

All money and other assets owned or controlled by the Corporation, wherever derived, shall be devoted for use in performing the charitable and educational functions.

of the corporation solely through the furthering of the primary purposes of the corporation.

Except as otherwise required by applicable state or federal law, upon dissolution or liquidation of this corporation, and after payment of all debts and satisfaction of all liabilities and obligations of the Corporation (or making adequate provision therefore), and after the return, transfer, or conveyance of all assets requiring return, transfer, or conveyance thereof because of the dissolution or liquidation of the Corporation, any remaining assets of this corporation shall be distributed to charitable or educational organizations that would then qualify as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, as determined by the Board of Directors of the Corporation or as otherwise required by applicable law.

ARTICLE XIII.

All references in this Restated Certificate of Formation to statutes, regulations, or other sources of legal authority shall refer to the authorities cited, or their successors, as they may be amended from time to time.

ARTICLE XIV.

This Certificate shall be effective on the date filed with the Secretary of State of Texas.

Dated: March 21, 2014

ATHLOS FOUNDATION

By: /s/ Todd Whitthorne
Todd Whitthorne, Director

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU OF
MEETING OF THE BOARD OF DIRECTORS
OF
ATHLOS FOUNDATION

March 21, 2014

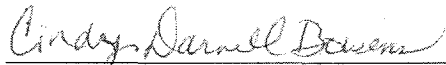
Pursuant to Section 22.220 of the Texas Business Organizations Code (the "TBOC"), the undersigned, being the Directors of **Athlos Foundation**, a Texas non-profit corporation (the "Corporation"), and in lieu of a meeting of the Board of Directors, the call of which is hereby expressly waived, do hereby consent to the adoption of the following resolutions:

AMENDED AND RESTATED CERTIFICATE OF FORMATION

RESOLVED, that the form, terms and provisions of the Amended and Restated Certificate of Formation of the Corporation to be filed in the office of the Secretary of State of Texas, is hereby in all respects approved, and the Secretary is hereby instructed to file in the Corporation's minute book the Corporation's Certificate of Filing, together with the duly certified duplicate original Amended and Restated Certificate of Formation.

This Consent may be executed in one or more counterparts, all of which together constitute the same instrument.

ATHLOS FOUNDATION



Dr. Cindy Darnell Bowens, Director
Director

Martha Rocha,

Todd Whitthorne, Director

Paul Reyes, Director

Jerry McCreight, Director

Edward G. Conger, Director

Erin Ragsdale, Director

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU OF
MEETING OF THE BOARD OF DIRECTORS
OF
ATHLOS FOUNDATION

March 21, 2014

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ATHLOS FOUNDATION

Dr. Cindy Darnell, Director

Martha Rocha, Director



Todd Whitthorne, Director

Paul Reyes, Director

Jerry McCreight, Director

Edward G. Conger, Director

Erin Ragsdale, Director

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU OF
MEETING OF THE BOARD OF DIRECTORS
OF
ATHLOS FOUNDATION

March 21, 2014

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ATHLOS FOUNDATION

Dr. Cindy Darnell, Director

Paul Reyes, Director

Todd Whitthorne, Director

Martha Rocha, Director



Jerry McCreight, Director

Edward G. Conger, Director

Erin Ragsdale, Director

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU OF
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OF
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March 21, 2014

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ATHLOS FOUNDATION

Dr. Cindy Darnell, Director

Martha Rocha, Director

Todd Whitthorne, Director

Paul Reyes, Director

Jerry McCreight, Director

Edward G. Conger, Director

Erin B. Ragsdale

Erin Ragsdale, Director

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU OF
MEETING OF THE BOARD OF DIRECTORS
OF
ATHLOS FOUNDATION

March 21, 2014

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ATHLOS FOUNDATION

Dr. Cindy Darnell, Director

Todd Whitthorne, Director

Jerry McCreight, Director

Erin Ragsdale, Director

Martha Rocha

Martha Rocha, Director

Paul Reyes, Director

Edward G. Conger, Director

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU OF
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OF
ATHLOS FOUNDATION

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ATHLOS FOUNDATION

Dr. Cindy Darnell, Director

Martha Rocha, Director

Todd Whitthorne, Director



Paul Reyes, Director

Jerry McCreight, Director

Edward G. Conger, Director

Erin Ragsdale, Director

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU OF
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OF
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March 21, 2014

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ATHLOS FOUNDATION

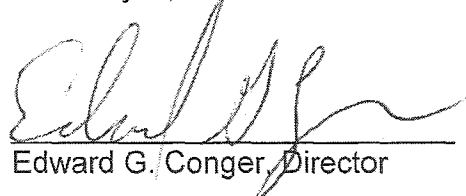
Dr. Cindy Darnell, Director

Martha Rocha, Director

Todd Whitthorne, Director

Paul Reyes, Director

Jerry McCreight, Director



Edward G. Conger, Director

Erin Ragsdale, Director

Corporations Section
P.O.Box 13697
Austin, Texas 78711-3697



Nandita Berry
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING OF

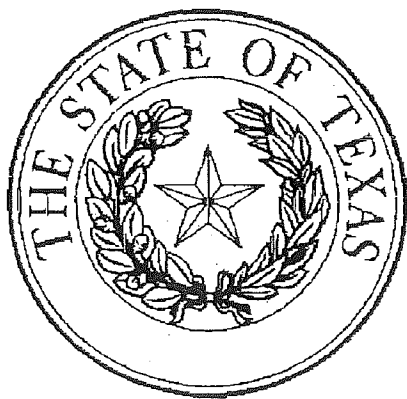
Athlos Foundation
800500571

The undersigned, as Secretary of State of Texas, hereby certifies that a Restated Certificate of Formation for the above named domestic nonprofit corporation has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing filing effective on the date shown below.

Dated: 12/30/2014

Effective: 12/30/2014



NANDITA BERRY

Nandita Berry
Secretary of State

FILED
In the Office of the
Secretary of State of Texas

DEC 30 2014
Corporations Section

AMENDED AND RESTATED CERTIFICATE OF FORMATION
OF
ATHLOS FOUNDATION

1. ATHLOS FOUNDATION, a Texas nonprofit corporation (the "Corporation"), pursuant to the provisions of Sections 22.105 to 22.108 of the Texas Business Organizations Code, hereby adopts this Amended and Restated Certificate of Formation which accurately copies the Certificate of Formation as amended by such Amended and Restated Certificate of Formation as hereinafter set forth.

2. The Certificate of Formation of the Corporation is amended and restated in its entirety by this Amended and Restated Certificate of Formation, as summarized below:

Article VIII - The Board of Directors has been amended.

3. Each such amendment made by this Restated Certificate of Formation has been effected in conformity with the provisions of the Texas Business Organizations Code and the Corporation's governing documents and was duly adopted by unanimous written consent of the directors of the Corporation dated December 23, 2014.

4. The Restated Certificate of Formation of the Corporation accurately states the text of the Certificate of Formation being restated and each amendment to the Certificate of Formation being restated that is in effect, and as further amended by the Restated Certificate of Formation. The attached Restated Certificate of Formation does not contain any other change in the Certificate of Formation being restated except for the information permitted to be omitted by the provisions of the Texas Business Organizations Code applicable to the filing entity.

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AMENDED AND RESTATED
CERTIFICATE OF FORMATION
OF
ATHLOS FOUNDATION

ARTICLE I.

The name of the Corporation is Athlos Foundation.

ARTICLE II.

The period of the corporation's duration is perpetual.

ARTICLE III.

The Corporation is a nonprofit corporation based in San Antonio, with operations throughout Texas, including Austin, Dallas and Fort Worth, Texas and organized under the Texas Business Organizations Code (the "TBOC"), and it shall have all the powers, duties, authorizations and responsibilities as provided therein. Notwithstanding the foregoing, the Corporation shall neither have nor exercise any power, nor engage directly or indirectly in any activity that would invalidate its status as an organization exempt from federal income tax and described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended ("I.R.C. §501(c)(3)"), or the corresponding provision of provisions of an subsequent United State Internal Revenue law or laws.

ARTICLE IV.

The Corporation is organized exclusively for charitable and educational purposes, including for such purposes as the making of distributions to organizations that qualify as exempt organizations under I.R.C. §501(c)(3). In particular, the Corporation is organized to educate, train and prepare individuals to function well in society and to provide educational opportunities and experiences. The corporation may also seek to operate an Open-Enrollment Charter School (the "School") as provided under the Texas Education Code for the benefit of students in Texas, providing such students with educational opportunity and programs as it deems appropriate in furtherance of the purposes set forth in this Certificate of Formation.

The Corporation is organized to have and exercise all rights and powers conferred upon nonprofit corporations under the laws of the State of Texas, or which may hereafter be so conferred, in order to promote charitable and educational activities.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its officers, directors or other private persons, except that the Corporation, in accordance with applicable law, shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and

distributions in furtherance of the purposes of the Corporation set forth in these Articles herein. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision hereof, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under I.R.C. §501(c)(3), or the corresponding provision of any future federal tax code, or (b) by any corporation, contributions to which are deductible under I.R.C. §170(c)(2), or the corresponding provision of any future federal tax code.

ARTICLE V.

The street address of the registered office of the corporation is 517 Soledad Street, San Antonio, Texas 78205. The name of the registered agent of the corporation at such address is Joseph E. Hoffer, Esq.

ARTICLE VI.

The corporation shall have no members.

ARTICLE VII.

The management of the corporation shall be vested in the Board of Directors.

ARTICLE VIII.

The number of directors of the Corporation, which shall constitute its Board of Directors and the governing body of the Corporation, shall be fixed by or as provided in the Bylaws of the Corporation and may be increased or decreased from time to time by amendment thereto. The number of directors shall be no fewer than three. The current Directors are:

1. Todd Whitthorne, 517 Soledad Street, San Antonio, Texas 78205
2. Tiffany O'Neill, 517 Soledad Street, San Antonio, Texas 78205
3. Dr. Debbie Rhea, 517 Soledad Street, San Antonio, Texas 78205
4. Martha Rocha, 517 Soledad Street, San Antonio, Texas 78205
5. Tim Church, 517 Soledad Street, San Antonio, Texas 78205

ARTICLE IX.

To the fullest extent permitted by applicable law, a director of this Corporation shall not be liable to the Corporation or its members for monetary damages for an act or

omission in the director's capacity as a director, except that this Article does not eliminate or limit the liability of a director to the extent the director is found to be liable for:

- (a) a breach of a director's duty of loyalty to the Corporation;
- (b) an act or omission not in good faith that constitutes a breach of duty of the director to the Corporation or an act or omission that involves intentional misconduct or a knowing violation of the law;
- (c) a transaction from which the director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; or
- (d) an act or omission for which the liability of a director is expressly provided by applicable law.

ARTICLE X.

The Corporation shall indemnify any person who (i) is or was a director, officer, employee, or agent of the Corporation, or (ii) while a director, officer, employee, or agent of the corporation, is or was serving at the request of the Corporation as a director, officer, trustee, employee, agent, or similar functionary of another foreign or domestic non-profit corporation, trust, employee benefit plan, or other enterprise, to the fullest extent that a corporation may or is required to grant indemnification to a director under the Texas Business Organizations Code as now written or as hereafter amended, but only to the extent permitted for (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, and (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE XI.

Except as otherwise provided in the Bylaws of the Corporation, this Certificate of Formation may be altered, amended, or repealed only as provided in the Texas Business Organizations Code or other applicable law, as presently written or hereafter amended.

ARTICLE XII.

All money and other assets owned or controlled by the Corporation, wherever derived, shall be devoted for use in performing the charitable and educational functions of the corporation solely through the furthering of the primary purposes of the corporation.

Except as otherwise required by applicable state or federal law, upon dissolution or liquidation of this corporation, and after payment of all debts and satisfaction of all liabilities and obligations of the Corporation (or making adequate provision therefore), and after the return, transfer, or conveyance of all assets requiring return, transfer, or conveyance thereof because of the dissolution or liquidation of the Corporation, any remaining assets of this corporation shall be distributed to charitable or educational organizations that would then qualify as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, as determined by the Board of Directors of the Corporation or as otherwise required by applicable law.

ARTICLE XIII.

All references in this Restated Certificate of Formation to statutes, regulations, or other sources of legal authority shall refer to the authorities cited, or their successors, as they may be amended from time to time.

ARTICLE XIV.

This Certificate shall be effective on the date filed with the Secretary of State of Texas.

Dated: December 23, 2014

ATHLOS FOUNDATION

By: /s/ Todd Whitthorne
Todd Whitthorne, Director

**UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU OF
MEETING OF THE BOARD OF DIRECTORS
OF
ATHLOS FOUNDATION**

December 23, 2014

Pursuant to Section 22.220 of the Texas Business Organizations Code (the "TBOC"), the undersigned, being the Directors of **Athlos Foundation**, a Texas non-profit corporation (the "Corporation"), and in lieu of a meeting of the Board of Directors, the call of which is hereby expressly waived, do hereby consent to the adoption of the following resolutions:

I. AMENDED AND RESTATED CERTIFICATE OF FORMATION

RESOLVED, that the form, terms and provisions of the Amended and Restated Certificate of Formation of the Corporation to be filed in the office of the Secretary of State of Texas, is hereby in all respects approved, and the Secretary is hereby instructed to file in the Corporation's minute book the Corporation's Certificate of Filing, together with the duly certified duplicate original Amended and Restated Certificate of Formation.

II. AMENDED AND RESTATED BYLAWS

RESOLVED, that the Bylaws appearing in that certain document entitled "Amended and Restated Bylaws of Athlos Foundation" are hereby adopted as the Bylaws of this Corporation.

RESOLVED FURTHER, that the Secretary of the Corporation is authorized and directed to certify a copy of such Bylaws and maintain them in the principal office of the Corporation for the transaction of its business, open for inspection by the directors at all reasonable times during office hours, and that in certifying such Bylaws, the Secretary shall state in his certificate that the Bylaws were adopted by the unanimous written consent of the directors without a meeting as authorized by the TBOC.

This Consent may be executed in one or more counterparts, all of which together constitute the same instrument.

[Signature Page Follows]

ATHLOS FOUNDATION



Tiffany O'Neill, Director

Tim Church, Director

Todd Whitthorne, Director

Martha Rocha, Director

Dr. Debbie Rhea, Director

UNANIMOUS WRITTEN CONSENT OF DIRECTORS
ATHLOS FOUNDATION
PAGE 2

ATHLOS FOUNDATION

Tiffany O'Neill, Director

Tim Church, Director



Todd Whitthorne, Director

Martha Rocha, Director

Dr. Debbie Rhea, Director

UNANIMOUS WRITTEN CONSENT OF DIRECTORS
ATHLOS FOUNDATION
PAGE 2

ATHLOS FOUNDATION

Tiffany O'Neill, Director

Tim Church, Director

Todd Whitthorne, Director

Martha Rocha, Director



Dr. Debbie Rhea, Director

ATHLOS FOUNDATION

Tiffany O'Neill, Director



Tim Church, Director

Todd Whitthorne, Director

Martha Rocha, Director

Dr. Debbie Rhea, Director

UNANIMOUS WRITTEN CONSENT OF DIRECTORS
ATHLOS FOUNDATION
PAGE 2

ATHLOS FOUNDATION

Tiffany O'Neill, Director

Tim Church, Director

Todd Whitthorne, Director

Martha Rocha
Martha Rocha, Director

Dr. Debbie Rhea, Director

UNANIMOUS WRITTEN CONSENT OF DIRECTORS
ATHLOS FOUNDATION
PAGE 2



Office of the Secretary of State

CERTIFICATE OF FILING OF

Athlos Foundation
800500571

The undersigned, as Secretary of State of Texas, hereby certifies that a Restated Certificate of Formation for the above named domestic nonprofit corporation has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing filing effective on the date shown below.

Dated: 10/28/2015

Effective: 10/28/2015



A handwritten signature in black ink, appearing to read "Cascos", followed by a horizontal line.

Carlos H. Cascos
Secretary of State

AMENDED AND RESTATED CERTIFICATE OF FORMATION I L E D

OF
ATHLOS FOUNDATION

In the Office of the
Secretary of State of Texas

OCT 28 2015

Corporations Section

1. ATHLOS FOUNDATION, a Texas nonprofit corporation (the "Corporation"), pursuant to the provisions of Sections 22.105 to 22.108 of the Texas Business Organizations Code, hereby adopts this Amended and Restated Certificate of Formation which accurately copies the Certificate of Formation as amended by such Amended and Restated Certificate of Formation as hereinafter set forth.

2. The Certificate of Formation of the Corporation is amended and restated in its entirety by this Amended and Restated Certificate of Formation, as summarized below:

Article VIII – The Board of Directors has been amended.

3. Each such amendment made by this Restated Certificate of Formation has been effected in conformity with the provisions of the Texas Business Organizations Code and the Corporation's governing documents and was duly adopted by unanimous written consent of the directors of the Corporation dated October 20, 2015.

4. The Restated Certificate of Formation of the Corporation accurately states the text of the Certificate of Formation being restated and each amendment to the Certificate of Formation being restated that is in effect, and as further amended by the Restated Certificate of Formation. The attached Restated Certificate of Formation does not contain any other change in the Certificate of Formation being restated except for the information permitted to be omitted by the provisions of the Texas Business Organizations Code applicable to the filing entity.

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AMENDED AND RESTATED
CERTIFICATE OF FORMATION
OF
ATHLOS FOUNDATION

ARTICLE I.

The name of the Corporation is Athlos Foundation.

ARTICLE II.

The period of the corporation's duration is perpetual.

ARTICLE III.

The Corporation is a nonprofit corporation based in San Antonio, with operations throughout Texas, including Austin, Dallas and Fort Worth, Texas and organized under the Texas Business Organizations Code (the "TBOC"), and it shall have all the powers, duties, authorizations and responsibilities as provided therein. Notwithstanding the foregoing, the Corporation shall neither have nor exercise any power, nor engage directly or indirectly in any activity that would invalidate its status as an organization exempt from federal income tax and described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended ("I.R.C. §501(c)(3)"), or the corresponding provision of provisions of an subsequent United State Internal Revenue law or laws.

ARTICLE IV.

The Corporation is organized exclusively for charitable and educational purposes, including for such purposes as the making of distributions to organizations that qualify as exempt organizations under I.R.C. §501(c)(3). In particular, the Corporation is organized to educate, train and prepare individuals to function well in society and to provide educational opportunities and experiences. The corporation may also seek to operate an Open-Enrollment Charter School (the "School") as provided under the Texas Education Code for the benefit of students in Texas, providing such students with educational opportunity and programs as it deems appropriate in furtherance of the purposes set forth in this Certificate of Formation.

The Corporation is organized to have and exercise all rights and powers conferred upon nonprofit corporations under the laws of the State of Texas, or which may hereafter be so conferred, in order to promote charitable and educational activities.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its officers, directors or other private persons, except that the Corporation, in accordance with applicable law, shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and

distributions in furtherance of the purposes of the Corporation set forth in these Articles herein. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision hereof, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under I.R.C. §501(c)(3), or the corresponding provision of any future federal tax code, or (b) by any corporation, contributions to which are deductible under I.R.C. §170(c)(2), or the corresponding provision of any future federal tax code.

ARTICLE V.

The street address of the registered office of the corporation is 517 Soledad Street, San Antonio, Texas 78205. The name of the registered agent of the corporation at such address is Joseph E. Hoffer, Esq.

ARTICLE VI.

The corporation shall have no members.

ARTICLE VII.

The management of the corporation shall be vested in the Board of Directors.

ARTICLE VIII.

The number of directors of the Corporation, which shall constitute its Board of Directors and the governing body of the Corporation, shall be fixed by or as provided in the Bylaws of the Corporation and may be increased or decreased from time to time by amendment thereto. The number of directors shall be no fewer than three. The current Directors are:

1. Tiffany O'Neill, 517 Soledad Street, San Antonio, Texas 78205
2. Todd Whitthorne, 517 Soledad Street, San Antonio, Texas 78205
3. Debbie Rhea, 517 Soledad Street, San Antonio, Texas 78205
4. Martha Rocha, 517 Soledad Street, San Antonio, Texas 78205
5. Mike Ashmore, 517 Soledad Street, San Antonio, Texas 78205

ARTICLE IX.

To the fullest extent permitted by applicable law, a director of this Corporation shall not be liable to the Corporation or its members for monetary damages for an act or

omission in the director's capacity as a director, except that this Article does not eliminate or limit the liability of a director to the extent the director is found to be liable for:

- (a) a breach of a director's duty of loyalty to the Corporation;
- (b) an act or omission not in good faith that constitutes a breach of duty of the director to the Corporation or an act or omission that involves intentional misconduct or a knowing violation of the law;
- (c) a transaction from which the director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; or
- (d) an act or omission for which the liability of a director is expressly provided by applicable law.

ARTICLE X.

The Corporation shall indemnify any person who (i) is or was a director, officer, employee, or agent of the Corporation, or (ii) while a director, officer, employee, or agent of the corporation, is or was serving at the request of the Corporation as a director, officer, trustee, employee, agent, or similar functionary of another foreign or domestic non-profit corporation, trust, employee benefit plan, or other enterprise, to the fullest extent that a corporation may or is required to grant indemnification to a director under the Texas Business Organizations Code as now written or as hereafter amended, but only to the extent permitted for (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, and (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE XI.

Except as otherwise provided in the Bylaws of the Corporation, this Certificate of Formation may be altered, amended, or repealed only as provided in the Texas Business Organizations Code or other applicable law, as presently written or hereafter amended.

ARTICLE XII.

All money and other assets owned or controlled by the Corporation, wherever derived, shall be devoted for use in performing the charitable and educational functions of the corporation solely through the furthering of the primary purposes of the corporation.

Except as otherwise required by applicable state or federal law, upon dissolution or liquidation of this corporation, and after payment of all debts and satisfaction of all liabilities and obligations of the Corporation (or making adequate provision therefore), and after the return, transfer, or conveyance of all assets requiring return, transfer, or conveyance thereof because of the dissolution or liquidation of the Corporation, any remaining assets of this corporation shall be distributed to charitable or educational organizations that would then qualify as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, as determined by the Board of Directors of the Corporation or as otherwise required by applicable law.

ARTICLE XIII.

All references in this Restated Certificate of Formation to statutes, regulations, or other sources of legal authority shall refer to the authorities cited, or their successors, as they may be amended from time to time.

ARTICLE XIV.

This Certificate shall be effective on the date filed with the Secretary of State of Texas.

Dated: October 28, 2015

ATHLOS FOUNDATION

By: /s/ Tiffany O'Neill
Tiffany O'Neill, Director

Provide the following:

The original bylaws of the sponsoring entity including any and all amendments made to the original document.

BYLAWS
OF
THE MAZAL HOLOCAUST LIBRARY, INC.

ARTICLE I.
NAME

The name of the corporation is THE MAZAL HOLOCAUST LIBRARY, INC.

ARTICLE II.
PURPOSE

Section 1. Section 501(c)(3) Purpose. The purpose or purposes for which the corporation is organized are those authorized by Section 501(c)(3) of the Internal Revenue Code of 1986, namely for religious, charitable, scientific, literary, and educational purposes. The corporation is created solely as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986. The corporation shall be operated exclusively for such purposes. No part of its net earnings shall inure to the benefit of any director or individual; no part of its activity shall be carrying on propaganda, or otherwise attempting to influence legislation, and it shall not participate or intervene (including the publishing or distribution of statements) in any political campaign on behalf or in opposition to any candidate for public office.

Section 2. Specific Purpose. The corporation's specific Section 501(c)(3) purpose shall be to serve as a Holocaust education library and resource center for the general community.

ARTICLE III.
OFFICES

Section 1. Principal Office. The principal office of the corporation in the State of Texas shall be located in the City of San Antonio, County of Bexar. The corporation may have such other offices, either within or without the State of Texas, as the Board of Directors may determine or as the affairs of the corporation may require from time to time.

Section 2. Registered Office and Agent. The corporation shall have and continuously maintain in the State of Texas a registered office, and a registered agent whose office is identical with such registered office, as required by the Texas Non-Profit Corporation Act (the "Act"). The registered office may be, but need not be, identical with the principal office of the corporation in the State of Texas. The address of the registered office and the identity of the registered agent may be changed from time to time by the Board of Directors.

ARTICLE IV.
DIRECTORS

Section 1. Board of Directors. The affairs of the corporation shall be managed by a Board of Directors. The initial number of directors shall be three (3) commencing with the meeting of the Board of Directors at which these Bylaws are adopted. The majority of the

directors then serving may enlarge the number of directors at any meeting regularly called. The majority of directors then serving at any meeting regularly called may reduce the number of directors, but the number shall not be reduced below three (3), and provided that such reduction does not reduce the term of an incumbent director.

Section 2. Elections. The outgoing Board of Directors shall elect new directors at the corporation's annual meeting in December. If elections are not held at that time, they will be held as soon as convenient, and the outgoing Board of Directors shall continue to manage the affairs of the corporation during any interim period.

Section 3. Terms. Each director shall hold office for one year or until a successor has been elected. There shall be no limitation on the number of terms an individual may serve as director.

Section 4. Removal. Any director may be removed by the unanimous vote of all other directors present and voting at a meeting. Such vote may occur at any regular or special meeting, provided that written notice is sent to all directors not less than ten (10) days before such meeting and that such notice specifies that a vote for the removal of a director will be considered at such meeting and identifies the director whose removal is to be voted upon.

Section 5. Vacancies. Vacancies that occur on the Board of Directors shall be filled by a majority vote of the remaining directors. If all of the initial directors are unable to continue to serve, and no vacancies on the Board of Directors have been filled such that there is a complete vacancy on the Board of Directors, then a director shall be appointed by the Board of Directors of The Jewish Federation of San Antonio, and the remaining vacancies shall be filled in accordance with this Section.

Section 6. Meetings. Regular meetings of the Board of Directors shall be held at least once annually. Special meetings of the Board of Directors may be called by the President or at the request of any two directors.

Section 7. Notices. Notices of all meetings shall be sent by the Secretary to each member of the Board of Directors at least five (5) days before each meeting except as may be provided in the Section regarding removal.

Section 8. Certain Meetings. If the election or removal of a director or officer or the enlargement of the Board of Directors is to be considered at a meeting of the Board of Directors, notice to the directors of that meeting shall indicate that fact.

Section 9. Annual Meeting. The regular meeting in the last two weeks of December shall be known as the annual meeting and shall be for the purpose of electing directors and officers, receiving reports of officers and committees, and any other business that may arise.

Section 10. Attendance. Attendance of a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting that the meeting is not properly called.

Section 11. Quorum for Meeting. A quorum shall consist of two-thirds (2/3) of the directors then serving. A majority vote of those present shall decide all questions.

Section 12. Voting. The affirmative vote of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, except as may be otherwise specifically provided by law or these Bylaws.

Section 13. Proxies. A director may vote at a meeting of the Board of Directors by proxy executed in writing by the director and delivered to the Secretary at or prior to such meeting. A director present by proxy at any meeting of the Board of Directors may not be counted to determine whether a quorum is present at such meeting. Each proxy shall be revocable unless otherwise irrevocable by law.

Section 14. Action by Written Consent.

a. Any action required or permitted to be taken at any meeting of the Board of Directors may be taken without a meeting if a consent in writing, setting forth the action to be taken shall be signed by all members of the Board of Directors. Such consent shall have the same force and effect as a unanimous vote at a meeting.

b. (1) Any action required or permitted to be taken at any meeting of the Board of Directors may be taken without a meeting if a consent in writing, setting forth the action to be taken shall be signed by a sufficient number of the directors as would be necessary to take that action at a meeting at which all of the directors were present and voted.

(2) Each written consent shall bear the date of signature of each director who signs the consent. A written consent signed by less than all of the directors is not effective to take the action that is the subject of the consent unless, within 60 days after the date of the earliest dated consent delivered to the corporation in the manner required by this Section, a consent or consents signed by the required number of directors is delivered to the President of the corporation at the corporation's principal place of business or to the Secretary of the corporation. Delivery shall be by hand, electronic transmission, or certified or registered mail, return receipt requested.

(3) Prompt notice of the taking of any action by directors without a meeting by less than unanimous written consent shall be given by the Secretary to all directors who did not consent in writing to the action.

(4) A telegram, telex, cablegram, or similar transmission by a director or a photographic, photostatic, facsimile, or similar reproduction of a writing signed by a director shall be regarded as signed by the director for purposes of this Section.

Section 15. Telephonic Meetings. A meeting of the Board of Directors may be held by conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time. Participation pursuant to this

section shall constitute presence in person at such meeting, except where a person participates in the meeting for the express purpose of objecting that the meeting was not properly called.

Section 16. Prohibited Actions. No loans or disbursements shall be made by the corporation to any members of the Board of Directors. Directors may be reimbursed for reasonable, ordinary and necessary travel and other out-of-pocket expenses incurred in their duties as director. A person serving as a director may receive reasonable compensation for other services rendered to the corporation.

ARTICLE V. OFFICERS

Section 1. Personnel. The officers of the corporation shall be a President, one or more Vice Presidents (the number thereof to be determined by the Board of Directors), a Secretary, a Treasurer, and such other officers as may be elected in accordance with the provisions of this Article. The Board of Directors may elect or appoint such other officers, including one or more assistant secretaries and one or more assistant treasurers, as it shall deem desirable, such officers to have the authority to perform the duties prescribed, from time to time, by the Board of Directors. Any two or more offices may be held by the same person, except the offices of President and Secretary. An officer need not be a member of the Board of Directors.

Section 2. President. The President shall preside at all meetings of the Board of Directors and be responsible for the general management of the affairs of the corporation. The President may sign with the Secretary or any other proper officer of the corporation authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments that the Board of Directors has authorized be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors, by these Bylaws, or by statute to some other officer or agent of the corporation. The President shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Directors from time to time.

Section 3. Vice President. In the absence of the President or in the event of the inability or refusal to act of the President, the Vice President (or in the event there be more than one Vice President, the Vice Presidents in the order of their election) shall perform the duties of the President. When so acting, the Vice President shall have all the powers of and be subject to all the restrictions upon the President. Any Vice President shall perform such other duties as from time to time may be assigned to him by the President or by the Board of Directors.

Section 4. Secretary. The Secretary shall keep minutes of the meetings of the Board of Directors and shall send copies of all minutes to the Board of Directors and to such other parties as are designated by the President. The Secretary shall notify the directors of all meetings of the Board of Directors and shall perform such other duties as may be prescribed by the Board of Directors from time to time.

Section 5. Treasurer. The Treasurer shall cause to be kept regular books of account of the corporation's funds and property and shall present a periodic financial statement and any annual audits to the Board of Directors. The Treasurer shall be responsible for presenting an annual budget to the Board of Directors for approval and shall perform such other duties as may be prescribed by the Board of Directors from time to time.

Section 6. Elections. The officers shall be elected annually by the Board of Directors and serve a term of one year and thereafter until their successors are elected and qualified.

Section 7. Removal. The Board of Directors may remove any officer whenever in its judgment the best interests of the corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officers so removed.

Section 8. Vacancies. Any vacancy that occurs among the officers shall be filled by the Board of Directors. The person chosen shall hold office until his successor is elected and qualifies.

ARTICLE VI. APPOINTIVE OFFICERS AND AGENTS

Section 1. Officers and Agents. The Board of Directors may appoint such officers and agents in addition to those specifically provided for in the Bylaws as may be deemed necessary, who shall have such authority and perform such duties as shall from time to time be prescribed by the Board of Directors. All appointive officers and agents shall hold their respective offices or positions at the pleasure of the Board of Directors, and may be removed from office or discharged at any time, with or without cause.

Section 2. Chief Executive Officer. A Chief Executive Officer may be appointed by the Board of Directors, and under the direction of the Board of Directors, shall be administrative officer of the corporation and shall perform such other duties as directed by the Board of Directors. The compensation of the Chief Executive Officer shall be determined by the Board of Directors, and this person shall serve at the pleasure of the Board of Directors.

Section 3. Staff. The Chief Executive Officer of the corporation, with the approval of the Board of Directors, shall have the authority to appoint and/or employ any person or persons deemed necessary to carry out the purposes of the corporation.

ARTICLE VII. COMMITTEES

Section 1. Appointment of Committees. Committees may be designated by the Board of Directors who shall appoint their members. Each committee shall have and may exercise such powers as the Board of Directors may determine and specify in the respective resolutions appointing them. An individual need not be an officer or director of the corporation in order to serve on a committee.

Section 2. Removal. The members of any committee may be removed by the majority vote of the Board of Directors whenever in their judgment the best interests of the corporation shall be served by such removal.

Section 3. Chairman. One member of each committee shall be appointed chairman by the Board of Directors.

Section 4. Vacancies. Vacancies in the members of any committee may be filled by appointments made in the same manner as provided in the case of original appointments.

Section 5. Quorum. Unless otherwise provided by the Board of Directors, a majority of the whole committee shall constitute a quorum, and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 6. Rules. Each committee may adopt rules for its own governance not inconsistent with these Bylaws or with rules adopted by the Board of Directors.

ARTICLE VIII. NOTICES

Section 1. Form of Notice. Whenever under the provisions of these Bylaws, notice is required to be given to any director or committee member, and no provision is made as to how such notice shall be given, it shall not be construed to mean personal notice, but any such notice may be given in writing, by mail, postage prepaid, addressed to such director or committee member at such address as appears on the books of the corporation. Any notice required or permitted to be given by mail shall be deemed to be given at the time when the notice is deposited, postage prepaid, in the United States Mail.

Section 2. Waiver. Whenever any notice is required to be given to any director or committee member under the provisions of these Bylaws, a written waiver signed by a person entitled to notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice.

ARTICLE IX. FISCAL YEAR

The fiscal year of this corporation shall be the calendar year.

ARTICLE X. CONTRACTS, CHECKS, DEPOSITS, AND FUNDS

Section 1. Contracts and Instruments. The Board of Directors may authorize any officer or officers, agent or agents of the corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances.

Section 2. Checks. All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation, shall be signed by such officer or officers, agent or agents of the corporation and in such manner as from time to time be determined by resolution of the Board of Directors.

Section 3. Deposit of Funds. All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories and the Board of Directors or an authorized officer may select.

Section 4. Contributions. The Board of Directors may accept on behalf of the corporation any contribution, gift, bequest, or devise for the general purpose or for any specific purpose of the corporation.

ARTICLE XI. BOOKS AND RECORDS

The corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its meetings of the Board of Directors and committees having any of the authority of the Board of Directors. The books, accounts, and records of the corporation shall be open to inspection by any of the directors during business hours.

ARTICLE XII. AUDIT

The books of the corporation may be audited annually by a certified public accountant appointed by the Board of Directors. The auditor's report shall be filed with the records of the corporation.

ARTICLE XIII. INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 1. Indemnification. The Act permits the corporation to indemnify its present and former directors and officers to the extent and under the circumstances set forth therein. The corporation hereby elects to and does hereby indemnify all such persons to the fullest extent permitted or required by the Act promptly upon request of any such person making a request for indemnity hereunder. Such obligation to so indemnify and to so make such determination may be specifically enforced by resort to any court of competent jurisdiction. Further, the corporation shall pay or reimburse the reasonable expenses of such persons covered hereby in advance of the final disposition of any proceedings to the fullest extent permitted by the Act and subject to the conditions thereof.

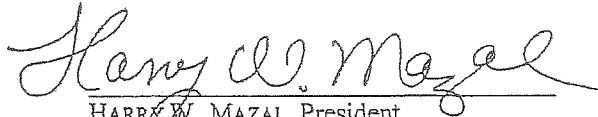
Section 2. Insurance. The corporation may purchase and maintain insurance against any liability asserted against and incurred by any officer or director in a capacity described in these Bylaws or arising out of the status of such a person, whether or not the corporation would have the power to indemnify such person against that liability under this Article.

ARTICLE XIV.
AMENDMENTS AND PARLIAMENTARY PROCEDURE

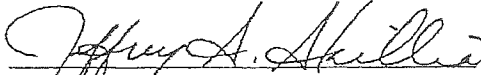
Section 1. Amendments. These Bylaws may be altered, amended or repealed and new Bylaws may be adopted at any regular or special meeting of the Board of Directors by a majority vote of the directors present provided that notice setting forth the proposed alterations, amendments, or new Bylaws has been given to all directors of the corporation not less than seven (7) days before such meeting.

Section 2. Parliamentary Procedure. In all cases where parliamentary procedure of the corporation is not provided by these Bylaws, *Robert's Rules of Order, Revised* shall apply.

As approved by a Unanimous Consent of the Board of Directors dated June 3, 2006.


HARRY W. MAZAL, President

ATTEST:


JEFFREY S. SKILLIN, Secretary

**AMENDED AND RESTATED BYLAWS
OF ATHLOS FOUNDATION**

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**AMENDED AND RESTATED BYLAWS
OF
ATHLOS FOUNDATION**

WHEREAS, the Board of Directors of the ATHLOS FOUNDATION caused to be filed with the Texas Secretary of State Amended and Restated Certificate of Formation; and

WHEREAS, the Amended and Restated Certificate of Formation permits the Board of Directors to adopt bylaws to govern the affairs of the Corporation;

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of the Corporation, that these bylaws shall govern the affairs in pursuit of the Corporation's declared purposes, to wit:

**ARTICLE ONE
NAME**

1.01 Name. The name of the Corporation is Athlos Foundation (the "Corporation").

1.02 Seal. The Corporation shall not have a seal.

1.02 Assumed Names & Marks. The Corporation may by action of the Board of Directors, change its name or adopt such assumed names and trade or service marks as it deems appropriate.

**ARTICLE TWO
PURPOSES**

Charitable Purposes. This Corporation has been organized for any lawful purpose permitted under state and federal law and in accordance with Internal Revenue Code Section 501(c)(3) as amended. The Corporation will not engage in any activities or exercise any powers that are not in furtherance of the charitable purposes described in the Articles of Incorporation or authorized by law.

The Corporation shall seek to own and operate an Open-Enrollment Charter School (the "School") as provided under the Texas Education Code for the benefit of students in Texas, providing educational opportunities, programs and such other functions as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. This Corporation is formed for charitable and educational purposes, and it will be nonprofit and nonpartisan. No substantial part of the activities of the Corporation will consist of the publication or dissemination of materials or statements with the purpose of attempting to influence legislation, and the Corporation will not participate or intervene in any political campaign on behalf of or in opposition to, any candidate for public office. The Corporation will not engage in any activities or

exercise any powers that are not in furtherance of the charitable and educational purposes described in the Certificate of Formation.

The properties and assets of the Corporation are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties or assets of this corporation, on dissolution or otherwise, shall inure to the benefit of any private person, or any director or officer of this Corporation. On liquidation or dissolution, all properties, assets and obligations will be distributed or paid over to an organization dedicated to charitable and educational purposes that is tax-exempt pursuant to Internal Revenue Code Section 501(c)(3) as amended or as otherwise required by state and federal law.

The Corporation, in all its activities and programs, shall not discriminate on the basis of sex, national origin, ethnicity, religion, disability or with respect to students on the basis of artistic, academic, athletic ability or as to the school district the student would otherwise attend, or any other prohibited manner.

ARTICLE THREE

MEMBERS

Members. The Corporation will have no members.

ARTICLE FOUR

BOARD OF DIRECTORS

4.01 Governing Body. The Board of Directors of the Corporation shall constitute its governing body and shall, acting as a body corporate, have such powers and authority conferred upon the Directors by Corporation's Certificate of Formation, these bylaws, and the general laws of the State of Texas. More specifically, the Board of Directors of the Corporation (the "Board") will be responsible for adoption and implementation of policy for the Corporation and for the management, operation and accountability of its charter schools and other nonprofit activities. Without limiting the Board's authority, upon award and execution of a contract for charter from the Texas Education Agency, the following powers and duties must generally be exercised by the Board, acting as a body corporate, in meetings posted in compliance with Texas Government Code, Chapter 551:

- (a) Final authority to hear or decide employee grievances, citizen complaints, or parental concerns;
- (b) Final authority to adopt or amend the budget of the charter holder or the charter school;
- (c) Final authority to authorize the expenditure or obligation of state funds or the use of public property;

- (d) Final authority to direct the disposition or safekeeping of public records;
- (e) Final authority to adopt policies governing charter school operations;
- (f) Final authority to approve audit reports; and
- (g) Initial or final authority to select, employ, direct, evaluate, renew, non-renew, terminate, or set compensation for any chief executive officer(s).

4.02 Number of Directors. The Board of Directors shall consist of at least three (3) directors, but may be increased to either five (5) or seven (7) directors at the Board's discretion. Each director's seat shall have a corresponding seat designation, one (1) through seven (7). Any vacancy occurring on the Board of the Directors shall be filled in the following manner:

- (a) The Board of Directors of the International American Education Foundation, Inc., ("IAEF") a Texas nonprofit corporation, shall be entitled to appoint candidates for Seats 1 and 2, and Seat 6 if that seat is to be filled.

- (b) The Board of Directors of Complete Kids, Inc., an Idaho nonprofit corporation ("Complete Kids") shall be entitled to appoint candidates for Seats 3 and 4, and Seat 7 if that seat is to be filled.

- (c) The Corporation's Board shall be entitled to fill Seat 5 from among candidates nominated for consideration jointly by IAEF and Complete Kids, and shall elect Seat 5 by majority vote of the remaining directors.

Each Director elected to fill a vacancy on the Board of Directors shall hold office for the remainder of the term being filled or until he resigns, passes or is removed in accordance with the provisions in these Bylaws.

4.03 Term. Each director shall commit to serving a three-year term followed by optional successive three-year terms.

4.04 Removal. Any Director may be removed from service as a director with prior written notice provided at least five-days prior to any such meeting, with or without cause, as determined by the Board of Directors by affirmative vote of the majority of directors then serving on the board and as determined to be in the best interest in the Corporation.

4.05 Resignation. Any director or officer may resign from the Corporation by delivering a written letter of resignation to the Chairman or Secretary of the Board. The resignation shall take effect at any time specified therein, and if no time is specified, at the time of its receipt. The acceptance of a resignation by the Chairman or Secretary shall not be necessary to make it effective. No director may resign if the Corporation would then be left without a sufficient numbers of duly elected director or directors in

charge of its affairs as stated in the Articles of Incorporation, except upon notice to the Office of the Attorney General or other appropriate agency of this state.

ARTICLE FIVE

MEETINGS & RECORDS

5.01 Regular Meetings, Frequency and Place. Regular meetings of the Board of Directors shall be held on a quarterly basis at such places and at such times as the Board may determine.

5.02 Annual Meeting. The Annual Meeting of the Board of Directors shall be held on the occasion of its Third (3rd) Quarterly meeting each and every fiscal year, or at such other time as appointed by the Board.

5.03 Special Meetings. Special meetings of the Board of Directors may be called by the Chairman, Secretary, or by any one or more Board members with the consent of the Chairman or Secretary, which consent will not be unreasonably withheld, for any purpose not otherwise proscribed by law, grant or loan condition on the Articles of Incorporation, to transact any business described in the call for the special meetings.

MEETINGS RELATING TO CHARTER SCHOOLS

5.04 Charter School Meetings. Upon award and execution of a contract for charter with the Texas Education Agency, when conducting business relating to the operations or affairs of any of the Corporation's open-enrollment charter schools, meetings shall be conducted in accordance with provisions of the Texas Education Code and Chapter 551 of the Texas Government Code, and the Board of Directors shall be subject to the requirements of the Texas Open Meetings Act, including the following provisions: At no time shall a quorum of the full board meet to deliberate any issue or business of the Corporation without posting notice of a meeting as set forth below. Directors shall normally attend all meetings in person, but may attend by alternate means if circumstances warrant and in accordance with the Texas Open Meetings Act.

(a) Closed Meetings: The Board may meet in a meeting closed to the public to deliberate on those matters specified in the Texas Open Meetings Act as proper for closed meetings, including but not limited to consultation with attorney, real estate, prospective gifts or donations, personnel matters, security personnel or devices, discipline of a student and complaints against an employee unless the student or employee respectively requests an open meeting.

(b) Emergency Meetings: In the event of an emergency as defined in the Texas Open Meetings Act, a meeting may be conducted by telephone conference call. If a meeting involves telephonic participation, the telephonic participation must be by conference call in which all persons participating can be heard by all other participants and the public.

(c) Video Conferencing: Meetings may also be conducted by videoconference call, where both audio and video is simultaneously available to the participants and the public, and all other prerequisites and requirements of the Texas Open Meetings Act are satisfied.

5.05 Notice for Charter School Meetings. When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: Notice of all meetings of the Board of Directors, except as otherwise provided by state law, regulation, will be delivered by mail postmarked, electronic facsimile or e-mail transmission to each Director at least 72 hours before the time of the meeting.

(a) Posting of Notice: In addition, notice to the public of any meeting shall be posted at the administrative offices of the Corporation in a location convenient to the public at least 72 hours before the time of such meeting.

(b) Emergency Notice: Emergency meetings as allowed under the Texas Open Meetings Act may be posted up to two hours before such meeting and subject to other prerequisites under the Act.

(c) Internet Posting: Notice and the agenda of all meetings of the Board of Directors shall also be posted on the Corporation's Internet website for the charter schools, if any, concurrently with the notice posted at the administrative offices, or as otherwise required and authorized by the Texas Open Meetings Act.

(d) Closed Meetings: The agenda shall clearly state whether the Board intends to convene in a closed meeting and shall identify separately each matter to be deliberated by the Board in the closed meeting and whether the Board may take action on any such matter upon returning to the open meeting. The Secretary shall note the times in the open meeting that the Board convenes to and adjourns from the closed meeting.

5.06 Charter School Meeting Order of Business. When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: At regular meetings of the Board, the order of business shall be established in an Agenda approved by the Chairman and as presented in the notice of the meetings. However, the Chairman may modify the order of business. The agenda shall identify all matters to be presented to and considered by the Board. Matters not disclosed in the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

CORPORATE BOARD MEETINGS NOT RELATING TO CHARTER SCHOOLS

5.07 Non-Charter Meetings. When conducting any other Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools, or prior to award and execution of a charter contract, Board meetings shall be conducted in accordance with provisions of Chapter 22 of the Texas Business Organizations Code, the Articles of Incorporation and these bylaws. The Secretary shall cause to be mailed at least forty-eight hours in advance, or sent by electronic means at least twenty-four (24) hours in advance to every director at his/her address (email address) of record with the Corporation, a notice stating the time and place of every meeting. Notice of such meetings shall state the reasons that such meeting has been called and the business to be transacted at such meeting.

5.08 Board Action By Unanimous Written Consent. When conducting any Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools, the Board may take any action required or permitted to be taken at a meeting of the Board of Directors or committee of the Corporation, without an actual meeting if a consent, in writing, setting forth the action to be taken, is signed by all directors or committee members entitled to vote (unanimous written consent) subject to all requirements of applicable law. The unanimous written consent for any such action by the Board or committee must state the date of each Director's or committee member's signature and memorialize the action to be taken. The written consent of each of the Directors or committee members must be delivered to the Corporation no later than the tenth (10th) day after the earliest date of consent, and must be delivered to the Chairman or Secretary of the Board. Delivery must be by hand delivery or by certified or registered mail, return receipt requested.

MEETINGS & RECORDS GENERALLY

5.09 Corporate Records. The Corporation will maintain at its principal office all financial books and records of account, all minutes of the Board meetings and committee meetings, the list of Directors, and copies of all other material Corporate records, books, documents and contracts as required by law. All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, Director, or person authorized by law or the Board to inspect such records, and the Corporation's records will also be available to the extent required by the Texas Public Information Act where applicable for public inspection and copying as promptly as possible as required by such act. Upon leaving office, each Director, officer or agent of the Corporation will turn over to the Chairman in good order any Corporation monies, books, records, minutes, lists, documents, contracts or other property of the Corporation in his or her custody or control.

5.10 Quorum. The presence of a majority of the members shall constitute a quorum and shall be necessary to conduct the business of the Corporation except as

otherwise provided in Article Five, Section 5.14, below. Any Board vacancies shall not be counted in determining a majority called for by these Bylaws.

5.11 Order of Business. Board meetings shall generally proceed with the following order of business:

- Roll Call and Establishment of a Quorum
- Public Comments (if a regular meeting involving the charter schools)
- Reading and Approval of Minutes of Preceding Meeting(s)
- Reports of Committees
- Reports of Officers
- Old and Unfinished Business
- New Business
- Adjournments

The Board of Directors may, by majority vote, adopt a different agenda order.

5.12 Record of Board Action. All motions and resolutions of the Board will be written or recorded in the minutes of the Board and certified copies will be placed in a journal of proceedings of the Board. Such records shall be maintained in accordance with state law and Article 5.08 herein.

5.13 Voting. All matters at any meeting of the Board of Directors or any of its designated committees, except as otherwise provided in these Bylaws, the Articles of Incorporation, or as permitted by law, will be decided by a vote of a majority of the Directors present at or lawfully participating in the meeting as permitted by the Texas Open Meetings Act. If a quorum of the Board is present or lawfully participating in the meeting, the affirmative vote of a majority of the Board of Directors will be the act of the body corporate, unless the vote of a greater number is required by statute, regulation, the Articles of Incorporation, or these Bylaws. Any Director may request a roll call vote on any motion or resolution. Directors may not vote by proxy or secret ballot.

5.14 Fundamental Actions. In accordance with Section 22.164 of the Texas Business Organization Code, the following actions of the Board of Directors are fundamental actions that shall require the affirmative vote of the majority of directors then serving on the Board:

- (a) Amendment of a certificate of formation [or articles of incorporation];
- (b) Voluntary winding up under Chapter 11;
- (c) A revocation of a voluntary decision to wind up under Chapter 11;
- (d) A cancellation of an event requiring winding up under Chapter 11;
- (e) A reinstatement under Section 11.202;
- (f) A distribution plan under Section 22.305;
- (g) A plan of merger under Subchapter F;
- (h) A sale of all or substantially all of the assets of the Corporation;

- (i) A plan of conversion under Subchapter F; or
- (j) A plan of exchange under Subchapter F

5.15 Compensation. Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation, or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

5.16 Parliamentary Procedure. For all matters of parliamentary procedures, the Board and any Committees established by the Board, shall be guided by *Robert's Rules of Order Newly Revised*, 10th ed. (Cambridge, Mass.: Perseus Publishing, 2000).

ARTICLE SIX OFFICERS

6.01 Officers of the Board. The officers of the Board of Directors will consist of the Chairperson, the Vice-Chairperson, the Secretary, the Treasurer, and such other officers as the Board may determine from time to time. Any person may hold more than one office provided that the duties thereof can be consistently performed by the same person, provided, however, that no one person shall at the same time hold the two offices of Chairperson and Vice Chairperson or the two offices of Chairperson and Secretary.

6.02 Terms, Nominations and Election. Elections shall ordinarily occur the Board's Annual meeting. The officers shall be elected for terms not exceeding three (3) years. In accordance with Robert's Rules of Order, the Board of Directors shall first receive nominations for any expiring term(s) of office from the floor, and shall, if nominees are willing to so serve, elect such officer(s) to fill any expiring term(s) by majority vote in accordance with the Rules of Order at Annual Meeting preceding the expiration of the term of office.

6.03 Vacancy. If any such office prescribed in 6.01 shall become vacant by reason of death, resignation, removal, or otherwise, the Board of Directors shall appoint a successor or successors for the unexpired term or terms.

6.04 Chairperson. The Chairperson shall preside at all meetings of the Board of Directors. The Chairperson shall present or cause to be presented at each annual meeting of the Board, an annual report of the work of the Corporation. The Chairperson shall have the authority to sign checks or drafts of the Corporation. The Chairperson shall appoint all committees, temporary or permanent, except for the Executive Committee, which shall consist of the officers of the Corporation. The Chairperson shall

be an *ex-officio* member of all committees where the Chairperson is not an officer as otherwise provided herein.

6.05 Vice Chairperson. The Vice Chairperson shall, in the event of the absence or inability of the Chairperson to exercise his office, become acting Chairperson of the Corporation with all the rights, privileges and powers as if he or she had been duly elected Chairperson.

6.06 Secretary. The Secretary shall keep the minutes and records of the Corporation in appropriate books and shall be the official custodian of the records of the Board and Corporation, subject to delegation to the Corporation's Executive Director and/or Superintendent/CEO of the charter schools.

- The Secretary shall give and serve all notices to members of the Boards
- The Secretary shall present to the Board any communication addressed to him or her as Secretary of the Corporation
- The Secretary shall perform all duties incident to the office of Secretary, and such other duties as from time to time may be assigned to him or her by the Board of Directors.

6.07 Treasurer. The Treasurer shall have the care and custody of all monies belonging to the Corporation and shall be responsible to the Board for such monies and securities of the Corporation. For this purpose the Treasurer shall have available the support and assistance of staff and an external auditor.

- The Treasurer shall be authorized to sign checks or drafts of the Corporation and no special fund may be set aside that shall make it unnecessary for the Treasurer to sign the checks issued upon it.
- The Treasurer shall render or cause to be rendered at meetings as the Board shall determine, a written account of the finances of the organization and such report shall be physically affixed to the minutes of the Board of Directors of such meeting.
- The Treasurer shall perform all duties incident to the office of Treasurer, and such other duties as from time to time may be assigned to him or her by the Board of Directors.

6.08 Compensation. No Board officer shall for reason of his or her office be entitled to receive any salary or compensation, but nothing herein shall be construed to prevent an officer or director from receiving any compensation from the Corporation for duties other than as a director or officer of the Board.

6.09 Employed Corporate Officers. The Board of Directors shall, from time to time as the Board deems necessary, hire and employ an Executive Director/President of the Corporation who shall report to the Board on affairs of the Corporation and oversee the Corporation as directed by the Board. The Board shall also, from time to time, employ a Superintendent/Chief Executive Officer for and to be employed by the

Charter Schools and to oversee the Corporation's charter school operations and affairs. Both the Executive Director and the Superintendent/Chief Executive Officer shall report directly to the Board of Directors of the Corporation and shall serve under such terms and conditions as the Board determines to be in the best interest of the Corporation. The Superintendent/Chief Executive Officer shall perform such duties as delegated and assigned by the Corporation's Board or as required by state law and rules promulgated by the Texas Commissioner of Education. The Executive Director/President and Superintendent/CEO shall be *ex officio* members of all committees established or authorized by the Board.

6.10 Other Employed Officers. The Board of Directors, at its discretion, may hire or appoint or authorize the Executive Director/President or Superintendent/CEO to hire such other executive staff as determined necessary by the Board to carry out the day to day functions and the mission of the Corporation and the operation of its charter schools.

6.11 Compensation of Employed Corporate Officers. Officers who have been employed by the Board of Directors may receive reasonable compensation for performance of their duties to the Corporation as determined by the Board and based on appropriate documentation complying with TEA and IRS Guidelines.

ARTICLE SEVEN

COMMITTEES

7.01 Committees. Committees may be established by the Board of Directors to perform the duties and functions assigned or delegated in furtherance of Board objectives and needs of the Corporation. Any committee may include one or more Directors from the Board. The President of the Board or its designee will appoint the members, officers, or others to committee positions. The rules of procedure of any committee may be established by the Board. Any committee may be abolished or any committee member removed, for any reason and at any time, by majority vote of the Board of Directors of the Corporation.

7.02 Notice of Committee Meetings: Written notice of the time, place and agenda of all committee meetings will be given by the committee chair in the same manner as notices given for regular Board meetings. Each committee will keep and deliver a copy of minutes of its proceedings to the Secretary of the Board and will report briefly on its activities as requested by the Board.

ARTICLE EIGHT

INDEMNIFICATION OF DIRECTORS AND OFFICERS

8.01 No Bond or Surety. A Director or committee member will not be required to furnish any bond or surety for his services as a Director or committee member, and will not be liable for the act or omission of any other Director.

8.02 Indemnification. To the greatest extent then permitted by Chapter 8 of the Texas Business Organization Code ("TBOC"), including without limitation its provisions for permissive indemnification (including the advancement of expenses under Section 8.104 of the TBOC), any person made or threatened to be made a party to any action in court or other proceeding because he is or was a Director or committee member will be indemnified by the Corporation against any and all liability and the reasonable expenses, including attorney's fees, incurred in connection with the defense or settlement of the action, except where it is adjudged that the Director or committee member is liable for gross negligence, bad faith or willful misconduct in performing his duties. The right of indemnification will not exclude any other right of the Director or committee member. INDEMNIFICATION UNDER THIS SECTION IS SUBJECT TO ANY AND ALL PROHIBITIONS, RESTRICTIONS AND LIMITATIONS IMPOSED BY LAW. The above indemnification shall not be exclusive of an other rights to which a person who held a position described above may be entitled to by law, agreement, vote of disinterested Directors, or otherwise.

8.03 Insurance. The Corporation may purchase and maintain insurance on behalf of any person (or may reimburse any such person for the reasonable and necessary cost of obtaining and maintaining personal insurance) against any liability which may be incurred by him or by her arising out of his or her status as a Director, officer, committee member, employee, delegate, or governing person of the Corporation, whether or not the Corporation would have the power to indemnify him or her against any such liability in Section 8.02.

ARTICLE NINE

CORPORATE FINANCES AND ACCOUNTING

9.01 Depository Institutions. All funds of the Corporation not otherwise employed will be deposited in banks or other depositories designated by the Board of Directors and in accordance with state law.

9.02 Financial Transactions. All checks, drafts, endorsements, notes and evidences of indebtedness of the Corporation will be signed by such officers or agents as designated by the Board of Directors and all endorsements for deposits to the credit of the Corporation will be made as authorized by the Board of Directors.

9.03 Loans and Indebtedness. No loans or advances will be contracted on behalf of the Corporation, and no note or other evidence of indebtedness will be issued in its name, except as authorized by the Board.

9.04 No Insider Dealing. Subject to any applicable law, regulation, or requirement of the Texas Nonprofit Corporation Act or Internal Revenue Code, no Director, officer or committee member will be interested directly or indirectly in any contract or program involving Corporation assets, relating to the operation conducted by it or in any contract for furnishing services or supplies to it, unless (a) the contract is authorized by a majority of Directors present at a meeting in which there is a quorum

and vote without the interested Director's presence; (b) the facts and nature of the Director's interest is fully disclosed to the whole Board of Directors before the meeting in which the contract will be considered and all legally required disclosure forms and affidavits are received; (c) the Corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances and (d) the Board has received and relied on adequate supporting documentation in accordance with legal guidelines and such is recorded in the financial records of the Corporation as required by Texas law.

9.05 No Insider Loans. The Corporation will make no loans or grants to its Directors, officers, employees, committee members or other persons prohibited by law. Directors who vote for, and any officer who participates in, the making of a loan to a Director, officer, employee or other person will be jointly and severally liable to the Corporation for the amount of the loan until it is repaid.

9.06 Fiscal Year. The fiscal year of the Corporation will begin on September 1 of each year and will end on August 31 of the next year.

9.07 Annual Audit. In addition to such other reports and information as may be required by the Texas Education Code and its implementing regulations, the Board shall have the financial and programmatic operations of the Charter Schools audited annually by a certified public accountant licensed by the Texas State Board of Public Accountancy and registered as a provider of public accounting services, and the Board shall review, approve and file a copy of the annual audit report with the Texas Education Agency (TEA) no later than 150 days after the end of the fiscal year for which the audit is made or as otherwise required by Texas law.

ARTICLE TEN

AMENDMENTS TO BYLAWS

Amendments. These bylaws may be altered, amended, repealed or added to by an affirmative vote of not less than the majority of members at a duly scheduled and noticed meeting. Any amendment to these bylaws must also be approved by IAEF and Complete Kids, and accompanied by a charter amendment submitted to the Texas Education Agency for approval to the extent required by law or charter contract.

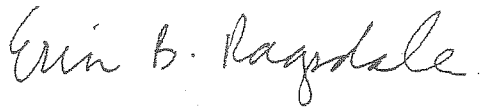
ARTICLE ELEVEN

MISCELLANEOUS

11.01 Construction. Whenever the context requires, the masculine will include the feminine and neuter, and the singular will include the plural, and vice versa. If any portion of these Bylaws is declared invalid or inoperative, then so far as is reasonable the remainder of these Bylaws will be considered valid and operative and effect will be given to the intent manifested by the portion held invalid or inoperative.

11.02 Controlling Authority. These Bylaws are subject to and governed by, and should be read to comply with, any applicable federal or state laws and regulations, including the Texas Education Code (as may be applicable) and its implementing regulations, pertinent local ordinances and the Articles of Incorporation.

As approved by Unanimous Consent of the Board of Directors February 24, 2014.

A handwritten signature in cursive script that reads "Erin B. Ragsdale".

Erin Ragsdale, Director

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU OF
MEETING OF THE BOARD OF DIRECTORS
OF
ATHLOS FOUNDATION

February 24, 2014

Pursuant to Section 22.220 of the Texas Business Organizations Code (the "TBOC"), the undersigned, being the Directors of **Athlos Foundation**, a Texas non-profit corporation (the "Corporation"), and in lieu of a meeting of the Board of Directors, the call of which is hereby expressly waived, do hereby consent to the adoption of the following resolutions:

I. AMENDED AND RESTATED CERTIFICATE OF FORMATION

RESOLVED, that the form, terms and provisions of the Amended and Restated Certificate of Formation of the Corporation to be filed in the office of the Secretary of State of Texas, is hereby in all respects approved, and the Secretary is hereby instructed to file in the Corporation's minute book the Corporation's Certificate of Filing, together with the duly certified duplicate original Amended and Restated Certificate of Formation.

II. AMENDED AND RESTATED BYLAWS

RESOLVED, that the Bylaws appearing in that certain document entitled "Amended and Restated Bylaws of Athlos Foundation" are hereby adopted as the Bylaws of this Corporation.

RESOLVED FURTHER, that the Secretary of the Corporation is authorized and directed to certify a copy of such Bylaws and maintain them in the principal office of the Corporation for the transaction of its business, open for inspection by the directors at all reasonable times during office hours, and that in certifying such Bylaws, the Secretary shall state in his certificate that the Bylaws were adopted by the unanimous written consent of the directors without a meeting as authorized by the TBOC.

III. ETHICS, CONFLICTS OF INTEREST, & NEPOTISM POLICY

RESOLVED, that the certain document entitled "Ethics, Conflicts of Interest, & Nepotism Policy of Athlos Foundation" is hereby adopted as the policy of this Corporation.

This Consent may be executed in one or more counterparts, all of which together constitute the same instrument.


{Directors' Signature Page Follows}

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU
MEETING OF THE BOARD OF DIRECTORS OF
ATHLOS FOUNDATION
PAGE 1

ATHLOS FOUNDATION



Edward G. Conger, Director



Date

Jerry McCreight, Director

Date

Todd Whitthorn, Director

Date

Erin Ragsdale, Director

Date

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU
MEETING OF THE BOARD OF DIRECTORS OF
ATHLOS FOUNDATION
PAGE 3

ATHLOS FOUNDATION

Edward G. Conger, Director

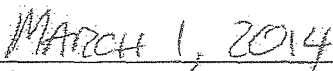
Date

Jerry McCreight, Director

Date



Todd Whitthorne, Director



Date

Erin Ragsdale, Director

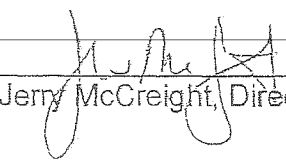
Date

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU
MEETING OF THE BOARD OF DIRECTORS OF
ATHLOS FOUNDATION
PAGE 3

ATHLOS FOUNDATION

Edward G. Conger, Director

Date


Jerry McCreight, Director

2/24/14
Date

Todd Whitthorn, Director

Date

Erin Ragsdale, Director

Date

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU
MEETING OF THE BOARD OF DIRECTORS OF
ATHLOS FOUNDATION
PAGE 2

ATHLOS FOUNDATION

Edward G. Conger, Director

Date

Jerry McCreight, Director

Date

Todd Whitthorn, Director

Date

Erin B. Ragsdale

March 3, 2014

Erin Ragsdale, Director

Date

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, submit a notarized, Board Member Biographical Affidavit completed by each member of the proposed school's governing board.

All prompts and response boxes shall be completed. If a prompt does not apply to the member, enter a response of N/A followed by a brief explanation of why the prompt does not apply. Ensure that the anticipated role to be filled at the proposed charter is identified.

Name of proposed charter school: Athlos Academy

Name of sponsoring entity: Athlos Foundation

BACKGROUND

Full Legal Name: Todd Allen Whitthorne

Home Mailing Address: 142 Washington Court, Coppell, Texas 75019

Phone Number: 972-462-1669

E-mail Address: twhitthorne@acaphealth.com

Business Name: ACAP Health

Business Mailing Address: 12712 Park Central Drive, Suite 100, Dallas, Texas 75251

Phone Number: 214-706-5471

E-Mail Address: twhitthorne@acaphealth.com

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes ☒ No, does not apply to me

If Yes, state the name of the entity:

1. What was your motivation to serve on the board of the proposed charter school?

As a "health and wellness" professional I am firmly aware of the direct link between physical health and academic achievement. In addition, the focus on character as a strong part of the curriculum is something that, as a parent, I believe will provide a fantastic foundation for a well-rounded student. I am very much interested in using my experience and expertise to positively influence education in North Texas.

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

Board Members are expected to provide direction and support for the Athlos leadership team in addition to holding the administration accountable for educational and financial goals.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have been active in Texas education for many years. I frequently speak at TASA conferences throughout the State as well as individual groups of district educators including superintendents, principals, teachers, and administrators. In addition, I am asked to address every class of Dr. John Brooks' Ph.D. candidate program at the University of North Texas. I currently, or have previously served on boards of other non-profits so I understand the roles and expectations.

4. Describe the specific knowledge and experience that you would bring to the board.

My primary contribution will be the understanding of current public health issues facing children and families including obesity, physical inactivity and diabetes. Emphasizing the critical importance of regular physical activity and proper nutrition will be part of what I hope to share as a board member.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Pro-actively blending all three of these "pillars" into research based programs will ensure that all students, independent of socio-economic background, will have the opportunity to not only succeed, but to thrive academically, physically and emotionally. Graduates will not only emerge with an outstanding education but will also be prepared to effectively lead and serve in the communities in which they choose to live.

2. What is your understanding of the school's proposed educational program?

The curriculum will be designed to align vertically, across disciplines, and to the TEKS. Emphasizing all three priorities, as stated above, from the very start will encourage students to take ownership of their education.

3. What do you believe to be the characteristics of a successful school?

A financially sound institution filled with students that are fit, excited about learning, and showing measurable academic improvement.

4. How will you know that the school is succeeding (or not) in its mission?

Success will be objectively measured by the standards established by the board in concert with the principal. These will include benchmarks in the areas of academic achievement, physical fitness, and character development as well as financial viability.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board will provide financial, academic and business oversight for the school, including approving budgets, curriculum and hiring managerial staff.

2. How will you know if the school is successful at the end of the first year of operation?

If our students meet and exceed state standards and the financial health and community support for the school remain strong.

3. How will you know at the end of four years if the school is successful?

If our students continue to exceed state testing standards and scores have improved over the four years. If there is a low turnover of staff and employees and our schools are at our near maximum enrollment, with potential for further growth and expansion.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

It will be critical for all board members to be involved in the consistent monitoring of progress of the stated benchmarks. I also believe it will be important for board members to interact on a regular basis with not only the principal but also the teachers, students and parents. Regular communication will be vital.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

Require and encourage open, transparent dialog to address any issue of concern. This should be done in a professional manner that is consistent with proper protocol in dealing with ethical matters.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☒ Yes ☐ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I have been involved in previous board meeting with some, but not all, of the board members of this board. I know them in this capacity.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes ☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

None.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

None.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I, TODD WHITTORNE, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

Todd Whitthorne

Date

10/21/15

Verification

State of

Texas

County of

Dallas

On this day, Todd Whitthorne (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 21st day of October, 2015.

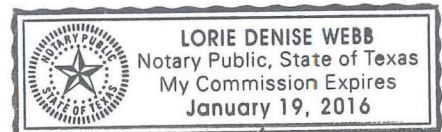
(Notary Public)

Lorie Denise Webb

(Seal)

My commission expires

01/19/2016



Name of proposed charter school:

Name of sponsoring entity:

BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes ☒ No, does not apply to me

If Yes, state the name of the entity:

1. What was your motivation to serve on the board of the proposed charter school?

Athlos' focus on physical health and activity and succeeding in the classroom.

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

Includes oversight of public charter school including governance and fiscal responsibilities.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Currently serve as a board member of the Mi Escuelita Preschool board, a non-profit focused on early childhood education. I have previously served on the Executive Board of the Richardson Chamber of Commerce, a non-profit business organization and as the President of the Hispanic 100, a non-profit that promotes the advancement of Latina women and that assists with education and business grants to individuals and organizations.

4. Describe the specific knowledge and experience that you would bring to the board.

Community and government relations experience.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

A unique public school model that prepares students for a competitive future in three essential ways: prepared mind + healthy body + performance character.

2. What is your understanding of the school's proposed educational program?

To teach essential academic subjects, focusing on fundamental skills students will need throughout their lives. The Athlos academic curriculum promotes curiosity, strategic learning routines and confidence that students can master the subjects they consider to be difficult.

3. What do you believe to be the characteristics of a successful school?

Improved student academic and physical health outcomes, along with approved rating from state agencies, substantiated with proven metrics AND students that are eager to come to school.

4. How will you know that the school is succeeding (or not) in its mission?

Test scores, enrollment retention, graduation rates and parent and student satisfaction.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

Beyond providing academic and fiscal oversight, support Athlos' 3 Pillars of Excellence and guide activities and growth in the region by attending quarterly meetings, attend Athlos events, participate in meetings with business and civic organizations and advocate for Athlos Academy.

2. How will you know if the school is successful at the end of the first year of operation?

Through review of measurements for success regarding goals that Staff has set which should focus on improved academic, physical healthy and character improvement.

3. How will you know at the end of four years if the school is successful?

This will be based on the success of the student population in the three focused areas - student academics, physical health, and character improvement.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Stay focused, follow the regulatory guidelines, and uphold Athlos Academy's focus on student academics, physical health and character improvement.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

Implement the board process that is in place for addressing these types of circumstances.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☐ Yes ☒ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes ☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

None.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

None

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I, Martha Rocha, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature Martha Rocha Date 10/28/15

Verification

State of Texas

County of Dallas

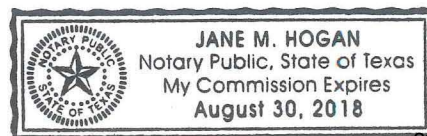
On this day, Martha Rocha (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 28th day of October, 2015.

(Notary Public) Jane M. Hogan

(Seal)

My commission expires August 30, 2018



Name of proposed charter school: Athlos Academy

Name of sponsoring entity: Athlos Academy

BACKGROUND

Full Legal Name: Michael Lee Ashmore

Home Mailing Address: 30448 Blueberry Ridge Drive, Bulverde, TX 78163

Phone Number: 210-601-2355

E-mail Address:

Business Name:

N/A

Business Mailing Address:

N/A

Phone Number:

N/A

E-Mail Address:

N/A

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes ☒ No, does not apply to me

If Yes, state the name of the entity:

1. What was your motivation to serve on the board of the proposed charter school?

I believe that the foundational model of delivering educational opportunities while focusing on the whole health of the student has great merit. Many existing models focus entirely on the delivery of curriculum without thought to the rest of the body. By supporting the three pillars of that Athlos model (Prepared Mind, Healthy Body and Performance Character), students and parents are provided with an opportunity to participate in an educational process that is unique and different. I believe that my participation can help broaden this opportunity.

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

A board member should use their talents to help develop and realize the goals of the school. In addition, the board member should work to become educated on specific issues related to laws and processes related to charter school operations. The board member should also strive to guide the charter school through ethical and professional behavior.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have not served on a governing body of a school system. However, I have over 15 years of experience working in supporting roles in the public education. In addition, I have served on several professional committees and worked within a variety of community service organizations as a volunteer and as an executive board member.

4. Describe the specific knowledge and experience that you would bring to the board.

My professional and educational experience includes the areas of risk management, procurement, budget development and management as well as drafting administrative procedures and local policy. I also have a history of working with a variety of people with differing backgrounds.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The foundational concept is that education is about more than just academics. The guiding beliefs of Athlos includes teaching and modeling behaviors and strategies that develop strong leaders that work hard, get along well in a team environment and focus on achievement.

2. What is your understanding of the school's proposed educational program?

The foundation of the Athlos approach is based on 3 pillars. The first is Prepared Mind. This focuses on curriculum and the delivery of instruction. The second is Healthy Body which prescribes physical activity in structured and unstructured play coupled with health and nutritional education focused on wellness. The third pillar is Performance Character. This pillar focuses on the character and performance development of each student.

3. What do you believe to be the characteristics of a successful school?

A successful school is one that provides a high degree of utility for the parent and the student. The measurement of success is depicted by the outcome as students and communities are developed and improved based on the methods used by the school. Basically, the student must receive the tools necessary to become a contributing member of society. This should be the purpose and measurement of all educational programs.

4. How will you know that the school is succeeding (or not) in its mission?

As mentioned above, the final success becomes apparent through the successes of each student. Along the way, key performance indicators can be used to determine whether success is being experienced.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board should make sure to keep the interest of the students in the fore-front by staying focused on their needs. This can be accomplished by being an active participant in developing policy and programs.

2. How will you know if the school is successful at the end of the first year of operation?

Athlos has successfully developed benchmarking criteria to help determine the effectiveness of instructional activity. Coupling this with state measurements will provide areas to target for improvement.

3. How will you know at the end of four years if the school is successful?

The continued monitoring of benchmarks coupled with student performance over this period of time will provide an even better indicator as the school is able to identify trends and the effectiveness of steps towards improvement.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Make sure that communication is continuous and free flowing between the board, the administration along with students and parents. The board must work to make sure that the monitoring of educational outcomes and financial activities are working in tandem to provide the highest level of success possible.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

The most important thing to do is to take action to address the situation. After gathering the facts, the Board should act to come to a decision on the best solution possible.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☐ Yes ☒ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes ☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☒ Yes ☐ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

I am a long time friend of Joseph Hoffer who provides legal services for the school. In addition, my spouse is employed by his law firm.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

None.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

None.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I, Michael L. Ashmore, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

M. Ashmore

Date

10/28/15

Verification

State of

Texas

County of

Bexar

On this day, Michael Ashmore (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before

28

day of

October

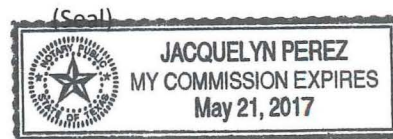
, 2015.

(Notary Public)

Jacquelyn Perez

My commission expires

May 21, 2017



Name of proposed charter school:

Name of sponsoring entity:

BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes ☒ No, does not apply to me

If Yes, state the name of the entity:

1. What was your motivation to serve on the board of the proposed charter school?

The Athlos model caters to the whole student through the mindset of three pillars: Prepared Mind, Healthy Body, and Performance Character. In addition to rigorous and thorough academic preparation, Athlos provides a component missing from current school curricula. Athlos explicitly teaches skills that are crucial for success in college and beyond through the Performance Character curriculum.

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

Charter school board members are charged with safeguarding the education and well-being of the students they serve by creating and guiding a superior school. Charter school board members also have a fiduciary responsibility to the state of Texas and its taxpayers by ensuring that funds distributed to the school are spent appropriately and with the best interest of the students in mind.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on multiple non-profit boards in the realm of education and child welfare including: Supporting the Emotional Needs of the Gifted executive board, the Arizona Association for the Gifted and Talented governing board, and the Arizona Future Problem Solving governing board. All of these organizations managed large budgets and had multiple programs and services.

4. Describe the specific knowledge and experience that you would bring to the board.

I have over 10 years of experience in various educational settings including traditional public school settings, public charter schools, and universities. I have taught students in every grade level k-12 along with undergraduate and graduate students at university. Additionally I bring a broad range of experience with multiple ability levels including special education and gifted education. I have worked as a school leader, hired and trained teachers and have been through the start -up process as a school leader.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Athlos' mission encompasses the multi-dimensional nature of skills necessary for success. By addressing the entire child through the three pillars of Prepared Mind, Healthy Body, and Performance Character, Athlos is able to offer students a well rounded curriculum that appeals to the whole child and explicitly teaches vital "soft skills" like grit, perseverance, resilience, and social intelligence that successful professionals know are critical.

2. What is your understanding of the school's proposed educational program?

Athlos' educational plan offers a solid, thorough covering of the TEKS using well respected curricular materials. Athlos has high expectations of all students and its curriculum sets high standards for students that all must work to attain. Students will be offered a wide range of differentiated learning modalities, ranging from direct instruction in foundational concepts in the early grades to interdisciplinary, project based learning that caters to multiple intelligences and high level critical thinking.

3. What do you believe to be the characteristics of a successful school?

The characteristics of a successful school are simple: -High academic and behavioral expectations for students with curriculum and resources to support along with expertly trained, passionate teachers that are masters of their content area, whether it be child development or subject area knowledge.

4. How will you know that the school is succeeding (or not) in its mission?

We will look at a combination of factors including STAAR and EOC results, internal academic testing results, Performance Character assessment grading (these assessments are rating scales with multiple raters including student, teacher, and family), tests of fitness to measure student growth. We also will gather anecdotal evidence of student and family satisfaction to measure performance.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board will serve as a critical guiding force to set long term, big picture policy and goals for the schools including curriculum and the hiring of managerial staff. Additionally, the board will serve as financial and academic oversight for the school.

2. How will you know if the school is successful at the end of the first year of operation?

It is critical that students are meeting or exceeding Texas state standards, so the first measure of success is STAAR performance. We would like to see our students' STAAR performance scores increase from the previous year and raise the passing percentages. These growth goals will be set based on the makeup of our first year student body's incoming passing rates. Additionally, we will look at growth in Performance Character assessment, and fitness assessment growth.

3. How will you know at the end of four years if the school is successful?

At the end of four years, the Athlos culture will be fully ingrained with students and staff. Turnover rates of students and staff will be low. STAAR passing rates will be above the Texas state average in each tested area. Students will have made significant, documentable growth in each of the three pillar areas. The school will be fiscally sound and growing.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The charter board will need to be very selective in choosing school leaders to ensure that the Athlos mission is being carried out effectively and accurately. Additionally, the charter board will provide careful fiscal oversight, long term vision planning and ensure that the school is compliant with all state and federal regulations.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

If I suspected that one or more members of the school's board were acting unethically, I would consult legal counsel and approach the charter board governing authority immediately.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☐ Yes ☒ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes ☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☒ Yes ☐ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

I found out about Athlos through a mutual business associate, Joe Hoffer, who is an attorney representing Athlos.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

Student Services Specialist: BASIS Chandler. July 2012-April 2013. 1800 E. Chandler Blvd Chandler, Arizona 85225

Head of School: BASIS San Antonio. April 2013- December 2014. 8519 Floyd Curl Road, San Antonio, Texas 78240

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I, Tiffany O'Neill, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

Tiffany O'Neill

Date

10/30/15

Verification

State of

Texas

County of

Brewer

On this day, TIFFANY O'NEILL (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before

me on
the 30th

day of

October

, 20 15.

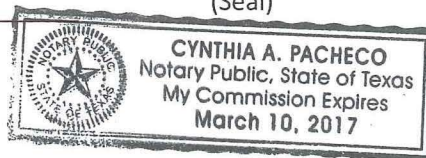
(Notary Public)

Cynthia A. Pacheco

My commission expires

3-10-17

(Seal)



Name of proposed charter school: Athlos Academy

Name of sponsoring entity: Athlos Foundation

BACKGROUND

Full Legal Name: Deborah J. Rhea

Home Mailing Address: 6938 Briarwood Dr. Fort Worth, TX 76132

Phone Number: 817-269-5486

E-mail Address: d.rhea@tcu.edu

Business Name: Texas Christian University

Business Mailing Address: TCU Box 297730 Kinesiology Dept. Fort Worth, TX 76129

Phone Number: 817-257-5263

E-Mail Address: d.rhea@tcu.edu

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes ☒ No, does not apply to me

If Yes, state the name of the entity:

1. What was your motivation to serve on the board of the proposed charter school?

The school's philosophy aligns very closely to mine with regards to working with students in an environment that is conducive for learning.

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

To be supportive and help with decisions related to the goals and objectives of this charter school.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I do not have experience serving on a charter school board. I do already work in charter, private, and public schools training teachers through inservice trainings on physical education, health, and methodological training. I feel that my experiences at the K-12 level for over 35 years give me the insight to know how a board member can help with decisions and support.

4. Describe the specific knowledge and experience that you would bring to the board.

As I stated in the #3, I have been training teachers for many years. I also train students at TCU related to physical education. I have recently begun a research endeavor called the Link Project in the DFW area. This project brings four outdoor, unstructured breaks throughout the school day along with an added character development curriculum taught three times per week. I am working in two different public school districts and two private schools.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The school works off of a three pillar approach: a prepared mind (academics), a healthy body (fitness related activity daily), and a performance character (developing social skills necessary to perform well through a curriculum).

2. What is your understanding of the school's proposed educational program?

To bring a competitive future to children through focus on fundamental academic subject skills, a proper conditioning fitness program, and the social skills necessary to be productive citizens through performance in sports and life.

3. What do you believe to be the characteristics of a successful school?

Integrity of the board, administrators, teachers, and students, trust in the teachers they hire to know how to teach to the individual needs of the students, having physical education daily, having several unstructured breaks throughout the day, character development curriculum taught, and a well rounded content curriculum without standardized testing.

4. How will you know that the school is succeeding (or not) in its mission?

By seeing it in motion. By talking with students and parents. By listening to the administrators and teachers.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

Support and asking the hard questions - ultimately the school personnel needs to tell the board what is going on and how they think they need to get to the next steps.

2. How will you know if the school is successful at the end of the first year of operation?

How well they have met the goals set forth for that year.
Keeping within the budget guidelines.

3. How will you know at the end of four years if the school is successful?

How well they have met the goals they have set for the four year period
Maintaining a good budget report yearly

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Keep communication open between the administration and the school board
Work within the guidelines set forth for success

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

I would speak up and try to move the others on the board to agree to replace them with ethical leaders

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☐ Yes ☒ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes ☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

FrogLessons - K-12 physical education curriculum

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

None

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I, Deborah J Rhett, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature Deborah J Rhett Date 10-28-15

Verification

State of Texas

County of Tarrant

On this day, 10-28-15 Carol J. Womack (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 28th day of October, 2015

(Notary Public) Carol J. Womack

My commission expires 11-1-16



Provide the following:

The governing board's proposed Code of Ethics and Conflict of Interest policy. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

ETHICS, CONFLICTS OF INTEREST, & NEPOTISM POLICY ATHLOS FOUNDATION

Preamble

This Policy is adopted by the Board of Directors (collectively, the “Board” or the “Directors” and individually a “Director”) of Athlos Foundation (the “Corporation”). The Board is committed to maintaining the highest legal and ethical standards in the conduct of the business of the Corporation, and to protecting the integrity and reputation of the Corporation, the Board and all the employees, volunteers and programs of the Corporation.

Under established principles of law and sound business ethics, the Directors and Officers (as defined below) of the Corporation are responsible for exercising their duties honestly, in good faith, and with a high standard of diligence and care. Accordingly, the Directors and Officers have an obligation to keep the welfare of the Corporation at all times paramount in order to ensure that they 1) do not compromise their independence of judgment, 2) preserve confidence and trust in the organization and the Board, and 3) protect and fulfill the mission of the Corporation. Every Director and Officer of the Corporation has a duty of loyalty to the Corporation. Therefore, activities and financial interests must be arranged so as not to interfere with the primacy of that commitment. This Policy will assist Directors and Officers as they identify actual or potential conflicts of interest and will provide the Board with a procedure to address any conflicts. This Policy is intended to supplement but not replace any applicable federal, state or local laws governing conflicts of interest applicable to charter schools and charitable organizations.

I. Ethical Principles

A. Personal and Professional Integrity. Directors and Officers, as well as employees, volunteers, and advisors of the Corporation, must conduct themselves in an honest and ethical manner, including the ethical handling of actual or apparent conflicts of interest, as set forth below.

B. Financial Stewardship. The Corporation manages its funds responsibly and prudently. It oversees the funds entrusted to it consistent with state and federal law and consistent with donor intent to support the purpose and mission of the Corporation and the students and community in which it operates. It ensures that all spending practices and policies are reasonable and appropriate and all financial reports are factually accurate and complete in all material respects. As a tax-exempt public charity, the Corporation uses and expends its funds in a manner that advances the charitable and educational mission and objectives of the Corporation and not the private interests of Directors or Officers.

C. Public Accountability. The Corporation provides comprehensive and timely information in accordance with applicable state and federal law and is responsive to reasonable requests for information about its activities. Basic informational data about the Corporation such as the IRS Form 990, audited financial statements and Annual Financial and Compliance Report shall be made available to the public in accordance with applicable state and federal law.

D. Accuracy and Retention of Records. The Corporation will create and maintain records that satisfy operational and legal requirements including federal, state and local laws.

E. Political Activities. As a 501(c)(3) tax-exempt public charity, the Corporation is prohibited from engaging in political activities and its tax-exempt status is in part dependent upon whether it conducts political activities. Anyone serving as a Director, Officer, employee, volunteer, vendor or contractor must not use their relationship with the Corporation to promote or oppose candidates or parties or to create the appearance that the Corporation endorses or opposes a candidate or party for elected office.

F. Endorsements and Use of the Corporate Name and Affiliation. The Corporation's name, logo, letterhead or other intellectual property may not be used by any person to endorse or gain support for a cause without prior authorization in writing from the Corporation's Board.

G. Questions, Concerns or Reports of Violations. Questions or concerns should be directed to one or more of the following: the Chairman of the Board of Directors or the Chief Executive Officer. If a Director, Officer, employee, volunteer or contractor believes a colleague is violating the obligations or expectations of this Policy, or is otherwise acting in an illegal or unethical manner, it is his/her duty to report it. Doing so is not an act of disloyalty, but of loyalty to the Corporation and the principles that it intends to uphold and the type of community it seeks to foster. A report also safeguards the reputation and assets of the Corporation, and can safeguard an individual from criminal, civil or disciplinary action for failure to report a crime or ethical lapse.

H. Staff Obligations. In addition to this Policy, staff members shall also be obliged to conduct themselves in accordance with, among other things, the employee policies of the Corporation.

II. Conflicts of Interest

A. Statement on State Law. The Corporation and its Officers and Directors shall comply with state law governing conflicts of interest among charter school and charter holder board members and officers, as described in Chapter 12 of the Texas Education Code and 19 T.A.C. §§ 100.1131 - 100.1135, including but not limited to the following:

i. Employees Serving on the Board.

(1) A member of the governing body of a charter holder, a member of the governing body of a charter school, and an officer of a charter school shall comply with Local Government Code, Chapter 171, in the manner provided by the conflict of interest provisions described in 19 T.A.C. §§100.1131 - 100.1135.

(2) Except as otherwise provided by law, a person who receives "compensation or remuneration" (as defined by law) from a nonprofit corporation holding an open-enrollment charter may not serve on the governing body of the charter holder.

(a) If each charter school operated by a charter holder has received a satisfactory rating, as defined by applicable law, for at least two of the preceding three school years, then charter school employees may serve on the governing body of the charter holder as described below and as provided by law.

(b) If a charter holder has operated at least one charter school which reported attendance that occurred prior to September 2, 2001, but no charter school operated by the charter holder has received a sufficient number of substantive ratings to determine whether it has received a satisfactory rating for at least two of the preceding three school years, then charter school employees may serve on the governing body of the charter holder as provided by law.

(c) An employee of a charter school may serve as a member of the governing body of the charter holder if: (i) only employees of the charter school, and not employees of the charter holder, serve on the governing body of the charter holder; (ii) the only compensation or remuneration received by the board member is salary, bonuses, benefits,

or other compensation received pursuant to the employment relationship with the charter school; (iii) charter school employees do not constitute a quorum of the governing body or any committee of the governing body; and (iv) all charter school employees serving on the governing body comply with all applicable conflict of interest provisions required by law.

ii. Conflicts Requiring an Affidavit and Abstention from Voting. The following circumstances shall be deemed a Conflict of Interest (as defined below) and the Director or Officer shall, in addition to the procedures set forth in Section C, take action as described below:

(1) If a Director or Officer has a substantial interest in a business entity or in real property, the official shall file, before a vote, decision, or other action on any matter involving the business entity or the real property, an affidavit stating the nature and extent of the interest (Exhibit A, attached) and shall abstain from further participation in the matter if:

(a) In the case of a substantial interest in a business entity, the vote, decision, or other action on the matter will have a special economic effect on the business entity that is distinguishable from the effect on the public; or

(b) In the case of a substantial interest in real property, it is reasonably foreseeable that a vote, decision, or other action on the matter will have a special economic effect on the value of the property, distinguishable from its effect on the public.

(2) The affidavit described above (Exhibit A) must be filed with the official record keeper of the charter holder. For the Corporation, the affidavit should be filed with the Secretary of the Corporation.

(3) If a Director or Officer is required to file and does file an affidavit as required above, the Director or Officer is not required to abstain from further participation in the matter requiring the affidavit if:

(a) The Director or Officer is a member of the governing body of the charter holder or the charter school, and

(b) A majority of the members of the governing body of which the Director or Officer is a member is composed of persons who are likewise required to file and who do file affidavits of similar interests on the same official action.

iii. Separate Vote on Budget Item. The Board of Directors shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a member of the governing body of the charter holder has a substantial interest. Abstention is required except as provided above and in 19 T.A.C. § 100.1133(c), otherwise the affected Director may not participate in that separate vote. The affected Director may vote on a final budget if: (a) the affected Director has complied with this chapter; and (b) the matter in which the affected Director is concerned has been resolved.

iv. Conflict Disclosure Statement. For purposes of Local Government Code chapter 176, a local government officer includes the Corporation's Superintendent/CEO and Directors of the Board. The law proscribes that local government officers shall file the required conflicts disclosure statement (Exhibit B, attached), as adopted by the Texas Ethics Commission, with respect to an applicable vendor if the vendor enters into a contract with the Corporation or if the Corporation is considering entering into a contract with the vendor, and the vendor:

(1) Has an employment or other business relationship with the local government officer or a family member of the officer that results in the officer or family member receiving taxable income, other than investment income, that exceeds \$2,500 during the 12-month period preceding the date that the officer becomes aware that a contract has been executed or the Corporation is considering entering into a contract with the person; or

(2) Has given to the local government officer or a family member of the officer one or more gifts that have an aggregate value of more than \$250 in the 12-month period preceding the date the officer becomes aware that such a contract has been executed or the Corporation is considering entering into a contract with the vendor.

A local government officer is not required to file a conflicts disclosure statement in relation to a gift accepted by the officer or a family member of the officer if the gift is:

- Given by a family member of the person accepting the gift;
- A political contribution as defined by Title 15, Election Code; or
- Food, lodging, transportation, or entertainment accepted as a guest.

A local government officer shall file the conflicts disclosure statement (Exhibit B) with the records administrator (Superintendent/CEO or designee) of the Corporation not later than 5:00 p.m. on the seventh business day after the date on which the officer becomes aware of the facts that require the filing of the statement.

A local government officer commits a Class C misdemeanor if the officer knowingly violates this law. It is an exception to the application of the penalty that the local government officer filed the required conflicts disclosure statement not later than the seventh business day after receiving notice from the Corporation of the alleged violation.

The Corporation must also provide access on its website to the conflicts disclosure statements and questionnaires (from vendors) required to be filed with the records administrator.

B. Statement on Federal Law. In addition to state laws described herein, the Corporation and its Officers and Directors shall comply with the federal regulations regarding private benefit and excess benefit transactions as described in Section §4958 of the Internal Revenue Code and 26 CFR 53.4958 (the “federal tax rules”) when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Director or Officer or other individual deemed to be a disqualified person under the federal tax rules. A “disqualified person” includes Directors and Officers and any person who is in a position to exercise substantial influence over the affairs of the organization. A “disqualified person” includes Family (as defined below) of the disqualified person. For compliance purpose, where state and federal regulations concerning conflicts of interest vary, the Corporation and its Officer and Directors shall comply with the most restrictive requirement.

i. Interested Person. Any Director or Officer, employee, or member of a committee with powers delegated by the Board who has a direct or indirect Interest, as defined below, is an “Interested Person.”

(1) A person has an “Interest” if the person has, directly or indirectly, through business, investment, or Family:

(a) an ownership or investment interest, directly or indirectly, in any entity with which the Corporation has a transaction or arrangement,

(b) a compensation arrangement with the Corporation or with any entity or individual with which the School has a transaction or arrangement, or

(c) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.

(2) "Compensation" is defined to include direct and indirect remuneration as well as gifts or favors that are not insubstantial.

(3) A person has an "Interest" if the person has a substantial interest in a business entity or a substantial interest in real property as described in Section II.A(ii) above.

ii. Interested Person with Conflict of Interest. An Interested Person shall have a Conflict of Interest (as defined below) only if the Board or the appropriate committee determines that a Conflict of Interest exists in accordance with the procedures set forth below.

C. Conflict of Interest Procedures

i. Duty of Prior Disclosure. In connection with any actual or potential conflict of interest, an Interested Person shall disclose the existence of the Interest in writing to the Board as soon as he or she has knowledge of it and the Board shall give such Interested Person the opportunity to disclose all material facts related thereto to the Board or designated committee considering the proposed transaction or arrangement. Such written disclosure shall be made part of and set forth in the Board minutes. In any event, the disclosure of any actual or potential conflict of interest by an Interested Person should occur prior to any consideration of the proposed transaction by the Board.

(1) Transaction Not Subject to Board Action. An Interested Person with any actual or potential conflict of interest with respect to a transaction or arrangement that is not the subject of Board action shall disclose to the Chief Executive Officer/Superintendent or designee. Such disclosure shall be made as soon as the Interest is known to the Interested Person.

(2) Untimely Disclosure. If an Interested Person fails to disclose the Interest before the Board acts on a transaction as to which a Director has an Interest, then the Interested Person shall promptly submit a written statement to the Board setting forth all material facts regarding the Interest, along with an explanation concerning the untimely nature of the notice.

(3) Failure to Disclose. If the Board has reasonable cause to believe that an Interested Person failed to disclose an Interest, the Board shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose. After hearing the Interested Person's explanation and conducting such investigation as may be warranted under the circumstances, the Board may determine that the Interested Person failed to disclose an actual Conflict of Interest. In such event, the Board shall vote on the appropriate corrective action.

ii. Determining Whether a Conflict of Interest Exists. After disclosure of the Interest and all material facts related thereto, the Interested Person shall leave the meeting of the Board or designated committee while a determination is made by disinterested Directors as to whether a conflict of interest ("Conflict of Interest") exists. No Director shall vote on any matter in which he or she has a Conflict of Interest.

iii. Vote by Disinterested Directors

(1) Nonparticipation of Directors with Conflict. A Director who has a Conflict of Interest shall neither vote nor participate in, nor be permitted to hear the Board's discussion of the matter, except to disclose material facts and to respond to questions. Such Director shall not attempt to exert his or her influence with respect to the matter, either before, during or outside of the Board meeting.

(2) Action by Disinterested Directors. If the Board concludes that a Conflict of Interest exists, the Board shall determine by voting whether the transaction should be authorized, approved or ratified. The vote shall be conducted as follows:

(a) Except as otherwise permitted by law, Directors with a Conflict of Interest shall leave the room in which the meeting is conducted.

(b) Except as otherwise allowed by law and as set forth in Section A(ii)(3), a majority of the disinterested Directors, without regard to any quorum requirement, must vote affirmatively for the transaction to be authorized, approved or ratified. However, a transaction cannot be authorized, approved or ratified by a single Director.

(3) Vote Not Disallowed by Presence of Directors with a Conflict. The presence of, or a vote cast by, a Director with a Conflict of Interest in a transaction does not affect the validity of a vote regarding the transaction if the transaction is otherwise authorized, approved or ratified as prescribed herein.

(4) Circumstances in which Comparability Data is Necessary. If the transaction involves compensation for services of a Director, an Officer, or other individual deemed to be a disqualified person (as defined above) under the federal tax rules, or if the transaction involves the transfer of property or other benefit to a Director, Officer, or other individual deemed to be a disqualified person under the federal tax rules, the disinterested Directors or committee must determine that the value of the economic benefit provided by the Corporation to the Interested Person or persons does not exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data ("Comparability Data").

(a) When considering the comparability of compensation for example, the relevant data which the Board or committee may consider includes, but is not limited to, the following: (1) compensation levels paid by similarly situated schools; (2) the availability of similar services within the same geographic area; (3) current compensation surveys compiled by independent firms; and (4) written offers from similar institutions competing for the same person's services. When the transaction involves the transfer of real property as compensation, the relevant factors include, but are not limited to, (1) current independent appraisals of the property and (2) offers received in a competitive bidding process.

(b) Based on the Comparability Data, the Board or committee shall determine by a majority vote of the disinterested Directors or committee members whether the transaction or arrangement is fair and reasonable to the Corporation. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

(c) If such transaction or arrangement is approved by the Board or committee, the Comparability Data and the approval shall be made part of the Board minutes in accordance with Section (iv) below.

iv. Documentation. The Board Secretary shall keep accurate minutes reporting:

(1) Interest Disclosed; Determination of Conflict of Interest. That the Interested Person(s) disclosed the Interest and the Board determined whether a Conflict of Interest exists. The minutes should include:

(a) The name(s) of the person(s) who disclosed or otherwise were found to have an Interest in connection with an actual or possible conflict of interest, the nature of the Interest, any action taken to determine whether a Conflict of Interest was present, and the Board's or committee's decision as to whether a Conflict of Interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the Conflict of Interest, the content of the discussion including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

(2) Nonparticipation of Directors with Conflict. That the Director or Directors with an Interest or a Conflict of Interest left the room and did not participate in the determination of whether a Conflict of Interest exists or the vote regarding the transaction or arrangement;

(3) Comparability Data. The Comparability Data considered and relied upon by the Board in its consideration of the transaction or arrangement; and

(4) Vote of Disinterested Directors. That the remaining disinterested Directors reviewed the Transaction and voted upon it, and the result of their vote.

D. Compensation. A Director who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that Director's compensation.

i. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

ii. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

iii. Except with respect to Board decisions regarding a bona fide class or category of employees pursuant to Local Government Code 573.062(b), a voting member of the Board or any committee whose jurisdiction includes compensation matters is precluded from voting on personnel matters (including matters related to compensation) concerning a person related within the third degree by consanguinity or within the second degree by affinity (as defined below and as specified by Section 573.002 of the Local Government Code).

E. Definitions. The following terms shall have the following meaning:

i. Director or Officer. A member of the governing body of a charter holder, a member of the governing body of a charter school, or an officer of a charter school. An officer means a person charged with the duties of, or acting as, a chief executive officer, a central administration officer, a campus administration officer, or a business manager, regardless of whether the person is an employee or contractor of a charter holder, charter school, management company, or any other person; or a volunteer working under the direction of a charter holder, charter school, or management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an "officer of a charter school." 19 TAC 100.1.011(16).

ii. Business entity. A sole proprietorship, partnership, firm, corporation, holding company, joint-stock company, receivership, trust, agency, political subdivision, or any other entity recognized by law.

iii. Substantial interest in business entity. A person has a substantial interest in a business entity if: (1) the person owns 10% or more of the voting stock or shares of the business entity or owns either 10% or more or \$15,000 or more of the fair market value of the business entity; or (2) funds received by the person from the business entity exceed 10% of the person's gross income for the previous year.

iv. Substantial interest in real estate. A person has a substantial interest in real estate if the interest is an equitable or legal ownership with a fair market value of \$2,500 or more.

v. Substantial interest through a relative or family member. A Director or Officer is considered to have a substantial interest under this section if a person related to the Director or Officer within the third degree by consanguinity or the second degree by affinity, (as defined below) has a substantial interest under this section.

vi. Family. Family means a disqualified person's spouse, siblings, spouses of siblings, ancestors, children, grandchildren, great grandchildren, and spouses of children, grandchildren, and great grandchildren.

III. Nepotism

A. Nepotism Generally Prohibited. Except as permitted in accordance with applicable law, a Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual that is to be directly or indirectly compensated from public funds or fees of office, if:

i. The person is related to the Director or Officer by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree (as defined below); or

ii. The Director or Officer holds the appointment or confirmation authority as a member of a local board and the person is related to another member of the board by blood or marriage within a prohibited degree. *Local Gov't Code 573.002, 573.041.*

C. Independent Contractors. The nepotism law governs the hiring of an individual, whether the individual is hired as an employee or as an independent contractor.

D. Payment to Prohibited Person. A Director or Officer may not approve an account or draw or authorize the drawing of a warrant or order to pay the compensation of an ineligible person if the Director or Officer knows the person is ineligible. *Local Gov't Code 573.083; 19 T.A.C. § 100.1116.*

E. Relation by Consanguinity. Two persons are related to each other by consanguinity (blood) if one is a descendant of the other or if they share a common ancestor. An adopted child is considered to be a child of the adoptive parents for this purpose. *Local Gov't Code 573.022.*

F. Third Degree of Consanguinity. An individual's relatives within the third degree by consanguinity are the individual's:

- i. Parent or child (first degree);
- ii. Brother, sister, grandparent, or grandchild (second degree); and
- iii. Great-grandparent, great-grandchild, aunt or uncle (who is a sibling of a parent of the person), nephew or niece (who is a child of a brother or sister of the person) (third degree). *Local Gov't Code 573.023.*

Note: There is no distinction under the nepotism statute between half-blood and full-blood relations. Thus, half-blood relationships fall within the same degree as those of the full blood.

G. Relation by Affinity. Two persons are related to each other by affinity (marriage) if they are married to each other or if the spouse of one of the persons is related by consanguinity to the other person. The ending of a marriage by divorce or the death of a spouse ends relationships by affinity created by that marriage unless a child of the marriage is living, in which case the marriage is considered to continue as long as a child of that marriage lives. This provision applies to a Board member or Officer only until the youngest child of the marriage reaches the age of 21 years. *Local Gov't Code 573.024.*

H. First Degree of Affinity. A husband and wife are related to each other in the first degree by affinity. For other relationships, the degree of affinity is the same as the degree of the underlying relationship by consanguinity. For example, if two persons are related to each other in the second degree by consanguinity, the spouse of one of the persons is related to the other person in the second degree by affinity.

I. Second Degree of Affinity. A person's relatives within the second degree by affinity are:

- i. The person's spouse;
- ii. Anyone related by consanguinity to the person's spouse within the first or second degree; and
- iii. The spouse of anyone related to the person by consanguinity within the first or second degree. *Local Gov't Code 573.025.*

J. Existing Employees/Continuous Employment. The nepotism prohibitions do not apply to the appointment of a person to a position if the person is employed in the position immediately before the election or appointment of the Director or Officer to whom the person is related in a prohibited degree and that prior employment is continuous for at least:

- i. Thirty days, if the Director or Officer is appointed; or
- ii. Six months, if the Director or Officer is elected. *Local Gov't Code 573.062(a).*

K. Retired Teachers. A teacher who has retired from a full-time, certified teacher position has broken his or her employment with the Corporation and does not qualify for the continuous-employment exception to the nepotism laws. *Atty. Gen. Op. JC-442 (2001).*

L. Continuous Employment Exception. For purposes of calculating the appropriate date for the applicability of the continuous-employment exception, a superintendent with final authority to select personnel is an appointed Director or Officer. *Atty. Gen. Op. GA-177 (2004)*. If an employee continues in a position under this exception, the Director or Officer to whom the employee is related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, employment, reemployment, change in status, compensation, or dismissal of the employee, if the action applies only to the employee and is not taken regarding a bona fide class or category of employees. *Local Gov't Code 573.062(b)*. A "change in status" includes a reassignment within an organization, whether or not a change in salary level accompanies the reassignment. *Atty. Gen. Op. JC-193 (2000)*. For an action to be "taken with respect to a bona fide category of employees," the officeholder's action must be based on objective criteria, which do not allow for the preference or discretion of the officeholder. *Atty. Gen. Op. DM-46 (1991)*. The nepotism prohibitions do not apply to appointment or employment of a substitute teacher. *Local Gov't Code 573.061*.

M. Trading Prohibited. A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual to a charter position in which the individual's services are under the Director or Officer's direction or control if:

- i. The person is related to another Director or Officer within the prohibited degree; and
- ii. The appointment would be carried out in whole or in partial consideration for the other Director or Officer's hiring, selecting, appointing, confirming, or voting for an individual who is related to the first Director or Officer within a prohibited degree. *Local Gov't Code 573.044*.

N. Source of Funding Irrelevant. The rules against nepotism apply to employees paid with public funds, regardless of the source of those funds. Thus, the rules apply in the case of a teacher paid with funds from a federal grant. *Atty. Gen. L.A. No. 80 (1974)*.

O. Nepotism Exceptions. Notwithstanding an exception, a Director or Officer related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, or confirmation of same, employment, reemployment, change in status, compensation, or dismissal of an individual, unless the action is taken regarding a bona fide class or category of employees.

P. Enforcement of Nepotism Prohibitions. In accordance with state law, a Director or Officer who violates the nepotism regulations shall be removed from office by the Board of Directors of the Corporation. A failure to thus remove is a material charter violation.

- i. Removal must be in accordance with the Articles and Bylaws of the Corporation and in accordance with the terms of the charter and other state and federal law.
- ii. A Director or Officer violating the nepotism laws may also be removed by the Attorney General and may be subject to criminal and other penalties.

IV. Confidentiality

A. No Improper Disclosure. A Director and Officer shall exercise care not to disclose Confidential Information. Confidential Information is information deemed confidential by law, and any information not generally known or publicly available or that the Corporation maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally and any information that the Board or the Corporation otherwise determines or deems as Confidential Information.

B. No Use of Information for Personal Benefit. A Director shall not use the Corporation's property, Confidential Information or the status of his or her position to solicit business for others or in any other manner obtain a private financial, social or political benefit.

V. Disclosure and Annual Review

A. New Directors and Officers. Each new Director and Officer shall review a copy of this Policy and shall complete the Annual Statement of Disclosure and Compliance attached hereto.

B. Periodic Review. To ensure that the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects: (a) whether compensation arrangements and benefits are reasonable based on competent survey information, and are the result of arm's length bargaining; (b) whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

C. Annual Review. Each Director and Officer shall annually complete the Annual Statement of Disclosure and Compliance. The Board shall treat completed Annual Statements of Disclosure and Compliance as Confidential Information to the extent permitted by law.

As approved by Unanimous Written Consent of the Board of Directors dated February 24, 2014, pursuant to the BOC.



Erin Ragsdale, Director

Annual Statement of Disclosure and Compliance

Name: _____

Position: _____

☐ Please describe below any relationships, positions, or circumstances in which you are involved that you believe could be considered an Interest or that might be perceived as an actual or possible Conflict of Interest as defined in the Corporation's Ethics, Conflict of Interest and Nepotism Policy. Please also describe any familial relationships that would qualify as relationships within the prohibited degree as defined in the Corporation's Ethics, Conflict of Interest and Nepotism Policy.

☐ I am involved in no activity, relationship, position or circumstance that could be considered an Interest or might be perceived as an actual or possible Conflict of Interest as defined in the Corporation's Ethics, Conflict of Interest and Nepotism Policy. I do not have any familial relationships that would qualify as relationships within the prohibited degree as defined in the Corporation's Ethics, Conflict of Interest, and Nepotism Policy.

I hereby certify that the information as set forth above is true and complete to the best of my knowledge. I have reviewed and agree to abide by the Ethics, Conflict of Interest and Nepotism Policy of the Corporation that is currently in effect.

Signature: _____

Date: _____

The following pages contain forms that may be used for compliance with disclosure requirements discussed above.

Exhibit A: Affidavit Disclosing Substantial Interest in a Business Entity or Real Property, as defined in Local Government Code 171.002 and Affidavit of Abstention
— 2 pages

Exhibit B: ADDITIONAL DISCLOSURE: The conflicts disclosure statement required of members of the Board and the Superintendent by Local Government Code 176.003–.004 is attached and available on the Texas Ethics Commission Web site at: http://www.ethics.state.tx.us/whatsnew/conflict_forms.htm

EXHIBIT A

AFFIDAVIT DISCLOSING SUBSTANTIAL INTEREST
IN A BUSINESS ENTITY OR REAL PROPERTY
& AFFIDAVIT OF ABSTENTION

STATE OF TEXAS

COUNTY OF [_____]

I, _____ (name), as a local public official of [Corporation], make this affidavit and hereby on oath state the following: I, or a person(s) related to me in the first degree, have a substantial interest in:

- ☐ a business entity, as those terms are defined in Local Government Code Sections 171.001–171.002, that would experience a special economic effect distinguishable from its effect on the public by a vote or decision of the Board.

or

- ☐ real property for which it is reasonably foreseeable that the Board's action or my action will have a special economic effect on the value of the property distinguishable from its effect on the public.

The business entity or real property is (name/address of business or description of property):

_____ ("I" or name of relative and relationship) (have)(has) a substantial interest in this business entity or real property as follows: (check all that apply)

- ☐ Ownership of ten percent or more of the voting stock or shares of the business entity.
- ☐ Ownership of ten percent or more of the fair market value of the business entity.
- ☐ Ownership of \$15,000 or more of the fair market value of the business entity.
- ☐ Funds received from the business entity exceed ten percent of _____ (my, her, his) gross income for the previous year.
- ☐ Real property is involved and _____ (I, she, he) (have)(has) an equitable or legal ownership with a fair market value of at least \$2,500.

The statements contained herein are based on my personal knowledge and are true and correct.

Abstention. Upon the filing of this affidavit with the Board's Secretary, I affirm that I shall abstain from participation in any decision involving this business entity or real property, unless permitted according to Local Government Code 171.004(c).

Signed this _____ day of _____ (month), _____ (year).

Signature of official _____

Title _____

ACKNOWLEDGEMENT

STATE OF TEXAS

COUNTY OF [_____]

Sworn to and subscribed before me on this _____ day of _____ (month), _____ (year).

_____, Notary Public in and for the State of Texas

EXHIBIT B

LOCAL GOVERNMENT OFFICER CONFLICTS DISCLOSURE STATEMENT		FORM CIS
(Instructions for completing and filing this form are provided on the next page.)		
This questionnaire reflects changes made to the law by H.B. 1491, 80th Leg., Regular Session. This is the notice to the appropriate local governmental entity that the following local government officer has become aware of facts that require the officer to file this statement in accordance with Chapter 176, Local Government Code.	OFFICE USE ONLY Date Received _____	
1 Name of Local Government Officer _____ _____		
2 Office Held _____ _____		
3 Name of person described by Sections 176.002(a) and 176.003(a), Local Government Code _____ _____		
4 Description of the nature and extent of employment or other business relationship with person named in item 3 _____ _____		
5 List gifts accepted by the local government officer and any family member, excluding gifts described by Section 176.003(a-1), if aggregate value of the gifts accepted from person named in item 3 exceed \$250 during the 12-month period described by Section 176.003(a)(2)(B)		
Date Gift Accepted _____ Description of Gift _____ Date Gift Accepted _____ Description of Gift _____ Date Gift Accepted _____ Description of Gift _____ (attach additional forms as necessary)		
6 AFFIDAVIT <div style="text-align: center;"> I swear under penalty of perjury that the above statement is true and correct. I acknowledge that the disclosure applies to a family member (as defined by Section 176.001(2), Local Government Code) of this local government officer. I also acknowledge that this statement covers the 12-month period described by Section 176.003(a), Local Government Code. </div> <div style="text-align: right; margin-top: 20px;"> _____ Signature of Local Government Officer </div> <div style="margin-top: 20px;"> AFFIX NOTARY STAMP / SEAL ABOVE Sworn to and subscribed before me, by the said _____, this the _____ day of _____, 20____, to certify which, witness my hand and seal of office. </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div> _____ Signature of officer administering oath </div> <div> _____ Printed name of officer administering oath </div> <div> _____ Title of officer administering oath </div> </div>		

LOCAL GOVERNMENT OFFICER CONFLICTS DISCLOSURE STATEMENT

Section 176.003 of the Local Government Code requires certain local government officers to file this form. A "local government officer" is defined as a member of the governing body of a local governmental entity; a director, superintendent, administrator, president, or other person designated as the executive officer of the local governmental entity; or an employee of a local governmental entity with respect to whom the local governmental entity has, in accordance with Section 176.005, extended the requirements of Sections 176.003 and 176.004. This form is required to be filed with the records administrator of the local governmental entity not later than 5 p.m. on the seventh business day after the date on which the officer becomes aware of the facts that require the filing of this statement.

A local government officer commits an offense if the officer knowingly violates Section 176.003, Local Government Code. An offense under this section is a Class C misdemeanor.

Please refer to chapter 176 of the Local Government Code for detailed information regarding the requirement to file this form.

INSTRUCTIONS FOR COMPLETING THIS FORM

The following numbers correspond to the numbered boxes on the other side.

- 1. Name of Local Government Officer.** Enter the name of the local government officer filing this statement.
- 2. Office Held.** Enter the name of the office held by the local government officer filing this statement.
- 3. Name of person described by Sections 176.002(a) and 176.003(a), Local Government Code.** Enter the name of the person described by Section 176.002, Local Government Code with whom the officer has an employment or other business relationship as described by Section 176.003(a), Local Government Code.
- 4. Description of the nature and extent of employment or business relationship with person named in item 3.** Describe the nature and extent of the employment or other business relationship with the person in item 3 as described by Section 176.003(a), Local Government Code.
- 5. List gifts accepted, excluding gifts described by Section 176.003(a-1), if aggregate value of the gifts accepted from person named in item 3 exceed \$250.** List gifts accepted during the 12-month period (described by Section 176.003(a), Local Government Code) by the local government officer or family member of the officer, excluding gifts described by Section 176.003(a-1), from the person named in item 3 that in the aggregate exceed \$250 in value.
- 6. Affidavit.** Signature of local government officer.

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU OF
MEETING OF THE BOARD OF DIRECTORS
OF
ATHLOS FOUNDATION

February 24, 2014

Pursuant to Section 22.220 of the Texas Business Organizations Code (the "TBOC"), the undersigned, being the Directors of **Athlos Foundation**, a Texas non-profit corporation (the "Corporation"), and in lieu of a meeting of the Board of Directors, the call of which is hereby expressly waived, do hereby consent to the adoption of the following resolutions:

I. AMENDED AND RESTATED CERTIFICATE OF FORMATION

RESOLVED, that the form, terms and provisions of the Amended and Restated Certificate of Formation of the Corporation to be filed in the office of the Secretary of State of Texas, is hereby in all respects approved, and the Secretary is hereby instructed to file in the Corporation's minute book the Corporation's Certificate of Filing, together with the duly certified duplicate original Amended and Restated Certificate of Formation.

II. AMENDED AND RESTATED BYLAWS

RESOLVED, that the Bylaws appearing in that certain document entitled "Amended and Restated Bylaws of Athlos Foundation" are hereby adopted as the Bylaws of this Corporation.

RESOLVED FURTHER, that the Secretary of the Corporation is authorized and directed to certify a copy of such Bylaws and maintain them in the principal office of the Corporation for the transaction of its business, open for inspection by the directors at all reasonable times during office hours, and that in certifying such Bylaws, the Secretary shall state in his certificate that the Bylaws were adopted by the unanimous written consent of the directors without a meeting as authorized by the TBOC.

III. ETHICS, CONFLICTS OF INTEREST, & NEPOTISM POLICY

RESOLVED, that the certain document entitled "Ethics, Conflicts of Interest, & Nepotism Policy of Athlos Foundation" is hereby adopted as the policy of this Corporation.

This Consent may be executed in one or more counterparts, all of which together constitute the same instrument.

{Directors' Signature Page Follows}

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU
MEETING OF THE BOARD OF DIRECTORS OF
ATHLOS FOUNDATION
PAGE 1

ATHLOS FOUNDATION



Edward G. Conger, Director

2/25/14

Date

Jerry McCreight, Director

Date

Todd Whitthorn, Director

Date

Erin Ragsdale, Director

Date

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU
MEETING OF THE BOARD OF DIRECTORS OF
ATHLOS FOUNDATION
PAGE 3

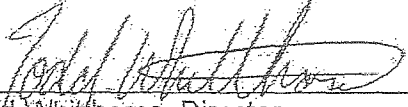
ATHLOS FOUNDATION

Edward G. Conger, Director

Date

Jerry McCreight, Director

Date



Todd Whitthorne, Director

MARCH 1, 2014

Date

Erin Ragsdale, Director

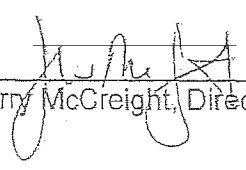
Date

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU
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PAGE 3

ATHLOS FOUNDATION

Edward G. Conger, Director

Date



Jerry McCreight, Director

2/24/14

Date

Todd Whitthorn, Director

Date

Erin Ragsdale, Director

Date

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU
MEETING OF THE BOARD OF DIRECTORS OF
ATHLOS FOUNDATION
PAGE 2

ATHLOS FOUNDATION

Edward G. Conger, Director

Date

Jerry McCreight, Director

Date

Todd Whitthorn, Director

Date

Erin B. Ragsdale

March 3, 2014

Erin Ragsdale, Director

Date

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU
MEETING OF THE BOARD OF DIRECTORS OF
ATHLOS FOUNDATION
PAGE 3

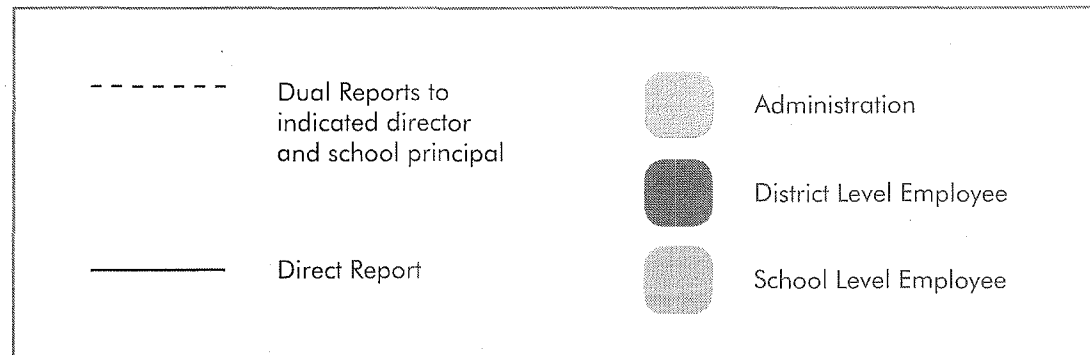
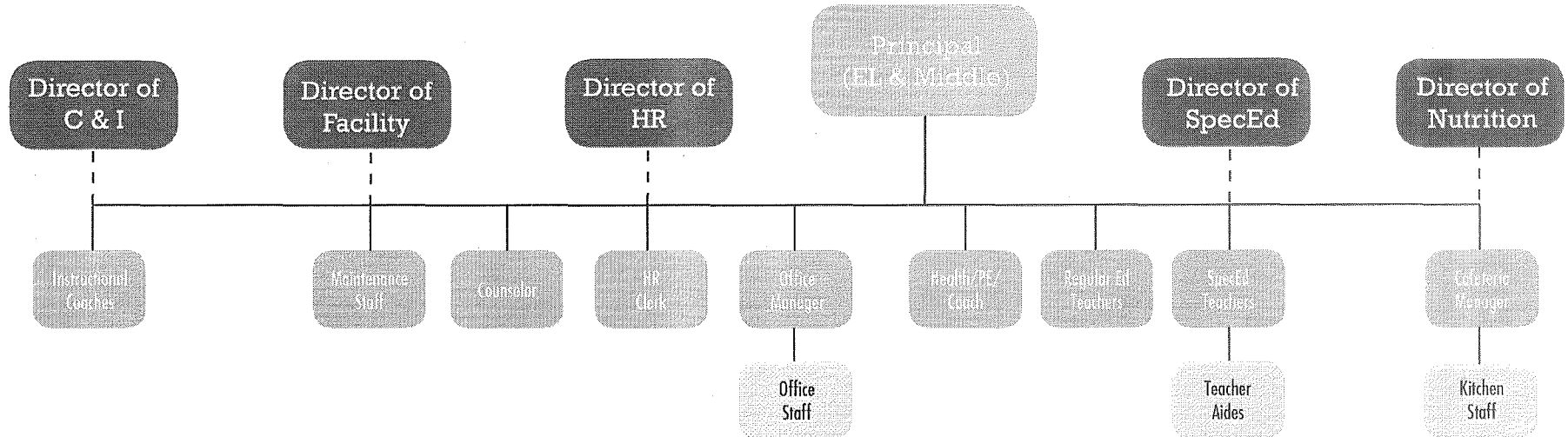
Provide the following:

Two organizational charts that show the school governance, management, and staffing structure in year one and at capacity.

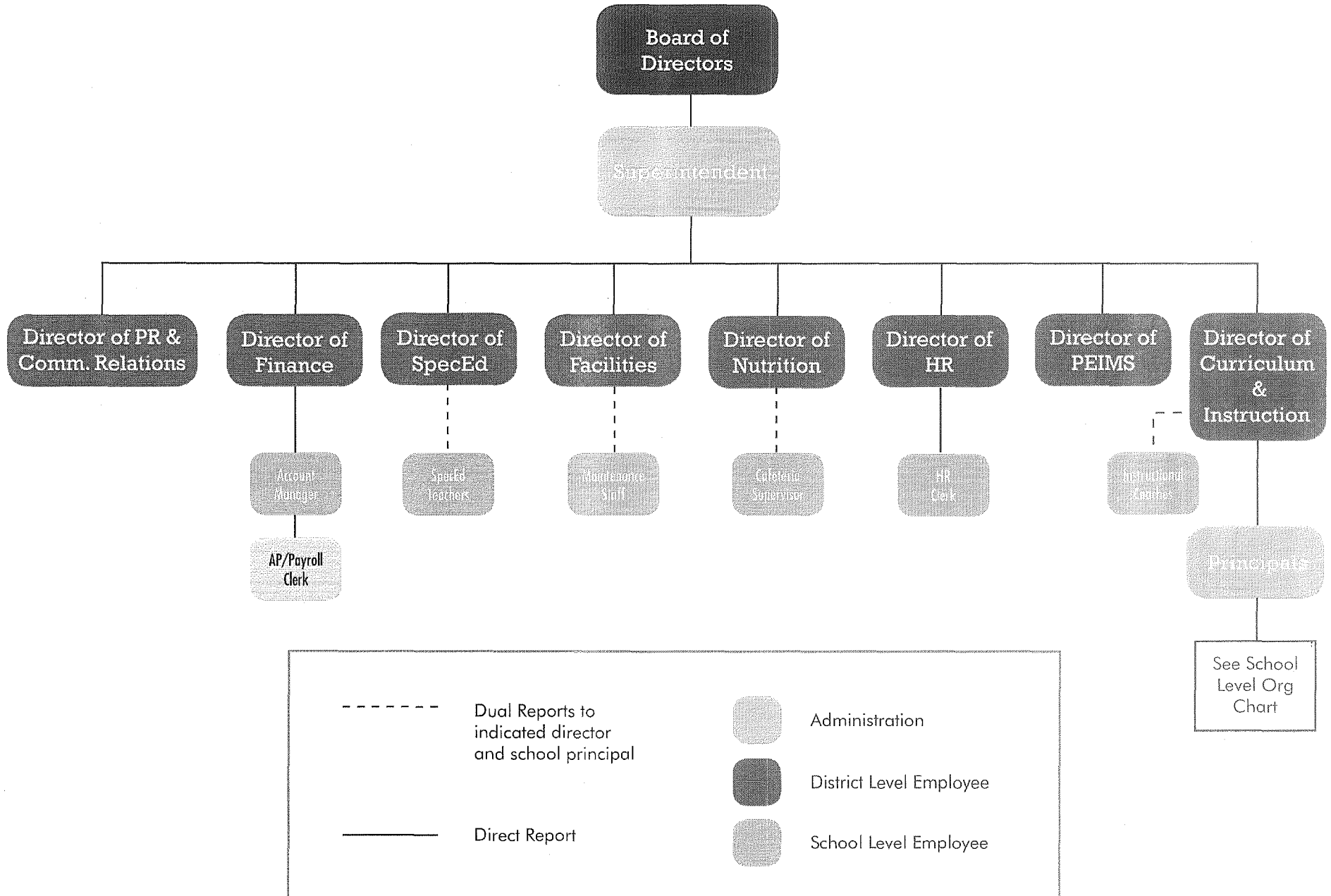
Each organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organizational charts shall also document clear lines of authority and reporting within the school.

All positions listed on the organizational charts shall have a corresponding Supplemental Human Resources Information Form submitted in Attachment O3.

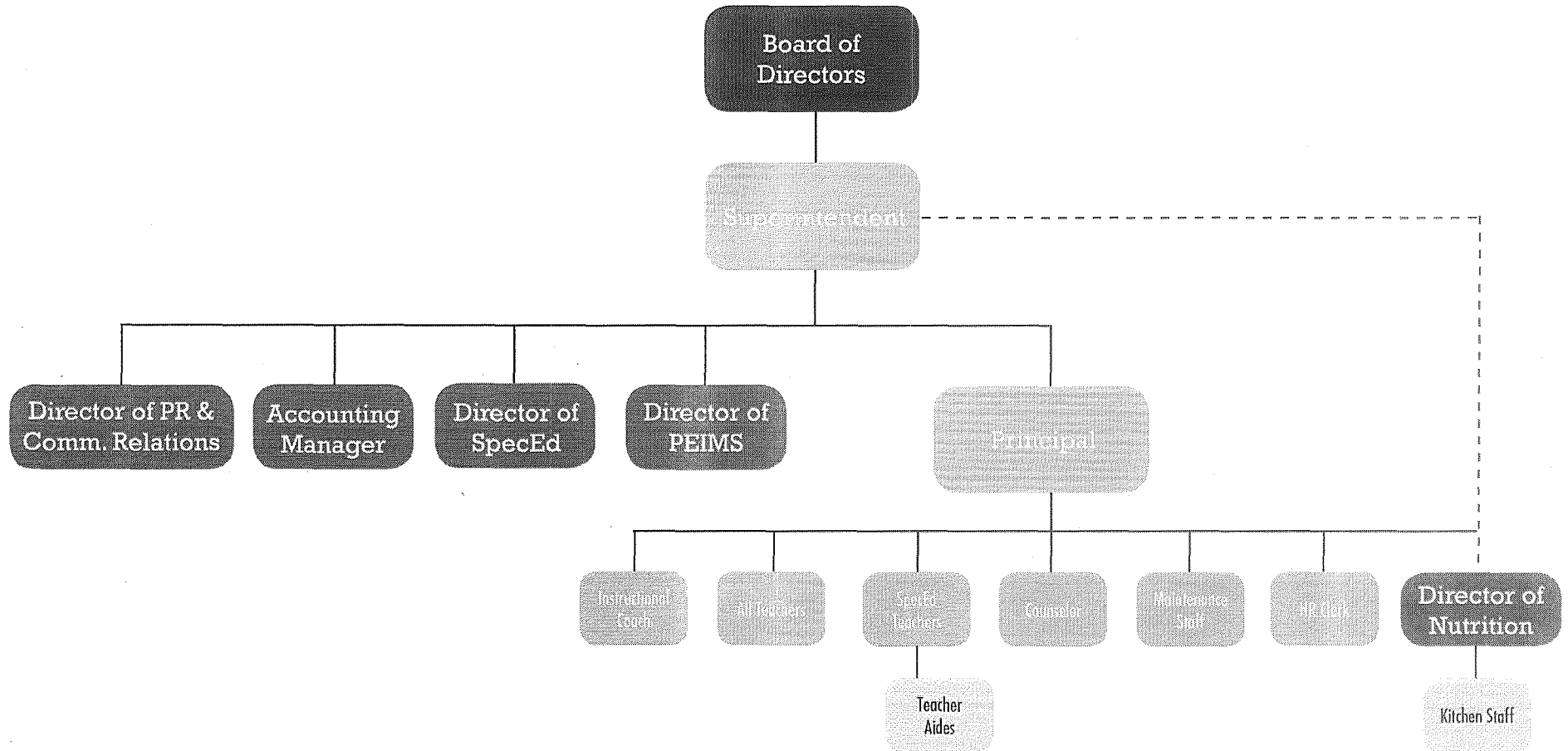
School Level at Capacity



District Level at Capacity



Year 1



Dual Reports to
indicated director
and school principal



Direct Report



Administration



District Level Employee



School Level Employee

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, complete a staffing chart outlining the staffing plan for the campus(es), as applicable.

The staffing chart should align with the organizational charts, provided in *Attachment O1* and the Supplemental Human Resources Information Forms provided in *Attachment O3* and should identify the following:

1. Year one positions, as well as positions to be added in future years;
2. Administrative, instructional, and non-instructional personnel;
3. The number of classroom teachers, paraprofessionals, specialty teachers; and
4. Operational and support staff.

Adjust or add functions and titles as needed.

Name of Proposed Charter School:

Athlos Academy Texas

Name of Sponsoring Entity:

Athlos Foundation

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
ELEMENTARY SCHOOL CAMPUS STAFF					
Principal	1	1	2	2	3
Assistant Principal	0	0	0	0	0
Add'l Campus Leadership Position 1 Instructional Coach	1	1	2	3	4
Add'l Campus Leadership Position 2 (specify)	0	0	0	0	0
Add'l Campus Leadership Position 3 (specify)	0	0	0	0	0
Classroom Teachers (Core Subjects)	29	30	59	64	90
Classroom Teachers (Specials)	6	8	15	16	23
Student Support Position 1 Counselor	1	1	2	2	3
Student Support Position 2 Special Education Teachers	2	2	7	7	11
Specialized Campus Staff 1 [specify]	0	0	0	0	0
Specialized Campus Staff 2 [specify]	0	0	0	0	0
Teacher Aides and Assistants	4	4	8	8	12
Campus Operations Support Staff	17	23	45	45	62
Total FTEs at elementary campus(es)	61	70	140	147	208

MIDDLE SCHOOL CAMPUS STAFF					
Principal	1	1	2	2	3
Assistant Principal(s)	0	0	0	0	0
Add'l Campus Leadership Position 1 Instructional Coach	1	1	2	2	2
Add'l Campus Leadership Position 2 (specify)	0	0	0	0	0
Add'l Campus Leadership Position 3 (specify)	0	0	0	0	0
Classroom Teachers (Core Subjects)	14	16	30	33	45
Classroom Teachers (Specials)	3	3	7	7	12
Student Support Position 1 Counselor	1	1	2	2	3
Student Support Position 2 Special Education Teachers	2	2	3	3	5
Specialized Campus Staff 1 [specify]	0	0	0	0	0
Specialized Campus Staff 2 [specify]	0	0	0	0	0
Teacher Aides and Assistants	2	2	4	4	6
Campus Operations Support Staff	1	1	2	2	3
Total FTEs at middle school campus(es)	25	27	52	55	79

Name of Proposed Charter School: Athlos Academy Texas

Name of Sponsoring Entity: Athlos Foundation

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
HIGH SCHOOL CAMPUS STAFF					
Principal					
Assistant Principal(s)					
Deans					
Add'l Campus Leadership Position 1 (specify)					
Add'l Campus Leadership Position 2 (specify)					
Add'l Campus Leadership Position 3 (specify)					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized Campus Staff 1 [specify]					
Specialized Campus Staff 2 [specify]					
Teacher Aides and Assistants					
Campus Operations Support Staff					
Total FTEs at high school campus(es)					
Total organization FTEs	86	97	192	202	287

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, complete a Supplemental Human Resources Information Form for ALL paid positions required to operate the proposed school in year one and at capacity.

Ensure that the submission includes ALL positions necessary to operate the proposed school during the start-up year, the first year of operations, and finally, at capacity.

All positions represented here should also be represented on the organizational chart submitted in *Attachment O1* and on the staffing chart submitted in Attachment O2.

Name of Proposed Charter School: Athlos Academy of Texas

Name of sponsoring entity: Athlos Foundation

Position: Visual Arts Teacher

Reports to: Principal

Salary Range: \$40,000 to \$60,000 per annum

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Denton County

Number of Students anticipated in year one: 963 In year five: 3,540

Minimum Qualifications Required:

Education Required: Minimum Bachelor's Degree in Art, Visual Art, Art History or similar.

Experience Required: Teaching experience preferred, but not required.

Certification Required: Teacher certification for art instruction preferred but not required.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Denton ISD	061901	Denton	27,020	\$48,750 - \$72,165
Lewisville ISD	061902	Flower Mound	53,356	\$56,000 - \$72,121
Northwest ISD	061911	Justin	19,831	\$51,000 - \$73,500

Name of Proposed Charter School: Athlos Academy of Texas

Name of Sponsoring Entity: Athlos Foundation

Position: Visual Arts Teacher

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Plans, prepares, and delivers instruction that engage students and provide academic growth.
2. Ensures student growth and achievement in accordance with grade level.
3. Models the Athlos culture.
4. Responsible for tracking student attendance, behavioral issues and classroom events.
5. Participates in regular professional development.
6. Communicates with parents and the community professionally.
7. Communicates regularly with school leadership and other faculty to maximize instructional activities.
8. Participates in the school's professional learning community to enhance learning objectives.
9. Meets professional obligations by honoring schedules and deadlines.
10. Any other assigned duties.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Athlos Academy of Texas

Name of sponsoring entity: Athlos Foundation

Position: Teacher Aides/Assistants

Reports to: Principal

Salary Range: \$15,000 to \$25,000 per annum

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Denton County

Number of Students anticipated in year one: 963 In year five: 3,540

Minimum Qualifications Required:

Education Required: High School

Experience Required: Some classroom experience preferred

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Denton ISD	061901	Denton	27,020	\$17,159 - \$26,704
Lewisville ISD	061902	Flower Mound	53,356	\$17,601 - \$25,323
Northwest ISD	061911	Justin	19,831	\$17,772 - \$27,766

Name of Proposed Charter School: Athlos Academy of TExas

Name of Sponsoring Entity: Athlos Foundation

Position: Teacher Aides/Assistants

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Assist with management of student behavior and discipline, primarily for students with disabilities.
2. Use classroom management plan consistent with teacher's techniques and school-wide standards.
3. Assist with student discipline including removal of disruptive students from class and escorting to office.
4. Undergo training in managing the behavior of students according to ARD/IEP requirements.
5. Help supervise students in all areas of the school including pick-up/drop-off, recess, lunch, etc.
6. Assist teaching mentors with classroom instruction as assigned (individualized instruction, small groups)
7. Help teaching mentor accommodate all students with IEPs.
8. Communicate student needs to general and special education teaching mentors when appropriate.
9. Provide performance measurements to classroom teaching mentor to help with student progress.
10. Potentially meet with parents to discuss students needs and progress.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Athlos Academy of Texas

Name of sponsoring entity: Athlos Foundation

Position: Special Education Director

Reports to: CEO/Superintendent

Salary Range: \$80,000 to \$100,000 per annum

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Denton County

Number of Students anticipated in year one: 963 In year five: 3,540

Minimum Qualifications Required:

Education Required: Master's in Education preferred
Bachelors in Special Education, K-12

Experience Required: 3-5 years in a supervisory role
3-5 years managing a case load

Certification Required: Special Education K-12

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Denton ISD	061901	Denton	27,020	\$75,843 - \$109,137
Lewisville ISD	061902	Flower Mound	53,356	\$94,300 - \$135,700
Northwest ISD	061911	Justin	19,831	\$97,754 - \$129,579

Name of Proposed Charter School: Athlos Academy of Texas

Name of Sponsoring Entity: Athlos Foundation

Position: Special Education Director

Reports to: CEO/Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Supervise Special Education Teachers
2. Supervise Special Education Aides
3. Ensure all students receive accommodations and modifications as specified in their IEPs
4. Oversee the IEP process, including Child Find, Annual IEP reviews, and 3-year assessment cycles
5. Provide training to regular education teachers
6. Assist the Principal with data analysis as needed to ensure all students are successful
7. Resolve conflicts with teachers, student behavior, and address parent concerns as they arise
8. Consult with school administration in cases of disciplinary action involving students with IEPs
9. Oversee required reporting and student file management and maintain confidentiality of records
10. Ensure LRE with all students, supporting full inclusion when possible, pull out and full classes as needed

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Athlos Academy of Texas

Name of sponsoring entity: Athlos Foundation

Position: Special Education Teacher

Reports to: Principal

Salary Range: \$40,000 to \$65,000 per annum

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Denton County

Number of Students anticipated in year one: 963 In year five: 3,540

Minimum Qualifications Required:

Education Required: Minimum Bachelor's Degree

Experience Required: Teaching experience preferred.

Certification Required: Position requires a valid Texas teaching certificate with special education certification. In addition, individuals in core academic subject areas must meet the highly qualified teacher requirements as per the No Child Left Behind Act.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Denton ISD	061901	Denton	27,020	\$48,750 - \$72,165
Lewisville ISD	061902	Flower Mound	53,356	\$56,000 - \$72,121
Northwest ISD	061911	Justin	19,831	\$51,000 - \$73,500

Name of Proposed Charter School: Athlos Academy of Texas

Name of Sponsoring Entity: Athlos Foundation

Position: Special Education Teacher

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Provide instruction to a class, individual students, or groups of students using such appropriate methods.
2. Prepare and administer student education plans in consultation with parents and IEP guidelines.
3. Assist students with Athlos character education implementation tools.
4. Monitor student progress, participate in review and revision of IEP, as appropriate.
5. Maintain records and document student progress (e.g. record grades and provide progress reports).
6. Maintain contact with parents regarding student performances (e.g. parent-teacher conferences).
7. Provide technical guidance to less experienced teachers, if applicable.
8. Monitor student behavior both inside and outside the classroom.
9. Participate in school faculty meetings and professional development activities.
10. Design instruction that parallels the general education curriculum.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Athlos Academy of Texas

Name of sponsoring entity: Athlos Foundation

Position: Regular Education Teacher

Reports to: Principal

Salary Range: \$40,000 to \$60,000 per annum

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Denton County

Number of Students anticipated in year one: 963 In year five: 3,540

Minimum Qualifications Required:

Education Required: Minimum Bachelor's Degree.

Experience Required: Teaching experience preferred, but not required.

Certification Required: Teacher certification for assigned subjects preferred but not required.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Denton ISD	061901	Denton	27,020	\$48,750 - \$72,165
Lewisville ISD	061902	Flower Mound	53,356	\$56,000 - \$72,121
Northwest ISD	061911	Justin	19,831	\$51,000 - \$73,500

Name of Proposed Charter School: Athlos Academy of Texas

Name of Sponsoring Entity: Athlos Foundation

Position: Regular Education Teacher

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Plans, prepares and delivers instruction that engage students and provide academic growth.
2. Ensures student growth and achievement in accordance with grade level.
3. Models the Athlos culture.
4. Responsible for tracking student attendance, behavioral issues and classroom events.
5. Participates in regular professional development.
6. Communicates with parents and the community professionally.
7. Communicates regularly with school leadership and other faculty to maximize instructional activities.
8. Participates in the school's professional learning community to enhance learning objectives.
9. Meets professional obligations by honoring schedules and deadlines.
10. Any other assigned duties.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Athlos Academy of Texas

Name of sponsoring entity: Athlos Foundation

Position: Principal

Reports to: CEO/Superintendent and Director of C&I

Salary Range: \$60,000 to \$105,000 per annum

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Denton County

Number of Students anticipated in year one: 963 In year five: 3,540

Minimum Qualifications Required:

Education Required: Minimum Bachelor's Degree, advanced degree preferred.

Experience Required: Possesses at least 5-7 years of successful teaching and school leadership experience in a school setting.

Certification Required: Principal Certificate preferred but not required.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Denton ISD	061901	Denton	27,020	\$86,219 - \$127,374
Lewisville ISD	061902	Flower Mound	53,356	\$74,291 - \$123,510
Northwest ISD	061911	Justin	19,831	\$83,666 - \$119,779

Name of Proposed Charter School: Athlos Academy of Texas

Name of Sponsoring Entity: Athlos Foundation

Position: Principal

Reports to: CEO/Superintendent and Director of C&I

Job Duties: List up to 10 key duties this individual will perform.

1. Provide leadership and support on adopting research-proven, standards-based instructional practices.
2. Lead teachers in creating coherency in instructional practice/routines within the school.
3. Work with teachers to interpret data and create action plans for school improvement.
4. Assist teachers in planning and training for data-driven instruction.
5. Ensure that teachers are implementing special education services in accordance with the law.
6. Recruit high performing teachers and staff.
7. Develop, coach, and manage teacher performance to create a high performing team.
8. In collaboration with staff, design and execute a successful model of professional development for faculty
9. Develop and cultivate successor.
10. Oversee the fiscal and business operations of the school.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Athlos Academy of Texas

Name of sponsoring entity: Athlos Foundation

Position: PEIMS Director

Reports to: CEO/Superintendent

Salary Range: \$45,000 to \$85,000 per annum

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Denton County

Number of Students anticipated in year one: 963 In year five: 3,540

Minimum Qualifications Required:

Education Required: Bachelor's Degree preferred.

Experience Required: 2 + years of experience required

Certification Required: None.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Denton ISD	061901	Denton	27,020	\$60,554 - \$87,137
Lewisville ISD	061902	Flower Mound	53,356	\$64,000 - \$92,000
Northwest ISD	061911	Justin	19,831	\$73,809 - \$104,044

Name of Proposed Charter School: Athlos Academy of Texas

Name of Sponsoring Entity: Athlos Foundation

Position: PEIMS Director

Reports to: CEO/Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Coordinate the collection, integration, and formatting of all data required for PEIMS submission
2. Responsible for the submission of fall, mid-year, summer & extended year programs reports to the state.
3. Run edits, reports, and verification checks on data to ensure accuracy of information.
4. Distribute edits and reports to appropriate staff for analysis, verification, and correction.
5. Comply with the District standards for Texas and Federal attendance accounting laws and procedures.
6. Responsible for PID reporting (Personal Identification Database) error percentage standards.
7. Responsible for assigning Texas State Service ID's for all state approved courses.
8. Basic understanding of Student Info. Systems/Finance/HR management systems as they relate to PEIMS.
9. Develop and maintain a strong sense of customer service.
10. Communicate with various stakeholders including campus personnel, district and state administrators.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Denton ISD	061901	Denton	27,020	\$48,750 - \$72,165
Lewisville ISD	061902	Flower Mound	53,356	\$56,000 - \$72,121
Northwest ISD	061911	Justin	19,831	\$51,000 - \$73,500

Name of Proposed Charter School: Athlos Academy of Texas

Name of Sponsoring Entity: Athlos Foundation

Position: PE Teacher/Sports Performance Coach

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Plans, prepares, and delivers instruction that engage students and provide academic growth.
2. Ensures student growth and achievement in accordance with grade level.
3. Models the Athlos culture.
4. Responsible for tracking student attendance, behavioral issues, and classroom events.
5. Participates in regular professional development.
6. Communicates with parents and the community professionally.
7. Communicates regularly with school leadership and other faculty to maximize instructional activities.
8. Participates in the school's professional learning community to enhance learning objectives.
9. Meets professional obligations by honoring schedules and deadlines.
10. Any other assigned duties.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Athlos Academy of Texas

Name of sponsoring entity: Athlos Foundation

Position: Office Staff Assistant

Reports to: Office Manager

Salary Range: \$22,500 to \$26,500 per annum

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Denton County

Number of Students anticipated in year one: 963 In year five: 3,540

Minimum Qualifications Required:

Education Required: High School Diploma, Associates Degree preferred

Experience Required: Some experience in an office setting and bilingual preferred.

Certification Required: First Aid/CPR

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Denton ISD	061901	Denton	27,020	\$18,168 - \$26,184
Lewisville ISD	061902	Flower Mound	53,356	\$19,760 - \$28,484
Northwest ISD	061911	Justin	19,831	\$19,149 - \$27,766

Name of Proposed Charter School: Athlos Academy of Texas

Name of Sponsoring Entity: Athlos Foundation

Position: Office Staff Assistant

Reports to: Office Manager

Job Duties: List up to 10 key duties this individual will perform.

1. Performs general office duties, including answering phones, taking messages, & greeting the public.
2. Assist with copying of documents, filing, sorting, and handling incoming and outgoing mail.
3. Log receipt of any checks or cash receipts and assist with preparation of the deposit.
4. Follow and administer medical protocols for students and provide first aid.
5. Assist with maintaining accurate student records in printed and electronic format
6. Troubleshoot office machinery (copy, fax, postage meter, phones)
7. Coordinate the purchase of maintenance, and usage of office supply inventory
8. Assist with volunteer programs & organizations, e.g. preparing materials for PTO, maintain volunteer list
9. Act as a liaison between the school and the community when serving the public in the office
10. Other duties as assigned

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Athlos Academy of Texas

Name of sponsoring entity: Athlos Foundation

Position: Office Manager

Reports to: CEO/Superintendent and Principal

Salary Range: \$30,000 to \$36,000 per annum

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Denton County

Number of Students anticipated in year one: 963 In year five: 3,540

Minimum Qualifications Required:

Education Required: Associates Degree required, Bachelors Degree preferred.

Experience Required: Community liaison experience and bilingual preferred.

Certification Required: First Aid/CPR.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Denton ISD	061901	Denton	27,020	\$30,360 - \$43,682
Lewisville ISD	061902	Flower Mound	53,356	\$32,000 - \$44,800
Northwest ISD	061911	Justin	19,831	\$31,416 - \$45,707

Name of Proposed Charter School: Athlos Academy of Texas

Name of Sponsoring Entity: Athlos Foundation

Position: Office Manager

Reports to: CEO/Superintendent and Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Coordinates the office operations of the campus
2. Develops, maintains office forms & procedures & assists w/ administrative tasks as requested by Principal
3. Develops and implements office procedures, routines, and filing systems as necessary
4. Provides information on school services & programs to the public & department staff
5. Assist in the compilation of data for the PEIMS director and with the submission of facility work orders
6. Complete special projects as assigned by the Principal
7. Professionally represent the school in interactions with parents, community, staff, and students
8. Assist with interpretation of operational policies and procedures
9. Manage campus supply inventory, oversee staffing and front office departmental expenditures & budget
10. Act as a liaison between the school and the community

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Denton ISD"/>	<input type="text" value="061901"/>	<input type="text" value="Denton"/>	<input type="text" value="27,020"/>	<input type="text" value="\$48,750 - \$72,165"/>
<input type="text" value="Lewisville ISD"/>	<input type="text" value="061902"/>	<input type="text" value="Flower Mound"/>	<input type="text" value="53,356"/>	<input type="text" value="\$56,000 - \$72,121"/>
<input type="text" value="Northwest ISD"/>	<input type="text" value="061911"/>	<input type="text" value="Justin"/>	<input type="text" value="19,831"/>	<input type="text" value="\$51,000 - \$73,500"/>

Name of Proposed Charter School: Athlos Academy of Texas

Name of Sponsoring Entity: Athlos Foundation

Position: Music Teacher

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Plans, prepares, and delivers instruction that engage students and provides opportunity for growth
2. Ensures student growth and achievement in accordance with grade level.
3. Models the Athlos culture.
4. Responsible for tracking student attendance, behavioral issues and classroom events.
5. Participates in regular professional development.
6. Communicates with parents and the community professionally.
7. Communicates regularly with school leadership and other faculty to maximize instructional activities.
8. Participates in the school's professional learning community to enhance learning objectives.
9. Meets professional obligations by honoring schedules and deadlines.
10. Any other assigned duties.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Athlos Academy of Texas

Name of sponsoring entity: Athlos Foundation

Position: Instructional Coach

Reports to: Director of C&I and Principal

Salary Range: \$40,000 to \$60,000 per annum

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Denton County

Number of Students anticipated in year one: 963 In year five: 3,540

Minimum Qualifications Required:

Education Required: Bachelors in Education + 5 years educational experience OR Masters in Education

Experience Required: 5 years of educational experience preferred (required if only Bachelors), experience in research-based instructional practices.

Certification Required: Valid Texas Teaching Certificate preferred, but not required

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Denton ISD	061901	Denton	27,020	\$49,209 - \$70,815
Lewisville ISD	061902	Flower Mound	53,356	\$51,238 - \$73,678
Northwest ISD	061911	Justin	19,831	\$53,000- \$75,500

Name of Proposed Charter School: Athlos Academy of Texas

Name of Sponsoring Entity: Athlos Foundation

Position: Instructional Coach

Reports to: Director of C&I and Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Implement a collaborative coaching and learning approach.
2. Assist new teachers in a collaborative model of observation, conversation, and lesson demonstration.
3. Model effective, differentiated instruction.
4. Provide individualized, classroom-based coaching, support implementation of good instructional practices
5. Facilitate professional collaborative groups to review effective practice and analyze student data.
6. Facilitate grade-level teams to discuss implementation of effective content, skills, & problem-solving instr.
7. Provide comprehensive/balanced training in and across given subject areas and curricular areas.
8. Participate in PD for coaches, including peer observations, professional research, and inquiry sessions.
9. Assist teachers in aligning their teaching with appropriate standards, curriculum, and assessments.
10. Work collaboratively with other instructional Coaches, curriculum specialists, and district specialists.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Athlos Academy of Texas

Name of sponsoring entity: Athlos Foundation

Position: Human Resources Director

Reports to: CEO/Superintendent

Salary Range: \$65,000 to \$100,000 per annum

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Denton County

Number of Students anticipated in year one: 963 In year five: 3,540

Minimum Qualifications Required:

Education Required: Minimum Bachelor's Degree

Experience Required: At least five years experience in a public school setting.

Certification Required: None.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Denton ISD	061901	Denton	27,020	\$68,947 - \$99,215
Lewisville ISD	061902	Flower Mound	53,356	\$78,330 - \$112,770
Northwest ISD	061911	Justin	19,831	\$74,891 - \$105,570

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Athlos Academy of Texas

Name of sponsoring entity: Athlos Foundation

Position: Human Resource Clerk

Reports to: Human Resources Director and Principal

Salary Range: \$24,000 to \$28,500 per annum

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Denton County

Number of Students anticipated in year one: 963 In year five: 3,540

Minimum Qualifications Required:

Education Required: Associates Degree. Bachelor's Degree preferred.

Experience Required: Experience working in Human Resources environment.

Certification Required: None.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Denton ISD	061901	Denton	27,020	\$29,383- \$42,286
Lewisville ISD	061902	Flower Mound	53,356	\$25,840 - \$36,480
Northwest ISD	061911	Justin	19,831	\$23,913 - \$34,776

Name of Proposed Charter School: Athlos Academy of Texas

Name of Sponsoring Entity: Athlos Foundation

Position: Human Resource Clerk

Reports to: Human Resources Director and Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Assist w/ the recruitment of new hires, including attendance at career fairs & other recruitment functions
2. Ensure completion of all required state & federal documentation associated w/ new hire employment
3. Provide new hires w/ employee orientation including info. about school policies, procedures & benefits
4. Ensure employee enrollment in applicable insurance and other employee benefits.
5. Assist as necessary with the preparation of bi-weekly payroll.
6. Assist employees with understanding and adhering to entity employment policies.
7. Work with department managers to ensure compliance with labor law practices and statutes.
8. Assist w/ providing entity wide trainings on applicable Federal, State, and TEA employment practices.
9. Assist w/the completion of necessary federal & state reporting including Affordable Care Act requirement
10. Assist with researching and implementing of current and new employee rules and regulations.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Athlos Academy of Texas

Name of sponsoring entity: Athlos Foundation

Position: Facility Maintenance Staff

Reports to: Director of Facilities and Principal

Salary Range: \$23,000 to \$28,000 per annum

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Denton County

Number of Students anticipated in year one: 963 In year five: 3,540

Minimum Qualifications Required:

Education Required: High School Diploma or equivalent required

Experience Required:

Certification Required: None

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Denton ISD	061901	Denton	27,020	\$20,087 - \$28,981
Lewisville ISD	061902	Flower Mound	53,356	\$21,447 - \$30,871
Northwest ISD	061911	Justin	19,831	\$19,149 - \$27,766

Name of Proposed Charter School:

Athlos Academy of Texas

Name of Sponsoring Entity:

Athlos Foundation

Position:

Facility Maintenance Staff

Reports to:

Director of Facilities and Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Cleans areas assigned, including but not limited to vacuuming, shampooing, & scrubbing as necessary
2. Keeps walks, parking area, grounds, and entrances clear and clean.
3. Receives and processes work orders associated with facility maintenance.
4. Unlocks doors and windows, turns on lights, and prepare facility for instruction.
5. Tend to issues with snow and ice including clearing sidewalks and hallways.
6. With Facility Director, conduct regular safety audits of facility, including playground & athletic areas
7. Operate and maintain lawn mowers, sweepers, and other organizational cleaning & lawn care equipment
8. Maintain campus grounds and athletic facilities
9. Courteous and responsive to staff and student facility needs
10. Tracks and orders custodial and facility supplies as needed.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Athlos Academy of Texas

Name of sponsoring entity: Athlos Foundation

Position: Director of Nutrition

Reports to: CEO/Superintendent

Salary Range: \$50,000 to \$70,000 per annum

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Denton County

Number of Students anticipated in year one: 963 In year five: 3,540

Minimum Qualifications Required:

Education Required: Bachelors Degree in Food and Nutrition, Dietetics, Food Systems, or a related field

Experience Required: Five to seven years of nutrition management experience in a school setting or related field

Certification Required: Food Service Manager Certificate preferred. ADA Registered Dietitian

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Denton ISD	061901	Denton	27,020	\$47,991 - \$69,062
Leiwsville ISD	061902	Flower Mound	53,356	\$65,589 - \$105,800
Northwest ISD	061911	Justin	19,831	\$58,855 - \$82,965

Name of Proposed Charter School: Athlos Academy of Texas

Name of Sponsoring Entity: Athlos Foundation

Position: Director of Nutrition

Reports to: CEO/Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Promote nutrition education by conducting student and parent involvement activities at the campus site.
2. Maintain food production that ensure the safety and quality of food per regulatory guidelines.
3. Develop all menus to ensure compliance at all times with state and regulatory requirements
4. Write special diets and instruct employees on food purchasing, preparation, and serving techniques
5. Calculate menu costs and maintain menu costs within budgetary constraints
6. Directly manage and maintain record keeping for federal and state grant funded problems
7. Document and deliver training, procedures, and policies for the Food Service staff
8. Conduct inspections and evaluations of individual cafeterias, as assigned, to ensure proper operation
9. Establishes a nutrition program marketing system for the district & maintain effective communication
10. Be available to answer Food Service/Nutrition related questions with parents, students, faculty & staff

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Athlos Academy of Texas

Name of sponsoring entity: Athlos Foundation

Position: Director of Finance

Reports to: CEO/Superintendent

Salary Range: \$80,000 to \$130,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Denton County

Number of Students anticipated in year one: 963 In year five: 3,540

Minimum Qualifications Required:

Education Required: Masters Degree in Accounting, Business or related field

Experience Required: At least 5 years of significant work experience with growing organizations in a senior financial position.

Certification Required: Certified Public Accountant

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Denton ISD	061901	Denton	27,020	\$92,235 - \$127,274
Lewisville ISD	061902	Flower Mound	53,356	\$85,833 - \$123,514
Northwest ISD	061911	Justin	19,831	\$97,754 - \$129,579

Name of Proposed Charter School: Athlos Academy of Texas

Name of Sponsoring Entity: Athlos Foundation

Position: Director of Finance

Reports to: CEO/Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Serve as financial advisor to CEO on fiscal operating decisions.
2. Understand how each financial decision impacts the quality of education delivered at the schools.
3. Represent Athlos to its financial partners - financial institutions, potential investors, donors, and auditors.
4. Oversee Accounting Mngrs including review and approval of financial activities and associated operations.
5. Oversee preparation and approval of all financial reporting materials for the Board of Directors.
6. Oversee preparation of materials & reports to meet the compliance of local, state, & federal agencies.
7. Prepare the annual budget and enter all budget adjustments, additions, and deletions.
8. W/ AMs, prepare necessary external audit schedules and complete & issue audited financial statements.
9. Track and communicate operational performance to all schools and other stakeholders.
10. Remain current on governmental, nonprofit, and charter school accounting and reporting standards.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Athlos Academy of Texas

Name of sponsoring entity: Athlos Foundation

Position: Director of Facilities

Reports to: CEO/Superintendent

Salary Range: \$40,000 to \$80,000 per annum

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Denton County

Number of Students anticipated in year one: 963 In year five: 3,540

Minimum Qualifications Required:

Education Required: Bachelor's Degree preferred, but not required if experience is applicable.

Experience Required: Minimum 2 years of full time experience in mechanical or electrical engineering.

Certification Required: None.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Denton	061901	Denton	27,020	\$75,843 - \$109,137
Lewisville	061902	Flower Mound	53,356	\$73,370 - \$105,800
Northwest	061911	Justin	19,831	\$56,627 - \$78,216

Name of Proposed Charter School: Athlos Academy of Texas

Name of Sponsoring Entity: Athlos Foundation

Position: Director of Facilities

Reports to: CEO/Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Manage maintenance, grounds, cafeteria, supply and transportation activities safely and efficiently.
2. Comply with all applicable state and federal safety regulations.
3. Assist in budget development.
4. Ensure all regulatory documentation is complete, up-to-date, and accurate.
5. Comply with any internal and external audits.
6. Prepare and negotiate contracts for maintenance.
7. Recommend equipment purchase and regular maintenance plans.
8. Assist in the development of policy and procedure relating to maintenance.
9. Review and approve any improvement plans.
10. Any other duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Athlos Academy of Texas

Name of sponsoring entity: Athlos Foundation

Position: Director of Curriculum and Instruction

Reports to: CEO/Superintendent

Salary Range: \$85,000 to \$125,000 per annum

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Denton County

Number of Students anticipated in year one: 963 In year five: 3,540

Minimum Qualifications Required:

Education Required: Masters Degree in Educational Leadership or Curriculum and Instruction

Experience Required: 5-7 years

Certification Required: K-8/K-12 Administration certification preferred but not required.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Denton ISD	061901	Denton	27,020	\$97,768 - \$135,015
Lewisville ISD	061902	Flower Mound	53,356	\$94,417 - \$135,867
Northwest ISD	061911	Justin	19,831	\$115,344 - \$149,816

Name of Proposed Charter School: Athlos Academy of Texas

Name of Sponsoring Entity: Athlos Foundation

Position: Director of Curriculum and Instruction

Reports to: CEO/Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Develop/implement educational, strategic, & operational activities; metrics to track/evaluate progress
2. Ensure campus compliance with State Department of Education, accreditation, regulations and policies.
3. Research and identify trends and needs and establish program directions accordingly.
4. Assess quality of program operations.
5. Provides for quality assurance reviews and addresses areas in need of attention.
6. Monitor attrition analysis and assists with campus issues relating to retention.
7. Provide leadership to ensure satisfactory academic progress in attendance, grades, & graduation.
8. Assist in developing and managing the educational budget.
9. Lead campuses in program direction, development of goals, and objectives.
10. Establish and maintain compliance with academic policy and procedure.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Athlos Academy of Texas

Name of sponsoring entity: Athlos Foundation

Position: Counselor

Reports to: Principal

Salary Range: \$45,000 to \$80,000 per annum

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Denton County

Number of Students anticipated in year one: 963 In year five: 3,540

Minimum Qualifications Required:

Education Required: Master's degree in Counseling from an institution of higher education that is accredited by an accrediting agency, as recognized by the Texas Higher Education Coordinating Board.

Experience Required: Minimum 3 years experience in the field

Certification Required: Complete approved Educator Preparation Program (EPP) and all other TEA requirements for Student Services Certificates.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Denton	061901	Denton	27,020	\$55,190 - \$79,421
Lewisville	061902	Flower Mound	53,356	\$54,037 - \$77,759
Northwest	061911	Justin	19,831	\$56,524 - \$79,680

Name of Proposed Charter School: Athlos Academy of Texas

Name of Sponsoring Entity: Athlos Foundation

Position: Counselor

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Uses data to discuss, develop, and continually improve the school counseling program.
2. Communicates the objectives of the counseling program to admin, teachers, students, parents, and Board
3. Manages the school's referral process as part of the school's comprehensive school counseling program.
4. Helps develop individualized program plans for each student.
5. Ensures program is meeting applicable standards; advises on improvements to meet policy requirements.
6. Implements prevention-oriented activities to meet student needs and goals of the program.
7. Provides individual and group counseling to students with identified concerns and needs.
8. Uses assessment tools and techniques to structure individual/group counseling services.
9. Work with parents to teach students life skills (education, career, and life planning).
10. Collaborate w/admin & others on counseling plans; communicate plans effectively w/students & parents

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Athlos Academy of Texas

Name of sponsoring entity: Athlos Foundation

Position: Community Relations/PR

Reports to: CEO/Superintendent

Salary Range: \$40,000 to \$50,000 per annum

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Denton County

Number of Students anticipated in year one: 963 In year five: 3,540

Minimum Qualifications Required:

Education Required: Bachelors Degree in Communications or related field preferred

Experience Required: Experience organizing and implementing community events including working with various backgrounds and nationalities. Bilingual preferred.

Certification Required: None

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Denton ISD	061901	Denton	27,020	\$44,468 - 63,993
Lewisville ISD	061902	Flower Mound	53,356	\$34,113 - \$49,072
Northwest ISD	061911	Justin	19,831	\$33,986 - \$49,447

Name of Proposed Charter School: Athlos Academy of Texas

Name of Sponsoring Entity: Athlos Foundation

Position: Community Relations/PR

Reports to: CEO/Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Attends meetings as directed by the Superintendent, acts as a District liaison for community groups.
2. Act as the primary point of contact for media inquiries - create press kits and other media information
3. Plan and manage budget for advertising, promotions, publicity, and web-site
4. Maintain school website and social media platforms and ensure consistent branding and messaging
5. Organize, assimilate, and disseminate facts about school to the public through print and non-print media
6. Provide assistance in the development of school publications and brochures
7. Coordinates and develops a system of communication w/ & for various stakeholders to keep up-to-date
8. Serve as liaison to parents, students, & community; provide info regarding school programs, activities, etc
9. Communicate with media representatives about sensitive or controversial information
10. Assist with student/staff recruitment and other community events

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Athlos Academy of Texas

Name of sponsoring entity: Athlos Foundation

Position: CEO/Superintendent

Reports to: Charter Holder Board of Directors

Salary Range: \$100,000 to \$150,000 per annum

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Denton County

Number of Students anticipated in year one: 963 In year five: 3,540

Minimum Qualifications Required:

Education Required: Minimum Bachelor's Degree, advanced degree preferred

Experience Required: Possesses at least 7-10 years of successful teaching and school leadership experience.

Certification Required: Principal Certification and School Superintendent Certificate preferred, but not required.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Sanger ISD	061908	Sanger	2,645	\$165,909
Lake Dallas ISD	061912	Lake Dallas	4,011	\$213,195
Aubrey ISD	061907	Aubrey	2,213	\$116,844

Name of Proposed Charter School: Athlos Academy of Texas

Name of Sponsoring Entity: Athlos Foundation

Position: CEO/Superintendent

Reports to: Charter Holder Board of Directors

Job Duties: List up to 10 key duties this individual will perform.

1. Administers the charter and compliance with federal and state laws.
2. Approves all TEA submissions
3. Interfaces and works with the Board on strategic planning.
4. Administers and manages the annual budget as adopted by the Board.
5. Builds community support and external relations.
6. Oversees communication regarding grievances.
7. Approves advertising relating to recruitment (employee and students).
8. Monitors educational goals and standards.
9. Works with the Board to develop policy and procedures.
10. Monitors staff evaluation.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Athlos Academy

Name of sponsoring entity: Athlos Foundation

Position: Cafeteria Supervisor

Reports to: Director of Nutrition

Salary Range: \$22,500 to \$28,000 per annum

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Denton County

Number of Students anticipated in year one: 963 In year five: 3,540

Minimum Qualifications Required:

Education Required: High school diploma or GED equivalent

Experience Required: One year of public school food service experience or three years of food service operation management.

Certification Required: Completion of an accredited sanitation course and maintenance of certification. Completion of manager training program.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Denton ISD	061901	Denton	27,020	\$21,542 - \$30,989
Lewisville ISD	061902	Flower Mound	53,356	\$21,447 - \$30,871
Northwest ISD	061911	Justin	19,831	\$21,602 - \$31,416

Name of Proposed Charter School:

Athlos Academy

Name of Sponsoring Entity:

Athlos Foundation

Position:

Cafeteria Supervisor

Reports to:

Director of Nutrition

Job Duties: List up to 10 key duties this individual will perform.

1. Conduct operational management 55% and production management 45% of the work week.
2. Prepare & maintain records reflecting an accurate report of planned meals, food produced, and discarded
3. Maintain accurate on-site reports of daily and monthly financial, production, and activity records.
4. Assists Director of Nutrition in ensuring that sanitation & safety practices comply w/ fed, state, & local law
5. Input work orders for equipment maintenance needs & ensure they are completed in a timely manner.
6. Prepares and reviews daily work schedules to ensure proper and efficient scheduling of employees.
7. Manage employees at the school site, promoting employee growth, efficiency, morale, and teamwork.
8. Provides leadership to ensure school meals are served in a pleasant environment by courteous staff.
9. Maintains daily deposits & cash receipt documentation; management & reconciliation of cash register
10. Responsible for presenting quality food in an attractive manner.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Athlos Academy of Texas

Name of sponsoring entity: Athlos Foundation

Position: Accounting Manager

Reports to: Director of Finance/CEO/Superintendent

Salary Range: \$60,000 to \$80,000 per annum

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Denton County

Number of Students anticipated in year one: 963 In year five: 3,540

Minimum Qualifications Required:

Education Required: Minimum Bachelor's Degree

Experience Required: Five years of experience in school business administration or other related field.

Certification Required: None.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Denton ISD	061901	Denton	27,020	\$64,435 - \$92,725
Lewisville ISD	061902	Flower Mound	53,356	\$50,866 - \$76,300
Northwest ISD	061911	Justin	19,831	\$62,473 - \$88,062

Name of Proposed Charter School: Athlos Academy of Texas

Name of Sponsoring Entity: Athlos Foundation

Position: Accounting Manager

Reports to: Director of Finance/CEO/Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Keep the Director of Finance and CEO/Superintendent informed on the financial affairs of the school.
2. Evaluate accounting procedures, systems, and controls in all departments & recommend improvements.
3. Ensure accounting systems comply w/applicable laws & regulations (i.e. Financial Accounting Manual)
4. Develop period cash flow analysis to aid in determining cash available for investment & payment of bills.
5. Oversee preparation of monthly bank reconciliations for operating, special revenue, debt service, tax, etc.
6. Manage payroll, accounts payable & receivable, and financial statement reporting.
7. Assist in the preparation of the annual budget.
8. Review the reliability and integrity of financial and operating information.
9. Review records, reports, documentation & operating procedures to ensure compliance w/fed. & state law
10. Develop semi-annual financial information for submission of data to TEA.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Athlos Academy of Texas

Name of sponsoring entity: Athlos Foundation

Position: Accounting Clerk

Reports to: Finance Director

Salary Range: \$23,000 to \$27,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Denton County

Number of Students anticipated in year one: 963 In year five: 3,540

Minimum Qualifications Required:

Education Required: Associates Degree required, Bachelors in Business or Accounting preferred

Experience Required: Experience with bookkeeping, payroll, and/or accounts receivable and accounts payable

Certification Required: None

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Denton ISD	061901	Denton	27,020	\$24,275 - \$34,921
Lewisville ISD	061902	Flower Mound	53,356	\$22,704 - \$32,656
Northwest ISD	061911	Justin	19,831	\$27,622 - \$40,208

Name of Proposed Charter School: Athlos Academy of Texas

Name of Sponsoring Entity: Athlos Foundation

Position: Accounting Clerk

Reports to: Finance Director

Job Duties: List up to 10 key duties this individual will perform.

1. Responsible for reconciling accounts receivable activities and cash receipts on student accounts
2. Assist or complete entity payroll on a bi-weekly basis
3. Responsible for reconciling employee deductions and payroll accruals
4. Assists with the month end closing process including reconciling selected balance sheet accounts
5. Reviews daily deposit submission at the bank and reconciles against bank statements
6. Responsible for recording journal entries as requested by Finance Director or CFO
7. Assist the Accounting Manager in ensuring that payables are processed timely and recorded appropriately
8. Responsible for ensuring Vendor Compliance, including completion of W-4s, and the issuance of 1099s
9. Maintain general ledger accounts
10. Assist Accounting Manager and Director of Finance with other duties as assigned

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Athlos Academy Texas

Name of sponsoring entity: Athlos Foundation

Position: Kitchen Staff

Reports to: Director of Nutrition

Salary Range: \$14,500

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

None.

Proposed Location (City and County): Denton, Denton County

Number of Students anticipated in year one: 963 In year five: 3,540

Minimum Qualifications Required:

Education Required: High School Diploma or equivalent

Experience Required: None.

Certification Required: None.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Denton ISD	061901	Denton	27,020	\$13,853 - \$19,987
Lewisville ISD	061902	Flower Mound	53,356	\$12,058 - \$18,094
Northwest ISD	061911	Justin	19,831	\$17,772 - \$24,864

Name of Proposed Charter School: Athlos Academy Texas

Name of Sponsoring Entity: Athlos Foundation

Position: Kitchen Staff

Reports to: Director of Nutrition

Job Duties: List up to 10 key duties this individual will perform.

1. Prepare meals consistent with daily menu.
2. Serve meals consistent with daily meal schedule and applicable rules, policies and procedures.
3. Handles storage of food items and supplies.
4. Maintains clean and organized kitchen, dining and storage areas.
5. Operates kitchen appliances and equipment pursuant to safety requirements and standards.
6. Adheres to rules, policies and procedures for cleanliness, health and safety.
7. Addressed unsanitary and unsafe concerns and issues in kitchen, dining and general work environment.
8. Keeps a presentable and hygienic personal appearance.
9. Assists in the preparation of purchase requisitions for food and necessary supplies.
10. Other duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Provide the following:

Any teacher evaluation tool(s) beyond the Professional Development Appraisal System (PDAS) to be used, and explain how teachers will be supported, developed, and evaluated each school year.

Athlos Academy of Texas will adopt a local teacher evaluation system that is based upon elements of the Texas Teacher Evaluation and Support System (T-TESS). This system utilizes both formative and summative data to provide meaningful feedback to teachers in a timely way. This process fully supports teachers as they pursue mastery in the six Texas Teacher Standards:

- Instructional Planning and Delivery
- Knowledge of Students and Student Learning
- Content Knowledge and Expertise
- Learning Environment
- Data-Driven Practice
- Professional practices and Responsibilities

Athlos Academy of Texas will work toward a ratio of 1:25 Instructional Coaches to Teachers on each campus (as reflected in Attachment F3). Each instructional coach will be assigned a caseload of teacher to support and mentor throughout each school year. Each teacher will participate in a minimum of two coaching cycles (built around announced observations) during the first school year, with a goal of 3-4 coaching cycles for each teacher by year five of operation.

In addition to the announced observations, several unannounced observations will take place utilizing a variety of walk-through tools focused on quick observation of teacher and student behaviors. A sample of which is included in this attachment.

Each coaching cycle will follow the T-TESS structure:

Pre-Observation Meeting

Observation of at least 45 minutes

Post-Observation Meeting within 1 week of observation

Teacher observations will utilize the T-TESS Rubric which includes feedback in the following four categories or Domains:

- Planning
- Instruction
- Learning Environment
- Professional Practices and Responsibilities

Across the four categories, feedback will address the T-TESS established 16 Dimensions which include:

- Standards and Alignment
- Data and Assessment
- Knowledge of Students
- Activities
- Achieving Expectations
- Content Knowledge and Expertise
- Communication

- Differentiation
- Adjustment
- Classroom Environment, Routines, and Procedures
- Managing Student Behavior
- Classroom Culture
- Professional Demeanor and Ethics
- Goal Setting
- Professional Development
- School Community Involvement

Finally, in alignment with the T-TESS system, the post-observation meeting will focus on four key elements: introduction, reinforcement, refinement, and review of rating's. Instructional Coaches will participate in ongoing professional development to refine their teacher coaching abilities.

Draft of a Regular Education Walk-Through Observation Tool

WALK THROUGH OBSERVATION

Teacher's Name:			Observer:		
Date:		Time:		Grade:	Subject:
1. Focus on Curriculum					
1a. What was the learning objective(s) for the lesson?					
Objectives:					
Comments					
2. Focus on Instruction					
2a. Identify instructional practices					
<input type="checkbox"/> Coaching		<input type="checkbox"/> Modeling		<input type="checkbox"/> Teacher-directed Q&A	
<input type="checkbox"/> Discussion		<input type="checkbox"/> Presentation		<input type="checkbox"/> Testing	
<input type="checkbox"/> Hands-on experiences		<input type="checkbox"/> Provide directions/instructions		<input type="checkbox"/>	
<input type="checkbox"/> Lecturing centers		<input type="checkbox"/> Provide opportunities for practice		<input type="checkbox"/>	
<input type="checkbox"/> Lecture				<input type="checkbox"/>	
2b. Identify grouping format					
<input type="checkbox"/> Whole group		<input type="checkbox"/> Small group		<input type="checkbox"/> Paired	
				<input type="checkbox"/> Individual	
2c. Identify research-based instructional strategies					
T	S		T	S	
		Identifying similarities and differences			Cooperative learning
		Summarizing/note-taking			Setting objectives/feedback
		Reinforcing effort/recognition			Generating/testing hypothesis
		Homework/practice			Cues/questions/advanced organizers
		Nonlinguistic representation			
3. Focus on the Learner					
3a. Identify student actions					
<input type="checkbox"/> Listening		<input type="checkbox"/> Working with hands-on materials		<input type="checkbox"/> Speaking	
<input type="checkbox"/> Reading		<input type="checkbox"/> Writing		<input type="checkbox"/>	
3b. Identify instructional materials					
<input type="checkbox"/> Computer software		<input type="checkbox"/> Overhead/board/flip chart		<input type="checkbox"/> Video	
<input type="checkbox"/> Content-specific manipulative's		<input type="checkbox"/> Published printed materials		<input type="checkbox"/> Web sites	
<input type="checkbox"/> Hand-held technology		<input type="checkbox"/> Real-world objects		<input type="checkbox"/> Worksheets	
<input type="checkbox"/> Lab/activity sheet		<input type="checkbox"/> Student-created materials		<input type="checkbox"/>	
<input type="checkbox"/> Oral		<input type="checkbox"/> Textbook		<input type="checkbox"/>	

TEACHER OBSERVATION FORM – PHYSICAL EDUCATION

Teacher: _____ Date: _____
Grade Level: _____ Unit of Instruction: _____

1 = Not present 2 = Needs attention 3 = Good 4 = Excellent

Instructional Planning

1. Class is started quickly and efficiently	1	2	3	4
2. Objectives are well defined and stated	1	2	3	4
3. Equipment is ready and sufficient for maximized learning	1	2	3	4
4. Lesson is sequential and developmentally appropriate	1	2	3	4
5. Environment is safe and conducive to learning	1	2	3	4
6. Written and well developed lesson plans are provided	1	2	3	4

Instructional Presentation

1. Clear and straight forward directions are given	1	2	3	4
2. Critical thinking and problem solving are encouraged	1	2	3	4
3. Relevant examples and brief demonstrations are offered	1	2	3	4
4. Practice time is provided; assistance offered as needed	1	2	3	4
5. Appropriate lesson pace and smooth transitions are evident	1	2	3	4
6. Skill correction, as well as encouraging feedback offered	1	2	3	4
7. Students are actively learning and participating	1	2	3	4
8. Assessment occurs and is based on class objectives	1	2	3	4
9. Lesson closure occurs and relates to class objectives	1	2	3	4

Student Management

1. Rules of conduct and routine procedures are evident	1	2	3	4
2. Instructional opportunities are adapted to diverse learners	1	2	3	4
3. All students are treated in a fair and equitable manner	1	2	3	4
4. Social skills are developed through the physical activities	1	2	3	4
5. Student behavior is monitored and corrected as necessary	1	2	3	4

Additional Comments:

Provide the following:

The qualifications and job description of the principal. Discuss the timeline, criteria, and recruiting and selection process for hiring the principal/campus leader. If a principal has been identified explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never led a school, describe any leadership training programs that (s)he has completed or is currently participating in.

ATTACHMENT 05

The Principal/Principal Candidate qualifications are as follows:

PRINCIPAL/PRINCIPAL CANDIDATE

State Requirements:

- Education:** Master's Degree.
- Experience:** Possess at least 3 years of classroom teaching experience.
- Certification:** Possess a valid Principal certificate preferred but not required.

Ideal Qualifications:

- Education:** Master's Degree in Education or related field.
- Experience:** Possess at least 3 years of teaching experience and have experience:
- In collaboratively working with teachers in a leadership capacity;
 - With special education and intervention policies and procedures;
 - With hiring and managing staff
 - With successfully managing a budget (school or similar); and
 - In school start-up or re-structuring.
- Certification:** Valid Principal certificate preferred but not required.

Job Description: Athlos school leaders are dynamic individuals that can balance operational needs with clear, long-range vision. Student achievement, with its multiple facets, is a top priority for the Athlos school leader. The supervision, management, and professional development of the Athlos school staff ultimately falls under the direction of the school leader, along with the understanding of marketing, community outreach, and fund raising. The Athlos school leader is the voice and the face of the school, dealing with parent and staff concerns along with public demands.

The ideal candidate embraces the Athlos Pillars and their implementation school wide and embodies characteristics of a Prepared Mind, Healthy Body and Performance Character. The ideal candidate shall possess excellent communication and interpersonal skills, the ability to complete other administrative tasks such as effective management of facilities, compliance with laws and regulations, and the ability to respond to parent and staff concerns while managing conflict.

Selection Process: The Superintendent will post for the position and narrow the candidate pool through interview. The Board will interview and approve the candidate/recommended candidates.

Provide the following:

The qualifications and job description of the superintendent. Discuss the timeline, criteria, and recruiting and selection process for hiring the superintendent/charter district leader. If a superintendent has been identified, explain why this individual is well-qualified to lead the proposed charter district in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter district. If the proposed leader has never led a school, describe any leadership training programs that (s)he has completed or is currently participating in.

ATTACHMENT O6

Upon charter application award, the Board will begin its search for management candidates. The CEO/Superintendent qualifications are as follows:

CEO/SUPERINTENDENT

- Education:** Master's Degree, preferably in education, educational administration or public administration.
- Experience:** Possess at least 7-10 years of successful teaching and school leadership experience.
- Certification:** Valid Superintendent certificate preferred, but not required.
- Job Description:** Organize and administer the charter school's central administration including the role and function of each department. Approve reports, data submissions and other filings required by law, regulation, contract or other legal requirements. Recruit, hire, evaluate, promote, retain, discipline and terminate charter school personnel. Plan, organize, direct and evaluate charter instructional program, operations, finances, property and records. Administer and monitor compliance with the adopted budget and with applicable state and federal law and Board policy. Recommend policies to the Board and oversee the implementation of those policies adopted by the Board. Develop and adopt administrative procedures to implement Board adopted policies. Perform special assignments and other duties as assigned by the Board.
- Selection Process:** The Board will post for the position, and then through a subcommittee of Board members, the candidates will be narrowed down to a list of final candidates. The Board will interview the finalists and select the CEO/Superintendent.


OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION
Generation Twenty-One
Special Assurances Document


Sponsoring Entity: Athlos Foundation

Proposed Charter School Name: Athlos Academy

The Board Chair of the proposed sponsoring entity shall initial each and all assurances within this document to confirm awareness and understanding of responsibilities established herein.


I. Open Meetings Requirements

 The proposed charter holder assures that all meetings in which charter school business is discussed will be posted to provide public notice, held in an open public forum, and any action items voted upon in a public forum as required by the Open Meetings Act in Government Code, Chapter 551.


 Furthermore, the proposed charter holder assures that all of the following will be discussed in open meetings and only acted upon with approval of the charter holder board:

- The annual budget and all amendments to the budget,
- Any changes to job descriptions from those submitted in the application for charter, and
- Any changes in compensation from compensation as submitted in the application for charter.


II. Public Information Requirements

 The proposed charter holder assures that information, that is considered public, requested by anyone will be provided in accordance with Government Code, Chapter 552.


III. Criminal History Check Requirements

 The proposed charter holder assures that criminal history checks will be completed in accordance with law and that no person will serve as a member of the governing body of a charter holder, as a member of the governing body of the charter school, or as an officer or employee of an charter school if the person has been convicted of a misdemeanor involving moral turpitude, a felony, an offense listed in TEC 37.007(a) or an offense listed in Article 62.01(5) Code of Criminal Procedure.


IV. Annual Training Requirements

 The proposed charter holder assures that all annual training requirements for board members and school administrators will be completed in accordance with law and commissioner rules.

V. Residential Facilities Monitoring (RFM) System

 The proposed charter holder assures that it understands that, pursuant to 19 Texas Administrative Code (TAC) §97.1072, there is a specific system for monitoring school districts and charter schools that serve students with disabilities who reside in RFs. The charter holder further assures that it understands that it will be required to report data related to students with disabilities residing in RFs in TEA's data collection system known as RF Tracker and that it may be subject to RFM intervention activities and on-site visits based upon a review of the data it reports or on random or other means of selection.

VI. Special RF Training

 The proposed charter holder assures that all personnel involved with serving students with disabilities residing in an RF and personnel involved with reporting data in *RF Tracker* will receive training on the RFM system.

Sponsoring Entity:

Athlos Foundation

Proposed Charter School Name:

Athlos Academy

VII. Admission and Enrollment

The proposed charter holder assures that parents or prospective students will not be required to attend an interview or meeting of any kind prior to admitting and/or enrolling a student, or during the time in which the student is enrolled.

The proposed charter holder assures that volunteer hours, or payment in lieu of volunteer hours, will not be required of the parent or guardian as a requirement for student admission or enrollment.

The proposed charter holder assures that there will be no specified days designated for enrollment and/or admission. If space is available, a student will be enrolled and admitted on any day at any time of day and must be counted as and considered a charter student immediately. State law does not allow for a trial enrollment period at a public school.

The proposed charter holder assures that no student auditions will be required prior to enrollment and admission at the charter school unless the charter is originally approved by the State Board of Education (SBOE) as a performing arts school with an audition component or the charter was amended by the commissioner of education to designate the school a performing arts school with an audition component.

The proposed charter holder understands that a student may be ineligible for enrollment at a charter school based on a history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code (TEC), Chapter 37, Subchapter A, only if the enrollment prohibition was specifically approved by the SBOE when the charter was originally awarded, or if the charter was amended by the commissioner of education to allow this enrollment prohibition. It must be noted that the enrollment prohibition is not allowed for any prior discipline problems, but only those specified in TEC, Chapter 37, Subchapter A.

VIII. Withdrawal and Expulsion

The proposed charter holder assures that understands that only the parent or guardian may withdraw a student from the charter school, and the only time charter administrators may withdraw a student and use administrative withdrawal as the leaver code is in the rare instances when:

- a student is withdrawn by the district because the district discovers, when verifying enrollment information, that the student was not a resident of the district at the time of enrollment;
- the district discovers that the student has falsified enrollment information;
- proof of identification is not provided; or
- immunization records are not provided.

The proposed charter holder understands that a student who fails to comply with the charter school's student code of conduct may not be administratively withdrawn. If a student commits an expellable offense, as outlined in the student code of conduct, the charter holder further understands that charter administrators may expel the student only after due process has been afforded the student, and the charter holder board has determined that expulsion is the appropriate consequence.


The proposed charter holder understands that it has an obligation to notify the school district in which the student resides within three business days of any action expelling or withdrawing a student from the charter school. See 19 TAC §100.1211 (c).


The proposed charter holder assures that each campus granted through the initial charter contract and all subsequent renewal, expansion, and re-designations shall establish and maintain gun-free campus policies. The charter shall also expel a student who brings a firearm, as defined by 18 U.S.C. Section 921, to school. See TEC §37.007(e)

Sponsoring Entity: Athlos Foundation


Proposed Charter School Name: Athlos Academy

IX. Federal and State Funding

 The proposed charter holder understands that any request for assistance from the Texas Education Agency that is to be provided from *No Child Left Behind* funds, as granted by the *No Child Left Behind Act of 2001*, must comply with the *The Guns-Free Schools Act*. See 20 U.S. Code § 7151


 The charter holder understands that any *No Child Left Behind* funds that are applied towards campus(es) operated on the premises of a public university or college may be effected by new open-carry handgun legislation on public university and college campuses. See Senate Bill 11, as approved by the 84th Legislature, 2015

X. Required Disclosure

 The proposed charter holder assures that all information subject to a required disclosure of fact(s) has been expressly provided within the *Charter School Application* to the extent authorized by all controlling law.

I the undersigned hereby certify that the governing body of the charter holder has authorized me to provide these assurances as noted by my initials on this and all previous pages.

Tiffany O'Neill
Printed Name of Sponsoring Entity Board Chair


Signature of Sponsoring Entity Board Chair

10/30/15
Date