

CHARTER COVERSHEET

APPLICANT TEAM MEMBER INFORMATION

Proposed Nineteenth
Generation Charter
School Name:

Athlos Academy

Name of Sponsoring
Entity:

Athlos Foundation

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 thereto.

The sponsoring entity

is a (Check only one):

501(c)(3) nonprofit organization

Governmental Entity

College or University

Chairperson of governing body of
sponsoring entity:

Edward G. Conger

CEO of sponsoring entity:

Edward G. Conger

CEO/Superintendent of proposed
charter school:

Not yet determined, the Board is currently searching.

Board member(s) who attended
applicant information session(s):

Edward G. Conger

Date(s): 02/07/2014

Applicant mailing address (To be used
for contact regarding this application):

2085 Garden Crest Dr., Rockwall, TX 75087

Physical address of proposed
administrative offices (if different from
above):

Not yet determined.

Number of campuses requested:

15

Physical Address of Each Proposed Campus:
Street address, city, state, zip, and county, OR, if the
specific address(es) is unknown at this time, provide
the county and general location of the proposed
campus(es)

Dallas County, Tarrant County

Contact name:

Edward G. Conger

Contact role/title:

Board Member

Contact Phone:

817-946-4350

Contact Email:

econger@ILTexas.org

State maximum enrollment and check all grade levels to be served for each school year.

By Year 4, at least one grade in which the state assessments are administered must be offered.

GRADE LEVELS SERVED

	Proposed Enrollment	Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12
Year 1:	2,592	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 2:	4,080	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3:	5,760	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 4:	8,928	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Year 5:	12,288	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
At Capacity:	15,000	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

APPLICANT TEAM MEMBER INFORMATION

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

Full Name	Current Job Title and Employer	Position with Proposed School
Dr. Cindy Darnell	Internist, Children's Medical Center	Director
Jerry McCreight	CFO, ILTexas	Treasurer
Todd Whitthorne	President, ACAP Health	Director
Erin Ragsdale	Senior VP, Allyn Media	Director
Paul Reyes	Senior VP and General Counsel, Associa	Vice President
Martha Rocha	Senior Director, Children's Medical Center	Secretary
Edward G. Conger	CEO, ILTexas	President

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States? Yes No

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

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 United States in the 2014-15 or 2015-16 school years? Yes No

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

Proposed School Name	City	State	Opening Date

Does this applicant team have new schools or campuses approved, but scheduled to open in years beyond 2015-2016? Yes No

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

Authorizer	# of Schools	City(s)	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.
- Already operates schools elsewhere in the US.
- Will contract or partner with a charter management organization (CMO). If yes, include the CMO's portfolio in answering the above questions regarding pending applications and school openings.

If yes, identify the CMO:

This CMO currently manages schools in Texas or elsewhere in the US.

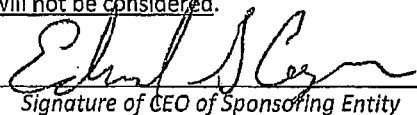
If yes, list all applicable states: _____

CERTIFICATION

I certify that I have the authority to submit this application and that all information contained herein is complete, accurate, and original 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.

Edward G. Conger

 Name of CEO of Sponsoring Entity



 Signature of CEO of Sponsoring Entity

3/26/14

 Date

Joseph E. Hoffer

Name of Application Preparer



Signature of Application Preparer

3-26-14

Date

With what company is the

application preparer associated?

Schulman, Lopez & Hoffer, L.L.P.

Was preparer paid?

Yes

No

Nineteenth Generation Open-Enrollment Charter School RFA

Application Response

Charter Overview

The Charter Overview should provide a concise summary of the following:

- the proposed plan for the school, including core values/beliefs;
- the geographic and population considerations of the school environment;
- the challenges particular to those considerations; and
- the applicant team's capacity to successfully open and operate a high quality school given the above considerations.

1. **Vision and Mission.** State the vision and mission of the proposed charter school. The vision statement outlines what the school will achieve in the long term and how it will operate to meet that goal/vision. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision and mission statements provide the foundation for the entire application. The vision and mission statements, taken together, should provide a framework that illustrates what success will look like, guides the decisions and actions of the charter, and is aligned with the purposes of Texas charter schools as outlined in TEC§12.001.
2. **Community Engagement.** Describe the relationships that you have established to generate community engagement in and support for the proposed school and how you have assessed demand and/or solicited support for the school. Briefly describe these activities and summarize their results.
3. **Geographic Boundary.** Describe the community(s) where the school/campuses will be located and provide the rationale for selecting the location(s). Include the types of resources currently available in the community(s). Provide as **Attachment A**, a list of the 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.*
 - a. Submit, as **Attachment B**, the certified mail receipt cards showing the dates the Statement of Impact form and accompanying documents were received by each recipient. In the absence of signed certified mail return receipt cards, the certified mail receipt showing each addressee, fees paid, and the date mailed will be accepted. Follow these directions in preparing your mailings:
 - i. Prepare a cover letter (following the TEA sample) addressed to the board of trustees and superintendent of each school district and charter school within the designated geographic boundary, and copying each member of the legislature that represents the geographic area to be served by the proposed school as directed in TEC §12.1101. Enclose with that letter the Statement of Impact Form and your completed Charter Coversheet.
 - ii. The documents must be sent to districts, charter schools, and members of the Texas legislature in time to include signed certified return receipt card copies as part of the submitted application. If a school board trustee, district superintendent, or legislative office receiving the documents requests a complete copy of the application, the sponsoring entity must provide the document, including all attachments.
4. **Educational Need and Anticipated Student Population.** Describe the anticipated student population and the rationale for serving these students; their anticipated educational needs; and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location, including resources for students currently available. Identify any enrollment priorities on which the program is based and explain how they are consistent with applicable restrictions on enrollment eligibility and selection.
5. **Education Plan/School Design.** Provide an overview of the education program of the proposed

school, including major instructional methods and assessment strategies and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school would do more effectively or innovatively than the schools that are now serving the targeted population and how the school would achieve its goals.

6. **Leadership and Governance.** List the names of the current members of the governing board. Provide as **Attachment C**, notarized Board Member Biographical Affidavits for the current members of the proposed school's governing board, including their roles and their current professional affiliation. Use the template provided by the TEA to prepare these affidavits.
7. Provide, as **Attachment D**, the following Assurance Documents, prepared using the templates provided by the TEA: Bilingual Education/ESL, Section 504, and Dyslexia Assurances; General Application of Assurances for Federal Programs; Special Assurances; Special Education Assurances; and Campaign Contribution Disclosure.
8. Provide as **Attachment E**, a complete set of Eligibility Documents, prepared using the template provided by the TEA, including: 501 (c)(3) Determination Letter; the original Articles of Incorporation and any restated Articles of Incorporation and Articles of Amendment (*if incorporated prior to December 31, 2005*), OR (*if incorporated after January 1, 2006*) the Certificate of Formation and the Certificate of Filing; bylaws of the sponsoring entity including any amendments; attendance receipt from Information Session; copies of public hearing notice(s); (*if applicable*) Out of state operators ONLY, provide the state-issued performance data for each charter school currently in operation; and (*if applicable*) Out of state operators ONLY, provide in the template document EITHER a disclosure statement to include details pertaining to any charter school or campuses that have been closed, non-renewed, or revoked OR certify that the operator has not had a charter school/campus closed under any of the circumstances listed in TEC §12.101.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Vision and Mission. The vision of Athlos Academy is to graduate students who personify our three pillars of excellence: Prepared Mind, Healthy Body, and Strong Character.

Our vision is to develop a Prepared Mind in every student. A prepared mind has mastered the following: learning how to learn, acquiring knowledge, and the development of critical thinking skills utilizing academics which includes a focused multi-lingual program. Athlos' educational program is designed to be a community of learning for students of all races and ethnicities equipping them with the tools for success in college and beyond.

Our vision is to encourage the development of a Healthy Body in every student. Our education program draws upon the discipline, motivation, and teamwork of athletics to engage students to become more active learners. Improving physical health improves a child's self-image, increases confidence and energy, improves mental toughness, and the ability to overcome adversity.

Our vision is to develop a Strong Character in every student. A well-developed character embodies important civic and ethical virtues that are the foundations of a free and democratic society. We believe that the age appropriate development of virtues such as trustworthiness, humility, and caring must be done in partnership with the family. We also have a unique focus on the education of performance character traits (such as social intelligence, grit and leadership), which are traits needed to succeed in performance environments such as school and work.

Our mission is to provide students with a relevant, rigorous and rich education that fosters our

three pillars of a Prepared Mind, Healthy Body, and Strong Character. Our educational program will be presented through an engaging curriculum taught by outstanding teachers who work in partnership with the families of students. Our graduates will leave with the academic preparation, values and commitment to wellness that will prepare them for success in college and beyond. Athlos will serve Kindergarten through 12th grade students of all academic levels, needs, nationalities and languages.

Community Engagement. Athlos held a public meeting on March 6, 2014 at White Rock United Methodist Church located in East Dallas. There were approximately 30 attendees, excluding Athlos representatives, consisting of families, community members, educators and representatives from Eastfield community college district. Great interest was expressed in the Athlos programming and outreach was made to the community college representatives to forge perspective opportunities for servicing students upon award of the charter. We chose the area of White Rock because our research indicates that schools in that area, East Dallas, have discussed the possibility of forming a new independent school district and leaving DISD. While this is merely conjecture at this point, it does indicate that there is interest in school choice in East Dallas. As a part of ongoing community outreach, we are in the preliminary stages of making connections with colleges and civic groups located in the Dallas-Fort Worth Metroplex area as further described in the Operations Plan. Finally, we have received letters of support from Joanne Ruark-Ackerman, Ed.D., a resident of the Dallas area who was a Texas educator and administrator for more than 35 years, most recently as Superintendent of San Felipe Del Rio, CISD, Robert N. Cluck, M.D., Mayor of the City of Arlington and Douglas Athas, Mayor of the City of Garland. Please see Attachment 8 in Section Two – Operations Plan.

In addition, the recent dramatic enrollment numbers attained by International Leadership of Texas and Jubilee Academic Center who have a character/athletic focus certainly indicates interest in a school with this type of model. Athlos Academies has piloted a portion of its character program in ILTexas; what differentiates Athlos Academy is that there will be a wider implementation of the Athlos Character Curriculum throughout the school as discussed in the application.

Geographic Boundary. We desire to serve students in the Dallas Fort Worth Metroplex and other surrounding areas within Tarrant, Denton, Ellis, Parker, Johnson, Collin/Rockwall and Ellis counties (ISDs are listed on Attachment A). Dallas ISD serves approximately 158,000 students where almost 70 different languages are spoken. The majority of students in DISD are Hispanic and African American¹. Fort Worth ISD serves approximately 80,000 students and like DISD, serves predominately a Hispanic and African American population. In DISD and FWISD a high percentage of students are performing poorly in Math, Science and English. The Fall 2013 STARR results indicate that in DISD 74% of students tested in Algebra I did not pass; 66% of students tested in Biology did not pass; 68% of students tested in English I Reading did not pass. In FWISD, the results were no better; 73% of students tested in Algebra I did not pass; 67% of students tested in Biology did not pass; 64% of students tested in English I Reading did not pass. DISD and FWISD are the second and third largest school districts in the State. These districts and surrounding counties struggle with student achievement evidencing the need for another

¹ http://www.dallasisd.org/cms/lib/TX01001475/Centricity/Domain/48/district_facts.pdf

choice in public education which is in line with the State of Texas purpose for charter schools (to improve student learning and increase the choice of learning opportunities within the public school system).

Community resources in the Dallas-Metroplex area are vast. There are numerous civic groups such as The Dallas Hispanic Chamber of Commerce, the Fort Worth Black Chamber of Commerce, Teen Asset Project to assist teens to be active participants in improving their lives, The Summer Food Service Program for Children, and School Supplies to meet the various needs of the population.

Educational Need And Anticipated Student Population. DISD continues to struggle in meeting AYP. On August 8, 2012, the Dallas Observer reported “The Texas Education Agency released its Adequate Yearly Progress report for 2012 a bit ago, and about three-quarters of its individual campuses missed the mark, just as they did last year, and the year before, and the year before².” DISD’s failing scores, in combination with previous years of substandard scores, caused the district to be categorized as Missing AYP-Stage 3. Fort Worth ISD has also met with difficulties in attaining satisfactory AYP scores, failing to meet AYP on the reading and math tests, as well as graduation rates. Fort Worth ISD and DISD are not the only struggling districts, Tarrant County; Arlington, Birdville, Crowley, Eagle Mountain-Saginaw, Everman, Grapevine-Colleyville, Keller, Kennedale, Mansfield, and Northwest all failed to meet the AYP standards.

District	AYP	Subjects
Arlington	Missed	Reading, Mathematics and Graduation Rate
Birdville	Missed	Reading and Mathematics
Crowley	Missed	Reading and Mathematics
Dallas	Missed	Reading and Mathematics
DeSoto	Missed	Reading, Mathematics and Graduation Rate
Eagle-Mt. Saginaw	Missed	Reading and Mathematics
Everman	Missed	Reading and Mathematics
Fort Worth	Missed	Reading, Mathematics and Graduation Rate
Grapevine-Colleyville	Missed	Reading and Mathematics
Keller	Missed	Reading and Mathematics
Kennedale	Missed	Reading and Mathematics
Mansfield	Missed	Reading
Northwest	Missed	Reading and Mathematics
Plano	Missed	Reading and Mathematics

We understand this achievement gap, we need to close the opportunity gap. In order for students to be prepared for high school and college-level courses a good academic foundation has to be laid in the elementary grades. Learning how to learn, acquiring knowledge and developing critical thinking skills are required to be successful in high school and beyond. If this foundation is not laid well in the elementary years, students cannot be expected to perform well in high school and college. This is even more essential for minority students and English Language Learners. Given that this generation of students will be competing for jobs with people from

² See http://blogs.dallasobserver.com/unfairpark/2012/08/disd_misses_adequate_yearly_pr.php

Asia, Europe and North America, etc., it is imperative the United States meet and exceed the educational results achieved by other countries so that American students of all races and ethnicities can be ready for the challenges of a global economy.

One of the most pressing concerns today is the health of an entire generation of children. We are unique in our commitment to develop healthy, fit students as a part of a complete educational program. A January 2011 report prepared for the Children's Hospital Association addressed the alarming statistics of childhood obesity in Texas. The report states: "One in three Texan children is overweight or obese, including almost half of Hispanic children in the state. These children have greater than a two-thirds chance of remaining obese at age 35. These children will suffer lifelong health and productivity consequences. Already by 2005, obese adults cost Texas businesses \$3.3 billion per year. Today's obese children are poised to triple Texas' current adult obesity rate by 2040, and obesity-related expenses are projected to skyrocket accordingly.

Costs to children's health: The health consequences of childhood obesity are so severe that researchers believe the childhood obesity epidemic will lower life expectancy within a generation. During childhood, obese and overweight children have increased risk of joint problems, gallbladder problems, and obstructive sleep apnea. Obese children are especially prone to metabolic syndrome, a key precursor to chronic disease in adulthood: 29% of obese adolescents have metabolic syndrome, compared to 0.1% of normal-weight adolescents.

Medical costs: Childhood obesity-associated health care is expensive. During childhood, obese children's hospitalization expenses are higher, due to longer lengths of stay and other increased costs. Obese children with asthma have 29% higher hospitalization costs than other children hospitalized for asthma. When children become obese adults, their medical costs are 42% higher than for normal-weight adults. In 2005, obesity-related medical costs in Texas exceeded \$1.37 billion.

Costs at school and work: Childhood obesity is associated with increased absences, lower grades, and lower state testing scores. Children, and especially adolescents, who are overweight and obese, suffer from stigma, which can diminish self-confidence, resulting in lowered goals and performance. When obese children grow up, their productivity and wages are lower than for people who were healthy-weight as children. Continued stigma takes a toll, reducing obese females' wages by as much as 15%. Chronic diseases translate to absences and presenteeism³."

Open Enrollment. We will be an open enrollment school and will remain in full compliance with State and Federal law regarding its lottery and admissions policies and procedures. Children of founders, staff and siblings of admitted students will have preference as permitted by Federal law and guidance from the Department of Education.

Ed Plan/ School Design. Athlos will use the scope and sequence plan which is based on Dr. Margaret Kilgo's twenty years of research. Her research sheds light on the relationship between the TEKS, Student Expectations (SEs), and the State of Texas Assessments of Academic Readiness (STAAR) and End-of-Course (EOC) tests in Reading, Mathematics, Science, and

³ See <http://www.childhealthtx.org/pdfs/Childhood%20Obesity%20in%20Texas%20Report.pdf>

Social Studies. Kilgo’s scope and sequence is also aligned with other college entrance exams, such as the SAT/ACT. Our campus teams will attend a Kilgo Scope & Sequence workshop which will support Athlos in developing and implementing our curriculum plan by providing a data-driven, research-based recommended sequence or pacing for teaching the Texas curriculum standards, the Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs), and aligning classroom instruction and assessment to the depth and complexity of the Texas standards-based assessments, STAAR and EOC, in all four core subject areas.

Included in the educational plan and cultural overview is the integration of the Athlos Athletic and Character Curriculums. As documented through research, interdisciplinary methods are powerful because: (i) Learning increases when knowledge is presented in a meaningful and connected manner; (ii) There is an increase in student engagement in school, which leads to greater student achievement and less absences; (iii) Its use is not limited to academic subjects; it is effective in connecting fitness, healthy, literature, science, performing arts and the overall school culture; (iv) It provides powerful opportunities for the development of higher order thinking skills; and (v) It builds collaboration and a positive shared culture among teachers, students and families. It builds and supports data-driven instruction and collaborative inquiry supporting the school’s Professional Learning Community.

The viability and need for a school like Athlos which addresses the “whole child” is apparent due to the academic achievement disparity among races and ethnicities, and the unfortunate rate of obesity among Texas children. Our model is prepared to address these very real and troubling concerns that Texas families face. We will strive together in partnership with the family to meet the needs of this generation of students.

Leadership and Governance

Edward G. Conger
Erin Ragsdale
Paul Reyes
Martha Rocha
Todd Whitthorne

WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section One - Educational Plan

Program Overview

Explain the educational philosophy that guides the design of the school, and describe the curriculum program to be offered and how it aligns with the education program, including primary instructional methods and assessment strategies. Describe any non-negotiable elements of the school model. Briefly describe the evidence that promises success for this program with the anticipated student population.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

The Athlos education model is a uniquely comprehensive model to educate the whole child. Built upon the foundational three pillars of Prepared Mind, Healthy Body and Strong Character, this model creates an integrated educational approach that is expressed in the daily culture of the school, and the development of the student's mind (academic programming), body (Athlos Athletic Curriculum) and character (Athlos Character Curriculum). The impact of our educational model is much more than the simple sum of the three pillars. It is more because it creates a school culture and draws on the power of interdisciplinary and integrated learning. Interdisciplinary methods which is powerful for several reasons:

- Learning increases when knowledge is presented in a meaningful and connected manner;
- There is an increase in student engagement in school, which leads to greater student achievement and less absences;
- Its use is not limited to academic subjects; it is effective in connecting fitness, health, literature, science, performing arts and the overall school culture;
- It provides powerful opportunities for the development of higher order thinking skills;
- It builds collaboration and a positive shared culture among teachers, students and families; and
- It builds and supports data-driven instruction and collaborative inquiry in the school's Professional Learning Community.

For information on how interdisciplinary methods of character and athletics tie into a strong academic foundation is further detailed below.

While Athlos has not yet identified a specific location Athlos expects its student population will be comparable to those served by Mesquite ISD, Dallas ISD and Fort Worth ISD and surrounding districts. Based on data available we expect 60% Hispanic, 20% to 25% African American, 15% to 20% White, and 2% Asian/Other. We expect 65% to 75% of the students will be economically disadvantaged. Approximately 30% to be designated as Limited English Proficient, with 45% of the students At-Risk. The percent of students identified as special education will range from 6 to 9%.

Our research indicates that 34 DISD schools are listed as "needing improvement" — the equivalent of "academically unacceptable" under the old rating system. That's one more unacceptable school in DISD compared to the last ratings numbers, released in 2011. In Fort Worth ISD, 28 schools are listed as "needing improvement." That's more than the 22 Academically Unacceptable schools that made the list in 2011.

DISD and FWISD both serve large percentages of African American and Hispanic populations. Both districts performed poorly on STAAR and in AYP (as stated in the Charter Overview). In order to close this achievement gap, we must first close the opportunity gap. As such, Athlos will offer an open enrollment public charter school that provides an opportunity for students to receive a relevant, rigorous and rich education, which is wrapped with the development of character and a healthy body.

For the curriculum, Athlos will teach the Texas Essential Knowledge and Skills (TEKS) for each grade level and each subject area. A complete list is available by chapter and by grade level at: <http://www.tea.state.tx.us/index2.aspx?id=6148>. Athlos will use the scope and sequence based on Dr. Margaret Kilgo's⁴ twenty years of research shedding light on the relationship between the TEKS, Student Expectations (SEs), and the State of Texas Assessments of Academic Readiness (STAAR) and End-of-Course (EOC) tests in Reading, Writing, Mathematics, Science, and Social Studies. Kilgo's scope and sequence is also aligned with the SAT/ACT. 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/EOC with both a horizontal and vertically aligned scope and sequence.

Today's students feel strongly about the positive value of technology, and use technology in every aspect of their lives. To provide a 21st Century education, Athlos will teach students to use technology for learning beginning in the elementary grades, and continue through middle and high school; Athlos is committed to ensuring that all students become technology literate. By utilizing technology in math, science, social studies, English, other languages, electives and in the athletic program, learners will engage in individualized, real-world learning experiences, and those students who do not have computers at home will be able to use computational problem solving and become analytical thinkers in a digital age. They will integrate the skill sets needed to function in a global, information age economy.

Athlos Character and Athletic Curricula

Our school culture and academic environment emphasizes the education of the whole person based on our three pillars of Prepared Mind, Healthy Body and Strong Character. The mind, body and character are all naturally interconnected in a human being; therefore, we believe that an educational program should address all three areas with equal attention. Athlos' Strong Character pillar is integrated starting in Kindergarten in a daily physical education program and then is tied back to the classroom for reinforcement. We view athletics as a tool that when utilized to its full extent, has the ability to improve the mind, body and character. One former website, focused on using athletics as a tool for learning, www.characterinsports.net, expressed these values as follows:

There are many opportunities to teach life lessons to student-athletes through athletics. When approached in the appropriate fashion, the peaks and valleys of athletics can help prepare student-athletes for real life. Opportunities may arise throughout the course of an athletic season or career such as: the ability to deal with adversity, to work with others towards a common goal, to overcome

⁴<http://www.margaretkilgo.com/>

obstacles, to fail, to be defeated, and to win. All of these athletic situations help student-athletes deal with future real-life situations that require strength, courage, hard work, mental toughness, and/or humility. These educational opportunities can either be harnessed and cultivated or ignored and wasted.... Athletics are meant to help develop the whole person – the body in conjunction with the mind⁵.

Young children, in particular, learn primarily through movement. Eloise Elliot, Ph.D. and Steve Sanders, Ph.D., early childhood researchers, concluded “movement is an integral part of the young child's life and education, for it is through movement that children develop social, emotional, and cognitive skills. For young children, movement is a critical means of communication, expression, and learning⁶.” Dr. Elliot and Dr. Sanders’ research found that physical activity and movement enhances fitness, fosters growth and development, and teaches children about the world around them⁷. As such, the physical education program is an ideal environment to cultivate character. The character traits we focus on developing are based upon the research of Angela Duckworth, Ph.D.,⁸ Martin E. P. Seligman, Ph.D.,⁹ and incorporates research from the Core Virtues program and materials from the Center for Civic Education¹⁰ and the Center for the 4th and 5thRs (Respect and Responsibility) (SUNY Cortland).¹¹ Our character traits are categorized under three main headings with subheadings beneath them:

⁵ Formerly available at www.characterinsports.net – February 28, 2012; see also <http://www.developathletes.com/life-skills-and-character-development.html>, and <http://highschoolsports.nola.com/news/article/8035444771445301439/can-sports-participation-build-character/>

⁶ Article by Eloise Elliot Ph.D. and Steve Sanders, Ph.D., PBS Teachers, February 2002., available at <http://www.niost.org/Research-Reports-and-Articles/children-and-physical-activity-the-importance-of-movement-and-physical-activity>

⁷ *THE JUNIOR LEAGUE OF CHICAGO POLICY PAPER EARLY CHILDHOOD EDUCATION AND CARE*, Revised January 2012

⁸ See <http://psychology.sas.upenn.edu/people/duckwort>; see e.g., <http://www.apa.org/monitor/nov07/grit.aspx> (on grit)

⁹ See <http://www.ppc.sas.upenn.edu/bio.htm>

¹⁰ See <http://www.civiced.org/>

¹¹ See <http://www2.cortland.edu/centers/character/index.dot>



Achievements are gained by a partnership made up of knowledge and the development of important intangible character qualities such as focus/self-control, curiosity and initiative. These character qualities are what Paul Tough, author of *How Children Succeed*,¹² called “performance character.” Performance character refers to the cognitive, emotional, and behavioral dispositions needed to achieve human excellence in performance environments—in school, extracurricular activities, and work.

For Athlos, we define performance characteristics as those qualities that a student needs to realize his/her potential for excellence in any performance environment (school) and throughout life. The Athlos Character Curriculum takes expression in the classroom and throughout our school (further detailed below) and includes a scorecard that the student is responsible for keeping. The scorecard tracks student progress in areas such as how long it takes them to do a 20-yard sprint in week one, week eight, week sixteen, etc. This tool is an avenue for the students to put into practice goal setting and allows them to see personal progression or non-progression. We see this as exercise and an opportunity for student character development on a personal level. This exercise also provides the teacher with a meaningful opportunity to connect individually with a student and discuss, for example, how initiative and focus can be used as tools to increase progress.

The physical education program includes a curriculum created by Velocity Sports Performance,¹³ an organization dedicated to training professional and amateur athletes. Their training programs are designed to increase athletic performance, not just to increase fitness. Athlos has partnered with Velocity Sports to bring this curriculum to children in charter schools providing them with a superior physical education experience – we call it the Athlos Athletic Curriculum. Most physical education programs are unstructured time blocks providing children with a few exercises to get their heart rates up. The Athlos Athletic Curriculum has specific goals for each grade, tailored to a child’s age level. These goals include important education in

¹² *How Children Succeed: Grit, Curiosity and the Hidden Power of Character*, 2012; see http://www.nytimes.com/2012/08/26/books/review/how-children-succeed-by-paul-tough.html?pagewanted=all&_r=0

¹³ See <http://www.velocitysp.com/>

coordination and injury prevention. For instance, the foci for grades K-3 are the following: (1) Spatial Awareness, (2) Balance, (3) Introduction to Speed Mechanics, (4) Hand-Eye Coordination, (5) Rhythm, (6) Core (Activation, Stabilization), (7) Introduction to Multi-Direction (Agility), and (8) A Selection of Team Sports Introduced.

Athlos students will be participating in specific exercises geared not solely to overall fitness, but also to increased athletic skill. For example, instead of merely instructing children to run around the gym, they will be taught *how* to run. Athlos students will receive training in strength and agility; the performance skills gained benefit all students whether or not a student becomes an athlete in the traditional sense. Athletic achievement is attainable for everyone and the joy of athleticism can be taught for life.

Physical education time is a platform for incorporating other important objectives of the charter school. For example, during a drill that emphasizes balance and coordination students will be encouraged to count off in one of the foreign languages being taught, providing another venue to apply the multi-lingual focus of Athlos and provide an important interdisciplinary teaching moment to reinforce learning.

In addition to the benefits described above, exercise has been shown to improve academics. Research compiled by Stewart G. Trost, Ph.D. and Active Living Research, verifies that physical education, physical activity and academic performance are all connected - “fourteen published studies analyzing data from approximately 58,000 students between 1967 and 2006 have investigated the link between overall participation in physical activity and academic performance. Eleven of those studies found that regular participation in physical activity is associated with improved academic performance.”¹⁴ Specifically, the above research found that “activity breaks can improve cognitive performance and classroom behavior. According to five studies involving elementary students, regular physical activity breaks during the school day may enhance academic performance. Introducing physical activity has been shown to improve cognitive performance and promote on-task classroom behavior.”¹⁵ This report also contained research on **Texas** students – “Researchers analyzed FITNESSGRAM® test results from more than 2.4 million Texas students in grades 3 to 12 during the 2007–08 school year and found significant school-level correlations between physical fitness achievement and better performance on state standardized tests. Higher physical fitness achievement also was associated with better school attendance rates and fewer disciplinary incidents involving drugs, alcohol, violence or truancy¹⁶”. These findings were also published by the Texas Education Agency on March 9, 2009 in an online news release¹⁷.

¹⁴ Available at

http://activelivingresearch.org/files/ALR_Brief_ActiveEducation_Summer2009.pdf

¹⁵ Id.

¹⁶ Id.; *Active Living Research: Building Evidence to Prevent Childhood Obesity and Support Active Communities*, Research Brief, Summer 2009; Welk G. *Cardiovascular Fitness and Body Mass Index are Associated with Academic Achievement in Schools*. Dallas, Texas: Cooper Institute, March 2009

¹⁷ TEA News Release: *Physically fit students more likely to do well in school, less likely to be disciplinary problems*, March 9, 2009.

The Athlos Character Curriculum training begins with a designated coach we call the “Character Coach” in the school who is the lead on training and providing character content in the school. The Character Coach presents the character trait for the month and provides students with an overview and a Character Worksheet. For purposes herein, Leadership and Initiative will be used as examples. The Character Worksheet contains goal-setting questions. Student set personal goals based on Leadership and how Initiative may be used to fuel Leadership. Once a week during physical education, students participate in Character Huddles led by a coach designated as the “Turf Coach” (turf refers to athletic turf). Character Huddles are a group discussion format used with the Athlos Athletic Curriculum to draw awareness about Leadership and Initiative. Character Huddles are conducted with tools such as videos, games, questions and quotes. Students may use this time to update their Character Worksheet and by the end of the month they will have graded themselves on personal goals. At the end of the month students hand in their Character Worksheet and the Character Coach and Turf Coach both grade the students as well. Twice a year students’ parents will have the opportunity to participate in grading their child on the character traits learned in the course of the year providing reinforcement at home. This combination of character training administered first by students, second by the Character Coach, third by the Turf Coach, and fourth by parents provides an unparalleled experience in character education. Students directly participate in their own character development taking the concept from the mind and expressing it through the body, providing a well-rounded learning experience.

Multi-lingual Education K-12:

Students attending Athlos will initially receive academic instruction in English, Spanish, and Chinese. Students in Kindergarten through 5th grade will participate in a two-way, 50/50 dual language program (Spanish/English) as well as participate in Chinese language development classes through their specials classes (FLES). Students in 6th through 12th will receive daily language development instruction in Spanish and Chinese as part of their academic instructional schedule (LOTE).

K-5 (fully implemented over the course of five years):

- ♦ Two-Way Dual Language Immersion (DLI)
- ♦ Foreign Language in the Elementary School (FLES)

6-12:

- ♦ Languages Other Than English (LOTE)
- ♦ As elementary students move up through the dual language program, we will explore the options of incorporating DLI at the secondary level (i.e., Art class in Chinese, music in Spanish).

If student demand dictates, other languages may be offered at a later date.

Dual Language Immersion (DLI), English/Spanish

Native English speaking students and ELLs reap the benefits of DLI: English speaking students received an enriched education in the process of becoming tri-bilingual, tri-literate, and multi-cultural and while ELLs have the opportunity to form a strong academic foundation in their native tongue while learning English, Mandarin Chinese, and receiving an equally enriched

education. Both native English speakers and ELLs are better prepared to compete in an increasingly growing global market and population. Formal definitions of dual language models call for fifty percent or more of the classroom instruction to be provided in the non-majority language.¹⁸ The Athlos model is a 50/50 model, where the goal will be for students to receive 50% of their content area instruction in English and the other 50% in Spanish.

Additionally, advocates of ELLs favor DLI programs because they acknowledge and incorporate the students' and their families' native language as an important resource. Through DLI, all students have an opportunity to use their first language to not only develop their second language, and to gain academic content knowledge and be better prepared to master a third language (Mandarin Chinese). Moreover, DLI recognizes a student's culture while enhancing their opportunity to master the TEKS and to learn English.¹⁹ Since through DLI programs ELL students' native languages and cultures are seen as a resource, DLI combats *deficit* thinking. This is done through the cross-cultural exchange and understanding that is lacking from most other programs.

In comparison to other programs, DLI has been shown to consistently increase academic performance in both language minority (ELL students) and language majority students.²⁰ Additionally, DLI has been deemed the best model of bilingual education to meet the needs of our ELL students²¹ because content-area knowledge and language proficiency are developed with high rates of success for all students.

Athlos will use the English Language Proficiency Standards (ELPS) to address the linguistic instructional needs of our English Language Learners (ELLs). The ELPS can be found in their entirety at <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>. Further, the ELPS will also be used to inform Spanish and Chinese language learning, thus the development of the Spanish Language Proficiency Standards (SLPS) and Chinese Language Proficiency Standards (CLPS), all following the same research base as the ELPS. The instructional implications that surface from the ELPS also apply to SLPS and CLPS in all four language domains: listening, speaking, reading, and writing.

¹⁸ Freeman, S., Freeman, D., & Mercuri, S. (2005). *Dual language essentials for teachers and administrators*. Portsmouth, NH: Heinemann; Howard, E., Sugarman, J., & Christian, D. (2003). *Trends in Two-way Immersion Education: A Review of the Research. Report 63*. Baltimore, MD: Center for Research on the Education of Students Placed At Risk; Lindholm-Leary, K. (2001). *Dual Language Education*. Clevedon, England: Multilingual Matters; Perez, B. (2004). *Becoming bilingual: A study of two-way bilingual immersion education*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers; Torres-Guzmán, M.E. (2002). *Dual language programs: Key features and results*. Directions in Language and Education, 14 (Spring). Washington, DC: National Clearing House for Bilingual Education.

¹⁹ Blanton, C. K. (2004). *The strange career of bilingual education in Texas 1936-1981*. College Station, TX: Texas A&M Press; Valenzuela, A. (1999). *Subtractive schooling; U. S.-Mexican youth and the politics of caring*. Albany: State University of New York Press.

²⁰ Lindholm-Leary, 2001; Thomas, W., & Collier, V. (1997). *Two languages are better than one*. Educational Leadership, 55 (4), 23-24.

²¹ Lindholm-Leary, 2001.

Collier and Thomas (2004) have conducted a series of longitudinal studies, which provide additional support for DLI programs.²² In these studies of now *millions* of students nation-wide, Collier and Thomas compare the academic achievement of ELLs in different kinds of programs including the various types of TBE programs, ESL programs and DLI programs. Collier and Thomas have found that ELLs in programs such as DLI, where academic content is taught in the student's first language at least through 6th grade (as Texas law mandates, §89.1201), achieve at higher levels academically than students in other types of programs. Native English speakers and ELLs in DLI programs score above the national norms on tests of reading given in English. Ultimately, in DLI programs, the gap is not only closed, but students in DLI programs often outperform their peers by one to sometimes two grade levels.²³ Thomas and Collier (2002) also reported that the fewest student dropouts came from DLI programs. *Figure 1* represents the results of Thomas and Collier's (2002) study.

²² Collier, V., & Thomas, W. (2004). *The Astounding Effectiveness of Dual Language Education for All*. NABE Journal of Research and Practice 2 (1), 1-19; Collier, V. (1995). *Acquiring a Second Language for School*. Directions in Language and Education 1 (4); Thomas, W., & Collier, V. (1997). *Two languages are better than one*. Educational Leadership, 55 (4), 23-24; Thomas, W. & Collier, V. (2002). *School effectiveness for language minority students*. Washington, D.C.: National Clearing House for Bilingual Education.

²³ Thomas and Collier, 2002.

**English Learners' Long-Term K-12 Achievement
in Normal Curve Equivalents (NCEs)
on Standardized Tests in English Reading
Compared across Seven Program Models**

(Results aggregated from longitudinal studies of well-implemented, mature programs in five school districts and in California (1998-2000))

- Program 1: Two-way Dual Language Education (DLE), including Content ESL
- Program 2: One-way DLE, including ESL taught through academic content
- Program 3: Transitional BE, including ESL taught through academic content
- Program 4: Transitional BE, including ESL, both taught traditionally
- Program 5: ESL taught through academic content using current approaches with no L1 use
- Program 6: ESL pullout - taught by pullout from mainstream classroom with no L1 use
- Program 7: Proposition 227 in California (essentially 3-year quasi-longitudinal cohorts)

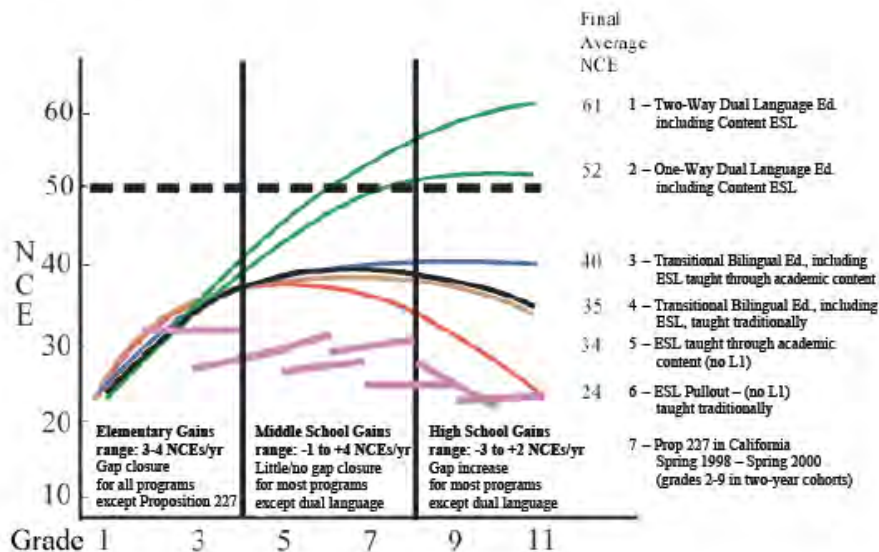


Figure 1. National data comparing different instructional programs for ELLs. Source: From Figure 5.2 in Thomas & Collier's (2009, p. 55) book titled *Educating English Learners for a Transformed World*.²⁴

In addition to sound academic performance, the literature on DLI schools has revealed other benefits as well. For example, students that have been educated in DLI programs display positive attitudes about other languages and cultures and continue to use their target languages in daily life.²⁵ Thus, students will more easily embrace the Mandarin Chinese language and culture. Furthermore, DLI programs are attributed to alleviating the ethnic and linguistic segregation of ELLs. For example, of the 248 DLI programs in a study by Howard and Sugarman (2001)²⁶, 54% of the programs were found to have no majority ethnic group.

²⁴ Collier, V., & Thomas W. (2009). *Educating English Learners for a transformed world*. Albuquerque, NM: Dual Language of New Mexico Fuente Press.

²⁵ Genesse, F., Howard, E. R., Lindholm-Leary, K. J., & Christian, D. (2004). *Project 1.2 two-way immersion: Final progress report*. Center for Research on Education, Diversity & Excellence.

²⁶ Howard, E. R., Sugarman, J. (2001). *Trends in two-way immersion education- A review of the*

High percentages of students from DLI programs finish high school and attend or express a desire to attend college.²⁷ DLI programs are also associated with increased parental involvement. Parental involvement increases since DLI often creates unique types of parental involvement where DLI campuses make efforts to bring families from different linguistic and ethnic backgrounds together.²⁸ Having a school culture focused on bilingual and bicultural literacy may create conditions conducive to the positive, two-way home-school communication envision in parent involvement models.²⁹ Additionally, parents of students in DLI feel less threatened and are more willing to participate since their language and culture is valued and treated as an asset.

Research suggests there are neurocognitive advantages associated with DLI programs. Bialystok³⁰ found individuals who were bilingual were able to better complete tasks or solve problems. Neurocognitive advantages included abilities associated with attention, inhibition, monitoring, and switching focus on attention. These advantages as well as the aforementioned benefits to DLI are part of the reason why this is a key component of the Athlos educational model.

Elements of our educational model

Our educational model is organized into seven components and taken from the research-based guidance found in *The Guiding Principles for Dual Language Education for Dual Language Education, Second Edition*. (2007). www.CAL.org. The seven strands include: Assessment and Accountability, Curriculum, Instruction, Staff Quality and Professional Development, Program Structure, Family and Community, and Support and Resources. Each strand or element is then composed of the different guiding principles that serve to guide our school wide educational model and address all non-negotiable aspects of the Athlos model, from the use of sheltered instruction (SIOP) to the importance of staff quality and professional development aligned with Athlos and mission. The Guiding Principles for Dual Language can be found in their entirety (124 page document) at http://www.cal.org/twi/guiding_principles.pdf.

Assessment and Accountability

Athlos will monitor our students' progress towards mastery of the TEKS and towards mastery of English (for ELLs), Spanish and Chinese. At the conclusion of each six weeks grading period, students will be given a Common Summative Assessment (CSA), which will assess their mastery

research. Baltimore, MD: Center for Research on the Education of Students Placed at Risk, Johns Hopkins University.

²⁷ Lindholm-Leary, K. J., & Bosato, G. (2001). *Impact of two-way bilingual elementary programs on students' attitudes toward school and college*. Santa Cruz: Center for Research on Education, Diversity, & Excellence;

²⁸ Zehrbach, G. D. (2006). *Paradigms of participation*. The ACIE Newsletter, 10(15), 1.

²⁹ Delgado-Gaitan, C. (2001). *The power of community: Mobilizing for family and schooling*. Denver, CO: Rowman and Littlefield.

³⁰ Bialystok, E. (2001). *Bilingualism in development: Language, literacy, and cognition*. New York: Cambridge University Press; Bialystok, E. (2008). *Language processing in bilingual children*. New York: Cambridge University Press.

of the TEKS covered under the Kilgo scope and sequence. Additionally, we will monitor their development of the Chinese and Spanish languages.

Every 6 weeks' grading period, student's language levels are assessed to track the development of both the Chinese and Spanish languages (and English using TELPAS/ELPS if ELL). American Council on the Teaching of Foreign Languages (ACTFL) Language levels (12) are as follows: Distinguished, Superior, Advanced High, Advanced Mid, Advanced Low, Intermediate High, Intermediate Mid, Intermediate Low, and Novice High, Novice Mid, Novice Low, and 0.

The ACTFL standards are global characterizations of integrated performance in each of four language skills: Listening, Speaking, Writing, and Reading. They can be found in their entirety at:

http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

Curriculum and Instructional Design

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed the Texas Essential Knowledge and Skills (TEKS) standards.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.
 2. Give an overview of the planned curricula, addressing alignment with the TEKS. Describe the evidence that these curricula will be appropriate and effective for the targeted students.
 - a. Provide, as **Attachment E.1**, a sample course scope and sequence for one subject for each grade configuration (elementary, middle, high school) the school would serve. Identify course outcomes and demonstrate alignment with the TEKS.
- OR**
- b. If the curriculum is not already developed, provide as **Attachment E.1** a curriculum development plan, including identification of individuals responsible and the timeline for development and completion, including review to ensure alignment with the TEKS.
 3. Describe the primary instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Students at Athlos will be part of a learning environment that is classroom based and incorporates Brain-Based strategies. The classroom set up will reflect Brain-Based research, including arrangement of desks in groups rather than traditional rows. Brain-Based Education is learning in accordance with the way the brain is naturally designed to learn. It is a multidisciplinary approach built on this: What is good for the brain that draws from many disciplines such as chemistry, neurology, psychology, genetics, and biology (Jensen, 2008).

Athlos will use the instructional model of small groups in which students work together to maximize their own and each other's learning. Students have the opportunity to work together to complete an assigned task (Graham, 2005) with opportunities to grow in the four language domains (listening, speaking, reading, and writing). The teacher student ratio will be smaller in the lower grades. There will be a target ration of 1:18 in grades K-2 (not to exceed 1:20). Research suggests that when class size reduction programs are well-designed and implemented in the primary grades, student achievement rises. Class ratio targets will increase up to 1:24 in

grades three and up (not to exceed 1:28 for higher grades).

To fully address and teach the TEKS, Athlos will use the Kilgo Model and scope and sequence as addressed above and in the overview. Based on Margaret Kilgo's copyrighted research model and findings, this model provides a consistent vertically aligned instructional model/curriculum design for teaching and assessing the TEKS/SEs. Our campus teams will attend a Kilgo Scope & Sequence workshop which will support us in developing and implementing our curriculum plan by providing a data-driven, research-based recommended sequence or pacing for teaching the TEKS and Student Expectations (SEs). Additionally, the classroom instruction and assessment is aligned to the depth and complexity of the Texas standards-based assessments, STAAR and EOC, in all four core subject areas. The expectation is that all lessons will be directly linked to both the TEKS and the ELPS for its corresponding subject area. Attachments E1a, E1b, and E1c provide the scope and sequence using math as the sample subject area. All core content areas follow this same pattern.

Athlos educators will be expected to provide evidence of Brain-Based learning in their lesson delivery as documented in their lesson plans. Additionally the Sheltered Instruction Observation Protocol (SIOP) model and SIOP instructional strategies will be used to scaffold the instruction of all students. The SIOP model is an empirically tested, research-based model of instruction developed by researchers at the Center for Applied Linguistics and California State University, Long Beach for the National Center for Research on Education, Diversity and Excellence.³¹ SIOP is a successful research based tool traditionally used for ELLS, incorporating second language acquisition method that focuses on vocabulary, grammar and syntax development through curricular content. Second language acquisition methods have been shown to be effective in developing mastery of academic vocabulary. All students are learners of academic vocabulary and all students are language learners. At Athlos, the use of the SIOP model will benefit all students as well as aid in the implementation of differentiated instruction to meet the needs of all students.

For literacy development, specifically, the Guided Reading Approach to reading will be implemented. Guided reading groups and the implementation of literacy stations will further differentiate instruction so that the language levels and the academic levels of all learners are addressed through quality and purposeful instruction.

Athlos Character and Athletic Curricula

The Character Coach will be expected to proficiently deliver explanation of the character traits, assist students in creating content for the Character Worksheet using the character traits and content from Character Huddles. Finally the Character Coach will be expected to assess the Character Worksheet.

The Turf Coach (a designated sports performance coach) will be required to lead Character Huddles and assist students in completing their Character Worksheets. The Turf Coach will also be expected to assess the Character Worksheet.

³¹ Echevarria, J., Vogt, M.E. & Short, D. (2008). *Making Content Comprehensible for English Language Learners: The SIOP® Model*, Third Edition. Boston: Allyn & Bacon.

The sports performance coaches and physical education teachers will be expected to effectively deliver the Athletic Curriculum by modeling dynamic warm ups, strength training, max velocity, and multi-directional movements. In addition, the teachers are expected to assess the Athletic Scorecard.

Training is explained in Section Two, Operations Plan professional development.

Student Performance Standards

Responses to the following items regarding the proposed school's student performance standards must address the TEKS.

1. Clearly state how the TEKS will be incorporated into classroom instruction and assessment.
2. If you plan to adopt or develop additional academic standards beyond the TEKS, explain the types of standards (content areas, grade levels). Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example, and explain how these additional standards exceed the TEKS.
3. Explain the policies and criteria for promoting students from one grade to the next. If mid-year opportunities for grade advancement will be available, explain and provide the rationale for this option. Discuss how and when promotion and graduation requirements will be communicated to parents and students.
4. Provide, in **Attachment E.2** the school's promotion requirements for students to the next grade and/or graduation requirements, as applicable. The promotion/graduation requirements should clearly set forth what students in the last grade served will know and be able to do, if in addition to TEKS.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

At Athlos, it is the expectation that objectives and Student Expectations (SEs) addressed in every lesson will be aligned and tied to the TEKS and will follow our pacing guide. Our scope and sequence (Kilgo model) and pacing guide (six-six week planning guides) both horizontally and vertically align the TEKS so that instruction is strategically taught. At the conclusion of each six weeks grading period, we will administer Common Summative Assessments (CSAs) to gauge mastery of the TEKS taught during each grading period. Data Days will be spent analyzing the CSA data to determine what TEKS were mastered and which ones may need to be re-taught to which students. Subsequent conversations regarding CSAs will guide educators to make the most appropriate data driven decisions. The TEKS will be used daily in the classroom lessons as learning targets, and assessment will demonstrate mastery of the standard. Assessments are developed utilizing scaffolded backward planning from the grade level STAAR assessments.

At Athlos, the Grade Placement Committee (GPC) will determine promotion, placement, or retention of students who do not meet minimum promotion standards. Students must achieve an overall average of 70 or above in at least reading and mathematics to be eligible for promotion. Additionally, students in 5th and 8th grades must pass Reading and Math of the State of Texas Assessment of Academic Readiness (STAAR). In accordance with Texas law, students may not be required to pass EOC for promotion. If criteria is not met, the Grade Placement Committee (GPC) may decide in favor of promotion only if the GPC determines that, upon examining relevant data (attendance, CSA scores, reading levels, MAP assessments when applicable, report card grades, individual math diagnostic assessments, qualitative data, etc.) it is in the students' best interest to be placed in the next grade level. The GPC will work in conjunction with the

ARDC to make decisions regarding any special education student not meeting minimum promotion standards (as set forth by the ARDC). Parents will be kept informed of their students' progress through progress reports, report cards, and parent conferences. It is the expectation that teachers will notify parents upon indication that a student may not meet promotion standards or is working below grade level expectations. If placement or retention is considered, a parent will form part of the GPC. A detailed description of the Athlos promotion requirements is included in Attachment E.2.

Data-analysis is ongoing and both formative and summative and will take place daily and weekly. Progress will be reported to parents every 3 weeks (3 week progress reports) and through report cards (every 6 weeks).

Formative Data Assessments

Educators collect, organize, and analyze formative data during an instructional time period; during lessons, through homework, and other instructional activities. Teachers use feedback to report the results of the formative data assessments to students and use it to drive instruction. Formative data is used to adjust instructional practices in an effort to address and maximize individual students' mastery of TEKS, and to gauge students' progress towards SEs.

Summative Assessments

Our campus teams will use yearly summative data assessments to improve student learning and instructional practices, and available data will impact our district and campus improvement plans.

Student Performance Assessment

1. Describe the process to be used to determine baseline achievement levels of students and methods of measurement to be used.
2. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and the TEKS.
3. Explain the plan to measure and evaluate academic progress – of individual students, student cohorts, and the school or campuses as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain the plan to collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Knowing our students baseline achievement levels are an important component of not only how to differentiate instruction, but also how we celebrate progress. To determine the baseline levels, we will use the Measure of Academic Progress (MAP) assessments as a tool. MAP provide relevant data about where each child is on his/her unique learning path using an assessment that dynamically adapts to a student's responses as the test is administered. MAP is a complete set of assessments aligned to national and TEKS curricula and standards in reading, math and language. The MAP will need to be administered at the beginning of year, mid-year, and end of year. The MAP, alongside the Summative CSAs in every grade level at for every subject area, will help our team of educators make the most appropriate data driven decisions and help ensure each student makes at least one year's progress during the course of a school year.

In addition to the MAP and CSAs, we will monitor student’s reading levels. At the early elementary levels, we will use a state approved assessment to monitor early reading indicators. Additionally, reading levels will be assessed using the Developmental Reading Assessment (DRA) and Evaluación del desarrollo de lectura (EDL) for grade levels K-5. Knowing our students' levels is a key component to implementing the Guided Reading Approach, Differentiated Instruction, and is aligned with the Guiding Principles of Dual Language Immersion.

Our Director of Testing will be charged with providing a testing calendar that reflects not only STAAR and EOC exams, but also our CSAs, MAP, DRA/EDL, as well as any other key assessment opportunities. Additionally, we expect to use the Euphoria software and online resources (or a product with similar capabilities) to track and monitor students’ progress.

Pre K Transition (Prekindergarten Only)

1. Describe strategies to ensure that the educational program will effectively prepare students to enter kindergarten on or above grade level including a successful transition plan from kindergarten.
2. Explain how students will be monitored and progress assessed.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

N/A. Athlos Academy will not have a Pre-K program.

High School Graduation Requirements (High School Only)

High schools will be expected to meet the Foundation High School Program as outlined in TEC §28.025.

1. Describe how the school will meet Texas graduation standards. Explain how students will earn credit hours, how grade-point averages will be calculated, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, explain the additional requirements.
2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).
3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

House Bill 5 established a single graduation plan, the Foundation High School Program (FHSP). Athlos’ graduation plan follows that of FHSP with additional requirements that stress college preparatory with alignment to our mission. Our students will also have the opportunity to build on the FHSP by earning Endorsements, Performance Acknowledgements, and a Distinguished Level of Achievement. Additionally, the GPA Policy is as follows:

On 100 Scale	On 4.0 Scale
A+ 100-97	4.0
A 96-93	4.0
A- 92-90	3.7
B+ 89-87	3.3
B 86-83	3.0
B- 82-80	2.7
C+ 79-77	2.3
C 76-73	2.0

C-	72-70	1.7
F	69 and Below	0.0

To align with college preparatory planning, the High School Grading System is as follows:

On 100 Scale:	On 4.0 Scale	
A	90 – 100	4.0
B	80 – 89	3.0
C	70 – 79	2.0
F	69 and below	0.0

Further, students will need to declare their preferred endorsement areas, in writing, by the beginning of their 9th grade year. Students will be able to change their endorsement at any time. Athlos students will be able to graduate with at least one of the following endorsements. They are listed below with ways they may qualify to receive these endorsements:

Arts & Humanities

- A total of five social studies courses
- Four levels of the same language in a language other than English
- Two levels of the same language in a language other than English and two levels of a different language in a language other than English

Multidisciplinary

- Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics
- Four credits in advanced placement, International Baccalaureate, or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts

STEM

- A total of five credits in mathematics by successfully completing Algebra I, geometry, Algebra II and two additional mathematics courses for which Algebra II is a prerequisite
- In addition to Algebra II, chemistry, and physics, a coherent sequence of three additional credits from no more than two of the areas listed: computer science, mathematics, and or science

All students entering 9th grade, will meet with the high school counselor to establish a personal graduation plan (to include selection of endorsement plans). Additionally, the Student Support Team (SST) will identify students at-risk of dropping out and will establish a plan of action. This plan (which will be monitored) will include:

- identify educational goals for the student;
- include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;

- include an intensive instruction program;
- address participation of the student's parent or guardian, including consideration of the parent's or guardian's educational expectations for the student; and
- provide innovative methods to promote the student's advancement.

Supplemental Programming

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants, including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for these programs, and explain how they will be funded.
2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.
3. Describe the programs or strategies to address student mental, emotional, and social development and health.
4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

NOTE: Open-Enrollment Charter Schools may not charge "blanket" activity fees. See TEC §12.108 for additional information governing tuition and fee restrictions.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Athlos will not initially provide a summer school program. We will assess the demand and budgetary considerations at a later date if a number of students require additional help in meeting state standards. Further, Athlos will not initially provide extra- or co-curricular programming. We will assess the demand and budgetary considerations at a later date; however, Athlos desires to incorporate student clubs into its programming when appropriate.

Athlos will not initially provide supplemental programming for student mental, emotional and social development and health as the Athlos Character Curriculum is prepared to address development and health. Athlos will assess the demand and budgetary considerations at a later date if school leadership determines additional programming is necessary.

Athlos's multi-lingual focus will naturally open up opportunities for student trips and student exchanges with other sister schools. Athlos will assess demand and budgetary considerations as is appropriate during the life of the school to develop these types of programs at a later date.

Special Populations and At-Risk Students

1. Describe the overall plan to serve students with special needs, including but not limited to students with Individualized Education Programs (IEPs) or Section 504 plans; students receiving BE or ESL services; students identified as Gifted and Talented (GT); and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, including an explanation of how those projections were developed (e.g. through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served). Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.
2. Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:
 - a. Methods for identifying students with special education needs (and avoiding misidentification);

- b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students’ access to the general education curriculum; and ensure academic success for students with special education needs;
 - c. Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student’s goals as set forth in the IEP;
 - d. Plans for promoting graduation for students with special education needs (high schools only); and
 - e. Plans to have qualified staffing adequate for the anticipated special needs population.
3. Explain how the school will meet the needs of students requiring BE or ESL services, including the following:
- a. Methods for identifying these students (and avoiding misidentification);
 - b. Specific BE/ESL instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;
 - c. Plans for monitoring and evaluating the progress and success of these students, including exiting students from BE/ESL services; and
 - d. Means for providing qualified staffing for these students.
4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports the school will provide for these students.
5. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
- a. Specific evidence-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
 - b. Plans for monitoring and evaluating the progress and success of intellectually gifted students; and
 - c. Means for providing qualified staffing for intellectually gifted students.

NOTE: Schools are responsible for hiring teachers certified to serve students with special education, bilingual education (BE) and English as a Second Language (ESL) needs pursuant to law.
NOTE: 19 Texas Administrative Code (TAC) Chapter 89. Adaptations for Special Populations. Subchapter BB. Commissioner’s Rules Concerning the State Plan for Educating English Language Learners (ELLs) states that all school districts that are required to provide bilingual education and/or English as a second language (ESL) programs establish and operate a Language Proficiency Assessment Committee (LPAC).

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Athlos will offer opportunities and employ specific strategies for students who are working above and below grade level. Through the Professional Learning Community collaborative inquiry process, teachers will use data from ongoing assessments to identify the needs of individual students. Shared strategies to improve student learning are developed and implemented collaboratively meeting the needs of students below, at, and above grade level.

A) Response to Intervention (RTI) Process:

Effective instruction is the first tier of the Athlos’ RTI process. Teachers will utilize a variety of instructional strategies, including flexible grouping, modeling, guided practice, cooperative learning, and independent practice, to address the needs of learners of various levels and modalities. Intervention support, through teachers, paraprofessionals, and computer assisted instruction will be used in level 2 of RTI. In level 3 of RTI, Student

Support Teams (SSTs) convene if a series of progressive interventions and scaffolded instruction do not yield appropriate, measurable student progress.

B) Student Demographics:

See above section on Student populations and demographics.

C) Compliance with IDEA, Section 504 and ADA:

Athlos will comply with all applicable State and Federal laws and regulations in serving students with disabilities, including, but not limited to, Section 504 (“504”) of the Rehabilitation Act, the Americans with Disabilities Act, and the Individuals with Disabilities in Education Improvement Act (“IDEIA”). We recognize that as a Local Education Agency under federal law, we are legally responsible for complying with Child Find and will identify, locate, evaluate and appropriately serve all children with disabilities, regardless of severity of disability and even though students may be advancing from grade to grade. No students will be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Athlos because of disability or any other protected status and all will receive an equal educational opportunity as required by law. No student will be denied admission nor “counseled out” of the school or discouraged from attending due to the nature, extent, or severity of his/her disability or due to the student’s request for, or actual need for, special education services. Employees will be specifically trained on these obligations and held accountable. Eligible students will be provided appropriate accommodations and services, as determined by their 504 team or ARD committee and an appropriate individualized education program (IEP) or 504 plan will be developed as appropriate to provide educational opportunity and a Free Appropriate Public Education (FAPE). To assist in efficiently meeting these responsibilities Athlos will seek to join or form co-operative Special Education Shared Services Arrangements with other charter schools or districts in the Dallas area, and/or will contract with service providers directly to ensure compliance with Federal and Texas special education laws.

D) Serving BE/ESL Students:

ELL and Limited English Proficient (LEP) students will be identified to receive intensive programs of instruction. As described in the Operation sections of this application, Athlos teachers will receive specialized training from the TEA and Regional Education Service Centers on instructing LEP students, such as the ESC Region 2 LEP Conference.³² Athlos will follow TEA guidance and legal requirements pertaining to operation of its BE/ESL programming and services. Athlos will also use the resources and guidance available through the TEA’s English Language Learners Portal (<http://elltx.org/index.html>), which is part of the State’s Limited English Proficient Student Success Initiative.

³² See ESC Region 2 *Title III conference*, <http://www.title3.esc2.net/>

Athlos' multi-lingual educational model is a focus of the school; therefore, ELL students will receive training and education not otherwise offered in most schools. The program of service for students identified as ELLs is 50/50 English/Spanish Dual Language Immersion (DLI) for K-5. Students in K-5 whose native language is neither English nor Spanish will also participate in our DLI program; however, their program of service is ESL. Our students at the secondary level who are identified ELL will be enrolled in a Content Based ESL program.

E) Serving Gifted and Talented and Academically At Risk Students:

Students at risk of academic failure and gifted and talented students, will receive individualized attention, as appropriate, to facilitate their academic success. We will look to offering formal GT programming, co-operatively offering GT in conjunction with other charter schools with established programs, and other initiatives to ensure students have access to educational programs to meet and exceed their potential. After school tutorials and enrichment activities will be provided to support students at risk of dropping out or of academic failure. The Professional Learning Communities will implement strategies to improve student learning for those at risk.

For all special populations, as described above, the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will be accommodated or modified to meet the needs of special population students and their diverse needs. Athlos programming and educational opportunities will be available to all our students and fully comply with legal requirements for special populations found in Texas statute and Commissioner's rules at Title 19, chapter 89 of the Texas Administrative Code.

Serving Students with Disabilities

Athlos will identify, locate, evaluate and appropriately serve all children with disabilities, regardless of severity of disability in compliance with our Child Find and FAPE obligations.

- Upon receipt of a referral for special education, a teacher or administrator identifying a need or parental request, Athlos will see that the SST is convened to review the referral or request and to review available records and data or to direct evaluations occur (FIE) as appropriate. The SST will consist of the parent(s) of the child, at least one general education teacher, at least one special education teacher (or special education provider), an Administrator who meets the requirements set out in Commissioner Rule. A person who can interpret instructional implications and evaluation results, and where necessary, other persons knowledgeable such as related services personnel.
- The SST will review the student's existing records; including academic, social, health/medical and behavioral records, any records received from previous schools, or parents, and the SST is responsible for making a determination as to whether additional evaluations are needed.
- Parental consent will be obtained prior to the administration of any evaluations.

- The process for determining a student’s eligibility for special education services will be overseen by the SST and an Administrator or service provider who has the knowledge and expertise to ensure the proper methods are used to accurately determine a student’s eligibility, provide as accurate of an assessment of the source of the disability, and to avoid misidentifications of students. The student evaluation may include the following information in its evaluation:
 - Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
 - Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
 - Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student’s aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual or speaking skills.
 - Documentation of medical or mental health diagnosis, physical status (limitations, medication affects, etc.).
 - The SST will meet and review the findings from the evaluation, and make a collaborative decision regarding the student’s eligibility under the law. The final determination of whether the student will or will not be identified as a person with a disability under IDEIA is made by the SST.
 - If the student is found by the SST to have a disability under IDEIA, the SST shall be responsible for determining what, if any, accommodations, modifications or services are needed to ensure that the student receives FAPE.
 - The IEP Plan developed by the SST for the student shall describe the IDEA disability, student goals and objectives, any program accommodations, modifications or services that may be necessary, student placement, LRE considerations and all other requirements of law.
 - The process will adhere to the procedural requirements and parents will be fully informed of their rights under the process and receive a copy of TEA’s procedural rights and safeguards. A copy of the IEP and all other related documents will be maintained in the student’s cumulative file.
 - Monitoring of student progress is critical, and it is as important for each student without regards if their disability is mild, moderate or severe. Student progress will be evaluated as called for in the IEP, and will be reviewed by the SST as necessary.

The specific instructional programs, practices and strategies that will be used to serve students

will provide a full continuum of special education services and placement options. Athlos draws upon the research regarding effective strategies for teaching students with disabilities including study skills and mnemonic strategies. One source the school uses to inform our practice is the National Dissemination Center for children with Disabilities.³³ For students with dyslexia, Athlos will provide the following programs that utilize these instructional strategies and meet all of the components of instruction as outlined in The Texas Educational Dyslexia handbook: Elementary: Scottish Rite Dyslexia Training program, with multisensory lessons which address phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. Secondary: Scottish Rite Literacy Program, developed specifically to teach middle and high school students also provide a multisensory approach. The multisensory lessons are designed to teach alphabet and dictionary skills, new concepts, reading, handwriting, spelling, listening and reading comprehension.

Athlos will work through the IEP process to ensure that students are progressing, and on track to a high school diploma under the three types of high school diplomas; Distinguished (DAP), Recommended (RHSP), and Minimum (MHSP). These efforts will include a strong emphasis on setting the goal as a RHSP diploma for identified students and using appropriate accommodations to assist students so they are able to earn a RHSP diploma.

Athlos intends to employ however many special education teachers necessary to comply with our students' IEPs. We anticipate hiring at least one special education teacher per campus and one special education teaching assistant to provide special education. These teachers will all be certified, as required by state law. In order to offer the full continuum, and for financial efficiency, Athlos will seek opportunities to cooperatively operated its special education program through a TEA approved Shared Services Arrangement. This will provide students access to related services and support.

Serving BE / ESL Students

Decisions regarding identification, program placement, testing, and reclassification of ELL students will be made by the Language Proficiency Assessment Committee (LPAC). The LPAC will likely meet once monthly, or more, as needed to make decisions regarding our ELLs.

Athlos is implementing a Dual Language Immersion (DLI) program and Content ESL. Unlike a traditional English-only instructional program provided in most public schools, which then need to graft on a program to support English Language Learners, Athlos incorporates development of BOTH English and Spanish language competence in its core program and possibly other languages (such as Mandarin Chinese). Since multi-lingual education is a focus of the school, all students are language learners and all teachers will receive training and professional development on second language acquisition.

In addition to offering the advantages of DLI program to all our students, Athlos will fully comply with the federal and Texas requirements for assessing the English language proficiency of English Language Learners in grades K-12. Athlos will administer the TELPAS to assess students in four language domains: listening, speaking, reading and writing. Based on the results

³³ See <http://nichcy.org/>

of the assessment students will be identified as four levels: beginning (B), intermediate (i), advanced (A) and advanced high (AH).

Athlos will reclassify students as English Proficient based on the criteria set by the state. Our decisions will be informed by evaluating the following:

- Score of Fluent on English Oral Language Test
- Pass the STARR English Reading or English EOC exams
- Pass the STARR English Writing
- Obtain an Advanced High on TELPAS Writing
- Score above the 40th Percentile in an English Language Arts academic norm referenced assessment.
- Teachers' Subjective Evaluations

Athlos will also ensure staff is properly trained to administer the program and follow all policies and procedures required by the Texas Education Agency for serving English Language Learners. See above discussions regarding BE/ESL and more in depth discussion regarding BE/ESL in the Operations, Section 2.

Athlos intends to employ sufficient staff to fully implement a 50/50 DLI program and Content ESL program. It is likely at least half of the elementary teachers hired will be Bilingual/ESL certified. A priority will also be to hire ESL certified teachers at the secondary level. Teachers will receive professional development and test preparation to challenge and pass the state ESL certification exam. Our goal will be to have close to 100% Bilingual or ESL certified teachers.

Serving Students Performing Below Grade Level:

Overview of Intervention Strategies (RtI)

Level 1:

- Common formative assessments and expectations
- Regular staff meetings to review student progress
- Case management system monitored by the Principal
- Progress reports to parents
- Staff commitment to provide assistance to students
- Grading system that focuses on learning
- Focus on accelerating student progress and meeting student needs
- Tutoring

Level 2: Students not progressing with initial strategies are moved into secondary strategies:

- Tutorial program in classrooms
- After school tutoring
- Computer assisted support
- Mentoring

- Counseling/parent meetings
- Case management meetings to closely monitor student progress in intervention

Level 3:

- Formal SST is held to determine interventions strategies to meet the specified need of the student.
- Development of Individual Education Plan

The RtI strategies indicated above will identify students who are performing below grade level and provide a method to monitor their progress through the SST. Students at risk of academic failure will receive individualized attention, as appropriate, to facilitate their academic success. After school tutorials and enrichment activities will be provided to support students at risk. In conjunction with the RtI process described above, the Professional Learning Communities will implement strategies to improve student learning for those at risk.

Serving Intellectually Gifted Students

Minority students and second language students are significantly under-identified as gifted and talented. This means these students' potential is not being recognized and they may be precluded for the educational programs and opportunities they need to reach their full potential. Athlos is committed to appropriately identifying and providing opportunities for Gifted and Talented (GT) students, with a special emphasis on student traditionally under-identified. Athlos is guided in our efforts by resources such as the National Society for the Gifted and Talented and the Texas Association for the Gifted and Talented.

Athlos will use a range of programmatic approaches to serve GT students. The school starts by offering an educational program for all that is rigorous for all students. For students working above grade level in mathematics, we will provide opportunities for acceleration. Middle and High Schools students will be able to take advance world language AP exams for high school and college credit. In addition, curriculum differentiation opportunities will be available including targeted and flexible grouping practices, especially in the elementary grades. Curriculum differentiation opportunities will be offered in classrooms. We will promote co-curricular and extra-curricular activities such as science fairs, spelling bees, public speaking contests, etc. We will also support teachers with specialized training to meet the needs of GT students, such as teachers obtaining TAGT Teacher Certificates.

Athlos will follow the State Plan for the Education of Gifted and Talented Students,³⁴ and will also seek out opportunities to partner and cooperatively offer GT programming to students by partnering with other charter schools through shared services arrangements, and by contracting and working with the ESC Region 10 through their Advanced Academics and Gifted & Talented offerings.³⁵

³⁴ See <http://www.region10.org/r10website/assets/File/stateplanforthe giftedenglishversion%281%29.pdf>

³⁵ See <http://www.region10.org/advanced-academics/index/>

Educational Staff Capacity

1. Identify the key members of the school's educational leadership team. Identify *only* individuals who will play a substantial and ongoing role in school development, governance, and/or management, and will thus share responsibility for the school's educational success. These may include current or proposed governing board members, the school leadership/management team, and any essential partners who will play an important ongoing role in the school's development and operation. Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as school leadership, administration, and governance; and curriculum, instruction, and assessment. Describe the group's ties to and/or knowledge of the target community.
2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.
3. Identify the principal candidate and explain why this individual is well-qualified to lead the proposed campus 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 run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability to effectively serve the anticipated population. Also provide, as **Attachment E.3**, the qualifications, resume/curriculum vitae, and professional biography for this individual.

OR

If no candidate has been identified, provide as **Attachment E.3** the qualifications and job description for this role, and discuss here the timeline, criteria, and recruiting and selection process for hiring the campus leader.

4. Describe the responsibilities and qualifications of the school's leadership/management team beyond the principal. If known, identify the individuals who will fill these positions and provide, as **Attachment E.4**, the qualifications, resumes/curricula vitae, and professional biographies for these individuals. For any position not yet filled, instead provide in **Attachment E.4** the job descriptions and qualifications for each position, and discuss here timeline, criteria, and recruiting and selection process for each.
5. Explain who will work on a full-time or nearly full-time basis following award of a charter to lead development of the school and the plan to compensate these individuals.
6. Explain the plan for distributing to parents information related to the qualifications, experience, and certifications of each teacher, including any professional or educational degrees held and a statement of any certification under TEC §21.057 or PL 107-110 §1111(h)(6)(B)(ii).

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

The Board contains a diverse cross-section of Texas-based community members that have a wide variety of backgrounds and experiences needed to govern a charter school. Todd Whitthorne is President of ACAP Health, an insurance solution provider for businesses. He is also a health and wellness speaker who presents at conferences on subjects including healthy living, fitness and corporate wellness. Edward Conger is the CEO/Superintendent of ILTexas who was previously the Principal of Thomas Jefferson High School, DISD. Erin Ragsdale is Senior Vice President of Allyn Media, a public relations firm. Paul Reyes is Senior Vice President and General Counsel of Associa, an association management company. Martha Rocha is the Senior Director, Resource Development of Children's Medical Center. The Board members are parents and community

members who share a passion to see Texas students excel in academics and health.

Athlos has not yet identified a principal at the time of application. Please see Attachment E.3 for a job description of the principal. Athlos has not yet identified the senior management team at the time of application. Please see Attachment E.4 for job descriptions.

The plan to compensate the personnel who will lead the development of the charter school will be a combination of contributions, grants and a line of credit, which will occur after charter approval. The Board is currently looking into avenues of obtaining a line of credit.

Athlos will mail a notice to each parent and use a parent portal through its website to inform them of the qualifications, experience, and certifications of their child's teacher.

WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section Two - Operations Plan

School Calendar and Schedule

1. Discuss the annual academic calendar for the school. Explain how the calendar reflects the needs of the educational program, including total number of days/hours of instruction. In **Attachment O.1**, provide the school's proposed calendar for the first year of operation.
2. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for foundation subjects. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Describe how the instructional day will be structured to ensure adequate coverage of all the TEKS. Provide the minimum number of instructional hours/minutes per day and week that the school will devote to academic instruction in each grade. Provide, also in **Attachment O.1**, a sample daily and weekly schedule for each grade configuration of the school.
3. Note the number of hours dedicated for teacher planning and collaboration, if applicable.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

The Athlos calendar will include 177 instructional days, with three additional Professional Development days submitted to the state as waivers, for a total of 180 instructional days reflected on our academic calendar and as reported to the state. School days will provide at least 6 and targeted to provide 7 hours of instruction or learning per day depending on grade level. The school day after each grading period will be a student holiday/staff development day, for the purpose of hosting a data-day to review Common Summative Assessment (CSA) data, monitor and track student progress, and make data driven decisions that will impact instruction. Our academic calendar will likely follow the pattern found in Attachment O.1.

The school days will be structured to provide at least 6 hours and 45 minutes of instruction and learning per day and 33 hours and 45 minutes a week. The school day will run from 8:00 am to 4:00 pm (the 8 hour day includes recess, meals, and intermissions). In order to accomplish the goals set forth by Athlos, and in order to ensure adequate coverage of all TEKS, our students' school day will be approximately one hour longer than a traditional school district. The extended school day provides for longer class periods, smoother transition periods and for recess and time for activities beneficial and supportive of student learning. See Attachment O.1 for daily/weekly schedule samples for each grade configuration.

Athlos understands that planning and preparation time is critical to staff and student success and we intend to set aside and schedule regular weekly periods for teacher planning, preparation and collaboration. We intend to provide each teacher with conference/planning and collaboration time of 45 minutes per day or 225 minutes per week.

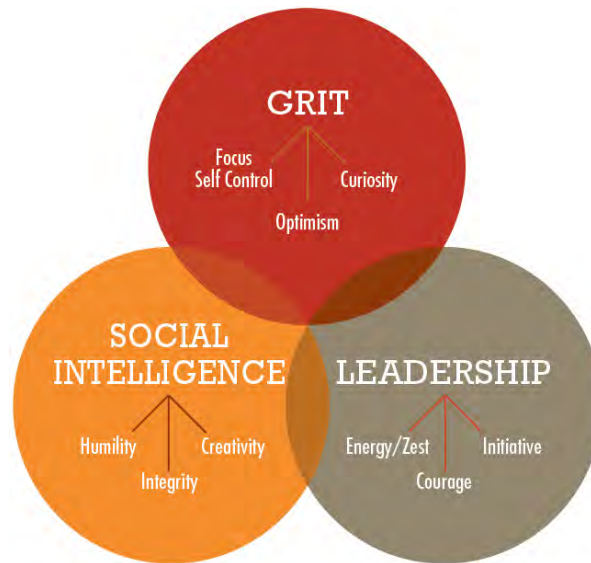
School Culture

1. Describe the culture of the proposed school and explain how it will promote a positive academic environment and reinforce student intellectual and social development.
2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for involving students who enter the school mid-year.
3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, BE or ESL services, students at risk of academic failure, and gifted and talented students.

4. Describe a typical school day from the perspective of a student in a grade that will be served in your first year of operation.
5. Describe a typical day for a teacher in a grade that will be served in your first year of operation.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

School Culture. The Athlos character traits are based upon the research of Angela Duckworth, Ph.D.,³⁶ Martin E. P. Seligman, Ph.D.³⁷, and incorporates research from the Core Virtues program and materials from the Center for Civic Education³⁸ and the Center for the 4th and 5th Rs (Respect and Responsibility) (SUNY Cortland).³⁹ Our character traits are categorized under three main headings with subheadings beneath them:



For a more detailed explanation of the Athlos Character Curriculum and how it is integrated into the educational program, please see Section One – Educational Plan.

Physical education time is not just for exercise; it is a platform for incorporating other important objectives of the Athlos charter school. For example, during a drill that emphasizes balance and coordination, students will be encouraged to count off in one of the foreign languages being taught, providing another venue to apply the multi-lingual focus of Athlos and providing an important interdisciplinary teaching moment to reinforce learning.

Research compiled by Stewart G. Trost, Ph.D. and Active Living Research, found that physical education, physical activity and academic performance are all connected - “fourteen published studies analyzing data from approximately 58,000 students between 1967 and 2006 have investigated the link between overall participation in physical activity and academic

³⁶ See <http://psychology.sas.upenn.edu/people/duckwort>; see e.g., <http://www.apa.org/monitor/nov07/grit.aspx> (on grit)

³⁷ See <http://www.ppc.sas.upenn.edu/bio.htm>

³⁸ See <http://www.civiced.org/>

³⁹ See <http://www2.cortland.edu/centers/character/index.dot>

performance. Eleven of those studies found that regular participation in physical activity is associated with improved academic performance.”⁴⁰ Specifically, this research found that “activity breaks can improve cognitive performance and classroom behavior. According to five studies involving elementary students, regular physical activity breaks during the school day may enhance academic performance. Introducing physical activity has been shown to improve cognitive performance and promote on-task classroom behavior.”⁴¹ This report also contained research on **Texas** students – “Researchers analyzed FITNESSGRAM® test results from more than 2.4 million Texas students in grades 3 to 12 during the 2007–08 school year and found significant school-level correlations between physical fitness achievement and better performance on state standardized tests. Higher physical fitness achievement also was associated with better school attendance rates and fewer disciplinary incidents involving drugs, alcohol, violence or truancy⁴²”. These findings were also published by the Texas Education Agency on March 9, 2009 in an online news release.⁴³

Implementation of School Culture. Prior to the beginning of the school year and as a part of professional development, extensive training will be conducted for staff on implementation of the Athlos Character and Athletic Curriculums. Parent orientations will also be conducted to familiarize parents with the Athlos programming and to facilitate support and reinforcement in the homes. In addition to professional development, signs of the character traits will be located throughout the school building as a second tier reinforcement of the Athlos culture. The third tier of the character development program is the monthly assembly. This culminating event brings students together to celebrate their progress in academics, health and fitness and in character. It also will function as another springboard to highlight the performance character traits that will be the focus of the upcoming month. These monthly events are also excellent opportunities to engage and educate parents in the Athlos Character Curriculum. Parents will also have the option of obtaining an “app” on their smart phones, tablets, etc. providing them with a conduit for communicating with teachers, grading their child on the character traits and accessing resources on our Curriculum.

Students that enter the school mid-year will be immediately integrated into the Athlos Character Curriculum, as it is not in addition to, but a part of the school’s classroom and physical education and wellness culture. Coaches, such as the “Character Coach” will provide new students with the necessary training regarding the purpose and completion of the Character Worksheet and the “Turf Coach” will provide training on the purpose of Character Huddles and how they relate to the Character Worksheet. Additional parent and student orientations may also be conducted in support of students transferring in mid-year.

⁴⁰ Available at

http://activelivingresearch.org/files/ALR_Brief_ActiveEducation_Summer2009.pdf

⁴¹ Id.

⁴² Id.; *Active Living Research: Building Evidence to Prevent Childhood Obesity and Support Active Communities*, Research Brief, Summer 2009; Welk G. *Cardiovascular Fitness and Body Mass Index are Associated with Academic Achievement in Schools*. Dallas, Texas: Cooper Institute, March 2009

⁴³ TEA News Release: *Physically fit students more likely to do well in school, less likely to be disciplinary problems*, March 9, 2009.

School Culture and Special Education Services. Athlos is committed to serving all students, and will provide equal educational opportunities to all students, including those with special needs, i.e., those who are Section 504, Special Education, with Dyslexia, Gifted and Talented, academically at-risk, and English Language Learners (ELL).

- For students with disabilities, 504 Teams and/or ARD Committees will provide appropriate accommodations and modifications to the Athlos programming, and provide related and supportive services to students to provide a Free Appropriate Public Education (FAPE) and equal educational opportunities.
- Students at risk of academic failure and gifted and talented students, will receive individualized attention, as appropriate, to facilitate their academic success. After school tutorials and enrichment activities will be provided to support these students.
- ELL and Limited English Proficient (LEP) students will receive intensive programs of instruction and Athlos teachers will receive specialized training from the TEA and Regional Education Service Centers on instructing LEP students, such as the ESC Region 2 LEP Conference.⁴⁴ Athlos will follow TEA guidance and legal requirements pertaining to operation of its Bilingual/ESL programming and services. Athlos will also use the resources and guidance available through the TEA's English Language Learners Portal (<http://elltx.org/index.html>), which is part of the State's Limited English Proficient Student Success Initiative.

Our multi-lingual educational model is a focus of the school; therefore, ELL students will receive training and education not otherwise offered in most schools. The Athlos Character Curriculum is designed to be engaged by the student first, which does not limit an ESL student or special education student from participating in the Athlos culture. In fact, at Athlos, a student's native language and culture is valued and celebrated ensuring that the overall student population sees them as an integral part of the school and not on the outside. The Character Worksheet, videos, games and other character training tools can easily be translated into another language. Whether a student is a special education student, an ESL student, or a gifted and talented student, they all will have the same opportunities available to any other student in the school. If a student is at risk of academic failure, the Character Worksheet is an avenue for the student and the parent to communicate with the school providing another way of assuring that a student doesn't get lost in the crowd. Athlos' programming and educational opportunities will be available to all our students and fully comply with legal requirements for special populations found in Texas law.

Athlos' physical education/athletics programs will be made available to all eligible students, including students with disabilities. This will include adapted physical education for student development of fitness, skills in games and sport, as well as development of motor skills. The Athlos physical education program and instruction will be individualized as part of a student's IEP and may be provided, as appropriate, by staff having necessary knowledge and skills, including PE Teachers, special education teachers and paraprofessionals, physical therapist and/or occupational therapists or others working under and supervised by licensed therapists in accordance with applicable legal and professional standards. Athlos will comply with Commissioner Rule regarding provision of physical education to students with

⁴⁴ See ESC Region 2 Title III conference, <http://www.title3.esc2.net/>

disabilities. Athlos will also seek to employ adapted physical educators as service providers and/or as consultants to others in providing adaptive physical education to our students.

Day in the Life of a Student. A day in the life of a fourth grader might look like:

- 8:00-8:15, Morning announcements/morning routines
- 8:15 to 9:45, Math
- 9:45 to 10:15, Special Rotation 1 (art/music/theatre)
- 10:15 to 10:45, Specials Rotation 2 (e.g., foreign language)
- 10:45 to 12:15, Reading Language Arts
- 12:15 to 12:45, Lunch
- 12:45 to 1:15, Recess
- 1:15 to 2:30, Science
- 2:30 to 3:00, Social Studies
- 3:00 to 3:45, Athlos PE/PC
- 3:45-4:00, Wrap up/ Dismissal

Day in the Life of a Teacher. A day in the life of a mathematics eighth grade teacher might look like:

- Period 1, Math Class
- Period 2, Planning (45 minutes)
- Period 3, Math Class
- Period 4, Math Class
- Period 5, Math Class
- Lunch Break
- Period 6, Professional Learning Community (45 minutes)
- Period 7, Math Class
- Period 8, Math Class
- Period 9, Math Class

Student Admissions and Enrollment

1. Briefly analyze the competition in the area for the same students. Describe the methods that the proposed school will use to recruit and retain students.
2. Explain how the plan for student recruitment and marketing will provide equal access to all interested students and families. Specifically describe the plan for outreach to families in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.
3. Provide, as **Attachment O.2**, the school's Admissions and Enrollment Policies, which should include the following:
 - a. The period (both the beginning and the ending dates) during which the applications for admissions will be accepted (see TEC §12.117), including a summary of the application process;
 - b. Procedures to be followed in conducting a lottery when a grade or class is oversubscribed including which 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 (so long as the total number of students allowed constitutes only a small percentage of the total enrollment.))
- c. The approximate date on which a lottery will be conducted if required;
 - d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers;
 - e. The non-discrimination statement to be included in the proposed school's admissions policy. *TEC, §12.111(a)(5);*
 - f. 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); and
 - g. Enrollment deadlines and procedures.
4. 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.*

NOTE: If a charter is granted, the sponsoring entity will be required to submit a copy of its admissions policy, admissions application, and enrollment form(s) for review during the contingency process.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Geographical Area and Recruitment. Our proposed geographical area is located primarily in DISD and FWISD and surrounding the ISDs in the counties listed on Attachment A. These areas have high population and the addition of a new charter school will not unduly burden the existing schools; in fact, a new charter school will reduce classroom size in other schools and provide opportunity for improving educational experiences even for the students of the other existing public schools. CBS/DFW reported on February 12, 2014 and the Texas Charter School Association has widely claimed over 100,000 students statewide remain on waitlists for charter schools too full to accept them. Specifically, our research indicates that several of the schools in the area of White Rock Lake located in East Dallas have even discussed the possibility of forming a new independent school district and leaving DISD. Additionally, due to significant and ongoing turmoil of DISD, we believe there is great community demand for both change and school choice, especially in East Dallas. On March 6, 2014, Athlos held a public meeting at White Rock United Methodist Church⁴⁵ located in East Dallas. There were approximately 30 attendees, excluding Athlos representatives, consisting of families, community members, educators and representatives from Eastfield College of the Dallas County Community College District. Great interest was expressed in the Athlos programming and outreach was made to the community college representatives to forge perspective opportunities for servicing students upon award of the charter.

Athlos will conduct recruitment and outreach activities to engage local education, religious, civic, business and youth social service leaders to inform them of our program and build relationships that create a pipeline to the youth that they serve. We will present our school's mission and vision to their constituents and display informational materials for the school. In addition to community connections, Athlos will conduct multiple public parent meetings that will be communicated through community partnership platforms, press releases, on the school website and through its contact lists. These venues are effective platforms to build enthusiasm for the school by describing the school's unique multi-lingual academic and fitness

⁴⁵ <http://www.wrunc.org/>

programming. Athlos will also send informational postcards and promotional materials for the school and such mailings will include low income and diverse communities. In all recruiting activities and student retention efforts, Athlos will comply with state law and with the 2014 guidance issued by the U.S. Department of Education⁴⁶. This guidance provides the following:

When recruiting students, charter schools should target all segments of the parent community. A charter school must recruit in a manner that does not discriminate against students of a particular race, color, national origin (including English language learners), religion, or sex, or against students with disabilities; in order to meet this goal, charter schools should consider additional recruitment efforts toward groups that might otherwise have limited opportunities to participate in the charter school's programs. Once a student has been admitted to the charter school through an appropriate process, he or she may remain in attendance through subsequent grades.

See www2.ed.gov/programs/charter/fy14cspnonregguidance.doc.

Athlos will launch a school website that provides information about the school's vision, mission and programs. It will also provide the option to complete an online enrollment application. The website will also track the progress of the building site (to be located after charter approval) and include pictures of the facility during its development. For an example of the website format, Athlos Leadership Academy (a Jubilee Academic Center campus piloting components of Athlos programming in San Antonio and South/Central Texas) is an example of what will be launched. The reviewer may go to www.athlossanantonio.org to see an example of the website that Jubilee Academic Center is utilizing.

Recruitment and Equal Access. Athlos will recruit from all segments of the community. As directed by the Department of Education and in accordance with Texas law, Athlos will “target all segments of the parent community and will recruit in a manner that does not discriminate against students of a particular race, color, national origin (including English language learners), religion, or sex, or against students with disabilities” or the school district a student would otherwise attend.⁴⁷ Athlos is an open enrollment public school and will not have any entrance requirements except as permitted by law. Once a site has been selected for the facility (which cannot occur until after charter approval), Athlos' marketing campaign will include direct mailers to the zip codes surrounding and in proximity to the physical location of the school. The process of zip code selection is location driven and on average includes a 15-mile wide radius, depending on population density. We have seen the criticism of other charter operators' recruitment efforts, and Athlos' recruitment efforts will not, in any way shape or form, include a demographic study to target higher income areas. Our goal is to be a school for all students and where diversity (of all types) is cherished.

Athlos will also generate a website which will include an application form that any person can access with an internet connection. Physical copies will also be available and distributed for those without internet access. The application will not require any information or documentation

⁴⁶ Available at www2.ed.gov/programs/charter/fy14cspnonregguidance.doc

⁴⁷ Id.

other than the student’s age, grade level, residency requirements, and whether the applicant has a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37 of the Education Code. As authorized by Texas Education Code § 12.111(a)(6)(A), the School 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 Education Code. Athlos will fully comply with McKinney-Vento and homeless students will not be required to provide proof of residency, immunizations, birth certificates, guardianship documents, or any other sort of required paperwork before enrolling.

Admission and Enrollment Policies. Please see Attachment O.2 for Athlos Academy’s Policies and Procedures.

Performing Arts. N/A. Athlos will not specialize in performing arts.

Student Discipline

Describe the school’s approach to student discipline summarizing the school’s proposed Discipline Policy. Provide as **Attachment O.3** the school’s proposed Discipline Policy. Together, the narrative description and the proposed policy should address the following:

1. 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 its district or for each campus.*
2. Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
3. A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively;
4. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;
5. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days; and
6. Explanation of how students and parents will be informed of the discipline policy.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

The Board of Directors will adopt the attached Student Code of Conduct. See attachment O.3. The Code of Conduct clearly informs parents and students of expectations, as well as incentives for appropriate behavior and addressing misconduct and infractions. Following recent guidance from the Department of Education, *Guiding Principles a Resource Guide for Improving School Climate and Discipline* (Jan. 2014), the Board will require the administration to “take deliberate steps to create a positive school climate in which every student can learn, fully engage in a rigorous curriculum, and feel safe, nurtured and welcome.”⁴⁸ The Code of Conduct clearly lists infractions and penalties, both discretionary and non-discretionary, the Manifestation Determination Review (MDR) process for students who are 504 or Special Education, and outlines in detail the due process and appeal rights that will be provided to students facing

⁴⁸ See U.S. Dept. of Education, *Guiding Principles a Resource Guide for Improving School Climate and Discipline*, January 2014, available at <http://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf>

discipline. The Code of Conduct will be issued to all parents/students, prominently published on the school website and copies will be available at the campus office or upon request. Please see Attachment O.3 for Athlos' Student Discipline Policies.

Leadership Pipeline

1. Describe the sponsoring entity's current or planned process for sourcing and training potential school leaders for campuses opening in subsequent years, regardless of location.
2. Explain how you have developed or plan to establish a pipeline of potential leaders. If known, identify candidates already in the pipeline for future positions.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Sourcing Leaders. Athlos is in the initial stages of searching for a CEO/Superintendent and other executive staff. The Board and legal counsel will be implementing a comprehensive executive search process, advertising positions online (with TASBO, TASA, the TCSA, SchoolSpring, with Regional ESC's, and the Athlos website). The executive search will follow EEO guidelines and will seek out the best qualified applicant. The Board's influential community members will also be leveraged to recruit high caliber applicants for consideration. Once the CEO/Superintendent is hired by the Board, he or she will then staff the campus(es) for leadership and other key positions, posting jobs through TASA, TCSA, SchoolSpring, Texas Association of Secondary School Principals (TASSP) and sources. Athlos will not employ anyone with a prohibited nepotistic relationship and will ensure that EEO guidelines are followed.

Athlos will ensure that its campus principal(s) will have a college degree and have received a Principal Certificate according to §241.15 of TAC Chapter 241 and that the principal models and remains accountable to the following:

A. **Learner-Centered Values and Ethics of Leadership.** A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner.

B. **Learner-Centered Leadership and Campus Culture.** A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

C. **Learner-Centered Human Resources Leadership and Management.** A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management.

D. **Learner-Centered Communications and Community Relations.** A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

E. **Learner-Centered Organizational Leadership and Management.** A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

F. Learner-Centered Curriculum Planning and Development. A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance.

G. Learner-Centered Instructional Leadership and Management. A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth.

Pipeline of Potential Leaders. Athlos is committed to providing opportunities to those who know, understand and model the mission and vision of the school. Leadership opportunities will be available first to those working on the front lines in the classroom—we intend to grow our own. Leadership positions require a deep understanding of the school structure and creativity to meet daily challenges. School leadership will develop criteria for assessing potential leadership within the school and will conduct voluntary leadership academies for staff to create an internal pipeline for potential leadership. These leadership academies will foster development of required leadership characteristics and criteria. At a minimum the criteria will include⁴⁹:

- School Leadership (Effective Teaching and Learning Strategies, Data Outcomes, Leading in Professional Learning Communities, Building School Culture, Effective Management).
- Personal Leadership (Modeling School Culture, Inspiring Others, Innovate Process Changes, Assisting Others).
- Technical Leadership (Budget Development, Contract Management, State and Federal School Law Understanding, Scheduling Management, Human Resource State and Federal Law Understanding, Effective Use of the Facility, Effective Technology Use).

Organization-Wide Staffing

1. Complete the staffing chart below, outlining the staffing plan for your campus(es), as applicable. The staffing chart and your narrative response should identify the following:
 - a. Year one positions, as well as positions to be added in future years;
 - b. Administrative, instructional, and non-instructional personnel;
 - c. The number of classroom teachers, paraprofessionals, and specialty teachers; and
 - d. Operational and support staff.

Adjust or add functions and titles as needed. *Delete rows or tables for grade configurations that do not apply.*

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
Combined Grades K-8 Campus Staff					
Principal	2	3	4	6	8
Assistant Principal	6	9	12	18	24
Add'l Campus Leadership Position 1 [Teacher Leader Stipends – Not Actual/Additional FTEs]	18	27	36	54	72
Classroom Teachers (Core Subjects)	120	180	240	360	480

⁴⁹ *Principal Development: Selection, Support and Evaluation*, NewSchools Venture Fund, June 2008

Classroom Teachers (Specials)	56	84	112	168	224
Student Support Position 1 [Counselor]	4	6	8	12	16
Student Support Position 2 [Nurse]	4	6	8	12	16
Student Support Position 3 [Librarian]	2	3	4	6	8
Specialized Campus Staff 1 [Security]	2	3	4	6	8
Teacher Aides and Assistants	10	15	20	30	40
Campus Operations Support Staff	26	39	52	78	104
Total FTEs at K-8 Campus(es)	232	348	464	696	928
High School Grades 9-12 Campus Staff					
Principal		1	2	3	4
Assistant Principal(s)		1	2	3	4
Add'l Campus Leadership Position 1 [Teacher Leader Stipends – Not Actual/Additional FTEs]		1	3	6	10
Classroom Teachers (Core Subjects)		6	18	36	60
Classroom Teachers (Specials)		9	20	33	48
Student Support Position 1 [Counselor]		1	3	6	9
Student Support Position 2 [Nurse]		1	2	3	4
Student Support Position 3 [Librarian]		1	2	3	4
Specialized Campus Staff 1 [Security]		1	2	3	4
Teacher Aides and Assistants		1	2	3	4
Campus Operations Support Staff		5	18	33	44
Total FTEs at high school campus(es)		27	71	126	185
Total organization FTEs	232.0	375.0	535.0	822.0	1,113.0

2. Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. State the teacher-student ratio to be maintained. As well as the ratio of total adults to students for the school.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

The Principal of Athlos who reports to the CEO/Superintendent will manage the senior administrative team. Regular work meetings between the CEO/Superintendent and Principal(s) will be conducted, and an open-door policy will be employed. Principal(s) will in turn conduct regular meetings with campus leadership and staff. Meeting structures will be guided by Covey principles for effective meetings.

The targeted student teacher ratio is as follows: 1:18 for Kindergarten to Second Grade and 1:24 for Third Grade to Twelfth Grade. These target student teacher ratios may be increased to 1:26 in certain circumstances where Athlos determines there is financial need or demand and it is expedient for certain classes. For Year 1, the total student to adults ratio at the campus level with 232 FTE is 1:11.17, and at the district level with 244 FTE is 1:10.623. See Attachment F.3, Personnel Worksheet.

Staffing Plans, Hiring, Management, and Evaluation

1. Explain the relationship that will exist between the sponsoring entity and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the

school will use contracts, explain the nature and purpose of the contracts. Provide, as **Attachment O.4**, any personnel policies or an employee manual, if developed.

2. Outline the proposed school’s salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school’s strategy for retaining high-performing teachers.
3. Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff, including the school’s plan for hiring “Highly Qualified” staff in accordance with the Elementary and Secondary Education Act (ESEA). Explain other key selection criteria and any special considerations relevant to your school design.
4. Outline the school’s procedures for hiring and dismissing school personnel, including conducting criminal background checks.
5. Explain how the school leader will be supported, developed, and evaluated each school year. Provide, in **Attachment O.5** any leadership evaluation tool(s) that you have developed already.
6. Explain how teachers will be supported, developed, and evaluated each school year. State if the school intends to follow the state Professional Development Appraisal System (PDAS) or submit as **Attachment O.6** any local teacher evaluation tool(s) already developed
7. Explain how the school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.
8. Provide in **Attachment O.7**, a Supplemental Human Resources Information Form (use the template provided by the TEA) for ALL paid positions required to operate the proposed school in year one and at capacity. Ensure that your submission includes ALL positions including administrative staff such as: CEO/superintendent, financial officer, principal, assistant principal, director, and assistant director.

NOTE: PL 107-110 §1119 Teachers in all core academic subjects must be degreed and have demonstrated competency in the subjects in which they will be assigned to teach as required by federal law. Special education teachers, bilingual teachers, and teachers of English as a second language must be certified in the fields in which they are assigned to teach as required in state and/or federal law. Paraprofessionals must be certified as required to meet state and/or federal law.

NOTE: Charter schools may not compensate an individual in excess of the fair market value of the services rendered. The fair market value of the services rendered is based on the individual’s education experience, prior salary history, job duties actually performed, what a typical person with similar skills, experience, and job duties would earn. See 19 TAC §100.1022(c)(2)(B)(i).

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Employment. The Superintendent/CEO of Athlos will either be employed by contract or at-will, as negotiated by the Board. All other employees of Athlos will be at-will. See Attachment O.4 for the contents of a proposed employee handbook developed by Athlos’ legal team of Schulman, Lopez & Hoffer, L.L.P. Attached are examples of at-will agreements that will be used

Compensation. Compensation rates and benefits will be competitive to other charter schools. We will periodically review comparability data of our peers to assess whether salary ranges are competitive. Athlos will seek proposals from national, state and local insurance and benefit brokers/providers to evaluate benefits including health, dental/vision, life, disability or other benefits that may be provided to employees. The School will also survey other school systems to ensure benefits offered are aligned to market offerings and customary practices.

Retaining Teachers. Athlos recognizes that an effective school requires retaining high-performing teachers. Great teachers can and should be rewarded with bonuses based on performance. Research funded by the Texas Education Agency found that performance pay decreased teacher turnover. “We found strong evidence that as the size of a teacher’s bonus

award increased, their chance of leaving that school at the end of the school year decreased dramatically....While certainly student achievement is of primary interest, other findings, particularly those surrounding teacher turnover, are noteworthy considerations for policymakers considering performance pay programs⁵⁰.”

Finland is often talked about in educational circles as the model for reinventing the teaching profession. A report prepared by the Alliance for Excellent Education found that the following is needed for teacher effectiveness:

- a systemic approach;
- strong recruitment and preparation;
- attractive teaching conditions;
- continuous support for learning; and
- proactive leadership development⁵¹.

School leadership is responsible for developing a system for teacher and leader development, namely human capital management. The Alliance has the following graphic⁵² to describe this process:



These tools and strategies will be implemented to foster retention of quality teachers.

Recruitment of Teachers. Athlos will begin recruitment efforts for teaching staff after charter approval and will make available on the school’s website and other websites, applications for employment. In compliance with the Elementary and Secondary Education Act and Texas law teachers (and principals) must have the following qualifications:

- Bachelor’s degree;
- Full state certification; and/or be Highly Qualified by demonstrating subject matter knowledge and teaching skill in each core academic subject assigned to teach.

⁵⁰ *NCPI Finds Performance Pay Supported by Texas Educators, Holds Promise for Retaining Teachers*, September 30, 2009.

⁵¹ Alliance for Excellent Education, Issue Brief March 2011

⁵² Alliance for Excellent Education, Issue Brief March 2011

For special education and ESL/ELL teachers the following is required:

- Bachelor's degree;
- Full state certification/licensure; and
- Meet ESEA highly qualified teacher requirements when teaching core academic subjects.

Physical education teachers and sports performance coaches staff the physical education program. The physical education teacher's responsibilities include curriculum mapping in accordance with aligning Texas students to TEKS in conjunction with the Athlos Athletic Curriculum, teaching and assessing objectives, classroom management, and communicating with parents. He/she will work closely with the sports performance coach in gaining the scientific knowledge of sports performance as it relates to principles of exercise science, biomechanics, anatomy, physiology, thermogenics, etc. He/she will be responsible for grading as well as any interaction with the children's parents. It will be the physical education teacher's responsibility to incorporate the identified objectives of the movement (acceleration, multi-direction, and max velocity) during team sport activities. The physical education teacher will be the lead instructor in the classroom. It will be his/her responsibility to control the tone and direction of each class. Candidates must have an undergraduate degree in physical education.

In partnership with the physical education teacher, the performance coach's primary responsibility will be quality control as it relates to the methodology of the Athletic Curriculum. He/she will serve as content experts for the instruction of acceleration, multi-direction (agility), maximum-velocity, and strength training progressions. It will be his/her responsibility to educate the students regarding any subject matter relating to sports performance. He/she will focus on continually furthering their knowledge surrounding the methodology incorporated into the curriculum and properly assess each student's improvement in performance throughout the year. He/she will be responsible for effectively utilizing cues (direction) and techniques to improve each student's performance. They will work closely with the physical education teacher in order to deliver a well-rounded state of the art curriculum. The sports performance coach will serve as the technical eye in the training space to ensure the greatest potential of success for each student. Candidates must have an undergraduate degree in Kinesiology, Exercise Science, Physical Education or related field. Preferably, candidates will possess a CSCS certification from the National Strength and Conditioning Association or be prepared to complete the exam within the first year of hire.

Hiring and Dismissal Procedures. In accordance with Texas Education Code, Chapter 22, Subchapter C, Athlos will conduct criminal background checks on all employees and applicants in determining eligibility for employment. School employees will be at-will and can be dismissed without notice or warning in accordance with state and federal law.

Except as required by state or federal law, Athlos does not prohibit employment or refuse to consider an application for employment solely on the grounds that an applicant/employee has a prior criminal arrest record. In accordance with EEOC regulation and guidelines, Athlos does not prohibit employment or refuse to consider an application for employment based **solely** on the grounds that the applicant/employee has been arrested. In accordance with Title VII of the Civil

Rights Act of 1964, it is the policy of Athlos, prior to any exclusion of an applicant for employment or continued employment of an employee that has a criminal record, to conduct an individualized assessment of the criminal conduct at issue. In conducting such an assessment, Athlos shall carefully consider the following in order to determine that any exclusion based on criminal conduct is job related to the position in question and consistent with the business necessity of the school:

- The nature and gravity of the offense or offenses;
- The time that has passed since the conviction and/or completion of the sentence;
- The nature of the job held or sought.

Upon consideration of the above factors, Athlos shall inform the applicant/employee that he or she may be excluded because of prior criminal conduct and provide the individual an opportunity to demonstrate that the exclusion does not properly apply to him or her and the position in question. Athlos shall consider the additional information provided by the applicant/employee that demonstrates that the criminal conduct is not job related and is consistent with business necessity of the school prior to making any final determination. Such additional information may include:

- The facts or circumstances surrounding the offense or conduct;
- The number of offenses for which the individual was convicted;
- Age at the time of conviction, or release from prison;
- Evidence that the individual performed the same type of work, post conviction, with the same or a different employer, with no known incidents of criminal conduct;
- The length and consistency of employment history before and after the offense;
- Rehabilitation efforts, e.g., education/training;
- Employment or character references regarding fitness for the particular position;
- Whether the individual is bonded under a federal, state or local bonding program.

School Leader Development. Athlos understands that school leadership is vital to the success of the entire school. “A school principal has a significant impact on student achievement. Research shows that the knowledge, skills and disposition that a principal brings to the leadership of a school affect nearly all facets of the learning environment. School culture, teacher quality and retention, staff professional development, student behavior, and parent satisfaction are all influenced by the principal⁵³.”

The report from which the above quote was taken cites the following for principal success: Coaching/Mentoring; Cohorts; and Targeted Training. Leaders are not made from nothing. The first bullet point of coaching/mentoring is merely developing a personal relationship with someone more experienced in a particular field. The second point is finding a network of other principals to share knowledge and help develop new skills. The third point is training that is targeted to current challenges, not just generalized training. While these points are more essential for new principals, they still apply for very experienced principals as well.

⁵³ *Principal Development: Selection, Support & Evaluation*, NewSchools Venture Fund, June 2008

“The coaching and other learning supports that principals receive should be paired with a meaningful evaluation process so that principals understand the performance standards that are expected of them and can gauge their progress toward meeting those standards⁵⁴.” The report from which the above quote comes from cites the following: Setting Performance Criteria; and Combining Formal and Informal Evaluation.

The Board has not yet developed evaluation material, but such materials will include the development of clear and measurable criteria that is in harmony with Athlos’ mission and vision. At a minimum evaluation will include the following criteria: (1) Effective Instructional Leadership; (2) Effective Human Capital Management; (2) Effective School Culture Development; and (3) Effective Operational Leadership.

The Board will conduct formal evaluations of its CEO/Superintendent at least annually and periodically as needed throughout a school year and will expect the CEO/Superintendent to do the same with his or her staff.

Teacher Support. Athlos intends to initially use evaluation materials and domains from the Professional Development Appraisal System for the evaluation of its teachers. However, we will not formally adopt the PDAS regulations and program. This will permit us to the benefit of the PDAS system but maintain flexibility by not adopting the procedures and regulations that accompany PDAS. Evaluation domains will be as follows (as published by ESC 13, <http://www4.esc13.net/pdas>):

- Active, Successful Student Participation in the Learning Process;
- Learner-Centered Instruction;
- Evaluation and Feedback on Student Process;
- Management of Student Discipline, Instructional Strategies, Time and Materials;
- Professional Communication;
- Professional Development;
- Compliance with Policies, Operating Procedures and Requirements; and
- Improvement of Academic Performance of All Students on Campus.

If a teacher is in need of support an intervention/development plan containing the following criteria will be implemented (taken from ESC 13 <http://www4.esc13.net/pdas>):

- Identification of the above domains that need improvement;
- Professional improvement activities and dates for completion;
- Evidence of professional improvement activities;
- Directives for changes in teacher behavior and time lines; and
- Evidence of behavior change criteria.

At the time of application, the Board has not developed any evaluation tools.

⁵⁴ *Principal Development: Selection, Support & Evaluation*, NewSchools Venture Fund, June 2008

Unsatisfactory Performance. Employees will first be given the tools, training and resources they need to be successful including mentorship and support. However, if performance is detrimentally impacting student learning or school policies or law are not being complied with, employees may be terminated for unsatisfactory performance in accordance with the at-will doctrine and state and federal law. Employees will generally first be provided opportunities for improvement (depending on the circumstances and the issues involved) to minimize the effects of poor retention and turnover on the students and Athlos model. Athlos intends to be a school where teacher job satisfaction is attained and retained. Additionally, to reduce turnover and to foster support and collaboration, a Professional Learning Community will be implemented to provide team based training and mentoring in areas of instruction and student behavioral issues.

Supplemental HR Forms. Please see Attachment O.7

Professional Development

Describe the school's professional development expectations and opportunities, including the following:

1. Identify the person or position responsible for professional development.
2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.
3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.
4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

The Principal will be responsible for overseeing campus based or campus specific professional development and the Chief Academic Officer is responsible for district-wide professional development initiatives. Athlos will register under the State of Texas to provide CPE hours.

Core Components to PD. Professional development will align with our goals and strategies of the educational program, specifically focusing on the Athlos program, language education pedagogy and curriculum, academic and language assessments, dual language theory and models, second language acquisition and bi-literacy development, and Kilgo⁵⁵ scope and sequence (June 2015). Kilgo Consulting, Inc. will provide the Kilgo training externally.

⁵⁵ See <http://www.margaretkilgo.com/> ("Margaret Kilgo presents a research-based overview of the relationship between the state curriculum, the Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs), and the State of Texas Assessments of Academic Readiness (STAAR) and End-of-Course (EOC) tests in Reading, Mathematics, Science, and Social Studies, Grades K-12. Kilgo covers the components that are critical for effectively teaching and assessing the TEKS/SEs to the depth and complexity of the STAAR/EOC. The focus of these sessions is on teaching and assessing the curriculum, not on teaching to the test.")

The Athlos Athletic Curriculum's professional development will be provided externally by Athlos Academies to ensure that the technical aspects of the curriculum are properly implemented from day one. The sports performance goals of the curriculum that increase strength, agility and balance in every child, regardless of fitness level, require training in the proper techniques. In addition to initial training, Athlos Academies will provide additional training during certain teacher in-service days (subject to school scheduling).

The Athlos Character Curriculum's professional development will also be provided externally by Athlos Academies to ensure the effective implementation of the Character Worksheet and Character Huddle. The Character Coach, after certification, will then provide internal professional development to the classroom teachers and Turf Coach on the effective implementation of the character traits in the classroom. For example, if Leadership and Courage are the current focus and the history teacher is covering the life of Rosa Parks – Leadership and Courage can easily be integrated into that history lesson.

Schedule and Explanation of PD. During summer of 2015, teachers will undergo specialized professional development focused first on the unique mission and vision of Athlos, and then specifically looking at each of the unique components. This includes dual language 101, multi-lingual model overview, ACTFL proficiency guidelines, our Kilgo scope and sequence and pacing guide. Prior to bringing the teachers on board, the leadership team will undergo intensive professional development on leadership for leading an effective Athlos model and will include thorough training on non-negotiables and guiding principles of dual language immersion (the framework of our school wide model). Training topics will likely include:

- A consistent instructional model/design for teaching and assessing TEKS/SEs to the depth and complexity of STAAR without multiple choice practice or test taking strategies;
- Deconstruction of TEKS/SEs for depth and complexity;
- Overview of Mathematics TEKS/SEs;
- Dual coding of process and content standards;
- Dual coding of Reading genres Figures 19;
- Coding of TEKS/SEs for Readiness and Supporting, STAAR/EOC and SAT; and
- Vertical alignment for Mathematics, Reading and Science..

See Kilgo Consulting's website, www.margaretkilgo.com.

The Athlos Athletic and Character Curriculums professional development will occur approximately one month prior to school opening by Athlos Academies. Training for the Athletic Curriculum includes:

- Active Dynamic Warm Ups Lecture and Demonstration
- Strength Training Lecture and Demonstration
- Max Velocity Lecture and Demonstration
- Multi-Directional Lecture and Demonstration
- Assessment Training for the Athletic Scorecard (goal setting tool for the student)
- Character Huddle Implementation

Training for the Athlos Character Curriculum includes the following:

- Character Coach Role Training
- Character Coach Certification
- Turf Coach Role Training
- Character Worksheet Training and Assessment
- Character Huddle Content Training
 - Videos
 - Games
 - Character Quotes

Training will also be conducted on important legal and compliance topics, through legal counsel, the Texas Charter School Technical Support Network and Region 10 ESC. Region 10 ESC additionally offers a Counselor Initiative and Student Support Cooperative (CISS) that provides a compliance training bundle.⁵⁶ Athlos intends to also seek membership in the Region 10 ESC CISS Co-op. Compliance training opportunities will include the following topics: (1) Bullying Prevention, (2) Child Abuse and Reporting, (3) Student Discipline, and (4) Student Safety.

Number of Days/Hours for PD. The leadership team and faculty of Athlos will be engaged in professional development for two weeks prior to day one with students. Further, professional development will be supported throughout the year during Professional Learning Communities (PLCs), which will meet at least once weekly. The weekday after each grading period is also scheduled as a professional development day/student holiday. On those days we will look specifically at student’s progress towards mastery of TEKS as well as ways to fine tune our academic program and provide faculty and staff with necessary professional development.

Performance Management

The TEA will evaluate the performance of every charter school annually according to a set of academic, financial, and organizational/governance performance standards that will be incorporated into the charter agreement.

Applicants may propose to supplement the TEA performance standards with school-specific academic or organizational goals.

1. Describe any mission-specific educational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.
2. Describe any mission-specific organizational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.
3. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?
4. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

⁵⁶ See ESC Region 10 Compliance Training Bundle offered through the Region 10 Co-op, at <http://olc.region10.org/catalog/Courses/Compliance-Training-Courses/CISS-Compliance-Training-Bundle>

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Educational Goals. Athlos' educational goals are to provide students with an education that addresses the mind, body and character. The multi-lingual education will be tracked and addressed through Common Summative Assessments given at the conclusion of every six weeks grading period. In addition to Common Summative Assessments, foreign language development will be monitored through Two-Way DLI and FLES (as further detailed in Section One – Educational Plan). The Athlos Character Curriculum and Athlos Athletic Curriculum have personal goal setting worksheets that each student will keep and a Character Worksheet that will be graded by the student, Character Coach, Turf Coach and finally by the parent.

Organizational Goals. Athlos does not have any additional organizational goals at this time. The Board will adopt additional goals and objectives with input from the selected CEO/Superintendent.

Data Management. The principal of Athlos will be responsible for implementation of professional development with support from the Chief Academic Officer and other subject matter experts.

Training and Support. Professional development activities will include the following to enhance student improvement:

- Seminars
- Internal Professional Learning Community
- Workshops
- Independent study
- Evaluation of STAAR data
- Computerized learning
- Reflecting on the Guiding Principles of DLI
- Analysis of MAP scores/ progress monitoring towards academic goals

Parent and Community Involvement

1. Describe what you have done to assess parent and community demand for your school.
2. Explain how you will engage parents and community members from the time that the school is approved through opening.
3. Describe the role, to date, of any parents and community members involved in developing the proposed school.
4. Describe how you will engage parents in the life of the school (in addition to any proposed governance roles described in Section 3 below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any volunteer activities the school will offer to parents. (Charter Schools are public school and may not require parents to volunteer.)
5. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as **Attachment O.8** existing 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 mentioned previously.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Athlos held a public meeting on March 6, 2014 at White Rock United Methodist Church located in East Dallas. Community members attended the event to hear about the charter school's programs. The meeting contained parents, teachers and representatives from Eastfield College. We chose the area of White Rock because our research indicates that schools in that area, East Dallas, have discussed the possibility of forming a new independent school district and leaving DISD and as there has been significant turmoil in DISD and it appears those parents are demanding change and school choice.

In addition, components of the Athlos model has been piloted by two existing Texas charter schools, Jubilee Academic Center in South and Central Texas, and ILTexas, in North Dallas. These schools have experienced and reported dramatic admission and enrollment interest. These two schools have and continue to pilot various aspects of the Athlos model, and have shown phenomenal parent and student interest in the Athlos Character Curriculum. In order to provide access to the Athlos Character Curriculum, we intend to take the Athlos model from pilot to full implementation throughout this proposed Athlos charter school.

Engaging Parents. Athlos considers parent partnership and engagement as essential to the school. Outreach activities will continue to be conducted to engage parents as well as local education, religious, civic, and other youth social service leaders to inform them of our program and build relationships. Athlos will conduct multiple public parent meetings, open houses and other events that will be communicated through community partnership platforms, press releases, on the school website and through its contact lists. These venues are effective platforms to build enthusiasm for the school by describing the school's unique multi-lingual academic and fitness programming. Athlos will also send informational postcards and promotional materials for the school and these efforts will specifically target low income and diverse communities. A groundbreaking ceremony and subsequent grand opening will also occur for our new facility and parents will be specially invited to attend.

Upon award of the charter, Athlos will launch a school website that provides information about the school's vision, mission and programs. It will also provide the option to complete an online enrollment application. The website will also track the progress of the building site (to be located after charter approval) and include pictures of the facility during its construction.

Role of Current Partners. Athlos' board is comprised of a diverse cross-set of parents of school-aged children and community members committed to developing a school that meets the educational needs of all students at all levels through the education of the mind, body and character. As a part of continued Board development throughout the life of the school, current Board members will seek community members of varied backgrounds to bring a balance of leadership to meet the needs of the school, including parents. These needs include members with a business background, members with an educational background, and members representing diverse communities

Parents in the Life of the School. The Athlos Character Curriculum provides a student's parent the option to be a part of their child's character development. Twice a year, parents will be given

the opportunity to grade their child on the character traits they've learned about. It will be conveniently available through an online platform. This online platform will also be the avenue in which newsletters concerning the school and its programs will be made available. In addition, to character grading monthly school assemblies are another avenue for parent involvement in the life of the school. These celebrations can highlight the monthly character traits, academic accomplishments and be a focus for the multi-lingual education being provided by the school. Parents will also be encouraged to volunteer and to organize booster and parent organizations in support of the school and the Principal will facilitate these groups. Finally, the multi-lingual programming of the school will specifically invite parents from diverse cultures to be included in the life of the school as the culture of the school celebrates different languages and diversity.

Community Resources. Athlos' public meeting held on March 6, 2014 contained representatives from Eastfield College who showed great interest in the school's academic and cultural programming. Further outreach with Eastfield College will occur after charter approval to discuss partnership avenues. As a part of community outreach, Athlos is in the preliminary stages of making connections with colleges and civic groups located in the Dallas-Fort Worth Metroplex area. Outreach is currently being made to the following organizations:

Community Colleges: (Dallas County Community College, Tarrant County College District, Collin County College District)

Civic Groups: (Dallas Hispanic Chamber of Commerce, Dallas Black Chamber of Commerce, Fort Worth Hispanic Chamber, Fort Worth Black Chamber)

In addition to the above, Athlos will seek to establish partnerships in efforts to enhance its tri-lingual educational focus, these resources will likely include:

The National Association of Bilingual Education
International Bilingual Institute
Confucius Institute
Texas-Spain Initiative

See Attachment O.8 for evidence of support from intended community partners and leaders.

Start-Up & Ongoing Operations

1. Provide, as **Attachment O.9**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the start-up budget in the Financial Plan Workbook.
2. Explain the school's plan to provide transportation services for students with IEPs mandating transportation. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.
3. Provide the school plan for the safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

NOTE: TEC §12.109 An open-enrollment charter school shall provide transportation to each student attending the school to the same extent a school district is required by law to provide transportation to district students.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Transportation. In the event that a special education student's IEP requires that the student receive transportation services, Athlos will contract with a transportation company or enter into a co-operative with an ISD (such as Dallas County Schools) or another charter school, that has the personnel and vehicles to properly address the student's needs. Athlos will utilize the transportation company for both daily and special event transportation needs.

School Safety Plan. With the assistance of the legal counsel Athlos' Board will develop and adopt policies that address applicable state and Federal legal requirements and that identify local requirements for personnel, parents and students to ensure the safety and security of students and staff and that safeguards property. In accordance with and in furtherance of Board policy the CEO/Superintendent, in consultation with Academy staff, security personnel and legal counsel, will develop and adopt local administrative procedures including: (1) the preparation of a floor plan identifying emergency evacuation routes and signals; (2) the use of drills to practice the evacuation of Academy facilities; (3) the dissemination of information to students of the importance of vigilance to suspicious activity and the prompt reporting of any safety concerns or issues to Academy personnel; (4) the training of Academy personnel on how to respond to reported or observed suspicious activity and safety concerns or issues; (5) the dissemination of information to students of the importance of appropriate conduct at Academy facilities and events and during the use of information technology including cyber bullying and other inappropriate behavior and harassment; (6) the training of Academy personnel on how to properly address inappropriate conduct including cyber-bullying; (7) the provision of emergency contact numbers to parents and staff for the timely and accurate diffusion of critical safety information; (8) the instruction of students to follow the direction and guidance given by Academy personnel particularly as this pertains to their safety and welfare; and (9) other student and staff safety and welfare matters. In addition to student safety and welfare, CEO/Superintendent will include local requirements in the administrative procedures for the safeguarding and inventorying of Athlos property including the use of local identifying tags and numbers, the maintenance of accurate property records, the inventory of property, the disposition of property including the maintenance of property disposal records and the reporting of theft or other loss, and the maintenance of property use records. To the degree reasonable and appropriate the CEO/Superintendent will incorporate Board policy and administrative procedure regarding school safety into the employee and parent/student handbooks.

In accordance with local ordinances Athlos will install fire alarms and sprinkler systems. The Facilities Director along with other qualified personnel or consultants will periodically inspect facility systems to ensure that they are in proper functioning order. Additionally, Athlos will utilize a security system that includes an alarm, motion detectors, cameras and entries requiring the use of access cards with unique identifiers. Visitors to the Academy will be required to provide picture identification and to sign in at the office reception prior to entering school grounds and will be escorted to and from classrooms and other building offices and facilities. Lastly, Athlos will employ school resource officers or other security personnel licensed and trained in performing security activities and functions in a public school setting.

Operational Staff Capacity

1. Identify the key members of the school's operational leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance, operations. and/or management, and will thus share responsibility for the school's operational success. These may

include current or proposed governing board members, the school leadership/management team, and any essential partners. Describe the team’s individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:

- a. Staffing;
- b. Parent and community engagement;
- c. Professional development;
- d. Performance management;
- e. PEIMS management; and
- f. General operations.

2. Identify the superintendent and explain why this individual is well-qualified to lead the proposed charter 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 run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader’s ability to effectively serve the anticipated population. Also provide, as **Attachment O.10**, the qualifications, resume/curriculum vitae, and professional biography for this individual.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

The Board contains a diverse cross-section of Texas-based community members that have a wide variety of backgrounds and experiences needed to govern a charter school. Todd Whitthorne is President of ACAP Health, an insurance solution provider for businesses. He is also a health and wellness speaker who presents at conferences on subjects including healthy living, fitness and corporate wellness. Edward Conger is the CEO/Superintendent of ILTexas who was previously the Principal of Thomas Jefferson High School, DISD. Erin Ragsdale is Senior Vice President of Allyn Media, a public relations firm. Paul Reyes is Senior Vice President and General Counsel of Associa, an association management company. Martha Rocha is the Senior Director, Resource Development of Children’s Medical Center. The Board members are parents and community members who share a passion to see Texas students excel in academics and health. Collectively, the Board Members hold high-level positions in business and education that involve performance management, staffing, community engagement and general operations. The educational experts on the Board have direct experience with PEIMS management, professional development and general operations of a charter school. Collectively, these Board Members have the skills necessary to govern a charter school, particularly a start-up charter school.

Superintendent. Athlos has not yet identified a CEO/Superintendent. An executive search will occur upon charter approval.

WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section Three - Governance Plan

Legal Status and Governing Documents

1. Describe the sponsoring entity's legal status, including the type of entity and corporate qualifications, if applicable. Submit any governing documents beyond those provided with the Eligibility Documentation which are already adopted, such as board policies, in **Attachment G.1**.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Athlos Foundation is a Texas Nonprofit Corporation and tax-exempt 501(c)(3) public charity. Athlos, in existence since 2005, was formerly known as the Mazal Holocaust Library, Inc., where it supported an educational library and resource center for the general public on the Holocaust History Project and Holocaust Memorial Museum. With the passing of Harry Mazal, our founder, in 2011, the library's resources (over 20,000 books and 100,000 historical artifacts) were donated to Texas A&M San Antonio, the University of Colorado-Boulder, and the Holocaust Memorial Museum. The directors, desiring to continue the educational purposes and seeing the recent success of the Generation 17 charter school Eleanor Kolitz Hebrew Language Academy, rebranded as the Athlos in 2014, to apply for a Generation 19 charter school. Athlos has subscribed to and will adopt the charter school policy set prepared by its legal counsel, Schulman, Lopez & Hoffer, LLP, upon award of a charter. See Attachment G.1 for the index of proposed board policies developed by legal counsel.

Organization Charts

Submit, as **Attachment G.2**, organization charts that show the school governance, management, and staffing structure in: a) year one and b) at capacity. The organization charts 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 organization charts should also document clear lines of authority and reporting within the school.

Governing Board

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.
2. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board.
3. Explain how this governance structure and composition will help ensure that:
 - a. the school will be an educational success and that annual school and student performance will be reported to students, parents, and the community;
 - b. the school will be an operational success, including complying with all required reporting, including attendance, PEIMS, governance, and grant reporting;
 - c. the board will evaluate the success of the school and school leader; and
 - d. there will be active and effective representation of key stakeholders.
4. If the current applicant team does not include the initial governing board, explain how and when the transition to the governing board will take place.
5. If this application is being submitted by an existing non-profit organization whose sole purpose is not the oversight of the charter school, respond to the following:
 - a. Will the existing non-profit's board govern the new school/campuses, or has the school formed a new non-profit corporation governed by a separate board?

- b. If the non-profit's current board will govern the charter school/campuses, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
 - c. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.
6. Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.
 7. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment G.3**, the 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.
 8. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How will vacancies be filled? What are the priorities for recruitment of additional board members? What is the plan for training and development (should include a timetable, specific topics to be addressed, requirements for participation, and demonstrated compliance with TAC §100.1021.).
 9. If the sponsoring entity is an out-of-state organization, state whether or not a majority of the members of the governing body of the sponsoring entity reside within 50 miles of the proposed charter school's designated geographic boundary (as provided above in Attachment A – Geographic Boundary).
 10. Describe how a majority of the members of the governing body of an open-enrollment charter school or the governing body of a charter holder meet the requirements of a qualified voter. (TEC§12.1202)
 11. Discuss any litigation in which the sponsoring entity has been involved.
 12. Disclose whether the sponsoring entity has been sanctioned by any state regulatory agency.

NOTE: Family members who are related within the third degree of consanguinity or third degree of affinity are prohibited from serving together on a charter holder or charter school board. In addition, no family member within the third degree of consanguinity or third degree of affinity of any charter holder board member, charter school board member, or school officer shall receive compensation in any form from the charter school, the charter holder, or any management company that operates the charter school unless exempted by TEC §12.1054 (a)(1).

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Governing Board. The general governance structure is provided in the Bylaws, Attachment E. The Board of Directors of Athlos will constitute the governing body of the school and are primarily responsible for adoption and implementation policy and management, operation and accountability of Athlos as required by Education Code § 12.121. 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 will adopt policies to govern the operations of the school, to be implemented by the CEO/Superintendent. 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).

The CEO/Superintendent will be hired by and report to the Board, and is responsible for the day-

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

Board Composition. The Board will consist of no less than five directors, but may expand up to seven or more seats, as the Board determines necessary. The current Board consists of five individuals. Board members also act as officers of Athlos. The officer positions are Chairperson, Vice-Chairperson, Secretary and Treasurer. See Amended and Restated Bylaws, Attachment E, for specific duties of each office. The Board, as a body corporate, will exercise all powers and duties as required by the Texas Business Organizations Code and Texas Education Code, to govern and oversee management, operation and accountability of the school.

The Board desires that its directors have skills and relevant experience with nonprofits, educational leadership, banking and finance, real estate, public relations, law, human resources, fundraising, business and community. The Board will seek out highly motivated individuals willing to support high quality educational opportunities for all students, and who are committed to actively serving as a “working board” governing and participating in the school’s success.

Ensure Success. To ensure academic and operational success, the Board will:

- 1) Actively solicit input and feedback from constituencies making up the school: parents, students, teachers and staff. We will utilize open houses and public forums, open meetings, surveys, a “suggestion” mechanism, and welcoming and addressing critical feedback and areas for improvement.
- 2) Seek input from advisors and stakeholders from the community, businesses, professionals (legal, accounting/audit, etc.) and civic organizations.
- 3) Meet regularly to conduct business, receive feedback and public comments, and to take action necessary to fulfill the Board’s responsibilities.
- 4) Direct the CEO/Superintendent to prepare regular reports to the Board on student, academic, financial and operational matters, and leverage technology for sharing critical information with the Board and public in an efficient manner.
- 5) Adopt policies and approve administrative procedures (and manuals) implementing policies relating to governance, student attendance accounting, financial and accounting, procurement, grant management, PEIMS submissions, and employee and student handbooks. See Finance Section 4 for more details.
- 6) At least annually evaluate the CEO/Superintendent and adopt an evaluation instrument and schedule, goals for Athlos and goals for the CEO/Superintendent. The Board will require the CEO/Superintendent to evaluate executive staff on an annual basis and report to the Board to ensure organizational integrity and progress towards established goals.
- 7) Receive and empower the Board through targeted training on student achievement metrics, academic accountability performance, and financial and accounting reporting.

8) Ensure that required information and reports on progress and achievement (financial and academic) are widely available to parents, the community and stakeholders, and submitted to the state in a timely manner. Required web postings will also appear in accordance with legal requirements.

Initial Board. The current applicant team includes the initial governing board of Athlos. However, after filing the instant application, the Board may expand adding new members having the desired qualifications and skills described above, or filling any vacancy that may occur. The Board will meet Texas residency/eligible voter requirements, not have any prohibited criminal histories, or have any interest/ownership in any management companies, or other disqualifications.

Existing Non-Profit. N/A. The Board of Directors of Athlos will oversee the charter school which is the corporation's sole purpose at this time.

Board Selection Procedures. The current board members have volunteered to serve and offer their time, talent, expertise and experience in education, business, public relations and other desired areas. The first five were elected by the former directors of the Mazal Holocaust Library, to serve on the rebranded Athlos Foundation board and to move the corporation forward in applying for and operating a Generation 19 charter school to implement the Athlos educational model and provide educational opportunities for Texas school children. Our other current board members were recruited for their skills and abilities. For continuity of the Board, future seats (should a vacancy occur), per the Bylaws, will be nominated by the Board of Directors of International American Education Foundation, a Texas nonprofit corporation and 501(c)(3) exempt organization (and Charter Holder of ILTexas charter school), and the Board of Directors of Complete Kids, Inc., an Idaho nonprofit corporation and 501(c)(3) organization. These wholly separate and unrelated exempt entities have been empowered with nominating directors due to their knowledge and dedication to the Athlos educational model and charter schools. They will help to recruit and nominate high caliber board members as necessary. They each will be eligible to nominate 2 Directors if there are 5 members and 3 Directors if there are 7 members. Athlos' sitting Board will then appoint one board member from among candidates nominated. These two unrelated entities are not considered "corporate members" as defined by the Texas Business Organizations Code or under IRS rules and guidelines, as their sole function is to fill vacancies on the board that may arise (not to remove directors). They have no other power or authority. The Board of Athlos will be at all times independent in the exercise of its duties and responsibilities.

The Board will meet quarterly or more often as necessary

Ethical Standards. Athlos shall comply with federal law and IRS guidelines for nonprofits and state law governing conflicts of interest among charter school and charter holder officers and directors. 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 and shall abstain from further participation in the matter. The Board shall take a separate and independent vote, without any interested party, on any budget item specifically dedicated to a contract with a

business entity in which a director has a substantial or other interest, under the law, and abstention will occur as required by law. Athlos' Directors, Officers and CEO/Superintendent shall comply with Local Government Code chapter 176 by filing the required conflicts disclosure statement as adopted by the Texas Ethics Commission, as required. These will also be posted online.

Athlos and its Officers and Directors shall comply with the federal regulations regarding inurement, private benefit and excess benefit transactions as described in Section §4958 of the Internal Revenue Code and 26 CFR 53.4958 when contemplating entering into a transaction or arrangement that might benefit the private interest of a Director or Officer or other individual deemed to be an interested or disqualified person under federal law. A Director who receives compensation, directly or indirectly, from Athlos for services is precluded from voting on matters pertaining to that Director's compensation.

In connection with any actual or potential conflict of interest, an Interested Person, as defined by law and in Attachment G.3, Ethics, Conflicts Of Interest, & Nepotism Policy, 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. The Board Secretary shall keep accurate minutes reporting that the Interested Person(s) disclosed, the nature of the Interest, and the Board's action. See Attachment G.3 for further details of the Ethics and Conflicts of Interest Policy and procedures of Athlos.

Increasing Board Capacity. Should the Board expand beyond five, new members will be recruited from Athlos supporters and/or from within the geographic boundary of the school to include parents and community leaders experienced in the educational field and or having other desired characteristics per number 2 above. Vacancies will be filled as described above and in the Bylaws.

Athlos intends to seek training from TEA certified trainers including the Texas Charter School Technical Assistance Network, ESC Region 11, ESC Region 10, ESC Region 20, the Texas Charter Schools Association and legal counsel. We intend to conduct a retreat/orientation workshop within the first six months to receive at least six hours training on introductions to school law, school finance, health and safety, open meetings, the Texas Public Information Act, and other topics. Within twelve months, all officers and directors will have attended conferences put on by Texas Charter School Association, the Texas Charter School Technical Assistance Network, The Texas Association of School Business Officials, legal counsel workshops, and/or the other Regional Service Centers to complete a total of twelve hours of certified training. A Board calendar will be adopted to ensure training is received and coordinated as required by law.

Out of State Non-Profit. N/A, Athlos Foundation is a Texas nonprofit corporation.

Qualified Voter. All current members of the Board of Directors are at least 18 years of age,

United States citizens, residents of the State of Texas and registered voters. The majority of members will always meet these requirements as required by law.

Litigation History. The Mazal Holocaust Library was a co-plaintiff in two related lawsuits resulting from the theft and subsequent sale of approximately \$100,000.00 of documents by Mansal Denton, a former volunteer. Both lawsuits were brought on behalf of the corporation, the Holocaust History Project and the Mazal family.

The first lawsuit, *The Holocaust History Project Inc., et al v. Mansal Denton et al*, was filed on November 29, 2011. This case was dismissed on Dec. 11, 2012.

The second lawsuit, *The Holocaust History Project Inc., et al v. Dan Wyman et al*, was filed on Mar. 16, 2012. This suit was against a New York-based bookseller, believed to have purchased the stolen property. The case was ultimately settled.

Athlos has not been involved in any other litigation nor is any anticipated at this time.

Sanctions. Athlos Foundation has never been sanctioned by any state regulatory agency.

Advisory Bodies

1. Describe any advisory bodies or councils to be formed, including the roles and duties of each body. Describe the planned composition of each advisory body; the strategy for achieving that composition; the role of parents, students, and teachers (as applicable); and the reporting structure as it relates to the school's governing body and leadership.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

The Board may establish advisory committees from time to time, as it deems appropriate. Members will come from the community, business and parent advisors, student clubs and organizations. The committees may assist and advise on finance & operations, long range planning, community relations, fundraising, educational programming and other needs as determined by the Board. These advisory committees will generally report to the Board.

Grievance Process

1. Explain the process that the school will follow should a parent, student, or employee have an objection to a governing board policy or decision, administrative procedure, or practice at the school and the method used to communicate the grievance policy to said individuals.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Athlos strives to provide an open and welcoming atmosphere and encourages all grievances or concerns to be resolved informally, where possible, and at the lowest level—typically the immediate supervisor. If matters are not resolved informally, a formal complaint, in writing, may be raised to the immediate supervisor or the campus principal (or next in command where appropriate). If the aggrieved is dissatisfied with that decision, appeal is to the CEO/Superintendent. If the aggrieved is still dissatisfied, appeal is to the Board. The Board will then take up the complaint and their decision is final. A formal grievance policy will be adopted and communicated to all constituent groups through the student/parent handbook and employee handbook.

WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section Four - Financial and Business Plan

Facilities

1. Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for building or renovations, timelines, and financing.
2. If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, please provide proof of the commitment as **Attachment F.1**. Briefly describe the facility including location, size, and amenities. You may also include in **Attachment F.1**, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with applicable local health and safety requirements and must be prepared to follow applicable city planning review procedures. Describe the basic facilities requirements for accommodating your school plan, including anticipated number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.
3. Explain your anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include, but are not limited to, the following: science labs, art room (describe amenities such as kiln), computer labs, library/media center, performance/dance room, auditorium, and other (list).
4. Explain your anticipated administrative/support space needs, including anticipated number of each: main office, satellite office, work room/copy room, supply/storage spaces, teacher workrooms, or other (list).
5. Describe facility elements essential to fulfillment of the core athletic program gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, or other (please list).
6. Identify any other significant facilities needs not already specified, including such as playgrounds, large common space for assemblies and other large group meetings, or other special considerations (identify and explain).
7. Does the applicant have a specific desired location(s)? Yes No
If yes and the applicant has a specific facility under consideration, identify past or current usage and/or neighborhood (you may add rows to the table as needed).

Desired Location(s): _____

NOTE: *Prior to opening and serving students, all charter holders must provide the TEA with the Certificate of Occupancy with an E rating for their facility. The certificate must be issued by the appropriate local authority.*

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Securing the Facility. For initial facilities, Athlos intends to engage the services of The Charter School Fund LLC (“TCSF”),⁵⁷ a social-venture that specializes in providing responsible financing and facilities acquisition to top-tier charter schools. The independent Board of Directors will negotiate any contract with the TCSF at arms-length. TCSF has recently served as the financier, builder and landlord for recent ILTexas and Jubilee Academic Center campus sites, and has offered to own and lease facilities to Athlos that are purpose built for the Athlos charter school programs. The intended lease structure will provide affordable lease payments and a purchase option favorable to Athlos, intended to allow Athlos to exercise its purchase option and refinance the facilities through either traditional financing or bond issuance. The current intent is that TCSF will, after award of the charter, locate suitable property, purchase the property, construct and own “lass A” purpose built school facilities and upon completion Athlos takes possession and leases the facilities with the aforementioned purchase option. All terms will be

⁵⁷ See <http://www.thecharterschoolfund.com/>

negotiated at arms-length, by an independent board, with advice from professionals (i.e., financial advisors, legal counsel, real estate professionals and other professionals as appropriate). Site selection cannot occur until charter approval, but will be in the geographic area authorized. No pre-operational funding is required for site selection, construction or financing under the model and financing is generally provided by TCSF and/or leveraged through its relationships with national banks. This provides Athlos and other schools with access to responsible financing and true affordability compared to other “developers” in the charter school market. The TCSF facility model has been previously vetted by independent financial advisors, legal counsel and bond counsel for other Texas charter schools, and the Board is informed that the model is an effective, viable and affordable option to provide a start-up charter school and students with Class A school facilities pending the ability to secure either traditional financing or issue bonds.

MOU. Athlos does not currently have a facility or an MOU for a specific facility. Any contract with TCSF (or other options) will be negotiated at arms-length by the independent Board. Based upon the facilities model utilized for ILTexas sites, and under construction for Jubilee Academic Center, we anticipate the following facility parameters for the initial K-8 site (subject to site selection and local constraints):

- Total building size at approximately 90,000 s.f.;
- 181 parking spaces;
- 10 bicycle spaces;
- 30 classrooms at 628 s.f. each;
- 30 classrooms at 542 s.f. each;
- 1 cafeteria at 3,430 s.f.;
- 1 kitchen at 1,008 s.f.;
- 20 single restrooms at 125 s.f. each; and
- 2 gang restrooms.

All facilities and spaces will comply with the ADA and Texas Accessibility Standards, be built in accordance with applicable state and local laws, codes and ordinances, receive “E” occupancy prior to the charter school opening, and take into account other health and safety considerations.

Specialty Classrooms. Athlos anticipates the following facility needs and specifics (subject to site selection and local constraints):

- 2 science rooms at 630 s.f. each for approx. 30 students per use;
- 3 special education rooms at 350 s.f. each for approx. 30 students per use;
- 1 art room at 350 s.f. for approx. 30 students per use;
- 1 media room at 524 s.f. (included in classroom count)
- 1 music room at 1,256 s.f. for approx. 30 students per use; and
- 1 library/media center at 827 s.f. for approx. 30 students per use.

The media room will contain approx. 30 computers. In addition, three mini-labs will be provided with 30 computers for each mini-lab.

Admin Space. Athlos anticipates the following facility needs (subject to site selection and local constraints):

- 9 offices at 125 s.f. each;
- 7 storage/janitor rooms at 100 s.f. each;
- 1 workroom at 364 s.f.;
- 1 teacher lounge/work room at 370 s.f.; and
- 1 nurse room at 273 s.f.

Athletic Program. Athlos anticipates the following facility needs based upon the intended Athlos Curriculum and programming (subject to site selection and local constraints):

- 1 gym with hardwood floors and bleachers at 7,000 s.f.
- 1 athletic training room with indoor turf at 6,717 s.f.
- 1 weight training space at 593 s.f.;
- 2 locker rooms at 191 s.f. each;
- 1 soccer field (high school size);
- 1 football field (NCAA size);
- 1 baseball field (MLB size); and
- 2 basketball courts (with cross court hoops).

Playgrounds. Athlos anticipates the following facility needs (subject to site selection and local constraints):

- 1 play structure (for grades K-3);
- 1 play structure (for grades 4-8);
- Four square courts;
- Tetherball courts;
- Swing set (3 bay); and
- 1 stage (and stage area) at 1,335 s.f.

Location. Athlos has not identified a specific location, but will seek out a space within its approved geographic boundaries and within proximity to a diverse student population, including minority, economically disadvantaged and at risk students.

Financial Plan

1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with Generally Accepted Accounting Principles (GAAP) and all financial reporting requirements.
2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.
3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.
4. Describe how the school will ensure financial transparency to the TEA and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and annual financial report on its website.
5. Describe any business services to be outsourced, such as payroll and auditing services, including the anticipated costs and criteria for selecting such services.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Systems and Policies - Overview. Athlos will implement a business model that begins with the adoption of Board adopted policies to govern every facet of its operations including, but not limited to, accounting, budgeting, contract administration, debt management, financial planning and reporting, grants management, payroll, property management, purchasing and records management. With the assistance of legal counsel and qualified professionals, the Board will adopt policies that implement state and Federal legal requirements and provide the framework within which administrators and staff will be required to work. Additionally, Athlos will adopt administrative procedures that implement Board policy in detail and that document the initiation, review, approval and final resolution of business transactions that result in the obligation and expenditure of financial and economic resources and the related use of personnel and property. Moreover, to further the Board's resolve to comply with applicable law as codified in local policy, Athlos will address state and Federal legal requirements in greater detail in its administrative procedures and thereby ensure that administrators and staff consider authorized uses of funds and property, abstain from clearly prohibited activities, and document their compliance with applicable law, rule and policy. With respect to the maintenance of records, Athlos will include in its administrative procedures standardized forms for its various business practices including, but not limited to, fund disbursements, payroll authorizations, time accounting, purchasing, contracts, grant reimbursement requests, and property management. Athlos will ensure that its standardized forms comply with state and Federal laws and rules and document the review and approval of the obligation and use of funds and property by authorized personnel.

Board Policy. With the assistance of legal counsel and qualified professionals, the Board will adopt policies that address legal requirements or the following fiscal activities:

1. Activity funds;
2. Allowable and prohibited uses of funds;
3. Annual, special and regulatory audits, investigations and other inquiries;
4. Budgeting and financial planning;
5. Cash management and corporate charge and credit accounts;
6. Code of ethics including conflicts of interests, interested transactions, nepotism, related party transactions and whistleblower policy;
7. Debt management;
8. Expense reimbursements for travel and other authorized business activities;
9. Financial accounting, management and reporting;
10. Grants management;
11. Fiscal compliance requirements;
12. Investment of funds;
13. Payroll accounting;
14. Property management including capitalization and inventory policy;
15. Purchasing and Contracting for General Services, Supplies, Materials and Other Operating Activities;
16. Purchasing of Professional Services;
17. Purchasing and Contracting for Real Property Improvements;
18. Any other fiscal activity with an identified legal requirement or practice.

The Board will amend its fiscal policies in response to changing operational norms, best practices and legal requirements.

Administrative Procedures. Implementing Board policy and relevant state and Federal rules, the Athlos administration will develop and adopt detailed administrative procedures, including standardized forms and templates, for each of the fiscal activities identified above. For example, Athlos will adopt procedures that identify and outline, among other things: .

1. The use of:
 - a. An application process for identifying qualified vendors for goods and services based upon predetermined criteria that are consistent with applicable or relevant law and rule.
 - b. A purchase requisition or purchase order form to identify goods and/or services to be purchased including the identification of Athlos central office and campus positions trained in the preparation and routing of the form.
 - c. A tiered purchasing process for small, medium and large purchases based upon total cost including the review and approval of requested purchases by authorized administrators with increasing levels of purchasing authority.
 - d. Corporate charge and/or credit accounts for certain purchases by authorized administrators.
 - e. Telephone and written quotes, cooperatives, and competitive bids for purchases depending upon applicable law and local policy to the degree these requirements prescribe a specific procurement method(s) for the type of purchase and/or amount in question.
 - f. Written agreements identifying the terms of the business arrangement or transaction.
 - g. Accounting classifications that conform to GAAP and comply with Module 11 of the Financial Accountability System Resource Guide (FASRG 11), or its successor.
2. The administration's review of purchase requisitions/orders to ensure compliance with applicable laws and rules, Board policy, administrative procedure, approved grant, and the Board adopted budget, as amended.
3. The Board's review of purchases exceeding a specified amount including the results of formal competitive bids.
4. The prohibition of purchases by any employee not authorized by Board policy, administrative procedure or other written authorization to obligate or expend funds.
5. The disclosure of perceived or real conflicts of interest or other interested or related party transactions and the required abstention of the actual or potentially conflicted, interested or related party, from participation in the purchase decision-making process.
6. The administration's periodic reporting to the Board of significant purchases and contractual arrangements and of the status of the budget for the purchase of goods and services.
7. The maintenance of purchasing records including, but not limited to, notices, agendas and minutes, including related exhibits, to Board meetings during which purchases were deliberated and authorized, purchase orders, invoices and other records

pertaining to the obligation and use of funds for the purchase of goods and services.

Accounting Software. Although not THE system, as is often confused by many a person, the accounting software to be used is an important component of Athlos' financial system. Commensurately, Athlos intends to use the accounting and finance software WebSmart by JR³ or another appropriate alternative. As may be observed at its website, <http://jr3online.com/products/websmart/>, WebSmart includes all of the functionality needed by Athlos for its accounting, purchasing, payroll and purchasing functions. Additionally, Athlos' use of WebSmart will enable it to comply with GAAP, FASRG 11 and the Public Education Information Management System (PEIMS) Data Standards because this software was specifically and purposefully developed and implemented for use by Texas public schools to comply with state accounting and data reporting requirements.

Board Oversight and Administrative Monitoring. To ensure that an appropriate system of internal controls is maintained to assure the safeguarding of funds and property and to mitigate the possible abuse, fraud and waste of Athlos resources, the Board will require the regular reporting of budgetary and financial information by the CEO/Superintendent. Additionally, the Board will rely on the annual audit by a certified public accountant (CPA) and the routine monitoring and supervision by the CEO/Superintendent and management of Athlos finances and operations. The Board may procure the services of a CPA or other qualified professional to conduct special audits, investigations or other inquiries.

Roles and Responsibility. Although the Board may appoint a finance committee, the Board will be primarily and ultimately responsible for the general oversight and administration of Athlos, in this role the Board will oversee Athlos' finances and property through the adoption of fiscal policies and an annual operating budget and related amendments. Pursuant to local policy, the Board will require the CEO/Superintendent to periodically report on the status of Athlos' budget, general finances and significant contractual arrangements. Particularly, the Board will limit Athlos' expenditure authority to the budgeted adopted prior to the inception of the academic and fiscal year and will further require the CEO/Superintendent to submit amendments to the adopted budget pursuant to local policy. Additionally, the Board will require the CEO/Superintendent to provide certain basic accounting and financial reports such as a year-to-date statement of activity, year-to-date cash flow projection, accounts payable aging report and the disclosure of any instances of noncompliance with Board policy and/or applicable law.

The CEO/Superintendent will be primarily responsible for the general management and supervision of Athlos' daily financial operations. In this capacity, the CEO/Superintendent will review and approve purchases of goods and services exceeding an amount established in Board policy and prepare agenda items for the Board's consideration for purchases requiring Board approval. Additionally, the CEO/Superintendent will be responsible for formally adopting administrative procedures, including standardized forms, that address and implement Board policy and applicable law. Lastly, the CEO/Superintendent will routinely monitor the daily proper implementation of policy and procedure and address any deviations from expected norms.

The Chief Financial Officer (CFO) will be primarily responsible for the daily management and supervision of Athlos' accounting, budgeting, finances and purchasing. Fittingly, the CFO will

develop the administrative procedures that will identify and describe the accounting practices for the organization. Also, the CFO will be the primary reviewer and approver of all purchases and will be the technical expert on all accounting and financial matters. Appropriately, the CFO will have technical working knowledge of FASRG 11, GAAP and state and Federal fiscal regulations and will regularly attend training to keep abreast of accounting and financial requirements. In addition to the above, the CFO will serve as the facilitator for the development of the annual operating budget and will work with the CEO/Superintendent, chief academic officer, principals and other administrators to prepare their respective departmental and campus budgets for consolidation into Athlos' budget presented to the Board for approval. Moreover, the CFO will review and approve all financial reports to the Board, CEO/Superintendent and departmental and campus leaders, draw down requests from Federal grants, contracts and purchases presented to the Board, budget amendments, and the annual audit report presented to the Board. Lastly, the CFO will work with the CPA hired by the Board to conduct the annual audit to facilitate the timely completion of the annual audit report for approval to the Board and filing with the TEA.

The Chief Academic Officer (CAO) will be primarily responsible for overseeing the appropriate use of state special allotment and Federal grant funds. To this end the CAO will review and approve the proposed use of state special allotment and Federal grant funds to ensure conformance with Athlos' instructional plan and compliance with state and Federal rules. The CAO will also ensure that personnel compensated from state special allotments and Federal grants perform work directly pertain to the source of funds from which they are compensated.

The principals will be primarily responsible for the daily administration of their campus budgets and for ensuring that purchases conform to local policy, procedure and Athlos' instructional plan. In their role as the campus leader the principals will be the first reviewer and approver of the purchase of goods and services from their respective campus.

Annual Audit Procedures. Prior to the conclusion of the first fiscal year of operations, the CFO will prepare a request for proposal (RFP) from CPA audit firms. The RFP will seek to identify a firm(s) having public school accounting and auditing experience, preferably pertaining to charter schools and nonprofit corporations. The CFO will then identify suitably qualified CPA firms based upon their qualifications and experience for the CEO/Superintendent's consideration. Thereafter, the CEO/Superintendent and CFO will present the CPA firms to the Board for its consideration. The Board may, at its discretion, request that the CPA firm's engagement partner attend the Board meeting for an interview. After thoughtful deliberation and consideration of Athlos' audit needs, the Board will approve a CPA firm and authorize the CEO/Superintendent to sign the corresponding engagement letter. As authorized by the Board and as directed by the CEO/Superintendent, the CFO will coordinate and facilitate the annual audit and function as the liaison with the independent auditor to provide requested accounting and other records and to answer inquiries concerning specific transactions and accounts. Prior to the commencement of the annual audit, the CFO and independent auditor will jointly establish a calendar for the conduct of the annual audit with the express goal of having a draft of the annual audit report to the CEO/Superintendent one week prior to the regularly scheduled Board meeting in the month the report is statutorily required to be filed with the TEA. During the course of the annual audit, the CFO will work towards addressing and resolving any concerns expressed and issues identified by the independent auditor. In the interest of accountability and transparency to the

Board and CEO/Superintendent, the CFO will regularly report to the CEO/Superintendent and the Board the status of the annual audit and report any concerns or issues disclosed by the independent auditor. The Board may, at its discretion, invite the independent auditor to discuss with the Board any concerns or issues that he/she may have identified. Upon receipt of a draft audit report, the CFO will review it to ensure that it accurately, completely and satisfactorily discloses Athlos' financial condition, results of operations, cash flows and other accounting and financial matters and that the draft audit report adequately adheres to the requirements promulgated in FASRG 10 and GAAP. Additionally, in the event that the independent auditor discloses a finding(s) in the draft audit report, the CFO will draft a response to the finding(s) in consultation with Athlos administrators and staff. The CEO/Superintendent will then review the draft audit report, including the management response to any finding(s), and forward the response and any suggested or requested edits to the independent auditor. The independent auditor will finally present the audit report to the Board for its consideration at a meeting convened pursuant to the Open Meetings Act and at which time the Board will either approve or decline to approve it. In the event that the Board declines to approve the audit report, it will record its reason(s) for not approving the report and will direct the CEO/Superintendent to prepare an appropriate transmittal letter conveying its reason(s) to the TEA.

Financial Transparency. In accordance with the Texas Open Meetings Act (TOMA), Athlos will properly post a notice and agenda for the meeting at which the Board will review and consider approval, modification or rejection of the annual operating budget recommended by the CEO/Superintendent in consultation and collaboration with the CFO, CAO, principals and other administrators. The Board will record its deliberation and action regarding the annual operating budget in the minutes to its meeting(s) and include therewith a copy of the exhibits containing the budget presented to and adopted by the Board. Additionally, and consistent with local policy, the Board will similarly review and consider approval, modification or rejection of amendments to the adopted budget.

In accordance with the TOMA, Athlos will properly post a notice and agenda for the meeting at which the Board will review and consider approval (or decline approval of) the annual audit report prepared by Athlos management and the independent auditor. Please refer to our response above for Question 4 for a more detailed discussion of this process.

Pursuant to applicable law and rule, Athlos will properly post a notice and agenda for the meeting at which the Board will review the annual financial management report. Additionally, and as further stipulated by applicable rule, Athlos will provide the notice to a newspaper of general circulation within its geographic boundary once a week for two weeks prior to holding the public meeting.⁵⁸ Athlos will distribute a copy of the annual financial management report to any parents, taxpayers or other interested participants in attendance. Thereafter, Athlos will provide a copy of the report to any parent, taxpayer or requesting party upon request.

As set forth by applicable law and rule and Board policy, Athlos will maintain a website that includes a webpage entitled Financial Transparency (or similar) and which will prominently make available a PDF copy of the following financial information:

⁵⁸ Texas Administrative Code, Title 19, Section 109.1005(c)(1).

1. Annual operating budget, as amended;
2. Annual financial and compliance report;
3. Annual financial management report;
4. Financial Integrity Rating System of Texas (FIRST) ratings;
5. CEO/Superintendent's contract; and
6. Form 990, Return of Organization Exempt From Income Tax.

Athlos' website will maintain the above financial information for the last five fiscal years or as otherwise required by law.

Outsourced Business Services. Although a contract or understanding has not been negotiated or discussed with any vendor, Athlos contemplates outsourcing some of its back office operations either through an interlocal co-operative/shared services arrangement or to JR³, a public school finance services provider. Specifically, Athlos proposes to outsource its accounting, budgeting, financial reporting, Foundation School Program (FSP) submission, grants management, payroll administration, human resources, and PEIMS reporting functions to a qualified provider. More specifically, Athlos contemplates the utilization of the following back office services published at <http://jr3online.com/services/back-office/>:

Accounting

- a. Maintain Accounting ledgers as required by Independent Auditors in compliance with TEA regulations
- b. Submit financial records to independent auditor in format requested
- c. Provide Internal Audit to assist district staff in verifying data integrity for audit submission
- d. Reconcile bank Statements
- e. Process submitted requisitions and purchase orders
- f. Track encumbrance of funds
- g. Prepare vouchers for printing or electronic payment
- h. Post receipts
- i. Prepare 1099's for distribution
- j. Obtain W9's

Budget Management

- a. Assist Superintendent in budget preparation in compliance with FASRG
- b. Post receipts and track revenues
- c. Report budget violations to Superintendent and Board
- d. Budget Tracking and cash flow reporting

Reporting

- Submit state reports including but not limited to TRAQS, TWC
- Submit federal reports including but not limited to W2's, 941's and 1099's
- Maintenance of Effort Schedules

Payroll Administration

- Complete payrolls monthly from data submitted and approved by district
- Assist district in maintenance of Payroll/HR files in compliance with state and federal requirements
- Electronic submission of approved payrolls
- Prepare printed checks for district approval and distribution
- Distribute electronic check stubs and information to employees
- Report TRAQS, 941's, Workers Compensation, Unemployment

Human Resources

- Benefits
- Compliance

Federal Grant/Programs Administration

- Prepare and submit allocated state and federal grants after consultation with district n utilization of funds.
- Expenditure reports and recommendation of grant draws to Superintendent
- Budget tracking

PEIMS Reporting

- Work with districts on the four data submissions required.
- Provide support in interpreting PEIMS errors and work with district staff to resolve

FSP

- Prepare and submit information for attendance and special populations reporting for six week reports

Person Enrollment Tracker (PET) / Texas Student Data System (TSDS)

- Submit weekly report to TEA for Student enrollment tracking.
- Work with district to determine data discrepancies and help to resolve.

Although Athlos may seek a co-operative service arrangement or to outsource its back office operations to JR³ or another provider, this does not constitute a delegation of authority to JR³ to obligate and expend funds and to use property to the vendor. JR³ (or other) will be contracted to provide administrative and technical support to Athlos, which will retain its authority to obligate and expend funds and to use property in accordance to law, rule, contract and local policy.

In deciding to outsource its back office operations, at least initially, Athlos based its decision on the necessity to acquire technical proficiency in public school financial management to enable it to focus upon starting up its operations. Principally, Athlos intends to focus its limited resources upon the development and implementation of its instructional program, the hiring of personnel, the acquisition of facilities, furniture and equipment, and other activities and functions necessary

to receive and educate students. As for the criteria used to preliminarily identify JR³ as its preferred back office services provider, Athlos considered the following factors:

- a. Referrals from other charter holders such as the endorsements at <http://jr3online.com/endorsements/>;
- b. Experience working with charter schools and related fiscal requirements;
- c. Responsiveness to client needs and requests;
- d. Knowledge and attention to charter school compliance requirements;
- e. Breadth of services offered; and
- f. Capacity to service Athlos.

As noted above, although Athlos has not discussed or negotiated an agreement for back office services with JR³, it nonetheless anticipates that the cost for such services will approximate \$650,000 per annum based upon discussions with other charter holders utilizing JR³'s back office services. If equivalent or better services can be secured at less cost, Athlos will of course consider all reasonable options.

6. Provide, as **Attachment F.2**, the following documents for the sponsoring entity:
 - a. **For organizations in existence for one or more years:** a copy of the most recent unqualified audit report.

--OR--

- For organizations less than one year old:** If an audit report is not available, provide an unaudited financial report that includes a statement of financial positions, a statement of activity, and a cash flow statement (inception to date).
 - b. A credit report of the sponsoring entity.
 - c. The sponsoring entity's most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ.
7. Provide the completed Financial Plan Workbook as **Attachment F.3**, in developing your budget. 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 \$5,381 per student, which accounts for a daily attendance rate of 80%, should be used when planning and developing the budget.
8. As **Attachment F.4**, present a detailed budget narrative which includes 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 in **Attachment F.4** any commitments of financial support/pledge letters from parents or other sources.
 - a. 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, LOIs, or loan agreements). Explain the basis for assumptions around unsecured/anticipated funding sources.
 - b. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
 - c. Provide a detailed year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

Business Management Capacity

1. Identify the key members of the school's business leadership team. Identify only individuals who will play a substantial and ongoing role in school/campus development, governance, and/or management, and will thus share responsibility for the school's financial success. These may include current or proposed governing board members, the school leadership/management team, and any essential partners who will play an important ongoing role in the school's development and operation. Describe the team's individual and collective qualifications for implementing the Business Plan successfully, including capacity in areas such as the following:
 - a. Financial management;
 - b. Fundraising and development; and
 - c. Accounting and internal controls.
2. Describe the sponsoring entities' capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

The Board contains a diverse cross-section of Texas-based community members that have a wide variety of backgrounds and experiences needed to govern a charter school. Todd Whitthorne is President of ACAP Health, an insurance solution provider for businesses. He is also a health and wellness speaker who presents at conferences on subjects including healthy living, fitness and corporate wellness. Edward Conger is the CEO/Superintendent of ILTexas who was previously the Principal of Thomas Jefferson High School, DISD. Erin Ragsdale is Senior Vice President of Allyn Media, a public relations firm. Paul Reyes is Senior Vice President and General Counsel of Associa, an association management company. Martha Rocha is the Senior Director, Resource Development of Children's Medical Center. The Board members are parents of school-aged children and community members who share a passion to see Texas students excel in academics, health and wellness and the Athlos model. Collectively, the Board Members hold high-level positions in business and education that would naturally involve public relations and fund raising activities. These Board Members are also responsible for managing several millions of dollars and are held accountable in their respective positions making them ideal to be in a charter school governance positions.

As described above, the Board Members' positions in their respective companies involve facility management on several different levels. The sponsoring entity will oversee the selection of TCSF and progress of any resulting development of the charter school by TCSF or other. For instance, as CEO/Superintendent and CFO of ILTexas, respectively, Mr. Conger has previously worked with TCSF on the acquisition of real property and the construction of facilities suitable for the start-up of ILTexas, a Generation 18 charter school. Similarly, the other Board Members have comparable experience working with architects, engineers, lawyers, commercial real estate brokers and other consultants and qualified professionals to identify suitable locations for their organization's operations, acquire financing, negotiate and execute contracts, and oversee the design, construction and opening of new facilities.

WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment A: Geographic Boundaries

**ATTACHMENT A
GEOGRAPHIC BOUNDARIES**

ALEDO ISD	ALLEN ISD
ALVARADO ISD	ANNA ISD
ARGYLE ISD	ARLINGTON ISD
AUBREY ISD	AVALON ISD
AZLE ISD	BIRDVILLE ISD
BLUE RIDGE ISD	BROCK ISD
BURLESON ISD	CARROLL ISD
CARROLLTON-FARMERS BRANCH ISD	CASTLEBERRY ISD
CEDAR HILL ISD	CELINA ISD
CLEBURNE ISD	COMMUNITY ISD
COPPELL ISD	CROWLEY ISD
DALLAS ISD	DENTON ISD
DESOTO ISD	DUNCANVILLE ISD
EAGLE MT-SAGINAW ISD	ENNIS ISD
EVERMAN ISD	FARMERSVILLE ISD
FERRIS ISD	FORT WORTH ISD
FRISCO ISD	GARLAND ISD
GARNER ISD	GODLEY ISD
GRAND PRAIRIE ISD	GRANDVIEW ISD
GRAPEVINE-COLLEYVILLE ISD	HIGHLAND PARK ISD
HURST-EULESS-BEDFORD ISD	IRVING ISD
ITALY ISD	JOSHUA ISD
KEENE ISD	KELLER ISD
KENNEDALE ISD	KRUM ISD
LAKE DALLAS ISD	LAKE WORTH ISD
LANCASTER ISD	LEWISVILLE ISD
LITTLE ELM ISD	MANSFIELD ISD
MAYPEARL ISD	MCKINNEY ISD
MELISSA ISD	MEQUITE ISD
MIDLOTHIAN ISD	MILFORD ISD
MILLSAP ISD	NORTHWEST ISD
PALMER ISD	PEASTER ISD
PILOT POINT ISD	PLANO ISD
PONDER ISD	POOLVILLE ISD
PRINCETON ISD	PROSPER ISD
RED OAK ISD	RICHARDSON ISD
RIO VISTA ISD	ROCKWALL ISD
ROYSE CITY ISD	SANGER ISD
SPRINGTOWN ISD	SUNNYVALE ISD
VENUS ISD	WAXAHCHIE ISD
WEATHERFORD ISD	WHITE SETTLEMENT ISD
WYLIE ISD	

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment B: Mail Receipts

7013 1710 0002 3368 0314

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03-25-14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 A W BROWN-FELLOWSHIP LEADERSHIP ACADEMY
 Str. or PO Box No. 5701 RED BIRD CTR DR
 City, State, ZIP+4 DALLAS, TX 75237

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0338

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03-25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 ACADEMY FOR ACADEMIC
 EXCELLENCE (057-814)
 Str. or PO Box No. 1673 TERRE COLONY COURT
 City, State, ZIP+4 DALLAS, TX 75212

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0352

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 ADVANTAGE ACADEMY (057-806)
 Str. or PO Box No. 618 W WHEATLAND RD
 City, State, ZIP+4 DUNCANVILLE, TX 75116

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0321

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03-25-14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 A+ ACADEMY
 Street, Apt. No., or PO Box No. 8225 BRUTON RD
 City, State, ZIP+4 DALLAS, TX 75217

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0345

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 ACADEMY OF DALLAS (057-810)
 Street, Apt. No., or PO Box No. 20820 GREENFIELD RD
 City, State, ZIP+4 OAK PARK, MI 48237

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0366

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 ALEDO ISD (184-907)
 Street, Apt. No., or PO Box No. 1008 BAILEY RANCH RD
 City, State, ZIP+4 ALEDO, TX 76008-4407

PS Form 3800, August 2006 See Reverse for Instructions

7011 2970 0004 0027 5403

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No.,
or PO Box No. ALLEN ISD
612 E BETHANY RD
City, State, ZIP+4 ALLEN, TX 75002-2837

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0383

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No.,
or PO Box No. ALVARADO ISD (126-901)
102 S BILL JACKSON DR
City, State, ZIP+4 ALVARADO, TX 76009

PS Form 3800, August 2006 See Reverse for Instructions

7011 2970 0004 0027 5427

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No.,
or PO Box No. ARGYLE ISD
800 EAGLE DR
City, State, ZIP+4 ARGYLE, TX 76226-0989

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0376

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No.,
or PO Box No. ALPHA CHARTER SCHOOL (057-832)
701 W STATE ST
City, State, ZIP+4 GARLAND, TX 75040

PS Form 3800, August 2006 See Reverse for Instructions

7011 2970 0004 0027 5410

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No.,
or PO Box No. ANNA ISD
501 S SHERLEY AVE
City, State, ZIP+4 ANNA, TX 75409-0128

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0165

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No.,
or PO Box No. ARLINGTON CLASSICS ACADEMY
5206 S BOWEN
City, State, ZIP+4 ARLINGTON, TX 76017

PS Form 3800, August 2006 See Reverse for Instructions

7011 2970 0004 0027 5434

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No.,
or PO Box No. ARLINGTON ISD
1203 W PIONEER PKWY

City, State, ZIP+4 ARLINGTON, TX 76013-6246

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0390

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No.,
or PO Box No. AVALON ISD (070-901)
104 F M 55

City, State, ZIP+4 AVALON, TX 76623-0455

PS Form 3800, August 2006 See Reverse for Instructions

7011 2970 0004 0027 5458

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No.,
or PO Box No. BIRDVILLE ISD
6125 E BELKNAP ST

City, State, ZIP+4 HALTOM CITY, TX 76117-4204

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0192

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No.,
or PO Box No. AUBREY ISD (061-907)
415 TISDELL LN

City, State, ZIP+4 AUBREY, TX 76227-9619

PS Form 3800, August 2006 See Reverse for Instructions

7011 2970 0004 0027 5441

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No.,
or PO Box No. AZLE ISD
300 ROE ST

City, State, ZIP+4 AZLE, TX 76020-3194

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0406

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No.,
or PO Box No. BLUE RIDGE ISD (043-917)
318 W SCHOOL ST

City, State, ZIP+4 BLUE RIDGE, TX 75424

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0413

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No.,
or PO Box No. **BROCK ISD (184-909)**
410 EAGLE SPIRIT LN
 City, State, ZIP+4 **BROCK, TX 76087-9636**

PS Form 3800, August 2006 See Reverse for Instructions

7011 2970 0004 0027 5472

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No.,
or PO Box No. **CARROLL ISD**
2400 N CARROLL AVE
 City, State, ZIP+4 **SOUTHLAKE, TX 76092**

PS Form 3800, August 2006 See Reverse for Instructions

7011 2970 0004 0027 5496

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No.,
or PO Box No. **CASTLEBERRY ISD**
315 CHURCHILL RD
 City, State, ZIP+4 **FORT WORTH, TX 76114-3729**

PS Form 3800, August 2006 See Reverse for Instructions

7011 2970 0004 0027 5465

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No.,
or PO Box No. **BURLESON ISD**
1160 S W WILSHIRE BLVD
 City, State, ZIP+4 **BURLESON, TX 76028-5719**

PS Form 3800, August 2006 See Reverse for Instructions

7011 2970 0004 0027 5489

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No.,
or PO Box No. **CARROLLTON-FARMERS BRANCH ISD**
1445 N PERRY RD
 City, State, ZIP+4 **CARROLLTON, TX 75006-6134**

PS Form 3800, August 2006 See Reverse for Instructions

7011 2970 0004 0027 5502

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No.,
or PO Box No. **CEDAR HILL ISD**
285 UPTOWN BLVD
 City, State, ZIP+4 **CEDAR HILL, TX 75104**

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0222

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. CELINA ISD
 205 S COLORADO
 City, State, ZIP+4 CELINA, TX 75009-0188

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0499

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03-25-14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent
 Street or P CHILDREN FIRST ACADEMY OF DALLAS
 315 E WHEATLAND RD
 City, DALLAS, TX 75241

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0512

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. COMMUNITY ISD (043-918)
 P O BOX 400
 City, State, ZIP+4 NEVADA, TX 75173-0400

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0420

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. CHAPEL HILL ACADEMY (220-815)
 3131 SANGUINET ST
 City, State, ZIP+4 FORT WORTH, TX 76107

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0505

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. CLEBURNE ISD (126-903)
 505 N RIDGEWAY, STE 100
 City, State, ZIP+4 CLEBURNE, TX 76033-5118

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0239

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. COPPELL ISD
 200 S DENTON TAP RD
 City, State, ZIP+4 COPPELL, TX 75019-3205

PS Form 3800, August 2006 See Reverse for Instructions

4250 9933 0002 3368 0529

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To
 Street, Apt. No., or PO Box No. CROSSTIMBERS ACADEMY (184-801)
 242 HARMONY RD
 City, State WEATHERFORD, TX 76087

PS Form 3800, August 2006 See Reverse for Instructions

9350 9933 0002 3368 0536

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 6.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To
 Street, Apt. No., or PO Box No. DALLAS COMMUNITY CHARTER SCHOOL (057-805)
 924 WAYNE ST
 City, State, ZIP+4 DALLAS, TX 75223

PS Form 3800, August 2006 See Reverse for Instructions

0260 9933 0002 3368 0260

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To
 Street, Apt. No., or PO Box No. DENTON ISD
 1307 N LOCUST ST
 City, State, ZIP+4 DENTON, TX 76201

PS Form 3800, August 2006 See Reverse for Instructions

4246 9933 0002 3368 0246

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To
 Street, Apt. No., or PO Box No. CROWLEY ISD
 512 PEACH ST
 City, State, ZIP+4 CROWLEY, TX 76036-0688

PS Form 3800, August 2006 See Reverse for Instructions

6520 9933 0002 3368 0253

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 6.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To
 Street, Apt. No., or PO Box No. DALLAS ISD
 3700 ROSS AVE
 City, State, ZIP+4 DALLAS, TX 75204-5491

PS Form 3800, August 2006 See Reverse for Instructions

4220 9933 0002 3368 0277

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To
 Street, Apt. No., or PO Box No. DESOTO ISD
 200 E BELT LINE RD
 City, State, ZIP+4 DESOTO, TX 75115-5795

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0284

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. DUNCANVILLE ISD
 710 S CEDAR RIDGE DR
 City, State, ZIP+4 DUNCANVILLE, TX 75137-2204

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0540

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. EAST FORT WORTH
 MONTESSORI ACADEMY (220-811)
 501 OAKLAND BLVD
 City, State, ZIP+4 FORT WORTH, TX 76103

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0567

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. ENNIS ISD (070-903)
 303 W KNOX
 City, State, ZIP+4 ENNIS, TX 75119-3957

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0291

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. EAGLE MOUNTAIN-SAGINAW ISD
 1200 OLD DECATUR RD
 City, State, ZIP+4 FORT WORTH, TX 76179-9160

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0550

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. EDUCATION CENTER INTERNATIONAL
 ACADEMY (057-833)
 2422 JUPITER RD
 City, State, ZIP+4 GARLAND, TX 75044

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0307

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. EVERMAN ISD
 608 TOWNLEY DR
 City, State, ZIP+4 EVERMAN, TX 76140-5206

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0574

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. **EVOLUTION ACADEMY CHARTER SCHOOL (057-834)**
 1101 S SHERMAN ST
 City, State, ZIP+4 **RICHARDSON, TX 75081-4852**

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0581

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. **FATH FAMILY ACADEMY OF OAK CLIFF (057-815)**
 1620 FALCON DR
 City, State, ZIP+4 **DESOTO, TX 75115**

PS Form 3800, August 2006 See Reverse for Instructions

7013 2970 0004 0027 5120

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. **FARMERSVILLE ISD (043-904)**
 501-A HWY 78 N
 City, State, ZIP+4 **FARMERSVILLE, TX 75442-0472**

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0598

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. **FERRIS ISD (070-905)**
 301 E 5TH ST
 City, State, ZIP+4 **FERRIS, TX 75125-2225**

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0604

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. **FOCUS LEARNING ACADEMY**
 2524 W LEDBETTER DR
 City, State, ZIP+4 **DALLAS, TX 75233**

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0611

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. **FORT WORTH ACADEMY OF FINE ARTS (220-809)**
 3901 S HULEN ST
 City, State, ZIP+4 **FORT WORTH, TX 76109**

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0628

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No.,
or PO Box No. **FORT WORTH ISD (220-905)**
100 N UNIVERSITY DR
City, State, ZIP+4 **FORT WORTH, TX 76107-3010**

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0635

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No.,
or PO Box No. **FRISCO ISD (043-905)**
5515 OHIO DR
City, State, ZIP+4 **FRISCO, TX 75035**

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0642

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No.,
or PO Box No. **GARLAND ISD (057-909)**
501 S JUPITER
City, State, ZIP+4 **GARLAND, TX 75042-7108**

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0659

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No.,
or PO Box No. **GARNER ISD (184-911)**
2222 GARNER SCHOOL RD
City, State, ZIP+4 **WEATHERFORD, TX 76088-7044**

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0666

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No.,
or PO Box No. **GATEWAY CHARTER ACADEMY**
6103 UNIVERSITY HILLS BLVD
City, State, ZIP+4 **DALLAS, TX 75241**

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0679

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No.,
or PO Box No. **GODLEY ISD (126-911)**
313 N PEARSON
City, State, ZIP+4 **GODLEY, TX 76044**

PS Form 3800, August 2006 See Reverse for Instructions

0990 3368 0660 2002 1710 0002 7013

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To
 Street, Apt. No., or PO Box No. **GOLDEN RULE CHARTER SCHOOL**
 2602 W ILLINOIS AVE
 City, State, ZIP+4 **DALLAS, TX 75233**

PS Form 3800, August 2006 See Reverse for Instructions

0700 3368 0700 2002 1710 0002 7013

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To
 Street, Apt. No., or PO Box No. **GRANDVIEW ISD (126-904)**
 701 S FIFTH ST
 City, State, ZIP+4 **GRANDVIEW, TX 76050-0310**

PS Form 3800, August 2006 See Reverse for Instructions

0720 3368 0720 2002 1710 0002 7013

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To
 Street, Apt. No., or PO Box No. **HARMONY SCIENCE ACAD (FORT WORTH) (220-813)**
 9321 W SAM HOUSTON PKWY S
 City, State, ZIP+4 **HOUSTON, TX 77099**

PS Form 3800, August 2006 See Reverse for Instructions

0690 3368 0690 2002 1710 0002 7013

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To
 Street, Apt. No., or PO Box No. **GRAND PRAIRIE ISD (057-910)**
 2602 S BELT LINE RD
 City, State, ZIP+4 **GRAND PRAIRIE, TX 75052-5344**

PS Form 3800, August 2006 See Reverse for Instructions

0710 3368 0710 2002 1710 0002 7013

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 6.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To
 Street, Apt. No., or PO Box No. **GRAPEVINE-COLLEYVILLE ISD**
 3051 IRA E WOODS AVE
 City, State, ZIP+4 **GRAPEVINE, TX 76051-3897**

PS Form 3800, August 2006 See Reverse for Instructions

0740 3368 0740 2002 1710 0002 7013

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To
 Street, Apt. No., or PO Box No. **HIGHLAND PARK ISD (057-911)**
 7015 WESTCHESTER DR
 City, State, ZIP+4 **DALLAS, TX 75205-1061**

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0765

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To
 Street, Apt. No.; or PO Box No. HONORS ACADEMY (057-825)
 2718 HOLLANDALE LN
 City, State, ZIP+4 FARMERS BRANCH, TX 75234

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0769

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To
 Street, Apt. No.; or PO Box No. IMAGINE INTERNATIONAL
 ACADEMY OF NORTH TEXAS
 2860 VIRGINIA PRKWAY
 City, State, ZIP+4 MCKINNEY, TX 75071

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0802

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To
 Street, Apt. No.; or PO Box No. INTERNATIONAL LEADERSHIP
 OF TEXAS (ILT)
 3301 N SHILOH RD
 City, State, ZIP+4 GARLAND, TX 75044

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0772

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To
 Street, Apt. No.; or PO Box No. HURST-EULESS-BEDFORD ISD
 1849A CENTRAL DR
 City, State, ZIP+4 BEDFORD, TX 76022-6096

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0796

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To
 Street, Apt. No.; or PO Box No. INSPIRED VISION ACADEMY
 8225 BRUTON RD
 City, State, ZIP+4 DALLAS, TX 75217

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0819

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To
 Street, Apt. No.; or PO Box No. IRVING ISD (057-912)
 2621 W AIRPORT FWY
 City, State, ZIP+4 IRVING, TX 75062-6020

PS Form 3800, August 2006 See Reverse for Instructions

9290 98E 2000 2013 1710 0002 3368 0826

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To

Street, Apt. No., or PO Box No. ITALY ISD (070-907)
300 S COLLEGE
City, State, ZIP+4 ITALY, TX 76651

PS Form 3800, August 2006

See Reverse for Instructions

9890 98E 2000 2013 1710 0002 3368 0838

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To

Street, Apt. No., or PO Box No. JEAN MASSIEU ACADEMY
823 N CENTER ST
City, State, ZIP+4 ARLINGTON, TX 76011

PS Form 3800, August 2006

See Reverse for Instructions

0480 98E 2000 2013 1710 0002 3368 0840

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To

Street, Apt. No., or PO Box No. JOSHUA ISD (126-905)
310 E 18TH ST
City, State, ZIP+4 JOSHUA, TX 76058-3110

PS Form 3800, August 2006

See Reverse for Instructions

0850 98E 2000 2013 1710 0002 3368 0850

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To

Street, Apt. No., or PO Box No. KEENE ISD (126-906)
3625 HWY 67 E BLDG C
City, State, ZIP+4 KEENE, TX 76059-065656

PS Form 3800, August 2006

See Reverse for Instructions

0864 98E 2000 2013 1710 0002 3368 0864

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To

Street, Apt. No., or PO Box No. KELLER ISD (220-907)
350 KELLER PKWY
City, State, ZIP+4 KELLER, TX 76248-3447

PS Form 3800, August 2006

See Reverse for Instructions

0871 98E 2000 2013 1710 0002 3368 0871

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To

Street, Apt. No., or PO Box No. KENNEDALE ISD (220-914)
120 W KENNEDALE PK WY
City, State, ZIP+4 KENNEDALE, TX 76060-0467

PS Form 3800, August 2006

See Reverse for Instructions

7013 1710 0002 3368 0888

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No., or PO Box No. **KIPP DALLAS-FORT WORTH**
3200 S LANCASTER RD STE 230A

City, State, ZIP+4 **DALLAS, TX 75216**

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0901

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No., or PO Box No. **LA ACADEMIA DE ESTRELLAS**
111 S BECKLEY AVE

City, State, ZIP+4 **DALLAS, TX 75203**

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0925

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No., or PO Box No. **LAKE WORTH ISD (220-910)**
6805 TELEPHONE RD

City, State, ZIP+4 **LAKE WORTH, TX 76135-2899**

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0895

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No., or PO Box No. **KRUM ISD (061-905)**
1200 BOBCAT BLVD

City, State, ZIP+4 **KRUM, TX 76249-6908**

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0918

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No., or PO Box No. **LAKE DALLAS ISD (061-912)**
104 SWISHER RD

City, State, ZIP+4 **LAKE DALLAS, TX 75065-2629**

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0932

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No., or PO Box No. **LANCASTER ISD (057-913)**
422 S CENTRE AVE

City, State, ZIP+4 **LANCASTER, TX 75146-1621**

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0949

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 6.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No., or PO Box No. LEADERSHIP PREP SCHOOL
 (8500 TEEL PKWY
 City, State, ZIP+4 FRISCO, TX 75034

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0960

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No., or PO Box No. LEWISVILLE ISD (061-902)
 1800 TIMBER CREEK RD
 FLOWER MOUND, TX 75028-1198

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0987

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No., or PO Box No. LITTLE ELM ISD (061-914)
 1900 WALKER RD
 LITTLE ELM, TX 75068-5250

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0950

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No., or PO Box No. LEGACY PREPARATORY 8510
 MILITARY PKWY
 DALLAS, TX 75227

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0960

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No., or PO Box No. LIFE SCHOOL (057-807)
 950 S I-35 E
 LANCASTER, TX 75146

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 0994

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No., or PO Box No. LOVEJOY ISD (043-919)
 259 COUNTRY CLUB RD
 ALLEN, TX 75002-7643

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1007

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No.,
or PO Box No. MANARA ACADEMY
8201 TRISTAR DR
City, State, ZIP+4 IRVING, TX 75063

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1021

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No.,
or PO Box No. MAYPEARL ISD (070-915)
400 PANTHER LN
City, State, ZIP+4 MAYPEARL, TX 76064-0040

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1045

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No.,
or PO Box No. MELISSA ISD (043-908)
1904 COOPER
City, State, ZIP+4 MELISSA, TX 75454-0127

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1014

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No.,
or PO Box No. MANSFIELD ISD (220-908)
605 E BROAD ST
City, State, ZIP+4 MANSFIELD, TX 76063-1794

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1038

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No.,
or PO Box No. MCKINNEY ISD (043-907)
#1 DUVAL ST
City, State, ZIP+4 MCKINNEY, TX 75069-3211

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1052

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No.,
or PO Box No. MESQUITE ISD (057-914)
105 E DAVIS ST
City, State, ZIP+4 MESQUITE, TX 75149-4701

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1076

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To
 MIDLOTHIAN ISD (070-908)
 Street, Apt. No.; or PO Box No. 100 WALTER STEPHENSON RD
 City, State, ZIP+4 MIDLOTHIAN, TX 76065-3418

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1083

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To
 MILLSAP ISD (184-904)
 Street, Apt. No.; or PO Box No. 201 E BRAZOS ST
 City, State, ZIP+4 MILLSAP, TX 76066-9444

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1106

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To
 NORTHWEST ISD (061-911)
 Street, Apt. No.; or PO Box No. 2001 TEXAN DR
 City, State, ZIP+4 JUSTIN, TX 76247

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1076

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To
 MILFORD ISD (070-909)
 Street, Apt. No.; or PO Box No. 205 THIRD AVE
 City, State, ZIP+4 MILFORD, TX 76670-0545

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1090

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To
 NEWMAN INTERNATIONAL
 ACADEMY OF ARLINGTON
 Street, Apt. No.; or PO Box No. 2011 S FIELDER RD
 City, State, ZIP+4 ARLINGTON, TX 76013

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1113

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To
 NOVA ACADEMY (SOUTHEAST)
 Street, Apt. No.; or PO Box No. 2800 PRICHARD
 City, State, ZIP+4 DALLAS, TX 75227

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1120

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. NOVA ACADEMY (057-809)
 459 SCYENE RD
 City, State, ZIP+4 DALLAS, TX 75227

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1144

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. PEASTER ISD (184-908)
 3602 HARWELL LAKE RD
 City, State, ZIP+4 WEATHERFORD, TX 760889

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1166

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. PILOT POINT ISD (061-903)
 829 S HARRISON ST
 City, State, ZIP+4 PILOT POINT, TX 76258-4347

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1137

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. PALMER ISD (070-910)
 418 W JEFFERSON
 City, State, ZIP+4 PALMER, TX 75152-0790

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1151

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. PEGASUS SCHOOL OF LIBERAL
 ARTS AND SCIENCES
 501 N AKARD ST STE 203
 City, State, ZIP+4 DALLAS, TX 75201

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1175

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. PLANO ISD (043-910)
 2700 W 15TH
 City, State, ZIP+4 PLANO, TX 75075-7524

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1182

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To
 Street, Apt. No., or PO Box No. PONDER ISD (061-906)
 400 W BAILEY ST
 City, State, ZIP+4 PONDER, TX 76259

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1202

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To
 Street, Apt. No., or PO Box No. PRIME PREP ACADEMY
 4400 PANOLA AVE
 City, State, ZIP+4 FORT WORTH, TX 76103

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1229

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To
 Street, Apt. No., or PO Box No. PROSPER ISD (043-912)
 505 E 7TH ST
 City, State, ZIP+4 PROSPER, TX 75078-0100

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1199

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To
 Street, Apt. No., or PO Box No. POOLVILLE ISD (184-901)
 16025 FM 920
 City, State, ZIP+4 POOLVILLE, TX 76487-0096

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1212

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To
 Street, Apt. No., or PO Box No. PRINCETON ISD (043-911)
 321 PANTHER PKWY
 City, State, ZIP+4 PRINCETON, TX 75407-1002

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1236

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To
 Street, Apt. No., or PO Box No. RECONCILIATION ACADEMY
 4301 BRYAN STREET, STE 120
 City, State, ZIP+4 DALLAS, TX 75204

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1242

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. RED OAK ISD (070-911)
 109 W RED OAK RD
 City, State, ZIP+4 RED OAK, TX 75154

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1262

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. REPRESENTATIVE DAWNNA
 DUKES
 P.O. BOX 2910
 City, State, ZIP+4 AUSTIN, TX 78768

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1274

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. REPRESENTATIVE EDDIE
 RODRIGUEZ
 P.O. BOX 2910
 City, State, ZIP+4 AUSTIN, TX 78768

PS Form 3800, August 2006 See Reverse for Instructions

0521 9962 2000 1710 0002 3368 1250

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. Representative Celia Israel
 P.O. Box 2910
 City, State, ZIP+4 Austin, TX 78768

PS Form 3800, August 2006 See Reverse for Instructions

0521 9962 2000 1710 0002 3368 1670

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. REPRESENTATIVE DONNA HOWARD
 P.O. BOX 2910
 City, State, ZIP+4 AUSTIN, TX 78768

PS Form 3800, August 2006 See Reverse for Instructions

0521 9962 2000 1710 0002 3368 1281

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. REPRESENTATIVE ELLIOTT
 NAISHTAT
 P.O. BOX 2910
 City, State, ZIP+4 AUSTIN, TX 78768

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1298

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. REPRESENTATIVE PAUL WORKMAN
 P.O. BOX 2910
 City, State, ZIP+4 AUSTIN, TX 78768
 PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1311

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. RICHARDSON ISD (057-916)
 400 S GREENVILLE AVE
 City, State, ZIP+4 RICHARDSON, TX 75081-4198
 PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1335

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. RIO VISTA ISD (126-907)
 100 CAPPS ST
 City, State, ZIP+4 RIO VISTA, TX 76093-0369
 PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1304

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. RICHARD MILBURN ACADEMY (FORT WORTH)
 1263 TERMINAL LOOP
 City, State, ZIP+4 MCQUEENEY, TX 78123
 PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1328

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. RICHLAND COLLEGIATE HIGH SCHOOL (057-840)
 12800 ABRAMS
 City, State, ZIP+4 DALLAS, TX 75243-2199
 PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1342

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. ROCKWALL ISD (199-901)
 1050 WILLIAMS
 City, State, ZIP+4 ROCKWALL, TX 75087-3832
 PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1359

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. ROYSE CITY ISD (199-902)
 810 OLD GREENVILLE RD
 City, State, ZIP+4 ROYSE CITY, TX 75189-0479

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1373

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. SPRINGTOWN ISD (184-902)
 301 E FIFTH ST
 City, State, ZIP+4 SPRINGTOWN, TX 76082-2566

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1397

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. SUNNYVALE ISD (057-919)
 417 E TRIPP RD
 City, State, ZIP+4 SUNNYVALE, TX 75182-9544

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1361

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. SANGER ISD (061-908)
 601 ELM ST
 City, State, ZIP+4 SANGER, TX 76266-9635

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1380

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. ST ANTHONY SCHOOL (057-836)
 3732 MYRTLE ST
 City, State, ZIP+4 DALLAS, TX 75215

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1401

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
 Street, Apt. No., or PO Box No. TEXANS CAN ACADEMIES
 325 W 12TH STE 200
 City, State, ZIP+4 DALLAS, TX 75208

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1410

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No., or PO Box No. TEXAS EDUCATION CENTERS
 4601 N I-35

City, State, ZIP+4 DENTON, TX 76207

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1434

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No., or PO Box No. THE HONORABLE DONNA
 CAMPBELL 9601 MCALLISTER
 FREEWAY, STE. 150

City, State, ZIP+4 SAN ANTONIO, TEXAS 78216

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1458

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No., or PO Box No. THE HONORABLE KIRK
 WATSON P.O. BOX 12068
 CAPITOL STATION

City, State, ZIP+4 AUSTIN, TEXAS 78711

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1427

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No., or PO Box No. TEXAS SCHOOL OF THE ARTS
 3901 S HULEN ST

City, State, ZIP+4 FORT WORTH, TX 76109

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1441

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No., or PO Box No. THE HONORABLE JUDITH
 ZAFFIRINI
 1407 WASHINGTON STREET

City, State, ZIP+4 LAREDO, TEXAS 78042

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1451

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To

Street, Apt. No., or PO Box No. THE HONORABLE TROY
 FRASER
 1920 NORTH MAIN, SUITE 101

City, State, ZIP+4 BELTON, TEXAS 76513

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1472

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To
TREETOPS SCHOOL INTERNATIONAL (220-801)
 Street, Apt. No., or PO Box No. 12500 S PIPELINE RD
 City, State, ZIP+4 EULESS, TX 76040-5853

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1496

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To
UME PREPARATORY ACADEMY (057-845)
 Street, Apt. No., or PO Box No. 415 N CEDAR RIDGE DR
 City, State, ZIP+4 DUNCANVILLE, TX 75116

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1519

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To
UNIVERSITY OF NORTH TEXAS
 Street, Apt. No., or PO Box No. 1167 UNION CIR #305309
 City, State, ZIP+4 DENTON, TX 76203-5017

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1489

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To
TRINITY BASIN PREPARATORY
 Street, Apt. No., or PO Box No. 400 S ZANG STE 700
 City, State, ZIP+4 DALLAS, TX 75208

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1505

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To
UNIVERSAL ACADEMY
 Street, Apt. No., or PO Box No. 2616 N MACARTHUR BLVD
 City, State, ZIP+4 IRVING, TX 75062

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1526

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To
UPLIFT EDUCATION - HAMPTON PREPARATORY
 Street, Apt. No., or PO Box No. 606 E ROYAL LN
 City, State, ZIP+4 IRVING, TX 75039

PS Form 3800, August 2006 See Reverse for Instructions

EST 953 3368 1540 0002 0110 1710 7013

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To
 Street, Apt. No., or PO Box No. UPLIFT EDUCATION - NORTH HILLS PREPARATORY
 606 E ROYAL LN
 City, State, ZIP+4 IRVING, TX 75039-3503

PS Form 3800, August 2006 See Reverse for Instructions

EST 953 3368 1540 0002 0110 1710 7013

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To
 Street, Apt. No., or PO Box No. Uplift Education - Peak Prep
 606 E Royal LN
 City, State, ZIP+4 Irving, TX 75039

PS Form 3800, August 2006 See Reverse for Instructions

EST 953 3368 1540 0002 0110 1710 7013

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To
 Street, Apt. No., or PO Box No. VENUS ISD (126-908)
 100 STUDENT DR
 City, State, ZIP+4 VENUS, TX 76084-0364

PS Form 3800, August 2006 See Reverse for Instructions

EST 953 3368 1540 0002 0110 1710 7013

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To
 Street, Apt. No., or PO Box No. UPLIFT EDUCATION - WILLIAMS PREPARATORY
 606 E ROYAL LN
 City, State, ZIP+4 IRVING, TX 75039

PS Form 3800, August 2006 See Reverse for Instructions

EST 953 3368 1540 0002 0110 1710 7013

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To
 Street, Apt. No., or PO Box No. UPLIFT EDUCATION-SUMMIT INTERNATIONAL PREP
 606 E ROYAL LN
 City, State, ZIP+4 IRVING, TX 75039

PS Form 3800, August 2006 See Reverse for Instructions

EST 953 3368 1540 0002 0110 1710 7013

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48	03/25/14	Postmark Here
Certified Fee	3.30		
Return Receipt Fee (Endorsement Required)	2.70		
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$ 6.48		

Sent To
 Street, Apt. No., or PO Box No. VILLAGE TECH SCHOOLS
 1010 E PARKERVILLE RD
 City, State, ZIP+4 CEDAR HILL, TX 75104-3247

PS Form 3800, August 2006 See Reverse for Instructions

5654 T 1710 0002 3368 1595

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To
 Street, Apt. No., or PO Box No. WAXAHACHIE FAITH FAMILY ACADEMY
 1620 FALCON DR
 City, State, ZIP+4 DESOTO, TX 75115

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1618

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To
 Street, Apt. No., or PO Box No. WEATHERFORD ISD (184-903)
 1100 LONGHORN DR
 City, State, ZIP+4 WEATHERFORD, TX 76086

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1632

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To
 Street, Apt. No., or PO Box No. WESTLAKE ACADEMY CHARTER SCHOOL
 2600 OTTINGER RD
 City, State, ZIP+4 WESTLAKE, TX 76262

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1601

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To
 Street, Apt. No., or PO Box No. WAXAHACHIE ISD (070-912)
 411 N GIBSON ST
 City, State, ZIP+4 WAXAHACHIE, TX 75165-3007

PS Form 3800, August 2006 See Reverse for Instructions

5257 1710 0002 3368 1625

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To
 Street, Apt. No., or PO Box No. WELLINGTON ISD (044-902)
 609 15TH ST
 City, State, ZIP+4 WELLINGTON, TX 79095-3603

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1649

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 0.48
Certified Fee	3.30
Return Receipt Fee (Endorsement Required)	2.70
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.48

03/25/14

Postmark Here

Sent To
 Street, Apt. No., or PO Box No. WHITE SETTLEMENT ISD 401 S
 CHERRY LN WHITE
 City, State, ZIP+4 SETTLEMENT, TX 76108-2521

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0002 3368 1666

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 6.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
WINFREE ACADEMY CHARTER SCHOOLS
 Street, Apt. No., or PO Box No. 6221 RIVERSIDE DR STE 110
 City, State, ZIP+4 IRVING, TX 75039

7013 1710 0002 3368 1666

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	\$ 6.48	03/25/14 Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 6.48	

Sent To
WYLIE ISD (043-914)
 Street, Apt. No., or PO Box No. 951 S BALLARD
 City, State, ZIP+4 WYLIE, TX 75098-4175

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment C: Board Affidavits

BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Background

1. Name of charter school on whose Board of Directors you serve Athlos Foundation (Generation 19 Applicant)
2. Full name Edward G. Conger
Home Address 2085 Garden Crest Dr., Rockwall, TX 75087
Business Name and Address _____
Phone Number _____
E-mail address EConger@ILTexas.org
- Resume and professional bio are attached here.
 Resume and professional bio are attached elsewhere in the application (indicate Attachment number). _____
3. 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.
 Does not apply to me Yes

-
4. What was your motivation to serve on the board of the proposed charter school?
I believe that children of Texas and their families should have multiple options in public schools. Charter schools offer that option. I also serve as Superintendent of the ILTexas charter school where I have seen first hand the benefits students receive from the character development, wellness and physical conditioning program that Athlos has to offer. ILTexas has, along with another Texas charter school (Jubilee) are piloting aspects of the Athlos program. There is a huge demand for this programming, and expanding and offering these educational opportunities to more students of Texas is my motivation.
 5. What is your understanding of the appropriate role of a public charter school board member?
Hire and fire superintendent, set policy with the parameters of state, federal law and TEA rules and regulation, and ensure that every tax dollar is spent in a prudent and responsible manner to improve the educational opportunity of all of our students.
 6. 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 in Texas public education since 2001 after retiring from the United States Marine Corps. I have taught math to 5th and 7th graders, been a school district Principal and former assistant principal at the middle school and high school level. Since December 2012, I have served as a founder and as the Superintendent of ILTexas – a new charter school system serving over 2,500 students in our first year of operation.
 7. Describe the specific knowledge and experience that you would bring to the board.
Educational Leadership as demonstrated above in answer to question 5 and 6.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
That all students should have an outstanding educational opportunity that goes beyond just

the state curriculum, and that students should also be given skills for living healthy and learn life leadership skills. These will be major components of the Athlos Foundation and its charter schools where all students will learn wellness and leadership skills through physical conditioning and real experiences.

2. What is your understanding of the school's proposed educational program?

Athlos's educational programming will be fully aligned with TEKS and will embed its leadership, wellness and physical conditioning/athleticism throughout.

3. What do you believe to be the characteristics of a successful school?

A place where students feel and are safe, a place where teachers are supported to teach, a place which uses data appropriately to instruct/focus the teaching and the learning, and a place where students show measurable gains in academics to ensure that they can go to and be successful in college and career.

4. How will you know that the school is succeeding (or not) in its mission?

Academics as measured by performance on STAAR exams and other tests, attendance and focus on retention of students, students who maintain good discipline, retention of teachers, acceptance to colleges and college graduation rates of our students.

Governance

1. Describe the role that the board will play in the school's operation.

The board will hire the superintendent, set policy with federal and state rules and laws, approve and monitor the budget and be advocates for our students and our school. The Board will be primarily responsible for all aspects of the School and will hold the superintendent accountable.

2. How will you know if the school is successful at the end of the first year of operation?

Academics as measured by performance on STAAR exams and other tests, attendance and retention of students, discipline, retention of teachers, and staying within budget.

3. How will you know at the end of four years of the school is successful?

At the end of four years, we will continue to monitor those metrics above discussed. We will conduct exit interviews and surveys of students and parents, and continuously monitor our progress and performance.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Fulfill our moral and legal obligations to our students, parents, staff and the taxpayers of Texas to ensure that we are delivering an exceptional product for our students. Specifically, attend all required training, attend all meetings, require and review information from the superintendent, approve and monitor the budget, and be an advocate for our schools.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Simple, I would confront them personally to stop the unethical behavior and if serious enough move to have

them removed from the board. If fiduciary duties were violated or laws were broken, I would seek advice of the Board's legal counsel, independent auditor and I would report to TEA and law enforcement as necessary.

Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals Yes

Mr. Jerry McCreight is a high school and college friend who also works for ILTexas Charter School as CFO.

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees Yes

However, again, Mr. McCreight is the CFO for ILTexas Charter School.

3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons Yes

Mr. McCreight and I both work for ILTexas and ILTexas may seek to enter into cooperative and shared service arrangements with Athlos where we can provide for efficiencies in operation. We will also support Athlos Academy with our multi-lingual (English, Spanish and Mandarin Chinese) as may be beneficial to this start-up 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, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons Yes

Please see 3. Above. ILTexas is not a management company or education service provider but we may work with Athlos Academy through interlocal cooperatives and shared service arrangements where it is both entities best interest for efficient operations.

5. If the school plans 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. If so, indicate the precise nature of the business that is being or will be conducted.

N/A I / we or my family do not anticipate conducting any such business Yes

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.

Does not apply to me, my spouse or family Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest. **Zero. I do not own any stock nor equity or ownership interest in any other business.**

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: **Superintendent of International Leadership of Texas from November 2012 to today and hopefully many years to come. 3301 N. Shiloh, Garland, TX 75044**

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive.

No, I will receive zero compensation while serving on the board of Athlos Academy.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

None, outside of normal reimbursement for travel when necessary.

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

This is the same exact question as 9. Above and the answer is the same – NO.

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 within 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 No If so, give details.

No.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes No If so, give details.

No.

13. Have you ever 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?

Yes No If so, give details.

No.

Certification

I, EDWARD G. CONGER, 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.

Edward G. Conger
Signature

3/21/14
Date

VERIFICATION

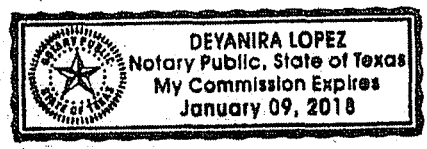
State of Texas
County of Dallas

On this day, Edward G. Conger (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 me this 21st day of March, 2014.

(Notary Public) Devanira Lopez
My commission expires January 9, 2018

(SEAL)



Edward G. Conger

Objective Create a public charter K-12 school system that emphasizes leadership and students mastering Spanish and Chinese.

Professional: Founder and Superintendent of International Leadership of Texas (ILTexas.org) which was approved by the Texas State Board of Education on November 16th, 2012 and in first year of operation was the largest first year public school in the history of Texas at 2,500 students with expected enrollment in 2014 of 4,500 students.

Executive Director of the Thomas Jefferson Feeder Schools July-November 2012

- Responsible for 1 high school, three middle schools, and 9 elementary schools – approximately 8,700 students.

Principal, Thomas Jefferson High School 4-A, Dallas ISD July 2008-July 2012

- Campus is rated as the #1(2010) and #2 (2011) Comprehensive High School by the Dallas ISD School Effectiveness Indicator (SEI) when only three years ago it was rated 19th of 22 High Schools in 2008.
- Improved an underperforming campus of 1,400 students (95% minority and 85% low social economic) which in 2008 was one exception away from being rated Academic Unacceptable to a campus in 2009 and in 2010 which is Exemplary in English/Reading & Social Studies and Recognized in Math and Science. One of only four regular High Schools (out of 22) in Dallas ISD that was rated Academically Acceptable for 2011.
- Campus was in Stage 3 for failing to meet Federal AYP in 2008 but in 2009 met all Federal AYP requirements. Campus is now Stage 2 due to 2009 Graduation Rate.
- Initiated a Mandarin Chinese Program that now serves students from TJ Feeder Pattern elementary schools to High School. Partnering with Hainan Providence in China and hosting two guest Chinese teachers. 400 TJ Students now taking Mandarin Chinese.
- Served four years as the Lead Principal of the Thomas Jefferson feeder pattern of 2 middle schools and 9 elementary schools serving approximately 8,000 students.
- Overcame community wide negative impressions that campus was out of control (cheese heroin and gangs) to a campus that is known district wide as a safe and academically focused campus.
- Served eight District Committees: Superintendent's Chiefs Committee and Superintendent's Budget Advisory Committee, Curriculum, Technology, New Graduation Plan, Overage High

School, Business Service Project Review, and Human Resources
Highly Qualified Teachers.

- Principal, Hillsboro Jr. High School 2006-2008
- Improved an underperforming campus (majority minority and 80% low social economic) which had a very negative community perception of being unsafe.
 - In spite of increased standards to be a recognized campus by the state, HJHS was a Recognized campus for both the 07 and the 08 school years.
 - Created the Road Scholar Trips in which 50% of all 7th graders took a 5 day Texas History tour visiting universities places of historical significance in Austin, San Antonio, Corpus Christi, Houston, and College Station.
 - 8th grade Road Scholars' 14 day tour of Memphis, Monticello, Jamestown, Williamsburg, Washington D. C., Annapolis, Baltimore, Philadelphia, New York City, and Gettysburg.
- Assistant Principal, Bussey Middle School 2005-2006
- Responsible for Math Department in which Bussey was the most improved campus in Math of 13 middle schools in Garland.
- Assistant Principal, Sasche High School, Garland 4-A 2004-2005
- Social Studies and Credit Recovery
- Math Teacher, Bussey Middle School 2002-2004
- Taught 7th grade math and created a Sailing Club
- Math Teacher, Eladio Martinez, Dallas ISD 2001-2002
- Taught 5th grade math
- Infantry Officer, United States Marine Corps 1981-2001
- Operations Officer, G-3, 3rd Marine Division, Okinawa, Japan
 - Command and Staff College, Quantico, Virginia
 - Director Commanders Program, Marine Corps University, Quantico, Virginia
 - Commanding Officer, Company B & E, The Basic School, Quantico, Virginia
 - Commanding Officer, Company C, Officer Candidates School, Quantico, Virginia
 - Inspector Instructor, Corpus Christi, Texas
 - Commanding Officer, Company L, 3/7, Operation Desert Storm
 - Amphibious Warfare School, Quantico, Virginia

- Platoon Commander and Executive Officer, Company B, Marine Barracks 8th & I, Washington, DC

Education: University of North Texas, Superintendent Program 2009
Texas A & M-Commerce, Principal and Teacher Certification 2005
Spanish Immersion, IMAC Guadalajara, Mexico 2004, 2005, 2006
Central Michigan University, MSA Administration 1995
Texas A & M University, College Station, BBA Management 1981

References: Congressman Ralph Hall, Rockwall, Texas
Mr. Alan King, Interim Superintendent Dallas ISD
Dr. Edwin Flores, Trustee District 1, Dallas ISD
Dr. Robin Ryan, Superintendent of Grapevine-Colleyville ISD
817-251-5501 WK 817-308-5369 Cell Robin.ryan@gcisd.net
Dr. Jerry Maze, Director of ESC-12 254.297.1214 WK jmaze@esc12.net

BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Background

- 1. Name of charter school on whose Board of Directors you serve Athlos Academy
- 2. Full name Erin Blaney Ragsdale
Home Address 6619 Garlinghouse Lane, Dallas, TX 75252
Business Name and Address Allyn Media, 3232 McKinney Avenue, Suite 660, Dallas, 75204
Phone Number 214.871.7723
E-mail address eragsdale@allynmedia.com

Resume and professional bio are attached here.

Resume and professional bio are attached elsewhere in the application (indicate Attachment number).

- 3. 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.

Does not apply to me Yes

4. What was your motivation to serve on the board of the proposed charter school?
To help guide the future of an innovative way to educate North Texas children.

5. What is your understanding of the appropriate role of a public charter school board member?
Attend Board meetings, help decide growth and management issues, be an advocate for the school, charter schools and public education in North Texas.

6. 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 currently serve as the Vice Chair of the North Texas Chapter of the Leukemia & Lymphoma Society. In addition, I am Senior Vice President of a public relations and public affairs firm in Dallas. In both positions, I work with a team to accomplish goals, oversee and manage budgets, communicate key messages to target audiences and work constantly to achieve the goals of the organization and the groups they serve.

7. Describe the specific knowledge and experience that you would bring to the board.
I have seasoned knowledge of the North Texas region, from relationships with decision-makers to knowing how to work with the media. Also, I grew up here and am raising a family here so I have every motivation for public education options in North Texas to be world-class.

School Mission and Program

- 1. What is your understanding of the school's mission and guiding beliefs?

Through the pillars of mind, body, and character, Athlos Academy will teach our children how to work together as a team, accomplish goals in and out of the classroom and develop important traits like perseverance, grit and learned optimism.

2. What is your understanding of the school's proposed educational program?

Top-notch classroom education combined with learning life lessons through teamwork and physical activity, all the while encouraging habits that lead to a healthy lifestyle.

3. What do you believe to be the characteristics of a successful school?

Parent satisfaction, student achievement and satisfaction, graduation rate and test scores. Also, in the case of charter schools, demand for enrollment.

4. How will you know that the school is succeeding (or not) in its mission?

Similar to what's listed above ... parent and student satisfaction, graduation rates, test scores and success after graduation.

Governance

1. Describe the role that the board will play in the school's operation.

Oversee and support, give advice and counsel when needed, set strategic goals and establish growth plan.

2. How will you know if the school is successful at the end of the first year of operation?

Parent and student satisfaction, enrollment demand for the next year, grades and test scores.

3. How will you know at the end of four years of the school is successful?

Parent and student satisfaction, enrollment demand for the next year, grades and test scores and student success after graduation.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Selecting and supporting the best educational leader to achieve the goals of the school, raising money for critical programs that require additional funding, establishing policies and best practices for compliance, raising awareness about quality public school options in North Texas and celebrating the success of students and educators.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would share my concern with the Board President, legal counsel and independent auditor and then follow their guidance on next steps.

Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals Yes

I know Todd Whitthorne and Martha Rocha by reputation from their role in the North Texas community. Because of that, I helped recruit them to serve. I know Paul Reyes and Cindy Bowens through friends and also assisted in recruiting them. I know Eddie Conger from previous work for ILTexas. I am aware of Jerry McCreight through his role with ILTexas but I do not know him.

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. I/ we do not know any such employees Yes

3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons Yes

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

5. Not applicable because the school does not intend to contact with an education service provider or school management organization. X I / we do not know any such persons Yes

6. If the school plans 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. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A I / we or my family do not anticipate conducting any such business Yes

7. 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.
 Does not apply to me, my spouse or family Yes

8. List all business or organizations of which you are a partner or in which you have a majority interest.

Allyn Media

9. 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:

Handled PR and government affairs for grand opening of ILTexas (2013).

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive.

There is no intent to have Allyn Media employed or contracted by the charter holder, however, my employer has done extensive pr work for other education initiatives. If the charter holder sought services from my employer I would comply with conflict of interest laws.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

11. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive.

There is no intent for me to be employed by or to have Allyn Media contracted by the charter holder or school. However, Allyn Media has done extensive PR work for other education initiatives. If the school or charter holder sought services from my employer I would comply with conflict of interest laws.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

12. 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 within 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 No If so, give details.

13. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes No If so, give details.

14. Have you ever 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?

Yes No If so, give details.

Certification

I, Erin Ragsdale, 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.

Erin B. Ragsdale
Signature

3.21.14
Date

VERIFICATION

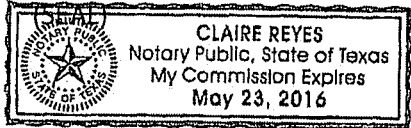
State of Texas
County of Dallas

On this day, Erin Ragsdale (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 me this 21st day of March, 2014.

(Notary Public) Claire Reyes

My commission expires May 23, 2016



ERIN RAGSDALE
Senior Vice President

Erin Ragsdale leads public relations, public affairs and political campaigns for some of North Texas' most highly publicized issues and elections. Her expertise contributed to the approval of the Dallas Cowboys stadium in Arlington, passing of an expansion of Dallas' smoking ordinance and the approval of the bond package allowing for the creation of the Dallas Center for the Performing Arts.

Her knowledge of the City of Dallas, campaigns and fundraising has been instrumental in the elections of Dallas Mayors Mike Rawlings, Tom Leppert and Laura Miller. She has handled media relations, communications, VIP event planning and community outreach for major clients like Uber, T. Boone Pickens, Dallas Area Habitat for Humanity, Comerica Bank, Walmart Stores, Inc., Delta Air Lines, Snowball Express and Ursuline Academy of Dallas.

Erin holds a Bachelor of Arts degree in Political Science, with emphases in Public Relations and French from Texas A&M University. While attending Texas A&M, Erin served as Student Body Vice President. Erin is active in her church and loves spending time with her husband Kyle, their two children, their golden retriever Max, family and friends. Erin is a devoted Dallas Cowboys and Texas Aggie fan.

Erin currently serves as the Vice Chair of the Board of Directors for the North Texas Chapter of the Leukemia & Lymphoma Society. She also recently completed the 2013 Nike Women's Half Marathon to raise funds for blood cancer research and is the Co-Founder of Dallas' Mayor's Race 5K Fun Run & Walk.

BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Background

1. Name of charter school on whose Board of Directors you serve Athlos Academy
2. Full name Martha Rocha
Home Address 2804 Leisure Lane, Carrollton, TX 75006
Business Name and Address 1935 Medical District Drive, Dallas, TX 75235
Phone Number Office: 214-456-3384
E-mail address Martha.rocha@childrens.com
- Resume and professional bio are attached here.
 Resume and professional bio are attached elsewhere in the application (indicate Attachment number). _____
3. 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.
 Does not apply to me Yes
4. What was your motivation to serve on the board of the proposed charter school?
The focus on physical health and activity and succeeding in the classroom
5. What is your understanding of the appropriate role of a public charter school board member?
Oversight of public charter school including governance and fiscal responsibilities.
6. 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.
Served on the Executive Committee of the Richardson Chamber of Commerce and have served as the 2011 President of the Hispanic 100, a non-profit organization that provides grants to assist Latina women and promotes the advancement of Latina women.
7. 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 the hardest.
3. What do you believe to be the characteristics of a successful school?
Improved academic and physical health outcomes of the students, approved ratings from state agencies, substantiated with proven metrics.
4. How will you know that the school is succeeding (or not) in its mission?
Test scores, enrollment retention, graduation rates, and parent satisfaction.

Governance

Martha Rocha

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 meeting, attend Athlos events, participate in meetings with business and civic organizations, and to 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 health and character improvement.

3. How will you know at the end of four years of the school is successful?
The success of the student population in the three focused areas, 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 focus on student academic, 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 interests of the school?
Implementing the board process in place for addressing these types of circumstances.

Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know these individuals Yes

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees Yes

3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons Yes

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons Yes

5. If the school plans 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. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A I / we or my family do not anticipate conducting any such business Yes

Martha Rocha

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.

Does not apply to me, my spouse or family Yes

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 management company of the school?

Yes No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

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 within 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 No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes No If so, give details.

13. Have you ever 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?

Yes No If so, give details.

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.

Martha Rocha _____ 3/18/14 _____
Signature Date

VERIFICATION

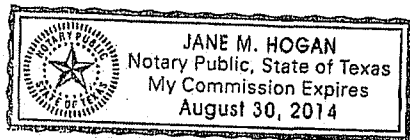
State of Texas
County of Dallas

On this day, Jane M. Hogan (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 this 18 day of
March, 2014.

(Notary Public) Jane M. Hogan
My commission expires Aug. 30, 2014

(SEAL)



MARTHA ROCHA

KEY QUALIFICATIONS:

- Experienced in developing strategic and grassroots community and third party outreach plans
- Solid knowledge of state/federal legislative procedures and organizational structures
- Excellent written and verbal communication skills
- Experienced project management capabilities
- Demonstrated capability to establish and maintain excellent relationships internally and externally including government officials, academic institutions, community and industries influencers and other third parties
- Strong utility legislative and regulatory expertise

MAJOR ACCOMPLISHMENTS

- Produced Beyond ABC 2012: Assessing Children's Health in the North Texas Corridor, a comprehensive report on the quality of life for children in five northern counties. The report received editorial recognition in *The Dallas Morning News*.
- Coordinate annual symposium to discuss Beyond ABC findings. Symposium panel includes community leaders, CEOs, and healthcare experts. The event is moderated by a public figure.
- Directed third party outreach campaign impacting federal energy legislation, outreach included letters to congressional members and published Op-Eds
- Managed successful employee letter desk campaign directed at state legislators considering energy legislation
- Coordinated and directed CEO's community project involving outreach to local minority community resulting in strong minority leadership participation and support of project
- Participated in presentations to various municipal city councils and staff relating to utility upgrade and impacting various municipal residents resulting in favorable utility implementation with minimal resident interruption
- Developed and managed lobbying strategies for achieving corporate legislative objectives
- Successfully lobbied state legislators and obtained 100% support for landmark telecom legislation that allowed company to compete in video entertainment market

CIVIC ACTIVITIES/AWARDS

Mi Escuelita Preschool, Board of Directors
North Dallas Chamber of Commerce Board of Directors
Greater Dallas Planning Council Board of Directors,
BeautiControl W.H.O. Foundation 2011 Board Member
Hispanic 100, Past President
BigThought, Advocacy Committee Member, 2010
Southern Methodist University Hispanic Youth Symposium, Hispanic Hero, 2009
Dallas Business Journal, Minority Business Leader 2008 Award
Greater Dallas Hispanic Chamber of Commerce, 2008 Board Member, & Co-Chair, Legislative Committee
Richardson Chamber of Commerce, 2008 Executive Board Member
La Voz del Anciano, 2007 Chair
Leadership Dallas, Class 2007
Dallas Summit, 2007
Ernst & Young Celebration of Diversity Judge, 2007
Greater Irving-Las Colinas Chamber of Commerce
Former Board Member, 2006 Volunteer of the Year

PROFESSIONAL EXPERIENCE

SENIOR DIRECTOR – RESOURCE DEVELOPMENT – Population Health Children's Medical Center (CMC) Dallas, TX (August 2013-Present)

- Support senior leadership in creating and establishing a Resource Development organization to support Population Health's pediatric initiatives.

- Coordinate research issues relating to grant initiatives that align with Population Health strategies.
- Develop key relationship and ensure strong collaboration with community programs, government entities to advance Population Health's goals.

DIRECTOR – COMMUNITY RELATIONS – Children's Medical Center (CMC) Dallas – Dallas, TX (June 2010-2012)

- Direct, manage and implement Children's community strategic plan.
- Plan, manage and execute the timely release of the Beyond ABC Report, a report assessing children's health in the North Texas region.
- Develop and maintain key community and stakeholder relationship to advance Children's goals.
- Manage staff comprised of external relations managers and outreach representatives that support Children's community relations initiatives.
- Coordinate public appearance opportunities for executive leadership and prepare presentation and briefings for these events.
- Represent Children's in business and civic organizations, e.g., business councils, community healthcare organizations, chambers of commerce and other local and statewide business-related member organizations that advance Children's business and community relations' interest.

DIRECTOR – COMMUNITY AFFAIRS – DCI Group – Washington DC-Dallas, TX (June 2008-February 2010)

- Prepare and counsel senior legislative affairs team on strategic external engagement relating to outreach in public policy/community affairs issues
- Prepare and manage strategic third party outreach impacting federal energy legislation
- Establish advocacy support, such as letters, blog postings, phone calls from third parties groups including trade associations, think tanks, business groups, environmental and community groups on energy issues
- Managed successful federal energy legislation campaign involving third party outreach throughout Texas
- Successful outcome in impacting energy legislation in the 81st Texas Legislative session beneficial to energy client and in preventing re-regulation of electricity provisioning in Texas
- Cultivate, foster and maintain relationships with elected officials, business, community and media groups to further client's initiatives and influence policymaking at the municipal, state and federal level

DIRECTOR – EXTERNAL AFFAIRS - AT&T Texas, Dallas, Texas (2003-2008)

- Primary advocate for AT&T with federal, state and local legislators
- Successful in advocating for Texas telecom legislation which allowed AT&T to compete in the video entertainment market
- Managed and developed state district lobbying strategies for assigned legislators and plans for achieving corporate legislative objectives
- Participated and presented at town hall meetings and other community activities where AT&T was engaged in telecom network expansion impacting consumers and businesses in order to position the company in a favorable manner
- Maintained and developed relationships with elected officials, opinion leaders, community representatives and local business partners and in positioning these contacts in a positive manner in the community
- Elected to serve as a board director in key business, non-profit and civic organizations
- Served on corporate emergency response team as external affairs team lead and assisted with developing and delivering messaging to elected officials and media in emergency situations

ASSOCIATE DIRECTOR – FEDERAL REGULATORY – SBC Management Services, Inc., Washington D.C. (2000-2003)

- Managed SBC FCC regulatory dockets relating to consumer issues which involved monitoring, analyzing, and coordinating and completing regulatory filings impacting 12 business units and requiring President of business unit approval
- Coordinated and participated in identification and discussion of strategic plans, company positions to meet FCC regulatory mandates for SBC's 12 business units
- Lobbied and interfaced with regulatory staff and industry groups to promote company's policy positions
- Managed department's administrative support staff which included 8 managers

SENIOR PARALEGAL – SBC Management Services, Inc., Dallas, TX (1998-2000)

- Assisted attorneys in handling complex legal matters relating to FCC regulation
- Performed independent legal research and analysis of complex questions of law /legal issues; prepared memoranda and/or documents reflecting such analysis; review other parties' filings with FCC and prepared summation
- Assisted attorneys on procedural pleadings; handled discovery requests; prepared various departmental reports, management of various inter-department databases, maintained inter-departmental Law library.

PARALEGAL II – Mary Kay Inc., Dallas, Texas (1995-1996)

- Analyzed trademark clearances, reviewed Official Gazette for trademark infringement, drafted instruction to foreign counsel relating to trademark matters; researched concerning new product line and provided regulatory support to marketing division; reviewed USPTO applications and responses to office actions; performed trademark infringement searches; maintained corporate minute records, including drafting resolutions and issuance of stock certificates.

EDUCATION

Baylor University, Waco TX
Double Major, Spanish/History

Southern Methodist University, Dallas, TX
Paralegal Certificate, Litigation Specialty

MARTHA ROCHA
SENIOR DIRECTOR, RESOURCE DEVELOPMENT – POPULATION HEALTH
CHILDREN'S MEDICAL CENTER

Ms. Rocha's advocacy efforts have included lobbying and community outreach working in the profit and non-profit arena. Currently, Martha Rocha is Senior Director, Resource Development, Population Health for Children's Medical Center in Dallas, Texas. Children's Medical Center (CMC) is one of the largest pediatric healthcare providers in the nation. As Senior Director of Community Relations, Ms. Rocha's responsibilities include researching funding opportunities and securing resources to assist with Population Health's pediatric health care initiatives.

Prior to joining Children's Medical Center, Ms. Rocha was a Director of Community Affairs with DCI Group, a Public Affairs firm based in Washington, DC. Ms. Rocha handled strategic communications and community relations for a large energy client in Dallas, Texas.

Before joining DCI Group, Ms. Rocha had a noted career with AT&T. Ms. Rocha began her career with AT&T in 1998 as a Senior Paralegal in the Legal Department handling federal regulatory issues. Ms. Rocha transferred with the Federal Regulatory Legal Department to Washington D.C. in 1999. While in D.C., she was promoted to an Associate Director in the AT&T Federal Regulatory organization, working closely with the Federal Communications Commission. She worked on policy and advocacy issues relating to telecommunications consumer and consumer-disability issues.

In May 2003, Ms. Rocha was transferred to the AT&T External Affairs organization in Dallas as a Director in External Affairs for AT&T Texas, where she worked as a lobbyist and external-affairs team member. Ms. Rocha's efforts included promoting and advancing the AT&T Foundation's efforts in providing technology grants to the community, including schools, cultural centers, and senior-citizen groups.

Born in Dallas, Texas, Ms. Rocha resides in Carrollton. She holds a BA degree from the Baylor University and a Paralegal certificate from Southern Methodist University.

Ms. Rocha serves as the 2011 President for the Hispanic 100 and serves as a board member of the W.H.O. (Women Helping Others) Foundation. She also serves on the Advocacy Committee for BigThought. She has served as an Advisory Board member and in fundraising efforts for the Hispanic Youth Symposium in 2010 held at Southern Methodist University.

She has been a strong supporter of the Greater Dallas Hispanic Chamber of Commerce (GDHCC) serving not only as a former board member, Legislative Committee Co-Chair, and Co-Chair of the La Cima Latina Leadership Awards. As a former Co-Chair of the Legislative Committee, Ms. Rocha assisted in the organization of the GDHCC's legislative priorities, Mayoral Forum and the Committee's Eggs and Issues Forum, where elected officials were invited to participate and dialogue on issues important to GDHCC's business membership. Additionally, Ms. Rocha has participated as a voting board member at the Texas Association of Mexican-American Chambers of Commerce representing the GDHCC.

In 2008, *Dallas Business Journal* selected Ms. Rocha as one of its Minority Business Leaders. In 2007, Ms. Rocha served as a judge in Ernst & Young's Celebration of Diversity event. In 2006 the Greater Irving-Las Colinas Chamber selected Ms. Rocha as Volunteer of the Year.

Ms. Rocha previously served on the Board of Directors of the following organizations: Dallas Northeast Chamber, Irving-Las Colinas Chamber, Richardson Chamber, Executive Committee.

She is also a former Chair of La Voz del Anciano and a Leadership Dallas, Class 2007 Alumni.

BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Background

- 1. Name of charter school on whose Board of Directors you serve Athlos Academy
- 2. Full name Paul Cole Reyes
- Home Address 10321 Linkwood Drive, Dallas, TX 75238
- Business Name and Address Associa, 5401 N. Central Expy, #300, Dallas, TX 75205
- Phone Number 214-303-5516
- E-mail address preyes@associaonline.com

Resume and professional bio are attached here.

Resume and professional bio are attached elsewhere in the application (indicate Attachment number).

- 3. 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.
 Does not apply to me Yes

4. What was your motivation to serve on the board of the proposed charter school?
To help improve the quality of education for North Texas students.

5. What is your understanding of the appropriate role of a public charter school board member?
Participate in board meetings, offering guidance and input on school growth plans and operational issues; serve as a champion of the school and publicly support charter schools and public education.

6. 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 several non-profit boards including boards such as the YMCA and Mainspring school that focus on education and health and wellness.

7. Describe the specific knowledge and experience that you would bring to the board.
I have extensive experience with board governance issues and helping non-profits with strategic planning.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Athlos is a unique public school model that prepares kids 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?
Fostering an environment of academic achievement, physical fitness and civic responsibility.
-

3. What do you believe to be the characteristics of a successful school?
Preparing and challenging students to be able to face adversity and succeed as an adult.
-

4. How will you know that the school is succeeding (or not) in its mission?
The impact that the students have in the community and their ability to balance their achievements with civic responsibility; academic performance (graduation rates, test scores, etc.), student and parent involvement in the school and their satisfaction with school programs, leadership, etc.
-

Governance

1. Describe the role that the board will play in the school's operation.
Contributing relevant experience, assisting in the development and adoption of policies that give the school direction to set priorities and achieve its goals.
-

2. How will you know if the school is successful at the end of the first year of operation?
There is a clearly defined vision for the improvement of the physical and academic well-being for each and every student.
-

3. How will you know at the end of four years of the school is successful?
The school, while maintaining suitable and stimulating physical and academic environments, has provided the graduating students with the skills to identify and solve problems and make meaningful contributions to the community.
-

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board needs to ensure that it is a capable resource to allow the school to promote the three pillars: Prepared Mind + Healthy Body + Performance Character. The board, as a steward of the public's interest, must act as a bridge between the community and the school.
-

5. How would you handle a situation in which you believe one or more members of the

school's board were acting unethically or not in the best interests of the school?
In accordance with the board's governing documents, immediately report the matter to others on the board or the proper authority.

Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals Yes

I know Erin Ragsdale through my wife, who is an employee at the same company as Erin, Allyn Media.

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. I / we do not know any such employees Yes

3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons Yes

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

5. Not applicable because the school does not intend to contact with an education service provider or school management organization. I / we do not know any such persons

Yes

6. If the school plans 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. If so, indicate the precise nature of the business that is being or will be conducted.

N/A I / we or my family do not anticipate conducting any such business Yes

7. 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.

Does not apply to me, my spouse or family Yes

8. List all business or organizations of which you are a partner or in which you have a majority interest.

Reyes Law Partners, PLLC

9. 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:

Not applicable.

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

11. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

12. 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 within 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 No If so, give details.

13. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

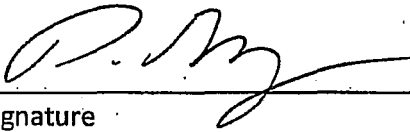
Yes No If so, give details.

14. Have you ever 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?

Yes No If so, give details.

Certification

I, Paul Reyes, 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

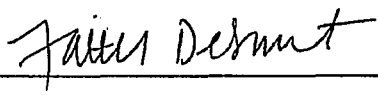
3/24/14
Date

VERIFICATION

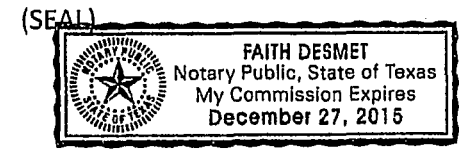
State of Texas
County of Dallas

On this day, Paul Reyes (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 this 24 day of March, 2014.

(Notary Public) 

My commission expires 12-27-2015



Paul Reyes

*Executive Vice President & Chief Legal Officer
Associa*

Paul Reyes is Senior Vice President and General Counsel of Associa attorneys responsible for all aspects of Associa's legal affairs across the country. In addition to his leadership role with Associa, he also serves as President and Secretary of AssociaTitle.

Prior to joining Associa, Reyes served as Legislative Committee Director and Staff Attorney for Associa's founder and CEO, John Carona, in his position as Texas State Senator.

Reyes earned his Bachelor of Science from Tampa University, his Juris Doctorate from Tulane University and his Master of Business Administration from Southern Methodist University.

He serves on the board of directors of the White Rock YMCA, and is a member of the Serra Club of Dallas. In addition, Mr. Reyes is a board member of Associa Cares, a nonprofit organization dedicated to assisting families and communities in crisis as a result of natural and man-made disasters. Reyes is married with two children and is a member of the USAB Amateur boxing organization.

BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Background

1. Name of charter school on whose Board of Directors you serve Athlos Academy
2. Full name Todd Whitthorne
Home Address 427 Copperstone Court, Coppell, Texas 75019
Business Name and Address 12712 Park Central Drive, Suite 100, Dallas, Texas 75251
Phone Number 214-706-5471
E-mail address twhitthorne@acaphealth.com
- Resume and professional bio are attached here.
 Resume and professional bio are attached elsewhere in the application (indicate Attachment number). _____
3. 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.
 Does not apply to me Yes

-
4. What was your motivation to serve on the board of the proposed charter school?
Strong belief in the link between physical fitness and academic achievement.
 5. What is your understanding of the appropriate role of a public charter school board member?
Serve to advise and direct the leadership of the school.
 6. 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 currently serve on the boards of Treasure Street (as part of Texas Scottish Rite Hospital for Children) and the Dallas Marathon. I also serve, in an advisory position, with Rainbow Days, Inc. which provides services for at-risk children and families.
 7. Describe the specific knowledge and experience that you would bring to the board.
I have an educational background in kinesiology and exercise physiology and speak nationally on the topics of health, fitness, behavior modification, and corporate wellness. I believe my experience and knowledge in the areas of fitness, nutrition, and motivation will be of value to the leadership of Athlos Academy.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Education should address the mind, body and character.
2. What is your understanding of the school's proposed educational program?
Strong academics + healthy lifestyle = successful life.
3. What do you believe to be the characteristics of a successful school?
Healthy enrollment, good test scores and good graduation rates.
4. How will you know that the school is succeeding (or not) in its mission?
Test scores, fiscal responsibility and graduation.

Governance

1. Describe the role that the board will play in the school's operation.

We will provide oversight of the school's academic success, fiscal health and parent satisfaction

2. How will you know if the school is successful at the end of the first year of operation?

Enrollment and if the students return the following year.

3. How will you know at the end of four years of the school is successful?

Test scores and fiscal health.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Hold the leadership of the school accountable.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

According to established Board policy.

Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals Yes

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees Yes

3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons Yes

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons Yes

5. If the school plans 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. If so, indicate the precise nature of the business that is being or will be conducted.

N/A I / we or my family do not anticipate conducting any such business Yes

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.

Does not apply to me, my spouse or family Yes

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 management company of the school?

Yes No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

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 within 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 No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes No If so, give details.

13. Have you ever 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?

Yes No If so, give details.

Certification

I, TODD WHITTHORNE, 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.

Todd Whitthorne Signature 3-24-14 Date

VERIFICATION

State of Texas

County of Dallas

On this day, Todd Whitthorne
March 24, 2014 (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 this 24 day of

March, 2014.

(Notary Public) Sally Ann Kelly

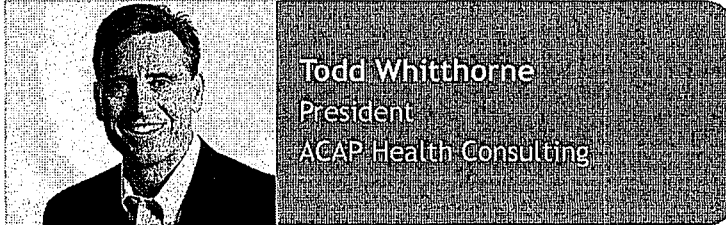
My commission expires 06-26-2016

(SEAL)





acaphealth



Todd Whitthorne
President
ACAP Health Consulting

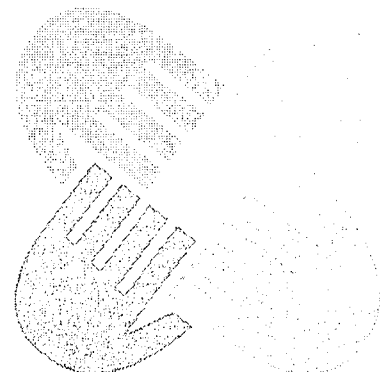
Todd Whitthorne's goal is simple - help individuals and organizations improve their quality of life. As president of ACAP Health Consulting, he guides the company's product development, marketing and sales, and client consulting strategies in health and corporate wellness.

Whitthorne is a nationally renowned health and wellness speaker and is frequently invited to present at conferences and events for audiences ranging from corporate to non-profit on topics such as healthy living, fitness, and corporate wellness. His highly sought-after presentations include, "Healthy Living: The Links to Personal and Professional Success"; "The ABCs of Nutritional Supplements"; "Fitness for Life"; "Building a Better Brain"; "How to Build Healthy Habits"; and "Corporate Wellness Pays Big Dividends."

Prior to joining ACAP Health, Whitthorne spent 14 years as president and CEO of Cooper Concepts, Inc., a division of the Cooper Aerobics Center in Dallas, where he assisted organizations in developing strategies to increase employee health and productivity and decrease healthcare related costs. In addition, Whitthorne directed the in-residence, behavior modification program and the Cooper Complete nutritional supplement line.

Whitthorne is an award-winning broadcaster who, for eight years, was the executive producer and host of *Healthy Living with Dr. Ken Cooper*, a nationally syndicated weekly radio program heard in 42 cities across the United States.

Whitthorne holds a Bachelor of Science in kinesiology with an emphasis in exercise physiology from UCLA. He is dedicated to helping people live better and longer through proper exercise, nutrition, stress management, sleep and supplements. In constant pursuit of ways to enhance and share his knowledge of health and corporate wellness, Whitthorne is a member of the International Association for Worksite Health Promotion (IAWHP) and the American College of Sports Medicine.



Nineteenth Generation Open-Enrollment Charter School RFA

Attachment D: Assurances

Sponsoring Entity: Athlos Foundation

Proposed Charter School Name: Athlos Academy

Nineteenth Generation Charter Application Bilingual Education/ESL, Section 504, and Dyslexia Assurances

TEC, Chapter 29, Subchapter B, TEC §12.104(b)(2)(G), and 19 TAC §§89.1201-.1265 require charter schools to identify limited English proficient students based on state criteria and to provide an appropriate bilingual education or English as a second language program conducted by teachers certified for such courses.

- A. The charter holder certifies that prior to serving students the charter will have policies and procedures in place ensuring that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to limited English proficient students.

Check one:

Yes

No

Section 504 of the Rehabilitation Act of 1973, *29 U.S.C. §794*, prohibits discrimination on the basis of disability in any program receiving federal financial assistance. A recipient that operates a public education program or activity shall provide a free, appropriate public education to qualified individuals.

- B. The charter holder certifies that prior to serving students the charter will have policies and procedures in place ensuring that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to students protected by Section 504.

Check one:

Yes

No

TEC §38.003, TEC §12.104(b)(2)(K), 19 TAC §74.28 and Section 504 of the Rehabilitation Act of 1973, *29 U.S.C. §794*, require charter schools to identify students with dyslexia or related disorders and to provide appropriate educational services.

- C. The charter holder certifies that prior to serving students the charter will have policies and procedures in place ensuring that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to students with dyslexia or related disorders.

Check one:

Yes

No

I the undersigned hereby certify that the information contained in this document is, to the best of my knowledge, correct and that the governing body of the charter holder has authorized me to provide these assurances.

Edward G. Conger

Printed Name of Sponsoring Entity Board Chair



Signature of Sponsoring Entity Board Chair
(must sign in blue ink)

March 26, 2014

Date

CAMPAIGN CONTRIBUTION DISCLOSURE

Instructions: Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the DATE line below.

Individual making report: Edward G. Conger
(Please Print or Type Full Name)

Employer or Company Represented: _____
(Please Print or Type Full Name)

Position/Title: _____
(Please Print or Type Full Name)

Date of contribution or gift: NA

Amount contribution or gift: NA

Name of person receiving contribution or gift: NA

Detailed description of contribution or gift: NA

Athlos Foundation
Print or Type Name of Sponsoring Entity Board President

3/20/14
Date

Edward G. Conger
Signature of Sponsoring Entity Board President

3/20/14
Date

Athlos Foundation

Name of Sponsoring Entity

51-0573929

FEI No./Taxpayer ID

Athlos Academy

Proposed Charter School Name

TEXAS EDUCATION AGENCY

Division of Planning and Grant Reporting

General Application of Assurances for Federal Programs Administered by the U.S. Department of Education

Authority for Data Collection: 20 USC Section I232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a).


Planned Use of Data: The requirements established in United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section I232e stipulate that "Each local education agency which participates in an applicable program under which federal funds are made available to such agency through a State agency shall submit, to such agency or board, a general application containing the assurances set forth in subsection (b) of this section". The requirements of P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a) stipulate that "any applicant, other than a State educational agency that submits a plan or application under this Act, whether separately or pursuant to section 9305, shall have on file with the State educational agency a single set of assurances, applicable to each program for which a plan or application is submitted." The application shall cover the participation by the local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe in all federal programs administered by the U.S. Department of Education.

Instructions: This general application will be in effect for the duration of participation in federal programs until such time as the requirements change. The superintendent or authorized official must sign the certification and return to the address below. Payment for federally funded applications and contracts cannot be made by this Agency until the general application is received. Payments to grantees for current grants may be delayed if the General Application of Assurances is not received in the time requested. For further information, contact the Division of Planning and Grant Reporting at (512)463-7004.

Certification:

I, the undersigned authorized official for the above-named local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe in accordance with 20 USC Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a), hereby apply for participation in federally funded education programs.

I certify that the above-named local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe will adhere to the assurances stated on the reverse side of this form.

Typed Name of Authorized Official or Charter Holder	Date	Telephone	Authorized Original Signature (blue ink)	
Edward G. Conger	3/26/2014	(817) 946-4350 cell		
Typed Title of Authorized Official of Charter Holder				
President				
Address of Charter Holder	City	State	Zip Code	
c/o Schulman, Lopez & Hoffer, 517 Soledad Street	San Antonio	TX	78205	

ASSURANCES

The following assurances are provided in accordance with the United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a):

Assurance is hereby given that

- (1) the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and a public agency will administer those funds and property;
- (3) the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
- (4) the local educational agency will make reports to the Texas Education Agency or State Board of Education and to the Secretary of Education as may reasonably be necessary to enable the Texas Education Agency or State Board of Education and the Secretary of Education to perform their duties and the local educational agency will maintain such records, including the records required under section 1232f * of this title, and provide access to those records, as the Texas Education Agency or State Board of Education or the Secretary of Education deem necessary to perform their duties;
- (5) the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;
- (6) any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
- (7) in the case of any project involving construction-
 - (A) the project is not inconsistent with overall State plans for the construction of school facilities, and
 - (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under section 794 of Title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
- (8) the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- (9) none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

AND

In addition to the above, the following assurances are provided in accordance with P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a):

- (1) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and
(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
- (2) the applicant will adopt and use proper methods of administering each such program, including —
 - (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
- (3) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
- (4) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

* Section 1232f, United States Code, Title 20, Education

RECORDS

Each recipient of Federal funds under any applicable program through any grant, subgrant, cooperative agreement, loan, or other arrangement shall keep records which fully disclose the amount and disposition by the recipient of those funds, and the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective financial or programmatic audit.

Sponsoring Entity: Athlos Foundation

Proposed Charter School Name: Athlos Academy

Nineteenth Generation Charter Application Special Assurances Document

The chair of the proposed sponsoring entity shall initial each of the following on this page and the next to indicate an understanding of and a commitment to comply with each of following assurances:

EBE **Open Meetings Requirements:**

The 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.

EBE Furthermore, the 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.

EBE **Public Information Requirements:**

The charter holder assures that information, that is considered public, requested by anyone will be provided in accordance with Government Code, Chapter 552.

EBE **Criminal History Check Requirements:**

The 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.

EBE **Annual Training Requirements:**

The charter holder assures that all annual training requirements for board members and school administrators will be completed in accordance with law and commissioner rules.

EBE **Residential Facilities Monitoring (RFM) System:**

The 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.

EBE **Special RF Training:**

The 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

Admission and Enrollment

EBL The 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.

EBL The 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.

EBL The 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.

EBL The 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.

EBL The 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.

Withdrawal and Expulsion Issues

EBL The charter holder 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.

EBL The 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.

EBL The 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).

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 the previous page.

Edward G. Conger

Printed Name of Sponsoring Entity Board Chair

Edward G. Conger

Signature of Sponsoring Entity Board Chair

March 26, 2014

Date

Sponsoring Entity: Athlos Foundation

Proposed Charter School Name: Athlos Academy

**Nineteenth Generation Charter Application
Special Education Assurances and Development of Policies and Procedures**

Pursuant to the Individuals with Disabilities Education Improvement Act (IDEA 2004) Section 613 (a) (1), each charter school must have on file with the Texas Education Agency (TEA) a plan that provides assurances that it has in effect policies, procedures and programs consistent with State policies and procedures governing special education. Charter schools are required to develop plans using the online Legal Framework for the Child-Centered Process following the guidance below. Posting plans on the Legal Framework is not required, but is strongly encouraged.

Electronic Submission

Region 18 Education Service Center (ESC) in coordination with other ESCs provides leadership to the State in the electronic development of charter policies and procedures through the online **Legal Framework for the Child-Centered Process Phase IV: "Charting the Course"** (Legal Framework-Phase IV) at <http://framework.esc18.net/>.

Applicant Assurance Statement

The sponsoring entity's CEO must sign the assurance statement below certifying that the proposed charter school will have in place upon opening the above-described special education policies and procedures. Once the contract is issued and a county district number is assigned, the charter holder will develop its policies and procedures through the online Legal Framework.

Future Updates to Policies and Procedures

Charters will use the Legal Framework for developing and submitting updated policies and procedures assurances in the future. Guidance from ESCs on updates to policies and procedures will be ongoing.

Technical Assistance

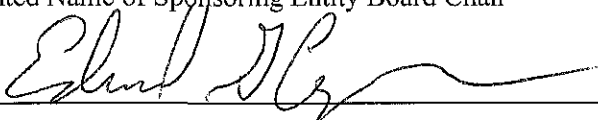
For questions concerning or information about the electronic submission of charter policies and procedures, please consult with your regional ESC special education contact at <http://www.tea.state.tx.us/special.ed/escinfo/contact.html>.

Assurance Statement

By signing below, the sponsoring entity assures that the proposed charter school will have in place prior to opening policies and procedures that ensure implementation of IDEA 2004 and *all* federal regulations, Texas laws, State Board of Education (SBOE) rules, and commissioner's rules concerning students with disabilities receiving special education services and further assures that any future amendments to the regulations, laws, and rules will be incorporated into policies and procedures and implemented by the charter school.

Edward G. Conger

Printed Name of Sponsoring Entity Board Chair



Signature of Sponsoring Entity Board Chair
(*must sign in blue ink*)

March 26, 2014

Date

SAS 544-14
RFA 701-14-104

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment E: Eligibility Documents

**AMENDED AND RESTATED BYLAWS
OF ATHLOS FOUNDATION**

TABLE OF CONTENTS

Article One: Name

- 1.01 Name
- 1.02 Seal
- 1.03 Assumed Name & Marks

Article Two: Charitable Purposes

Article Three: Members

Article Four: Board of Directors

- 4.01 Governing Body
- 4.02 Number of Directors
- 4.03 Term
- 4.04 Removal
- 4.05 Resignation

Article Five: Meetings & Records

- 5.01 Regular Meetings, Frequency, Place
- 5.02 Annual Meeting
- 5.03 Special Meetings
- 5.04 Charter School Meetings
- 5.04(a) Closed Meeting
- 5.04(b) Emergency Meeting
- 5.04(c) Video Conferencing
- 5.05 Notice for Charter School Meetings
- 5.05(a) Posting of Meeting
- 5.05(b) Emergency Notice
- 5.05(c) Internet Posting
- 5.05(d) Closed Meetings
- 5.06 Charter School Meeting Order of Business
- 5.07 Non-Charter School Meetings
- 5.08 Board Action by Unanimous Written Consent
- 5.09 Corporate Records
- 5.10 Quorum
- 5.11 Order of Business
- 5.12 Record of Board Action
- 5.13 Voting
- 5.14 Fundamental Actions

- 5.15 Compensation
- 5.16 Parliamentary Procedure

Article Six: Officers

- 6.01 Officers of the Board
- 6.02 Term, Nominations, Elections
- 6.03 Vacancy
- 6.04 Chairperson
- 6.05 Vice Chairperson
- 6.06 Secretary
- 6.07 Treasurer
- 6.08 Compensation
- 6.09 Employed Corporate Officers
- 6.10 Other Employed Officer
- 6.11 Compensation of Employed Corporate Officers

Article Seven: Committees

- 7.01 Committees
- 7.01(a) State Charter School Board
- 7.01(b) Local Management Advisory Board
- 7.01(c) Other Committees
- 7.02 Notice of Committee Meetings

Article Eight: Indemnification of Directors and Officers

- 8.01 No Bond or Surety
- 8.02 Indemnification
- 8.03 Insurance

Article Nine: Corporate Finances and Accounting

- 9.01 Depository Institutions
- 9.02 Financial Transactions
- 9.03 Loans and Indebtedness
- 9.04 No Insider Dealing
- 9.05 No Insider Loans
- 9.06 Fiscal Year
- 9.07 Annual Audit

Article Ten: Amendments to Bylaws

Article Eleven: Miscellaneous

- 11.01 Construction
- 11.02 Controlling Authority

**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.

Erin B. Ragsdale

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

[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

Come visit us on the internet at <http://www.sos.state.tx.us/>

FILED
In the Office of the
Secretary of State of Texas

**AMENDED AND RESTATED CERTIFICATE OF FORMATION
OF**

FEB 25 2014

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

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

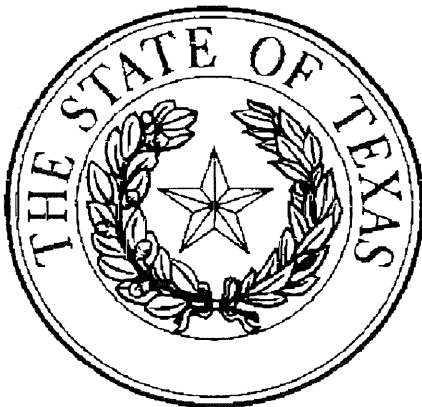
Athlos Foundation
800500571

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: 03/24/2014

Effective: 03/24/2014



NANDITA BERRY

Nandita Berry
Secretary of State

AMENDED AND RESTATED CERTIFICATE OF FORMATION
OF
ATHLOS FOUNDATION

FILED
In the Office of the
Secretary of State of Texas
MAR 24 2014

Corporations Section

1. ATHLOS FOUNDATION, a Texas nonprofit corporation ("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



Office of the Secretary of State

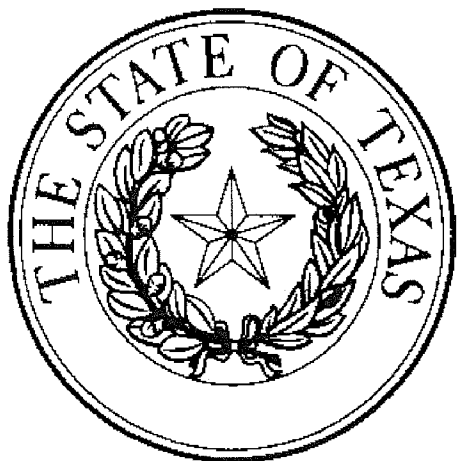
The undersigned, as Secretary of State of Texas, does hereby certify that the attached is a true and correct copy of each document on file in this office as described below:

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

ARTICLES OF INCORPORATION
OF
THE MAZAL HOLOCAUST LIBRARY, INC.

FILED
In the Office of the
Secretary of State of Texas

JUN 02 2005

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(e) 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
B. Raphael Sonsino, Incorporator

**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.

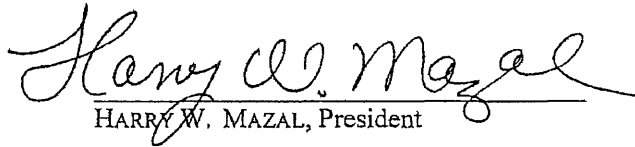
Section 2. Insurance. The corporation may purchase and maintain insurance against any liability asserted against and incurred by any officer or director in a capacity described in these Bylaws or arising out of the status of such a person, whether or not the corporation would have the power to indemnify such person against that liability under this Article.

**ARTICLE XIV.
AMENDMENTS AND PARLIAMENTARY PROCEDURE**

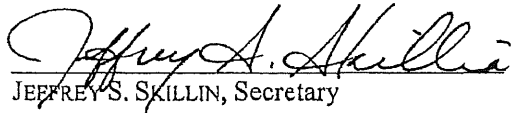
Section 1. Amendments. These Bylaws may be altered, amended or repealed and new Bylaws may be adopted at any regular or special meeting of the Board of Directors by a majority vote of the directors present provided that notice setting forth the proposed alterations, amendments, or new Bylaws has been 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, 2005.


HARRY W. MAZAL, President

ATTEST:


JEFFREY S. SKILLIN, Secretary

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.

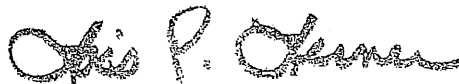
Shortly before the end of your advance ruling period, we will send you Form 8734, Support Schedule for Advance Ruling Period. You will have 90 days after the end of your advance ruling period to return the completed form. We will then notify you, in writing, about your public charity status.

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 cursive script, appearing to read "Lois G. Lerner".

Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)
Statute Extension

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment E.1. Scope and Sequence

ATTACHMENT E.1
COURSE SCOPE AND SEQUENCE FOR ELEMENTARY, MIDDLE AND HIGH SCHOOL

(SEE FOLLOWING PAGES)

Kilgo Scope and Sequence Charts - Chart Explanation

Taught	Term	Ins Lev	SAT	STAAR EOC		Curriculum Sequence TEKS/SE and Alignment Objectives	Depth of Thinking/Complexity of Concepts Required for STAAR/EOC	Approved District Campus Resources
Terms and Abbreviations								
<p>TEKS/SE - Texas Standards-Based Curriculum - Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs). The TEKS/SEs are taken from the "Knowledge and Skills" strand for each grade as listed in the state law.</p> <p>STAAR - State of Texas Assessments of Academic Readiness</p> <p>EOC - End-of-Course Exam</p>								
Explanation of Chart Columns								
<p>Taught - This column is for the teacher's use to place a check indicating that a Texas Essential Knowledge and Skills (TEKS) or Student Expectation (SE) has been taught.</p> <p>Term - This column indicates the 6-weeks grading period in which the TEKS/SE should be taught. Some TEKS /SEs should be taught in multiple 6-weeks grading periods. For example, if a specific TEKS/SE should be taught in all of the 6-weeks grading periods, the "term" will be indicated by "1-6."</p> <p>Ins Lev - This column indicates the instructional level of each student expectation or alignment objective according to Margaret Kilgo's research of the TEKS/SEs as follows: I - Introduced D - Developed M - Mastered T -Tested R - Reteach</p> <p>SAT -An "X" in this column indicates that this TEKS/SE includes a mathematics concept or reading comprehension skill tested on the SAT college entrance exam.</p> <p>STAAR/EOC - TEKS/SEs that have been identified as eligible to be tested on STAAR or EOC are marked in this column with the grade level or subject area, with "R" Readiness or "S" Supporting (Source: STAAR Blueprints published by The Texas Education Agency) [Bracketed text] is not tested.</p> <p>Curriculum Sequence TEKS/SE and Alignment Objectives - This column contains all of the TEKS/SEs from the Texas Standards-Based Curriculum and Alignment Objectives for Mathematics.</p> <p>AOs (Alignment Objectives) - AOs are student expectations from another specific grade level that are: 1) eligible to be tested on STAAR/EOC, or 2) included in another grade level by Margaret Kilgo to enhance the development of concepts and/or skills. Additional AOs that are not TEKS/SEs are based on Margaret Kilgo's research to fill developmental gaps. Note: The numbering of AOs may not always be consecutive</p> <p>Text color (if printed in color): Blue text indicates a STAAR- or EOC-tested TEKS/SEs for a specific grade level or course. Red text indicates an Alignment Objective (AO).</p> <p>Depth of Thinking/Complexity of Concepts - This column is based on Margaret Kilgo's research of the relationship between the TEKS/SEs and STAAR/EOC. <i>Verbs are italicized.</i> <u>Concepts are underlined.</u> The context is bolded.</p> <p>Approved District/Campus Resources - This column should be used by the campus or district to list the resources available for teaching each TEKS/SE or alignment objective.</p>								

COPYRIGHT MATERIAL

206 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 CharterSchools@tea.state.tx.us to schedule an appointment.

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment E.2. Exit Requirements

ATTACHMENT E.2 Promotion Standards

In order for Athlos Academy students to be promoted to the next grade level, students must demonstrate that they have met the promotion standards that the State of Texas requires of all public school children. These standards may include classroom grades and a local or state test. 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 campus ARD/IEP committee will determine the promotion status based on mastery of IEP goals and objectives and /or course requirements.

Additionally, the Texas Legislature created The Student Success Initiative (SSI) to ensure that students receive the instruction and support they need to be academically successful in reading and mathematics. Under SSI, students in 5th and 8th grade must pass the STAAR reading and math tests. Athlos Academy promotion standards include:

Grade Level	Promotion Standards
1 and 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 overall yearly average of 70 or above and local requirement of an average of 70 or above in reading/language arts, mathematics, and science or social studies. • Students must have sufficient attendance*
3, 4 and 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, 7 and 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*
9 – 12	<ul style="list-style-type: none"> • Students are promoted based on their total accumulated course credits prior to the beginning of the next school year. • Individual course credit is earned through a passing grade of 70% or above and sufficient attendance*

*Sufficient attendance: A student’s total number of unexcused absences cannot exceed 10% of class meetings.

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment E.3. Principal Documents

**ATTACHMENT E.3
PRINCIPAL QUALIFICATIONS AND HIRING PROCESS**

Upon charter application award, the Superintendent will begin his/her search for principal candidates. The requirements for a principal candidate are as follows:

- Education:** Minimum Bachelor’s Degree, advanced degree preferred.
- Experience:** Possess at least 5-7 years of successful teaching and school leadership experience in an urban school setting.
- Certification:** Principal or Mid-Management Administrator Certificate
- Job Description:** Provide leadership for and oversee the development and adoption of research-proven, standards-based instructional practices. Plan, organize, manage and evaluate campus instructional program, operations, finances, property and records. Administer discipline and order at the campus. Recruit, hire, assign, evaluate, promote, retain and discipline campus personnel; recommend terminations to Superintendent. Lead teachers in creating coherence in instructional practice/routines on the campus. Work with and train teachers to interpret data, practice data-driven instruction and create action plans for school improvement. Ensure that teachers provide special education services in accordance with federal and state law. Develop, coach and manage teacher performance to create a high performing team. Develop, implement and amend campus budget pursuant to Board policy and Superintendent’s direction. In collaboration with staff, design and execute a successful model of professional development for faculty.

Selection Process: The Superintendent will hire the Principal.

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment E.4. Leadership Team Documents

ATTACHMENT E.4
SENIOR MANAGEMENT QUALIFICATIONS AND HIRING PROCESS

Upon charter application award, the Board will begin its search for management candidates. The team requirements are as follows:

CEO/SUPERINTENDENT

Education: Bachelor's Degree in education, educational administration or public administration

Experience: Possess at least 7-10 years of successful teaching and school leadership experience in an urban school setting.

Certification: Principal Certification and School Superintendent Certificate

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 select the CEO/Superintendent.

CHIEF FINANCIAL OFFICER

Education: Bachelor's degree in a business-related field or educational administration required.

Experience: At least 5 years of significant work experience with a growing organization in a senior financial position.

Certification: Mid-Management Administrator Certificate

Job Description: Serve as financial advisor to CEO/Superintendent on the school's affairs. Oversee preparation and approval of budget, budget amendments and financial reports to the Board of Directors. Oversee preparation of reports and data submissions to state and Federal agencies pursuant to applicable requirements. Oversee compliance with state and Federal fiscal requirements including FIRST, MOE and cost principles. Direct and manage accounting, budget, contract, finance, financial reporting, grant, payroll, purchasing and other functions. Evaluate and recommend improvements to accounting systems and controls. Direct and conduct needs assessments to identify improvements to business operations. Work with personnel to project student enrollment and staffing, contractor, facilities, equipment and other needs. Remain abreast of nonprofit accounting best practices and laws pertaining to Texas charter schools and tax-exempt entities. Assist any independent auditor in conducting the annual audit.

Selection Process: The CEO/Superintendent will select the CFO.

FINANCE DIRECTOR

- Education:** Bachelor's degree in a business-related field
- Experience:** Five years' experience in school business administration
- Certification:** Certified Public Accountant
- Job Description:** Keep the CFO informed on the financial affairs of the school. Evaluate accounting procedures, systems and controls in all departments and recommend improvements. Ensure that the accounting systems comply with applicable laws, regulations and local policy and procedure. Develop period cash flow analysis to aid in determining cash available for investment and payment of bills. Oversee preparation of monthly reconciliations for all bank, investment and other accounts. Prepare the annual budget in coordination with central and campus administrative staff. Prepare and record all budget adjustments, additions and deletions. Review the reliability and integrity of financial and operating information. Review records, reports, documentation, and operating procedures to ensure compliance with federal and state law. Prepare and supervise submission financial data for submission to TEA.
- Selection Process:** The CFO will select this position.

CHIEF ACADEMIC OFFICER

- Education:** Minimum Bachelor's degree; Master degree preferred
- Experience:** At least 5 years of significant work experience with growing organization in a senior administrative position.
- Certification:** Mid-Management Administrator Certificate
- Job Description:** Develop/implement educational activities both strategic and operational, including metrics to track and evaluate student performance. Ensure organizational compliance with applicable laws and rules pertinent to educational and special programs. Research and identify trends and needs and establish program directions accordingly. Assess quality and effectiveness of instructional programs and recommend modifications to same. Provide for quality assurance reviews and address areas in need of attention. Monitor attrition analysis and assist with campus issues relating to retention. Provide leadership to ensure campuses have satisfactory academic progress in the areas of attendance, grades and graduation. Assist in developing and managing the education budget. Lead campuses in program direction, development of goals and objectives. Establish and maintain compliance with academic policy and procedure.
- Selection Process:** CEO selects this position.

HUMAN RESOURCES DIRECTOR

- Education:** Bachelor's degree
- Experience:** At least five years human resources experience in a public school setting.
- Certification:** None.
- Job Description:** Review department for compliance with District, state and Federal laws and regulations. Respond to inquiries, requests for information and grievances relating to teachers, principals, school administrators, etc. Provide direction/clarification to staff on non-routine matters. Assist in strategic planning. Develop standards and practices relating to human resources issues. Assist in recruitment and hiring of District employees for various positions. Review established general operating routines for day-to-day management of department. Oversee and participate in development of budget justification for presentation to the Board. Oversee tasks needed for implementation of department plans. Determine staff training needs and arrange or establish training programs and participate in those programs as necessary.
- Selection Process:** The CFO selects this position.

TRANSPORTATION DIRECTOR

Education: High school diploma or GED

Experience: Three years in an operational position managing transportation.

Certification: Class C Driver's License and satisfactory driving record.

Job Description: Hire all transportation employees and contact Department of Public Safety to check job applicant's driving record. Supervise transportation employees. Map and route all transportation. Communicate an understanding of school goals to employees. Facilitates clear communications among drivers and campus administrators. Supervises the performance of all transportation staff. Secure substitute bus drivers in emergency situations. Develop, maintain and update school bus routes and maps. Submits bus student counts and mileage reports to TEA. Represents the school to the community in a positive, professional manner.

Selection Process: The CFO selects this position.

FACILITIES DIRECTOR

- Education:** High school diploma or GED
- Experience:** Two years of professional, managerial or administrative experience preparing and overseeing operating budgets and project management for capital improvements and facilities management.
- Certification:** None.
- Job Description:** Manage maintenance, grounds, cafeteria, supply and transportation activities safely and efficiently. Comply with all applicable state and federal safety regulations. Assist in budget development. Ensure all regulatory documentation is complete, up to date and accurate. Comply with any internal and external audits. Prepare and negotiate contracts for maintenance. Recommend equipment purchase and regular maintenance plans. Assist in the development of policy and procedure relating to maintenance. Review and approve any improvement plans. Any other duties as assigned.
- Selection Process:** The CFO selects this position.

PEIMS COORDINATOR

- Education:** High school diploma or GED
- Experience:** Four years' experience in public school administrative support position requiring collecting and entering data; experience using coding systems.
- Certification:** None.
- Job Description:** Coordinate the collection, integration and formatting of all data required for PEIMS submission. Responsible for the submission of fall, mid-year, summer and extended year programs reports to the state. Run edits, reports to appropriate staff for analysis, verification and correction. Comply with state student attendance accounting and PEIMS data standards and regulations. Responsible for personal identification database reporting error percentage standards. Responsible for assigning Texas State Service ID's for all state approved courses. Basic understanding of Student Information Systems/Finance/HR management systems as they relate to PEIMS. Develop and maintain a strong sense of customer service. Communicate with various stakeholders including campus personnel, district and state administrators.
- Selection Process:** The CFO selects this position.

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment F.2. Financial Documentation



March 25, 2014

Ms. Heather Mauzé
Director
Division of Charter School Administration
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

RE: Unaudited Financial Report

Dear Ms. Mauzé:

In response to the TEA's prompt found in the Nineteenth Generation Open-Enrollment Charter Request for Application, specifically Section 4 and the instructions at 6. a. of the Financial Plan subsection, and in accordance with applicable law, enclosed as Attachment F.2 is an unaudited financial report for the Athlos Foundation (formerly, The Mazal Holocaust Library, Inc.).

In accordance with the Texas Business Organizations Code Section 22.352, Financial Records and Annual Reports, the Board of Directors (Board) was only required to prepare a financial report for the preceding year. As further stipulated in Section 22.352, the Board was required to prepare a report that conformed to the accounting standards promulgated by the American Institute of Certified Public Accountants and to include in the report the following:

1. A statement of support, revenue, and expenses;
2. A statement of changes in fund balances;
3. A statement of functional expenses; and
4. A balance sheet for each fund.

As you may observe, Texas law does not require that the Board of a nonprofit corporation prepare or have prepared an unqualified audit report or an audit report generally. Moreover, in light of the fact that the Corporation received and expended less than \$30,000 in private donations and that an audit costs from \$5,000 to \$10,000, the Board did not deem it financially prudent or reasonable to have an audit report prepared given the limited financial history of the corporation. The Board's decision is consistent with state and Federal policy pertaining to having an audit be conducted. Specifically, the Uniform Grant Management Standards issued by the Budget, Planning and Policy Division of the Office of the Governor for the State of Texas requires an audit of a recipient of a state award(s) only if the entity expended \$500,000 or more in state awards.¹ Similarly, Office of Management and Budget Circular No. A-133 requires an audit of a recipient of a Federal award(s) only if the entity expended \$500,000 or more in Federal awards.² Legal Counsel for the Board confirmed with TEA's Ms. Belinda Dyer that an unqualified audit report would not be required for the Generation 19 RFA under these circumstances, and

¹ Uniform Grant Management Standards Section __.200, Audit requirements.

² Office of Management and Budget Circular No. A-133 § __.200, Audit requirements.

March 25, 2014

Ms. Heather Mauzé
Texas Education Agency

RE: Unaudited Financial Report, Page 2

requested that the instant explanation and available financial data be proffered in its stead.

Accordingly, 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 enclosed herewith. Although the enclosed records were not audited or prepared by a certified public accountant, we nonetheless certify that the enclosed was prepared in consistent with AICPA standards and the requirements promulgated in Module 10 to the Financial Accountability System Resource Guide.

Cordially,

A handwritten signature in cursive script, appearing to read "Edward D. Coy". The signature is written in black ink and is positioned to the right of the word "Cordially,".

President
Board of Directors

Internal Revenue Service - Form 990

14 pages have been withheld

PLEASE NOTE: Internal Revenue Service (IRS) Form 990 documents have been removed from the responsive material. These documents have been withheld under Sections 6103 and 6104 of U.S. Code Title 26. If you have any questions or concerns regarding the redaction of this material, please contact the Open Records Office at PIR@tea.state.tx.us.

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment F.3. Financial Plan

Athlos Academy

New Applicaton Budget(s) & Cash Flow(s) Template

Lead Applicant Name:	Edward G. Conger
Contact Email:	econger@ILTexas.org
Contact Phone:	(817) 946-4350
Year One Fiscal Year End:	2015
School Days:	180

A	B	C	D	E
1	Athlos Academy			
3	Estimate of State Aid Entitlement Input	3/26/14 15:13		
4		Total - Par Grades - First Year		
5	Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	-		
6	Kindergarten	288.00		
7	1st Grade	288.00		
8	2nd Grade	288.00		
9	3rd Grade	288.00		
10	4th Grade	288.00		
11	5th Grade	288.00		
12	6th Grade	288.00		
13	7th Grade	288.00		
14	8th Grade	288.00		
15	9th Grade	-		
16	10th Grade	-		
17	11th Grade	-		
18	12th Grade	-		
19		Total - All Grades		
20	Total Number of Students Enrolled	2,592.0		
21	Total Number of High School Students Enrolled	-		
22	Percentage Rate of Attendance	95%		
24	Special Education Data:		Extended Year Service	
25	Number Enrolled in Homebound	-	-	
26	Number Enrolled in Hospital Class	-	-	
27	Number Enrolled in Speech Therapy	12.00	-	
28	Number Enrolled in Resource Room	64.00	-	
29	Number Enrolled in Self-Contained Mid/Mod/Sev	-	-	
30	Number Enrolled in Full-Time Early Childhood	-	-	
31	Number Enrolled in Off-Home Campus	-	-	
32	Number Enrolled in VAC	-	-	
33	Number Enrolled from State Schools	-	-	
34	Number Enrolled in Residential Care & Treatment	-	-	
35	Number Enrolled in Mainstream	116.00	-	
36	Career and Technology (C&T) Data:		Advanced C&T FTE	
37	Number Enrolled in One-hour Class	-	-	
38	Number Enrolled in Two-hour Class	-	-	
39	Number Enrolled in Three-hour Class	-	-	
40	Number Enrolled in Four-hour Class	-	-	
41	Number Enrolled in Five-hour Class	-	-	
42	Number Enrolled in Six-hour Class	-	-	
43	Gifted and Talented Enrolled	103.00		
44	Number of Pregnancy Related Students Enrolled	-		
45	Number Enrolled in Bilingual/ESL	463.00		
46	Special Education Error Check			
47	Career and Technology Error Check			
48	Available School Fund ADA	-		
49	Compensatory Education Enrollment	1,782.00		
50	Regular Program Transportation Allotment	-		
51	Special Education Program Transportation Allotment	-		
52	Career and Technology Program Transportation Allotment	-		
53	Transportation Total	\$ -		
54				

Athlos Academy ENROLLMENT and STUDENT POPULATION

ENROLLMENT FISCAL YEAR END	Data for following fiscal years must be based on reasonable estimates and projections.				
	2015	2016	2017	2018	2019
Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	-	-	-	-	-
Kindergarten	288.00	432.00	576.00	864.00	1,152.00
1st Grade	288.00	432.00	576.00	864.00	1,152.00
2nd Grade	288.00	432.00	576.00	864.00	1,152.00
3rd Grade	288.00	432.00	576.00	864.00	1,152.00
4th Grade	288.00	432.00	576.00	864.00	1,152.00
5th Grade	288.00	432.00	576.00	864.00	1,152.00
6th Grade	288.00	432.00	576.00	864.00	1,152.00
7th Grade	288.00	432.00	576.00	864.00	1,152.00
8th Grade	288.00	432.00	576.00	864.00	1,152.00
9th Grade	-	192.00	384.00	576.00	768.00
10th Grade	-	-	192.00	384.00	576.00
11th Grade	-	-	-	192.00	384.00
12th Grade	-	-	-	-	192.00
Total Number of High School Students Enrolled	-	192.00	576.00	1,152.00	1,920.00
Total Number of All Students Enrolled (Average Membership)	2,592.00	4,080.00	5,760.00	8,928.00	12,288.00
Average Daily Attendance (ADA)	2457.22	3867.84	5460.48	8463.74	11649.02
Average Daily Attendance %	95%	95%	95%	95%	95%
Percent change YOY		57%	41%	55%	38%

STUDENT POPULATION	Data for following fiscal years must be based on reasonable estimates and projections.									
	2015	EVS 2015	2016	EVS 2016	2017	EVS 2017	2018	EVS 2018	2019	EVS 2019
Special Education Data:										
Number Enrolled in Homebound	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Hospital Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Speech Therapy	12.00	-	16.00	-	24.00	-	36.00	-	48.00	-
Number Enrolled in Resource Room	64.00	-	104.00	-	144.00	-	224.00	-	308.00	-
Number Enrolled in Self-Contained Mild/Med/Sev	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Full-Time Early Childhood	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Off-Home Campus	-	-	-	-	-	-	-	-	-	-
Number Enrolled in VAC	-	-	-	-	-	-	-	-	-	-
Number Enrolled from State Schools	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Residential Care & Treatment	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Mainstream	116.00	-	180.00	-	256.00	-	396.00	-	548.00	-
Special Education Student Count (SPED)	192.00	-	300.00	-	424.00	-	656.00	-	904.00	-
Special Education Student Count %	7.41%	-	7.35%	-	7.38%	-	7.35%	-	7.38%	-
Percent change YOY			56%	0%	41%	0%	55%	0%	38%	0%
Career and Technology (C&T) Data:	2015	Advanced CAT FTE 2015	2016	Advanced CAT FTE 2016	2017	Advanced CAT FTE 2017	2018	Advanced CAT FTE 2018	2019	Advanced CAT FTE 2019
Number Enrolled in One-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Two-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Three-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Four-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Five-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Six-hour Class	-	-	-	-	-	-	-	-	-	-
Career & Technology Students Enrolled	-	-	-	-	-	-	-	-	-	-
% of Career & Technology Students	-	-	-	-	-	-	-	-	-	-
Percent change YOY			0%	0%	0%	0%	0%	0%	0%	0%

	Data for following fiscal years must be based on reasonable estimates and projections.				
	2015	2016	2017	2018	2019
Number Gifted and Talented Students Enrolled	103.00	161.00	228.00	353.00	486.00
% of Gifted and Talented Students Enrolled	3.97%	3.95%	3.96%	3.95%	3.96%
Number of Pregnancy Related Students	-	2.00	3.00	5.00	7.00
% of Pregnancy Related Students Enrolled	-	0.05%	0.05%	0.06%	0.06%
Number of Students Enrolled in Bilingual/ESL	463.00	729.00	1,030.00	1,596.00	2,197.00
% of Students Enrolled in Bilingual/ESL	17.86%	17.87%	17.88%	17.88%	17.88%
Special Education Error Check					
Career and Technology Error Check					
Available School Fund ADA	-	-	-	-	-
Comensatory Education Enrollment	1,782.00	2,804.00	3,959.00	6,137.00	8,446.00

Transportation	2015	2016	2017	2018	2019
Regular Program Transportation Allotment	\$ -	\$ -	\$ -	\$ -	\$ -
Special Education Program Transportation Allotment	\$ -	\$ -	\$ -	\$ -	\$ -
Career and Technology Program Transportation Allotment	\$ -	\$ -	\$ -	\$ -	\$ -
Transportation Total	\$ -	\$ -	\$ -	\$ -	\$ -
Percent change YOY		0%	0%	0%	0%

Athlos Academy Estimate of State Aid Entitlement Output Template Date 06/21/2013-Preliminary		TOTAL
Refined ADA		2457.218
HS ADA		0.000
ASF ADA		0.000
SPECIAL EDUCATION FTE		
Number Enrolled in Homebound		0.000
Hospital Class		0.000
Speech Therapy		0.474
Resource Room		28.910
Self-Contained Mid/Mod/Sev		0.000
Full-Time Early Childhood		0.000
Off-Home Campus		0.000
VAC		0.000
State Schools		0.000
Residential Care & Treatment		0.000
TOTAL SPECIAL EDUCATION FTE		29.384
TOTAL SPECIAL EDUCATION WEIGHTED FTE		89.101
Career & Technology FTEs		0.000
Advanced Career & Technology FTES		0.000
Regular Program ADA		2,427.832
Mainstream ADA		109.988
Gifted & Talented Enrollment		103.000
Compensatory Ed Enrollment		1,782.000
Pregnancy-related FTEs		0.000
Bilingual ADA		438.824
Adjusted GYA		0.9731
TOTAL WEIGHTED AVERAGE DAILY ATTENDANCE (WADA)		3,800.851
FUNDING DATA:		
State Average Basic Allotment	\$	4,805
State Average Adjusted Basic Allotment	\$	5,078
State Average Adjusted Allotment	\$	6,152
State Average DTR- Level II		0.05358
State Average DTR- Level III		0.04688
Available School Fund Rate	\$	-
FUNDING BREAKDOWN BY PROGRAM		
Regular Program Block Grant		#####
Special Education Block Grant (Spends 62% of Amount as proposed)	\$	548,147
Mainstream Special Education (Spends 62% of Amount as proposed)	\$	744,178
Residential Care & Treatment (Spends 62% of Amount as proposed)	\$	-
State Schools (Spends 62% of Amount as proposed)	\$	-
Extended Year Services Special Education (EYS) Grant (Spends 100% of Amount as proposed)	\$	-
TOTAL SPECIAL EDUCATION	\$	1,292,322
Career & Technology Grant (Spends 62% of Amount as proposed)	\$	-
Gifted & Talented Op Grant (Spends 62% of Amount as proposed)	\$	78,039
Regular Compensatory Ed (Spends 62% of Amount as proposed)	\$	2,192,573
Pregnancy Related Services Allocation (Spends 62% of Amount as proposed)	\$	-
Military Allotment	\$	-
Bilingual Education Block Grant (Spends 62% of Amount as proposed)	\$	270,026
TRANSPORTATION		
Regular Program	\$	-
Special Education	\$	-
Career and Technology	\$	-
TOTAL TRANSPORTATION	\$	-
High School Allotment	\$	-
State Share of Tier I	#####	
Tier II Level 1	\$	1,220,499
Tier II Level 2	\$	569,034
TOTAL TIER II	\$	1,789,533
TOTAL FOUNDATION	#####	
OTHER PROGRAMS		
Staff Salary Allotment	\$	-
Additional State Aid for Tax Reduction (ASATR)	\$	-
TOTAL OTHER PROGRAMS	\$	-
TOTAL	#####	
TOTAL AVAILABLE SCHOOL FUND (ASF) (May be zero in first year)	\$	-
TOTAL FOUNDATION SCHOOL FUND (FSF)	#####	

3/26/14 15:33

Please note estimates of state aid calculated during the school year are based on projected charter school and school district attendance estimates, estimated school district maintenance and operations (M&O) tax rates, and estimated tax collections. Estimation of state aid earned can be significantly impacted by factors that will not be known to the State Funding Division until the "Final" Summary of Finances (SOF) is calculated in April. It is strongly recommended that charter schools budget conservatively to accommodate these unexpected changes.

Extended Year Service	
Number Enrolled in Homebound	0.000
Hospital Class	0.000
Speech Therapy	0.000
Resource Room	0.000
Self-Contained Mid/Mod/Sev	0.000
Full-Time Early Childhood	0.000
Off-Home Campus	0.000
VAC	0.000
State Schools	0.000
Residential Care & Treatment	0.000
TOTAL SPECIAL EDUCATION FTE	0.000
TOTAL SPECIAL EDUCATION WEIGHTED FTE	0.000

1	2009-2010 HB1 Revenue Per WADA *0.9263	\$	4,604.638
2	2009-2010 State Average HB1 Revenue Per WADA*0.9263	\$	4,604.637
3	2013-2014 WADA		3,800.851
4	2013-2014 Base Target Revenue (Greater of Line 1 x Line 3 or Line2 x Line 3)	\$	17,501,542
5	2013-2014 HB3646 Minimum Increase (Line 3 x \$120*0.9263)	\$	422,487
6	2013-2014 Minimum Revenue (Line 4 + Line 5)	\$	17,924,030
7	Transportation Adjustment	\$	-
8	2013-2014 New Instructional Facility Allotment	\$	-
9	2008-2009 Educator Salary Increase (\$23.63 x 2008-2009 WADA*0.9263)	\$	-
10	2013-2014 Adjusted Minimum Revenue (Line 6 + Line 7 + Line 8 + Line 9)	\$	17,924,030
11	2013-2014 Tier I State Aid	\$	18,766,981
12	Additional State Aid For Tax Reduction (If Line 11 < Line 10 Then Line 10 - Line 11)	\$	-
13	2013-2014 Revenue @ Compressed Tax Rate/RACR (Line 11 + Line 12)	\$	18,766,981
14	2013-2014 Revenue per WADA @ Compressed Tax Rate (RACR/WADA) (Line 13/Line3)	\$	4,938

3/26/14 15:30

Athlos Academy

REVENUE AND EXPENSE ASSUMPTIONS

2015 2016 2017 2018 2019 NOTES

REVENUE	
TOTAL STATE REVENUES	20,556,513.94
TOTAL FEDERAL REVENUES	750,000
TOTAL LOCAL & OTHER REVENUES	-
TOTAL REVENUE	21,306,513.94

Enter the % increase below for which the amount entered in column F should increase each year. Consider using the % changes in Enrollment Tab

	2015	2016	2017	2018	2019
	0.00%	57.41%	41.18%	55.00%	37.63%
	0.00%	57.41%	41.18%	55.00%	37.63%
	0.00%	0.00%	0.00%	0.00%	0.00%

Increase based upon projected rise in students enrolled.

EXPENSES	
PAYROLL TAXES AND BENEFITS	
Social Security	
Medicare	
State Unemployment	
Worker's Compensation Insurance	
Teacher Retirement System	
Custom Other Tax #2	
Health Insurance	
Dental Insurance	
Vision Insurance	
Life Insurance	
Retirement Contribution	
Custom Fringe #1	
Custom Fringe #2	
TOTAL PAYROLL TAXES AND BENEFITS	

For each line item in the Payroll, Taxes & Benefits section enter the % of Total Payroll that line item should represent

	2015	2016	2017	2018	2019
	6.20%	6.20%	6.20%	6.20%	6.20%
	1.45%	1.45%	1.45%	1.45%	1.45%
	0.45%	0.45%	0.45%	0.45%	0.45%
	0.50%	0.50%	0.50%	0.50%	0.50%
	2.05%	2.05%	2.05%	2.05%	2.05%
	0.00%	0.00%	0.00%	0.00%	0.00%
	7.35%	7.35%	7.35%	7.35%	7.35%
	2.50%	2.50%	2.50%	2.50%	2.50%
	0.50%	0.50%	0.50%	0.50%	0.50%
	0.50%	0.50%	0.50%	0.50%	0.50%
	0.00%	0.00%	0.00%	0.00%	0.00%
	0.00%	0.00%	0.00%	0.00%	0.00%
	0.00%	0.00%	0.00%	0.00%	0.00%

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	
CONTRACTED SERVICES	
Accounting / Audit	75,000
Legal	98,000
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	250,000
Payroll Services	-
Special Ed Services	-
Titlement Services (i.e. Title II)	-
Back Office Shared Services Arrangement/Cooperative	241,600
Athlos Curriculum	442,395
Central Office Contracted Services	17,340
TOTAL CONTRACTED SERVICES	

Enter the % increase below for which the amount entered in column F should increase each year.

	2015	2016	2017	2018	2019
	0.00%	10.00%	10.00%	10.00%	10.00%
	0.00%	7.50%	7.50%	7.50%	7.50%
	0.00%	0.00%	0.00%	0.00%	0.00%
	0.00%	0.00%	0.00%	0.00%	0.00%
	0.00%	57.41%	41.18%	55.00%	37.63%
	0.00%	0.00%	0.00%	0.00%	0.00%
	0.00%	0.00%	0.00%	0.00%	0.00%
	0.00%	0.00%	0.00%	0.00%	0.00%
	0.00%	5.00%	5.00%	5.00%	5.00%
	0.00%	5.00%	5.00%	5.00%	5.00%
	0.00%	5.00%	5.00%	5.00%	5.00%

Estimated cost of annual audit.
Estimated legal fees for complaints and grievances.
Increase based upon projected rise in students enrolled.
Back office shared services arrangement/cooperative. Fee is based upon 2% of state revenue.

SCHOOL OPERATIONS	
Board Expenses	30,000
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	-
Textbooks / Workbooks	202,000
Supplies & Materials other	78,000
Equipment / Furniture	100,000
Telephone	43,400
Technology	700,600
Student Testing & Assessment	39,000
Field Trips	35,000
Transportation (student)	30,000
Student Services - other	-
Office Expense	202,500
Staff Development	-
Staff Recruitment	-
Student Recruitment / Marketing	660,000
School Meals / Lunch	-
Travel (Staff)	45,000
Fundraising	-
Miscellaneous Operating	180,000
Custom Operations #2	-
Custom Operations #1	-
TOTAL SCHOOL OPERATIONS	

	0.00%	5.00%	5.00%	5.00%	5.00%
	0.00%	0.00%	0.00%	0.00%	0.00%
	0.00%	0.00%	0.00%	0.00%	0.00%
	0.00%	10.00%	10.00%	10.00%	10.00%
	0.00%	10.00%	10.00%	10.00%	10.00%
	0.00%	5.00%	5.00%	5.00%	5.00%
	0.00%	2.50%	2.50%	2.50%	2.50%
	0.00%	7.50%	7.50%	7.50%	7.50%
	0.00%	2.50%	2.50%	2.50%	2.50%
	0.00%	57.41%	41.18%	55.00%	37.63%
	0.00%	5.00%	5.00%	5.00%	5.00%
	0.00%	0.00%	0.00%	0.00%	0.00%
	0.00%	0.00%	0.00%	0.00%	0.00%
	0.00%	5.00%	5.00%	5.00%	5.00%
	0.00%	0.00%	0.00%	0.00%	0.00%
	0.00%	0.00%	0.00%	0.00%	0.00%
	0.00%	16.52%	5.00%	5.00%	5.00%
	0.00%	0.00%	0.00%	0.00%	0.00%
	0.00%	5.00%	5.00%	5.00%	5.00%
	0.00%	0.00%	0.00%	0.00%	0.00%
	0.00%	0.00%	0.00%	0.00%	0.00%
	0.00%	2.50%	2.50%	2.50%	2.50%
	0.00%	0.00%	0.00%	0.00%	0.00%
	0.00%	0.00%	0.00%	0.00%	0.00%

Estimated at \$2,500 per month.
Includes internet service, computers, other technology.
Increase based upon projected rise in students enrolled.
Initial recruitment drive/activities will curtail to "normal".

FACILITY OPERATION & MAINTENANCE	
Insurance	65,000
Janitorial Services	202,500
Building and Land Rent / Lease	4,035,557
Repairs & Maintenance	152,000
Security Services	-
Utilities	282,000
General Supplies	30,000
Custom Facilities Operations #2	-
Custom Facilities Operations #3	-
TOTAL FACILITY OPERATION & MAINTENANCE	

	0.00%	2.50%	0.00%	0.00%	0.00%
	0.00%	2.50%	0.00%	0.00%	0.00%
	0.00%	57.41%	41.18%	55.00%	37.63%
	0.00%	5.00%	0.00%	0.00%	0.00%
	0.00%	0.00%	0.00%	0.00%	0.00%
	0.00%	2.50%	2.50%	2.50%	2.50%
	0.00%	5.00%	5.00%	5.00%	5.00%
	0.00%	0.00%	0.00%	0.00%	0.00%
	0.00%	0.00%	0.00%	0.00%	0.00%

Fee is based upon 18% of state revenue.

RESERVES / CONTINGENCY	-
TOTAL EXPENSES	
NET OPERATING INCOME (before Depreciation)	
DEPRECIATION & AMORTIZATION	-
NET OPERATING INCOME (including Depreciation)	

	0.00%	0.00%	0.00%	0.00%	0.00%
	0.00%	0.00%	0.00%	0.00%	0.00%

Athlos Academy
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY					
Total Revenue	21,306,514	33,538,031	47,347,809	73,389,104	101,008,659
Total Expenses	20,515,186	31,126,386	43,867,260	67,486,026	93,568,910
Net Operating Income (before Depreciation)	791,328	2,411,645	3,480,549	5,903,077	7,439,749
Revenue Per Pupil	8,220	8,220	8,220	8,220	8,220
Expenses Per Pupil	7,915	7,629	7,616	7,559	7,615
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	2015	2016	2017	2018	2019

Description of Assumptions and Variances

REVENUE					
TOTAL STATE REVENUES	\$ 20,556,514	\$ 32,357,476	\$ 45,681,142	\$ 70,805,770	\$ 97,453,103
TOTAL FEDERAL REVENUES	\$ 750,000	\$ 1,180,556	\$ 1,666,667	\$ 2,583,333	\$ 3,555,556
TOTAL LOCAL & OTHER REVENUES	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ 21,306,514	\$ 33,538,031	\$ 47,347,809	\$ 73,389,104	\$ 101,008,659

Based upon locked Data Entry, Enrollment and SOF templates provided.

Conservatively estimated based upon Federal awards to similar schools.

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	125,000	131,250	137,813	144,703	151,938
Instructional Management	454,000	787,500	1,353,215	1,778,691	2,463,831
Deans, Directors & Coordinators	217,000	227,850	239,243	251,205	263,765
CFO / Director of Finance	70,000	73,500	77,175	81,034	85,085
Operation / Business Manager	60,000	63,000	66,150	69,458	72,930
Administrative Staff	129,200	174,364	223,763	320,338	426,011
Other - Administrative	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 1,055,200	\$ 1,457,484	\$ 1,897,358	\$ 2,645,428	\$ 3,463,561

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	5,296,000	8,675,100	12,663,315	20,392,722	29,177,012
Teachers - SPED	516,000	857,850	1,237,595	1,941,337	2,717,872
Substitute Teachers	-	-	-	-	-
Teaching Assistants	-	-	-	-	-
Specialty Teachers	2,120,000	3,725,400	5,554,395	8,911,397	12,704,471
Aides	145,000	243,600	351,698	553,924	775,493
Therapists & Counselors	160,000	294,000	485,100	833,490	1,215,506
Other - Instructional	180,000	294,000	429,975	694,575	996,715
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 8,417,000	\$ 14,089,950	\$ 20,717,078	\$ 33,327,445	\$ 47,587,070

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	168,000	308,700	463,050	729,304	1,021,025
Librarian	80,000	168,000	264,600	416,745	583,443
Custodian	384,000	655,200	1,164,740	2,000,376	2,800,526
Security	70,000	147,000	231,525	364,652	510,513
Other - Non-Instructional	96,000	201,600	317,520	500,094	700,132
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ 798,000	\$ 1,480,500	\$ 2,440,935	\$ 4,011,171	\$ 5,615,639
TOTAL PERSONNEL EXPENSES	\$ 10,270,200	\$ 17,027,934	\$ 25,055,371	\$ 39,984,043	\$ 56,666,269

PAYROLL TAXES AND BENEFITS

Social Security	636,752	1,055,732	1,553,433	2,479,011	3,513,309
Medicare	148,918	246,905	363,303	579,769	821,661
State Unemployment	46,216	76,626	112,749	179,928	254,998
Worker's Compensation Insurance	51,351	85,140	125,777	199,920	283,331
Teacher Retirement System	210,539	349,073	513,635	819,673	1,161,659
Custom Other Tax #2	-	-	-	-	-
Health Insurance	754,860	1,251,553	1,841,570	2,938,827	4,164,971
Dental Insurance	256,755	425,698	626,384	999,601	1,416,657
Vision Insurance	51,351	85,140	125,277	199,920	283,331
Life Insurance	51,351	85,140	125,277	199,920	283,331
Retirement Contribution	-	-	-	-	-
Custom Fringe #1	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	\$ 2,208,093	\$ 3,661,006	\$ 5,306,905	\$ 8,596,569	\$ 12,183,248
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 12,478,293	\$ 20,688,940	\$ 30,442,276	\$ 48,580,613	\$ 68,849,517

CONTRACTED SERVICES

Accounting / Audit	75,000	82,500	90,750	99,825	109,808
Legal	98,000	105,350	113,251	121,745	130,876
Management Company Fee	-	-	-	-	-
Nurse Services	-	-	-	-	-
Food Service / School Lunch	250,000	393,319	545,556	861,111	1,185,185
Payroll Services	-	-	-	-	-
SpecialEd Services	-	-	-	-	-
Titlment Services (i.e. Title I)	-	-	-	-	-
Back Office Shared Services Arrangement/Cooperative	241,600	253,680	266,364	279,682	293,666
Athlos Curriculum	442,395	464,515	487,741	512,128	537,734
Central Office Contracted Services	17,340	18,207	19,117	20,073	21,077
TOTAL CONTRACTED SERVICES	\$ 1,124,395	\$ 1,317,771	\$ 1,532,779	\$ 1,894,564	\$ 2,278,346

SCHOOL OPERATIONS						
Board Expenses	30,000	31,500	33,075	34,729	36,465	
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-
Textbooks / Workbooks	202,000	222,700	244,420	268,862	295,748	
Supplies & Materials other	78,000	85,800	94,380	103,818	114,200	
Equipment / Furniture	100,000	105,000	110,250	115,763	121,551	
Telephone	43,400	44,485	45,597	46,737	47,905	
Technology	700,600	753,145	809,631	870,353	935,630	
Student Testing & Assessment	39,000	39,975	40,974	41,999	43,049	
Field Trips	35,000	55,093	77,778	120,556	165,926	
Transportation (Student)	30,000	31,500	33,075	34,729	36,465	
Student Services - other	-	-	-	-	-	-
Office Expense	202,500	212,625	223,256	234,419	246,140	
Staff Development	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-
Student Recruitment / Marketing	460,000	200,000	210,000	220,500	231,525	
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	45,000	47,250	49,613	52,093	54,698	
Fundraising	-	-	-	-	-	-
Miscellaneous Operating	180,000	184,500	189,113	193,840	198,686	
Custom Operations #2	-	-	-	-	-	-
Custom Operations #3	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	\$ 2,145,500	\$ 2,013,072	\$ 2,161,161	\$ 2,336,397	\$ 2,527,988	

FACILITY OPERATION & MAINTENANCE						
Insurance	65,000	66,625	66,625	66,625	66,625	
Janitorial Services	202,500	207,563	207,563	207,563	207,563	
Building and Land Rent / lease	4,035,557	6,352,266	8,967,905	13,900,253	19,131,531	
Repairs & Maintenance	152,000	159,600	159,600	159,600	159,600	
Security Services	-	-	-	-	-	-
Utilities	262,000	289,050	296,276	303,683	311,275	
General Supplies	30,000	31,500	33,075	34,729	36,465	
Custom Facilities Operations #2	-	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 4,767,057	\$ 7,106,604	\$ 9,731,044	\$ 14,671,453	\$ 19,913,059	
RESERVES / CONTINGENCY						
TOTAL EXPENSES	\$ 70,515,186	\$ 31,176,386	\$ 43,867,260	\$ 67,486,076	\$ 93,568,910	
NET OPERATING INCOME (before Depreciation)	\$ 791,328	\$ 2,411,645	\$ 3,480,549	\$ 5,903,077	\$ 7,439,749	
DEPRECIATION & AMORTIZATION						
NET OPERATING INCOME (including Depreciation)	\$ 791,328	\$ 2,411,645	\$ 3,480,549	\$ 5,903,077	\$ 7,439,749	

Athlos Academy
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

SUMMARY	
Total Revenue	1,626,956
Total Expenses	1,320,967
Net Operating Income (before Depreciation)	305,989

Description of Assumptions and Variances

Start-Up Period

REVENUE	
TOTAL STATE REVENUES	<u>\$ 946,956</u>
TOTAL FEDERAL REVENUES	<u>\$ 600,000</u>
TOTAL LOCAL & OTHER REVENUES	<u>\$ 80,000</u>
TOTAL REVENUE	<u>\$ 1,626,956</u>

Accrual of FSP revenue for 8 instructional days in August 2015

NCLB Title V, Part B Public Charter School Start-Up Grant

The Charter School Fund, LLC donation received after award of charter.

EXPENSES**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management	62,500
Instructional Management	105,500
Deans, Directors & Coordinators	37,500
CFO / Director of Finance	35,000
Operation / Business Manager	15,000
Administrative Staff	14,860
Other - Administrative	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 270,360

Start-up phase will be 6 months from 03/01/2015 thru 08/31/2015.

CEO/Superintendent (6 months)
 CAO (6 months), principals (3 months), and assistant principals (2 months)
 Directors, cafeteria manager and PEIMS coordinator (3 months)
 CFO (6 months)
 Finance Director (3 months)
 Accounting clerk, human resources clerk, receptionist (1) (3 months)

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	226,567
Teachers - SPED	22,075
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	90,695
Aides	6,203
Therapists & Counselors	6,184
Other - Instructional	7,701
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 359,425

Accrual of salary earned for 8 instructional days in 08/2015 (187 day contract)
 Accrual of salary earned for 8 instructional days in 08/2015 (187 day contract)
 Accrual of salary earned for 8 instructional days in 08/2015 (187 day contract)
 Accrual of salary earned for 8 instructional days in 08/2015 (187 day contract)
 Accrual of salary earned for 8 instructional days in 08/2015 (207 day contract)
 Accrual of salary earned for 8 instructional days in 08/2015 (187 day contract)

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	7,187
Librarian	3,422
Custodian	11,815
Security	2,995
Other - Non-Instructional	4,107
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ 29,526

Accrual of salary earned for 8 instructional days in 08/2015 (187 day contract)
 Accrual of salary earned for 8 instructional days in 08/2015 (187 day contract)
 Accrual of salary earned for 8 instructional days in 08/2015 (260 day contract)
 Accrual of salary earned for 8 instructional days in 08/2015 (187 day contract)
 Accrual of salary earned for 8 instructional days in 08/2015 (187 day contract)

TOTAL PERSONNEL EXPENSES**\$ 659,311****PAYROLL TAXES AND BENEFITS**

Social Security	40,877
Medicare	9,560
State Unemployment	2,967
Worker's Compensation Insurance	3,297
Teacher Retirement System	13,516
Custom Other Tax #2	-
Health Insurance	48,459
Dental Insurance	16,483
Vision Insurance	3,297
Life Insurance	3,297
Retirement Contribution	-
Custom Fringe #1	-
Custom Fringe #2	-
TOTAL PAYROLL TAXES AND BENEFITS	\$ 141,753

6.20% of total personnel costs
 1.45% of total personnel costs
 0.45% of total personnel costs
 0.50% of total personnel costs
 2.05% of total personnel costs
 7.35% of total personnel costs
 2.50% of total personnel costs
 0.50% of total personnel costs
 0.50% of total personnel costs

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES**\$ 801,064****CONTRACTED SERVICES**

Accounting / Audit	-
Legal	10,000
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	11,299
Payroll Services	-
Special Ed Services	-
Titement Services (i.e. Title I)	-
Back Office Shared Services Arrangement/Cooperative	120,800
Athlos Curriculum	-
Central Office Contracted Services	-
TOTAL CONTRACTED SERVICES	\$ 142,099

Accrual for 8 instructional days in 08/2015 (177 day contract)

Back Office Shared Services Arrangement/Cooperative (6 months)

SCHOOL OPERATIONS

Board Expenses	5,000	Initial Board training and travel
Classroom / Teaching Supplies & Materials	5,000	Classroom supplies
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	85,250	Classroom furniture
Telephone	13,617	Accrual for 1 month and estimated cost of administrative office (\$10,000)
Technology	88,350	Teacher and office computers and related peripherals and equipment
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	1,356	Accrual for 8 instructional days in 08/2015 (177 day contract)
Student Services - other	-	
Office Expense	7,500	
Staff Development	-	
Staff Recruitment	-	
Student Recruitment / Marketing	50,000	Initial advertising costs for school start-up and enrollment
School Meals / Lunch	-	
Travel (Staff)	10,000	
Fundraising	-	
Miscellaneous Operating	-	
Custom Operations #2	-	
Custom Operations #3	-	
TOTAL SCHOOL OPERATIONS	\$ 266,073	

FACILITY OPERATION & MAINTENANCE

Insurance	10,000	
Janitorial Services	6,231	Accrual for 8 instructional days in 08/2015 (260 day contract)
Building and Land Rent / Lease	72,000	Lease of administrative offices (\$12,000 per month)
Repairs & Maintenance	-	
Security Services	-	
Utilities	9,000	Estimated at \$1,500 per month for 6 months
General Supplies	14,500	Office supplies, postage, etc.
Custom Facilities Operations #2	-	
Custom Facilities Operations #3	-	
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 111,731	

RESERVES / CONTINGENCY

RESERVES / CONTINGENCY	-	
TOTAL EXPENSES	\$ 1,320,967	
NET OPERATING INCOME (before Depreciation)	\$ 305,989	
DEPRECIATION & AMORTIZATION	-	
NET OPERATING INCOME (including Depreciation)	\$ 305,989	

Total FSP from latest Summary of Finances (SOF)	\$	20,556,514	
Prior Year Settle-Up or Audit Adjustments from FSP Ledger	\$	-	
Current Year FSP Payments Year to Date from FSP Ledger	\$	-	
FSP Remaining Balance	\$	20,556,514	
Number of Remaining FSP Payments	\$	12	
Remaining Balance to be Paid this Month		8.3%	
Payment	\$	1,706,191	
Payment Month	Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	\$ 1,706,191
October	11	9.1%	\$ 1,715,379
November	10	10.1%	\$ 1,730,629
December	9	11.1%	\$ 1,709,879
January	8	12.4%	\$ 1,698,110
February	7	14.4%	\$ 1,727,471
March	6	16.6%	\$ 1,704,630
April	5	19.9%	\$ 1,704,281
May	4	25.1%	\$ 1,721,846
June	3	33.2%	\$ 1,705,849
July	2	49.7%	\$ 1,705,828
August	1	100.0%	\$ 1,726,422
			\$ 20,556,514

3/26/14 15:13

Athlos Academy
PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY									
Total Revenue	180,000	100,000	100,000	100,000	100,000	1,046,956	1,046,956	1,616,956	
Total Expenses	98,757	79,757	74,257	113,175	315,814	639,898	1,370,966		
Net Operating Income (before Depreciation)	81,244	20,244	25,744	(13,175)	(215,074)	407,058	305,990		
CASH FLOW ADJUSTMENTS									
BEGINNING CASH BALANCE (cash and cash equivalents)	20,000	101,244	121,487	146,731	132,556	0	0		
ENDING CASH BALANCE (cash and cash equivalents)	101,244	121,487	146,731	132,556	0	407,058	407,058		
Enter the months period prior to opening day of school.									
REVENUE									
TOTAL STATE REVENUES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 946,956	\$ 946,956		
TOTAL FEDERAL REVENUES	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 600,000		
TOTAL LOCAL & OTHER REVENUES	\$ 80,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 80,000	
TOTAL REVENUE	\$ 180,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 1,046,956	\$ 1,616,956		

CHECK vs. Budget
(Must Be Zero)

- (1) - Description of Assumptions and Variances
- 1 - Variance attributable to rounding.
- 1 - Variance attributable to rounding.
- 1 - Deficiency in cash offset by line of credit.
- 1 - Beginning cash balance from donation received from The Charter School Fund, LLC. In 04/2014.

EXPENSES	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	62,500
ADMINISTRATIVE STAFF PERSONNEL COSTS									
Executive Management									
Institutional Management	5,250	5,250	16,417	37,667	37,667	37,667	37,667	105,500	
Deans, Directors & Coordinators			12,500	12,500	12,500	12,500	12,500	37,500	
CEO / Director of Finance	5,833	5,833	5,833	5,833	5,833	5,833	5,833	35,000	
Operations / Business Manager			5,000	5,000	5,000	5,000	5,000	15,000	
Administrative Staff			4,953	4,953	4,953	4,953	4,953	14,860	
Other - Administrative									
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 21,500	\$ 21,500	\$ 51,310	\$ 74,370	\$ 74,370	\$ 74,370	\$ 74,370	\$ 270,360	
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular									
Teachers - SPED									
Substitute Teachers									
Teaching Assistants									
Specialty Teachers									
Aides									
Therapists & Counsellors									
Other - Instructional									
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 359,435	\$ 859,435
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse									
Librarian									
Custodian									
Security									
Other - Non-Instructional									
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 29,326	\$ 29,326
TOTAL PERSONNEL EXPENSES	\$ 21,500	\$ 21,500	\$ 51,310	\$ 74,370	\$ 74,370	\$ 74,370	\$ 74,370	\$ 465,311	\$ 659,311
PAYROLL TAXES AND BENEFITS									
Social Security	1,333	1,333	3,293	4,795	4,795	4,795	4,795	28,850	40,877
Medicare	312	312	770	1,107	1,107	1,107	1,107	6,747	9,560
State Unemployment	97	97	239	344	344	344	344	2,094	2,967
Worker's Compensation Insurance	108	108	266	382	382	382	382	2,317	3,297
Teacher Retirement System	441	441	1,089	1,566	1,566	1,566	1,566	9,539	13,516
Condon Other Tax #2									
Health Insurance	1,500	1,500	3,904	5,613	5,613	5,613	5,613	34,201	48,459
Dental Insurance	538	538	1,328	1,909	1,909	1,909	1,909	11,633	16,483
Vision Insurance	108	108	266	382	382	382	382	2,317	3,297
Life Insurance	108	108	266	382	382	382	382	2,317	3,297
Retirement Contributions									
Custom Funga #1									
Custom Funga #2									
TOTAL PAYROLL TAXES AND BENEFITS	\$ 4,623	\$ 4,623	\$ 11,421	\$ 16,410	\$ 16,410	\$ 16,410	\$ 16,410	\$ 100,044	\$ 141,752
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 26,123	\$ 26,123	\$ 62,731	\$ 90,780	\$ 90,780	\$ 90,780	\$ 90,780	\$ 565,355	\$ 801,063
CONTRACTED SERVICES									
Accounting / Audit									
Legal									
Management Company Fee									
Nurse Services									
Food Service / School Lunch									
Payroll Services									
Special Ed Services									
Ttlement Services (i.e. Title II)									
Back Office Shared Services Arrangement/Cooperative									
Athletes Curriculum									
Central Office Contracted Services									
TOTAL CONTRACTED SERVICES	\$ 21,800	\$ 21,800	\$ 21,800	\$ 21,800	\$ 21,800	\$ 21,800	\$ 21,800	\$ 331,099	\$ 342,099

(1) Variance attributable to rounding.
(1) Variance attributable to rounding.

SCHOOL OPERATIONS

Board Expenses	5,000	-	-	-	-	-	5,000	-	-	5,000
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	5,000	5,000
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	1,667	1,667	1,667	1,667	-	-	85,250	5,282	-	85,250
Telephone	-	-	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-
Transportation (students)	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	1,356	1,356
Office Expense	-	-	-	-	-	-	-	-	-	-
Staff Development	2,500	1,000	1,000	1,000	1,000	-	1,000	1,000	-	7,500
Staff Recruitment	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	25,000	5,000	5,000	5,000	5,000	-	5,000	5,000	-	50,000
Travel (Staff)	2,000	2,000	2,000	2,000	2,000	-	2,000	2,000	-	10,000
Fundraising	-	-	-	-	-	-	-	-	-	-
Miscellaneous Operating	-	-	-	-	-	-	-	-	-	-
Custom Operations #1	-	-	-	-	-	-	-	-	-	-
Custom Operations #2	-	-	-	-	-	-	-	-	-	-
Custom Operations #3	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	\$ 31,167	\$ 14,667	\$ 9,667	\$ 9,667	\$ 9,667	\$ 88,267	\$ 17,618	\$ 17,618	\$ 246,073	\$ 246,073

FACILITY OPERATION & MAINTENANCE

Insurance	1,667	1,667	1,667	1,667	1,667	-	1,665	-	-	15,000
Janitorial Services	-	-	-	-	-	-	-	-	6,731	6,731
Building and Land Rent / Lease	12,000	12,000	12,000	12,000	12,000	-	12,000	12,000	-	72,000
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-
Security Services	-	-	-	-	-	-	-	-	-	-
Utilities	3,500	1,500	1,500	1,500	1,500	-	1,500	1,500	-	9,000
General Supplies	4,500	2,000	2,000	2,000	2,000	-	2,000	2,000	-	14,500
Custom Facilities Operations #2	-	-	-	-	-	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 19,667	\$ 17,167	\$ 17,167	\$ 17,167	\$ 17,167	\$ 33,396	\$ 33,396	\$ 33,396	\$ 111,731	\$ 111,731

TOTAL EXPENSES

TOTAL EXPENSES	\$ 98,737	\$ 79,737	\$ 74,737	\$ 74,737	\$ 74,737	\$ 131,175	\$ 313,014	\$ 639,498	\$ 1,310,966	\$ 1,310,966
-----------------------	------------------	------------------	------------------	------------------	------------------	-------------------	-------------------	-------------------	---------------------	---------------------

NET OPERATING INCOME (before Depreciation)

NET OPERATING INCOME (before Depreciation)	\$ 81,244	\$ 20,244	\$ 25,244	\$ (13,175)	\$ (13,175)	\$ (13,175)	\$ (215,014)	\$ 407,458	\$ 305,990	\$ 305,990
---	------------------	------------------	------------------	--------------------	--------------------	--------------------	---------------------	-------------------	-------------------	-------------------

DEPRECIATION & AMORTIZATION

DEPRECIATION & AMORTIZATION	\$ 81,244	\$ 20,244	\$ 25,244	\$ (13,175)	\$ (13,175)	\$ (13,175)	\$ (215,014)	\$ 407,458	\$ 305,990	\$ 305,990
--	------------------	------------------	------------------	--------------------	--------------------	--------------------	---------------------	-------------------	-------------------	-------------------

NET OPERATING INCOME (including Depreciation)

NET OPERATING INCOME (including Depreciation)	\$ 81,244	\$ 20,244	\$ 25,244	\$ (13,175)	\$ (13,175)	\$ (13,175)	\$ (215,014)	\$ 407,458	\$ 305,990	\$ 305,990
--	------------------	------------------	------------------	--------------------	--------------------	--------------------	---------------------	-------------------	-------------------	-------------------

(1) Variance attributable to rounding.
 1 Variance attributable to rounding.
 1 Variance attributable to rounding.

Athlos Academy
YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

CHECK vs. Budget
(Must Be Zero)

	1/7/11	2/7/11	3/7/11	4/7/11	5/7/11	6/7/11	7/7/11	8/7/11	9/7/11	10/7/11	11/7/11	12/7/11	1/7/12	2/7/12	3/7/12	4/7/12	5/7/12	6/7/12	7/7/12	8/7/12	9/7/12	10/7/12	11/7/12	12/7/12	TOTAL	(C)	Description of Assumptions and Variance	
1,768,691	1,777,879	1,791,119	1,777,179	1,760,610	1,785,971	1,767,110	1,746,781	1,784,346	1,768,319	1,788,922	1,768,328	1,788,922	1,768,922	1,788,922	1,768,922	1,788,922	1,768,922	1,788,922	1,768,922	1,788,922	1,768,922	1,788,922	1,768,922	1,788,922	21,106,514	-		
2,201,682	1,610,482	1,658,482	1,658,482	1,755,482	1,755,482	1,730,482	1,710,482	1,610,482	1,582,082	1,582,082	1,582,082	1,610,482	1,610,482	1,582,082	1,610,482	1,582,082	1,610,482	1,582,082	1,610,482	1,582,082	1,610,482	1,582,082	1,610,482	1,582,082	20,515,185	0		
1432,991	147,197	162,617	116,897	5,128	34,489	96,648	36,296	153,864	186,266	186,266	186,266	186,266	186,266	186,266	186,266	186,266	186,266	186,266	186,266	186,266	186,266	186,266	186,266	186,266	791,119	0		
25,524	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	25,524	0	
407,466	(1)	147,396	110,043	418,940	412,068	466,557	501,204	539,503	539,167	539,503	539,167	539,503	539,167	539,503	539,167	539,503	539,167	539,503	539,167	539,503	539,167	539,503	539,167	539,503	1,065,879	0		
(1)	147,396	110,043	418,940	412,068	466,557	501,204	539,503	539,167	539,167	539,503	539,167	539,503	539,167	539,503	539,167	539,503	539,167	539,503	539,167	539,503	539,167	539,503	539,167	539,503	1,224,119	0	Deficiency in cash offset by line of credit	
\$ 1,706,181	\$ 1,715,479	\$ 1,730,610	\$ 1,722,471	\$ 1,704,610	\$ 1,727,481	\$ 1,704,810	\$ 1,704,810	\$ 1,721,346	\$ 1,705,849	\$ 1,705,849	\$ 1,705,849	\$ 1,705,849	\$ 1,705,849	\$ 1,721,346	\$ 1,705,849	\$ 1,705,849	\$ 1,705,849	\$ 1,721,346	\$ 1,705,849	\$ 1,705,849	\$ 1,705,849	\$ 1,705,849	\$ 1,705,849	\$ 1,705,849	\$ 20,516,514			
\$ 62,500	\$ 62,500	\$ 62,500	\$ 62,500	\$ 62,500	\$ 62,500	\$ 62,500	\$ 62,500	\$ 62,500	\$ 62,500	\$ 62,500	\$ 62,500	\$ 62,500	\$ 62,500	\$ 62,500	\$ 62,500	\$ 62,500	\$ 62,500	\$ 62,500	\$ 62,500	\$ 62,500	\$ 62,500	\$ 62,500	\$ 62,500	\$ 62,500	\$ 750,000			
\$ 1,768,691	\$ 1,777,879	\$ 1,793,129	\$ 1,777,179	\$ 1,760,610	\$ 1,789,971	\$ 1,767,110	\$ 1,746,781	\$ 1,784,346	\$ 1,768,319	\$ 1,788,922	\$ 1,768,328	\$ 1,788,922	\$ 1,768,922	\$ 1,788,922	\$ 1,768,922	\$ 1,788,922	\$ 1,768,922	\$ 1,788,922	\$ 1,768,922	\$ 1,788,922	\$ 1,768,922	\$ 1,788,922	\$ 1,768,922	\$ 1,788,922	\$ 21,106,514			

2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
20,200	20,200	20,200	20,200	20,200	20,200	20,200	20,200	20,200	20,200	-	-	20,200
7,800	7,800	7,800	7,800	7,800	7,800	7,800	7,800	7,800	7,800	-	-	7,800
10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	-	-	10,000
3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	43,400
581,983	10,783	10,783	10,783	10,783	10,783	10,783	10,783	10,783	10,783	10,783	10,783	700,600
3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	-	-	3,900
3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	-	-	3,500
3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	-	-	3,000
-	-	-	-	-	-	-	-	-	-	-	-	-
16,875	16,875	16,875	16,875	16,875	16,875	16,875	16,875	16,875	16,875	16,875	16,875	202,500
-	-	-	-	-	-	-	-	-	-	-	-	-
5,000	5,000	5,000	5,000	105,000	105,000	105,000	105,000	5,000	5,000	5,000	5,000	460,000
-	-	-	-	-	-	-	-	-	-	-	-	-
3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000
-	-	-	-	-	-	-	-	-	-	-	-	-
15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	180,000
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
\$ 677,125	\$ 105,925	\$ 105,925	\$ 105,925	\$ 205,925	\$ 205,925	\$ 205,925	\$ 205,925	\$ 105,925	\$ 57,525	\$ 57,525	\$ 105,925	\$ 2,145,500

(H) Purchase of Chromebooks for students is paid in 09/2015.

Advertisement for student enrollment primarily in Spring

5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	65,000
16,875	16,875	16,875	16,875	16,875	16,875	16,875	16,875	16,875	16,875	16,875	16,875	202,500
336,296	336,296	336,296	336,296	336,296	336,296	336,296	336,296	336,296	336,296	336,296	336,296	4,015,557
12,667	12,667	12,667	12,667	12,667	12,667	12,667	12,667	12,667	12,667	12,667	12,667	152,000
-	-	-	-	-	-	-	-	-	-	-	-	-
23,500	23,500	23,500	23,500	23,500	23,500	23,500	23,500	23,500	23,500	23,500	23,500	282,000
2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
\$ 397,255	\$ 397,255	\$ 397,255	\$ 397,255	\$ 397,255	\$ 397,255	\$ 397,255	\$ 397,255	\$ 397,255	\$ 397,255	\$ 397,255	\$ 397,255	\$ 4,767,057
-	-	-	-	-	-	-	-	-	-	-	-	-
\$ 2,201,682	\$ 1,630,482	\$ 1,630,482	\$ 1,655,482	\$ 1,755,482	\$ 1,755,482	\$ 1,730,482	\$ 1,730,482	\$ 1,630,482	\$ 1,582,082	\$ 1,582,082	\$ 1,630,482	\$ 20,515,185
\$ [432,991]	\$ 147,397	\$ 162,647	\$ 116,897	\$ 5,128	\$ 34,489	\$ 36,648	\$ 36,799	\$ 153,864	\$ 186,266	\$ 186,246	\$ 158,439	\$ 791,329
-	-	-	-	-	-	-	-	-	-	-	-	-
\$ [432,991]	\$ 147,397	\$ 162,647	\$ 116,897	\$ 5,128	\$ 34,489	\$ 36,648	\$ 36,799	\$ 153,864	\$ 186,266	\$ 186,246	\$ 158,439	\$ 791,329

(H)
H
0

THE MAZAL HOLOCAUST LIBRARY INC

Sincerely,

A handwritten signature in cursive script, appearing to read "Lois G. Lerner".

Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)
Statute Extension

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment F.4. Budget Narrative

ATTACHMENT F.4

Instructions

8. As Attachment F.4, present a detailed budget narrative which includes 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 in Attachment F.4 any commitments of financial support/pledge letters from parents or other sources.
 - a. 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, LOIs, or loan agreements). Explain the basis for assumptions around unsecured/anticipated funding sources.
 - b. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
 - c. Provide a detailed year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

Assumptions

Enrollment and Attendance

As noted in the Financial Plan Workbook at Attachment F.3, Athlos Academy's financial success is premised on one key assumption: the attainment of maximum enrollment. Another critical assumption is that the Academy will have a high attendance rate. Although many Texas open-enrollment charter schools have failed to attain their maximum enrollment and a high attendance rate, Athlos Academy anticipates that it will attain comparable results as has been observed at International Leadership of Texas (ILT) in the cities of Arlington and Garland. For instance, in its inaugural school year of 2013-2014, ILT enrolled 2,499 students as of October 2013.¹ The average daily attendance rate is based upon the observed student attendance rate at Dallas ISD and Fort Worth ISD.²

Special Populations

The number of students enrolled in special populations is based upon observed student enrollment in special programs at ILT, Dallas ISD and Fort Worth ISD.

Revenue Estimates

Athlos Academy utilized the Financial Plan Workbook, including the locked Data Entry, Enrollment, SOF, Assumptions, and 5 YR Budget worksheets exactly as provided by the Texas Education Agency (TEA). Consequently, the Academy's estimate for state revenues was derived by the formulas included within the locked cells of the worksheets provided. Regarding its estimate for Federal revenues, the Academy conservatively based its estimate on the Federal revenues received by public school with comparable student enrollment and upon its anticipated receipt of the Public Charter School Start-Up Grant. The Academy based increases in revenues upon the anticipated increase in enrollment.

¹ TEA AskTED website.

² TEA Texas Academic Performance Report for 2012-2013 school year.

Personnel

Athlos Academy anticipates employing personnel in the ratios identified in Section One and as disclosed in Section Two, Organization-Wide Staffing, and on the Personnel worksheet included in Attachment F.3. Generally, the Academy anticipates employing a minimal number of central office employees to operate the charter school and to employ most of its personnel on each campus to work directly with students. For Grades Kindergarten through 2nd, the Academy will employ sufficient teachers to attain a ratio of 1 to every 18 students. In Grades 3rd through 8th, the Academy will employ sufficient teachers to attain a ratio of 1 to every 24 students. In order to effectively implement its charter, the Academy will hire roughly half of its teachers with bilingual education certifications. To secure qualified teachers in bilingual education, physical education, mathematics and science and to provide for effective instructional leadership, the Academy will offer stipends to its critical instructional areas. The Academy anticipates providing annual salary and wage increases of 5%.

High School

Athlos Academy will implement its high school program in Year 2 beginning with Grade 9. Thereafter, the Academy will add another high school grade level until it attains Grade 12 in Year 5.

Payroll Benefits

Athlos Academy will participate in the Social Security System and Teacher Retirement System of Texas and anticipates costs commensurate with the statutorily mandated rates. Additionally, the Academy will provide medical, dental, vision and life insurance benefits to its employees at an estimated cost of 7.35%, 2.50%, 0.50% and 0.50%, respectively, of an employee's compensation.

Non-Payroll Costs

Athlos Academy estimated certain costs based upon estimates observed in other similar public schools. The increases in costs are rough estimates and contemplate gradual increases since specific, significant costs are not anticipated in any given year after the start-up period. Notably, the back office shared services arrangement is based upon observed costs for a similar business arrangement. The Athlos curriculum and facility costs are based on anticipated contract costs of 2% and 18% of total state revenues and include anticipated moderate increases or increase based upon increased enrollment.

Variable Income

Other than the initial donation from The Charter School Fund, LLC, Athlos Academy's financial plan does not include private sources of funding.

Support

Athlos Academy has secured a \$100,000 donation from The Charter School Fund, LLC. Refer to the enclosed letter dated March 19, 2014. Additionally, the Academy intends to secure a line of credit after, and if, the charter has been approved. In this regards, the Academy believes that it will be able to secure a line of credit based upon the experiences of other Texas charter holders such as ILT.

Contingency Plan

In the event that Athlos Academy does not attain its projected revenues in year one or thereafter due to lower than expected enrollment, poor student attendance rates, reduced state funding or any combination of these factors, the Academy may implement the following contingency plan in increasing order of severity.

- a. Change its marketing plan to target segments of the Academy's geographic area from which it has more successfully recruited students.
- b. Identify specific students, grades, classrooms, or geographic areas resulting in lower than expected student attendance.
- c. Develop and implement a plan to promote and improve student attendance with an emphasis on the identified areas for improvement.
- d. Identify and seek funding from private grants and contributions.
- e. Implement a hiring freeze.
- f. Defer the construction of additional campuses. Consider deferring the addition of high school grade levels.
- g. Limit and reduce non-payroll costs to essential activities.
- h. Utilize available lines of credit and seek and secure long-term financing for certain purchases and costs.
- i. Identify potential payroll cost savings (*i.e.*, stipends, salary reductions) and implement an Academy-wide salary reduction.
- j. Identify non-essential, non-teaching positions and implement a reduction in force.
- k. Identify potential classroom consolidations and implement a further reduction in force of teaching positions.
- l. Identify and close campuses with lower than expected enrollment and attendance and consolidated existing enrollment in remaining campus(s).

Cash Flow Contingency

In the event that revenue projections are not met in advance of opening, Athlos Academy may adjust its cash flows in a manner consistent with the contingency plan described above. To prevent or mitigate financial insolvency and cash flow problems, the Academy may implement the following measures.

- a. Develop and implement a cash basis budget and forecast that is limited to cash on hand and lines of credit and that incorporates weekly updates to cash flows and changes to cash receipts and disbursements based upon adjustments to student enrollment, student attendance, employment of personnel and deferral or acceleration of planned purchases.
- b. Set aside cash reserves for one month's operational costs. Thereafter, continue to aside additional cash reserves until the cash equivalent of 75 to 90 days in operational costs

have been saved. Limit the use of cash reserves to the purchase of essential goods and services and to disbursements that may be “replenished” from future receipts.

- c. Require weekly updates of student enrollment and attendance to identify trends and provide for a reasonably accurate estimate of revenues and cash receipts.
- d. Limit disbursements to cash on hand and available lines of credit and for essential goods and services with a direct impact to instruction and student services.
- e. Defer disbursements for non-essential goods and services particularly high dollar costs.

The Charter School Fund

March 19, 2014

VIA UNITED STATES POSTAL SERVICE

Athlos Foundation
Attn: Board of Directors
c/o Schulman Lopez & Hoffer LLP
517 Soledad Street
San Antonio, TX 78205

Subject: Commitment to Support Charter School Inception

Ladies and Gentlemen:

On behalf of The Charter School Fund LLC, I hereby confirm our offer to the Athlos Foundation of a contribution of \$100,000.00. This letter, upon your acceptance, will serve as the contribution agreement (Agreement). This Agreement is conditioned upon the Athlos Foundation's maintenance of its Internal Revenue Code (IRC) Section 501(c)(3) exemption, receipt of a Texas open-enrollment charter (Generation 19), and opening of an open-enrollment charter school in Texas. The Charter School Fund will initially distribute \$20,000.00 no later than April 30, 2014 and the remaining \$80,000.00 no later than November 15, 2014. Athlos Foundation agrees that the initial distribution of \$20,000.00 will not be spent until the conditions set forth in paragraph 2 herein are met.

Upon receipt of a written request for the remaining pledged contribution, The Charter School Fund will disburse the \$80,000.00 (as indicated above) within 10 business days. In order for the pledged contribution to become effective, the Athlos Foundation must provide a copy of its: (1) Letter of Determination from the Internal Revenue Service; and (2) fully executed Contract for Open-Enrollment Charter. In its written request, the Athlos Foundation must clearly state the date that it commenced its planning and start-up activities. Upon conclusion of its initial year of operations, Athlos Foundation must provide to The Charter School Fund a report itemizing how it expended the contribution that it received.

In addition to the above stipulations, the Athlos Foundation may not use any of the pledged funds for any political campaign purposes, to carry on propaganda, or otherwise attempt to influence in any manner legislation of any governmental body, to influence the outcome of any public election, to carry on, directly or indirectly, any voter registration drive, or to make any payment or use grant funds for any purpose other than charitable purposes as described in IRC Section 170(c)(2)(b).

Should the Commissioner of Education not award the Athlos Foundation a Generation 19 charter, this agreement shall be void and all funds shall be returned to The Charter School Fund LLC within five (5) business days of charter rejection.

If you are in agreement with the terms and conditions disclosed herein, please sign and return the enclosed copy of this Agreement.

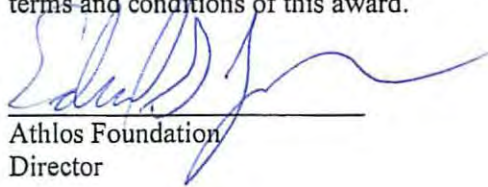
We welcome the opportunity to be of assistance to the start-up of your charter school in Texas and wish you, your team and the students whom you will serve every success.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ryan Van Alfen', with a long horizontal flourish extending to the right.

Ryan Van Alfen
Principal

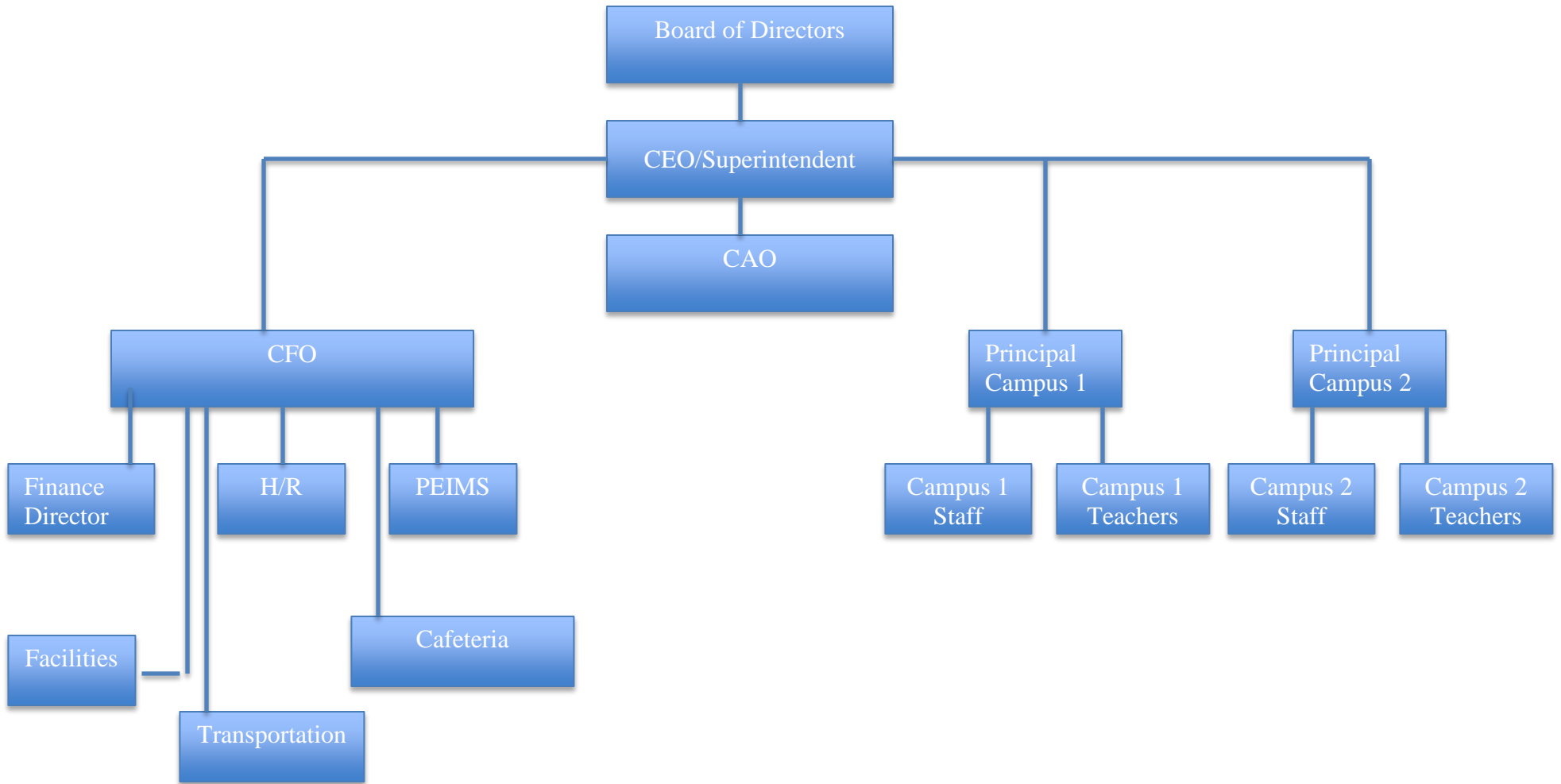
Pursuant to the authority vested in me by the Board of Directors, I hereby affirm our agreement to the terms and conditions of this award.

A handwritten signature in blue ink, appearing to read 'Athlos Foundation', with a long horizontal flourish extending to the right. Below the signature is a horizontal line.

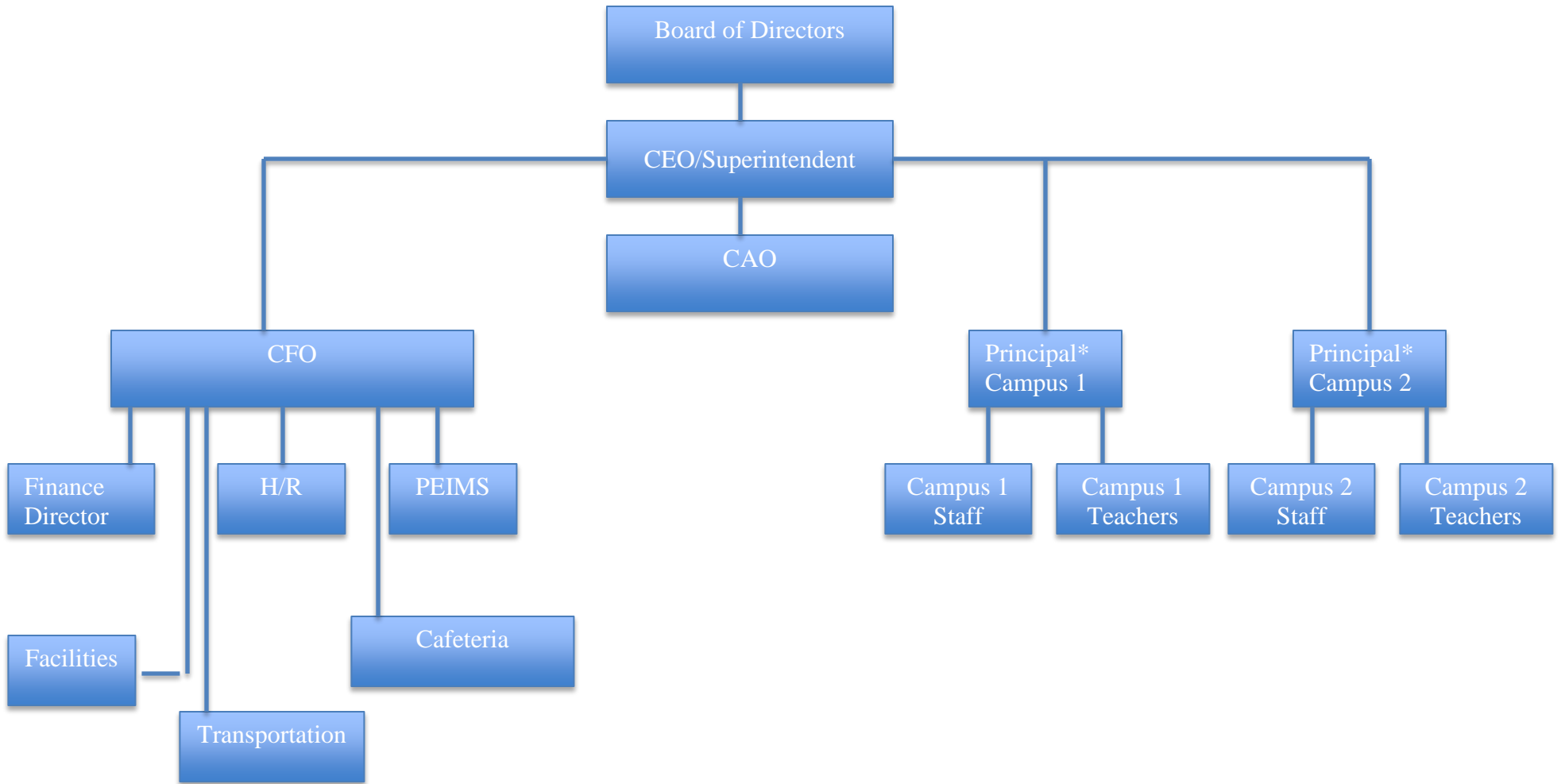
Athlos Foundation
Director

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment G.2. Organization Charts



2015-2016 School Year



Capacity

* To be expanded as needed to accommodate up to 15 campuses by the 2024-2025 school year, each with teachers and staff reporting directly to a campus principal reporting directly to the CEO/Superintendent.

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment G.3. Ethics and COI Policies

**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

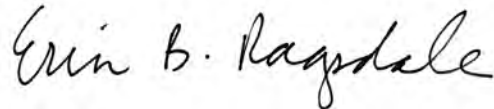
A. New Directors and Officers. Each new Director and Officer shall review a copy of this Policy and shall complete the Annual Statement of Disclosure and Compliance attached hereto.

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	
1 Name of Local Government Officer	Date Received	
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		
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.		
_____ Signature of Local Government Officer		
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.		
_____ Signature of officer administering oath	_____ Printed name of officer administering oath	_____ Title of officer administering oath

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.

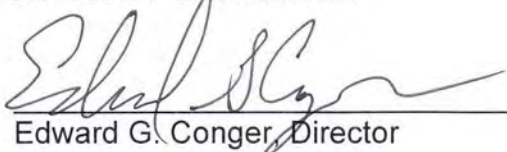
III. ETHICS, CONFLICTS OF INTEREST, & NEPOTISM POLICY

RESOLVED, that the certain document entitled "Ethics, Conflicts of Interest, & Nepotism Policy of Athlos Foundation" is hereby adopted as the policy of this Corporation.

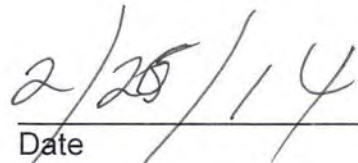
This Consent may be executed in one or more counterparts, all of which together constitute the same instrument.

{Directors' Signature Page Follows}

ATHLOS FOUNDATION



Edward G. Conger, Director



Date

Jerry McCreight, Director

Date

Todd Whitthorn, Director

Date

Erin Ragsdale, Director

Date

ATHLOS FOUNDATION

Edward G. Conger, Director

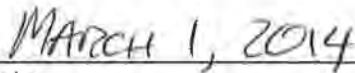
Date

Jerry McCreight, Director

Date



Todd Whitthorne, Director



Date

Erin Ragsdale, Director

Date

ATHLOS FOUNDATION

Edward G. Conger, Director

Date



Jerry McCreight, Director

2/24/14

Date

Todd Whitthorn, Director

Date

Erin Ragsdale, Director

Date

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

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment O.1. Calendar and Schedule

**ATTACHMENT 0.1
SCHOOL CALENDAR**

Sample Academic Calendar, Using a 2014-2015 Calendar as an example

FIRST SEMESTER	Start	End	Instructional Days	Data/PD Days	Holidays	
First Grading Period	21-Aug	26-Sep	26 Days	29-Sep	1-Sept, Labor Day Holiday	
Second Grading Period	30-Sep	7-Nov	28 Days	10-Nov, Data Day	13-Oct, Holiday (+Fair Day)	
Third Grading Period	11-Nov	19-Dec	24 Days	05-Jan, Data Day	24-28-Nov, Thanksgiving	
SECOND SEMESTER	Start	End	Instructional Days	Data/PD Days	Holidays	
Fourth Grading Period	6-Jan	13-Feb	28 Days	16-Feb, Data Day/Bad Weather Day	19-Jan, MLK Day	
Fifth Grading Period	17-Feb	10-Apr	33 Days	13-Apr, Data Day	9-13-Mar, Spring Break 3-Apr, Holiday	
Sixth Grading Period	14-Apr	5-Jun	38 Days	05-Jun, Records Day/Bad Weather Day	25-May, Memorial Day	
			TOTAL: 177 days, plus 3 PD waiver days (09/29, 11/10, 01/05)= 180 Days			
First Day of School	21-Aug			New Teacher PD, 08/11; Staff Development 08/12-19, Work Day 08/20		
Last Day of School	5-Jun					

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment O.2. Admission and Enrollment

ATTACHMENT O.2
ATHLOS FOUNDATION
ADMISSIONS AND ENROLLMENT
POLICY AND PROCEDURES *

Non-discrimination Statement as Part of the School's Admission Policy

It is the policy of Athlos Foundation (School) 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

The School requires applicants to submit a complete application form in order to be considered for admission. For the first year of operation of a campus, the application period begins on January 10th (beginning date) and ends on June 25th (closing date). For each subsequent year of operation, the beginning and closing dates of the application period are anticipated to be January 10th through March 15th of each year, respectively, or as otherwise approved by the Board of Directors.

In order to be eligible for admission, the applicant or qualifying occupant specified by Education Code 25.001(b) must generally reside in the geographic boundaries of the School 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 principal or designee of each campus 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 the School'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 create a waiting list. As space become available,

* The following policies and procedures are adopted from Schulman, Lopez & Hoffer, LLP Student Policies and Procedures for Charter Schools.

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 (Texas Education Code Section 25.002) to enrollment.

Admission Process of Returning Students

Returning students (students who currently attend the School and intend to return the next school year) are exempt 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 the School’s Founders and Employees

Siblings of returning students currently enrolled at an Athlos Foundation campus are exempt from the lottery and are automatically enrolled. For this policy “sibling” shall mean a biological or legally adopted brother or sister residing in the same household as the applicant. Cousins, nieces, nephews and unrelated children sharing an address with the applicant are not siblings. Sibling enrollment is dependent on available space and does not guarantee enrollment of each listed sibling.

Children of the School’s founders, teachers, and staff (so long as the total number of students allowed constitutes only a small percentage, generally less than 10 percent, of the total enrollment) are exempt from lottery requirements, as permitted by federal guidance on the Charter Schools Program.

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 Education Code § 12.111(a)(6)(A), the School 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 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 the School
- Whether the applicant is a child of a school founder or employee.
- Whether the applicant has a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37 of the Education Code.

Applicants are not required to provide transcripts or other academic records until after they are offered admission.

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.

The School 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 Education Code 25.001(b) must generally reside in the authorized geographic boundaries of the School, 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 the School. 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.
 - Other sources or documents demonstrating residency

If, at any time, a student's or qualifying occupant's residence is in question, the School 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 the School 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, the School 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;
- State and Federal Revenue departments.

The School 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. The School 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 Education Code § 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 the School 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 the School. 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 the School until resolution of the dispute.

McKinney-Vento Compliance

The School 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. The School 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, the School 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 the School 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.

The School 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. The School 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, the School 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 the School 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 the School’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 the School must complete a form provided by the School that discloses (1) whether the child has a food allergy or a severe food allergy

that should be disclosed to the School to enable the School to take any necessary precautions regarding the child's safety and (2) specifies the food(s) to which the child is allergic and the nature of the allergic reaction.

For purposes of this requirement, the term "severe food allergy" means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention.

The School may also require information from a child's physician if the child has food allergies.

Food allergy information forms will be maintained in the child's student records, and shall remain confidential. Information provided on food allergy information forms may be disclosed to teachers, school counselors, school nurses, and other appropriate school personnel only to the extent consistent with Board policy and as permissible under the Family Educational Rights and Privacy Act of 1974 ("FERPA").

ATTACHMENT O.3
ATHLOS FOUNDATION
STUDENT DISCIPLINE
POLICIES AND PROCEDURES*

General Guidelines

Athlos Foundation (School) personnel shall adhere to the following general guidelines when imposing discipline:

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

Student Code of Conduct

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

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

Revisions

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators and others, and will be updated on the School's website.

Corporal Punishment

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

Extracurricular Standards of Behavior

Sponsors and coaches of extracurricular activities may develop and submit for approval, standards of behavior that are higher than the School-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off School property. Extracurricular behavioral

* The following policies and procedures are adopted from Schulman, Lopez & Hoffer, LLP's Student Policies and Procedures for Charter Schools.

standards shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

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

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

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

Expulsion

The Superintendent or designee shall determine conduct for which students may be expelled from school. Expellable offenses shall be described in the Student Code of Conduct, which shall be distributed to students and parents on an annual basis, as well as made available at each Athlos Foundation (School) campus and posted on the School's Web site.

Federal Firearm Provision

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

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

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

propellant, and which has any barrel with a bore of more than one-half inch in diameter; and any combination of parts either designed or intended for use in converting any device into a destructive device as described in this item, and from which a destructive device may be readily assembled.

Expulsion Proceedings

Due Process

Before a student may be expelled, the Board or its designee shall provide the student a hearing at which the student is afforded appropriate due process as required by the U.S. Constitution and state law.

The minimum procedural requirements necessary to satisfy due process depend upon the circumstances and the interests of the parties involved. Federal due process requires notice and some opportunity for hearing.

Notice

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

Hearing

The rights of the student may properly be determined upon the hearsay evidence of school administrators who investigate disciplinary infractions. The Rules of Evidence will not apply to the hearing.

Representative

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

Term of Expulsion

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

Appeals

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

SPECIAL EDUCATION STUDENTS

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

Removal for Ten Days or Less

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

Services During Removal

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

Subsequent Removals of Ten Days or Less

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

Services During Removal

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

Notice of Procedural Safeguards

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

Changes in Placement

Any disciplinary action that would constitute a change in placement may be taken only after the student's 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.

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

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

Manifestation Determination

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

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

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

Not a Manifestation

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

Manifestation

If the School, the parents, and relevant members of the ARD committee determine that the conduct was a manifestation of the student's disability, 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, to address the behavior.

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

Special Circumstances

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

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

The ARD committee shall determine the interim alternative education setting.

Services During Removal

The student must:

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

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

Appeals

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

Placement During Appeals

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

Reporting Crimes

Federal law does not prohibit the School from reporting a crime committed by a student with a disability to appropriate authorities. If the School reports a crime, the School shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the School reported the crime. The School may transmit records only to the extent permitted by the Family Educational Rights and Privacy Act (FERPA).

Students Not Yet Identified

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

School Knowledge

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

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

Exception

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

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

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

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

Behavior Management Techniques

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

Exceptions

Education Code 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 of the School.

Further, Education Code 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 Education Code 37.007(a)(1).

Confinement

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

Seclusion

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

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

Restraint

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

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

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

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

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

Training

Training for School employees, volunteers, or independent contractors regarding the use of restraint shall be provided according to the requirements set forth at 19 TAC 89.1053(d).

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).

Time-Out

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

1. Physical force or threat of physical force shall not be used to place a student in time-out.
2. Time-out may only be used in conjunction with an array of positive behavior intervention strategies and techniques and must be included in the student's

- IEP and/or BIP if it is utilized on a recurrent basis to increase or decrease targeted behavior.
3. Use of time-out shall not be implemented in a fashion that precludes the ability of the student to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP.

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

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

Training

Training for School employees, volunteers, or independent contractors regarding the use of time-out shall be provided according to the requirements set forth at 19 TAC 89.1053(h).

Documentation

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

STUDENT CODE OF CONDUCT

The Purpose of the Student Code of Conduct

To function properly, education must provide an equal learning opportunity for all students by recognizing, valuing, and addressing the individual needs of every student. In addition to the regular curriculum, principles and practices of good citizenship must also be taught and modeled by school staff. To foster an orderly and distraction-free environment, Athlos Foundation (School) has established this Student Code of Conduct (“the Code”) in accordance with state law. The Code outlines prohibited behaviors and consequences for such behavior.

The Code has been adopted by the Board of Directors, and provides information to parents and students regarding expectations for behavior, consequences of misconduct, and procedures for administering discipline.

In accordance with state law, the Code will be posted at each school campus or will be available for review at the office of the Principal. Parents will be notified of any violation that may result in a student being suspended or expelled from the School.

Students must be familiar with the standards set forth in the Student Code of Conduct, as well as campus and classroom rules.

The Code does not define all types and aspects of student behavior, as the School may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Student Code of Conduct. **When students participate in student activities, they will also be expected to follow the guidelines and constitutions that further specify the organization's expectations, student behavior and consequences.**

Jurisdiction

The School has disciplinary authority over a student:

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 campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. For any mandatory or discretionary expulsion violation committed while on or off school property or while attending a school-sponsored or school-related activity of another district in Texas;
6. When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
7. When the student commits a felony, as provided by Texas Education Code 37.006 or 37.0081; and
8. When criminal mischief is committed on or off school property or at a school-related event.

Note: In addition to disciplinary consequences, misdemeanor and felony offenses committed on campus will be reported to an appropriate law enforcement agency.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet school and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of other students and of teachers and other school staff.
- Respect the property of others, including school property and facilities.

- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Avoid violations of the Code.

Discipline Management 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 offense, 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.

The following discipline management techniques may be used – alone or in combination – for misbehavior violating the Code or campus or classroom rules:

- Assignment of school service or community service duties such as scrubbing desks or picking up litter.
- Behavioral contracts.
- Cooling-off time or “time out.”
- Counseling by teachers, counselors, or administrative personnel.
- In-school suspension or detention, as specified in the suspension section of the Code.
- Expulsion, as specified in the expulsion section of the Code.
- Grade reductions as permitted by policy.
- Out-of-school suspension, as specified in the suspension section of the Code.
- Parent-teacher conferences.
- Referral to an outside agency and/or legal authority for criminal prosecution in addition to disciplinary measures imposed by the School.
- Rewards or demerits.
- School-assessed and school-administered probation.
- Seating changes within the classroom.
- Sending the student to the office or other assigned area.
- Techniques or penalties identified in individual student organizations' extracurricular standards of behavior.
- Temporary confiscation of items that disrupt the educational process.
- Verbal correction.
- Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-sponsored clubs or organizations.
- Withdrawal or restriction of bus privileges.
- Other strategies and consequences as specified by the Code.

Corporal Punishment

The School will NOT administer corporal punishment upon a student for misconduct.

Offenses and Consequences

Level I Offenses:

The following behaviors are prohibited at all school and school-related activities:

1. Insubordination.
2. Cheating or copying the work of another.
3. Committing extortion, coercion, or blackmail (obtaining money or another object of value from an unwilling person).
4. Committing or assisting in a robbery or theft even if it does not constitute a felony.
5. Damaging or vandalizing property owned by others.
6. Defacing or damaging school property, including textbooks, lockers, furniture, and other equipment, with graffiti or by other means. See glossary.
7. Improperly discharging a fire extinguisher.
8. Disobeying conduct rules regarding school transportation.
9. Engaging in any misbehavior that gives school officials reasonable cause to believe that such conduct will substantially disrupt the school program or incite violence.
10. Engaging in conduct that constitutes sexual harassment or sexual abuse, whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors directed toward another student or a District employee.
11. Engaging in disruptive actions or demonstrations that substantially disrupt or materially interfere with school activities.
12. Engaging in harassment motivated by race, color, religion, national origin, disability, or age and directed toward another student or school employee.
13. Engaging in inappropriate verbal, physical, or sexual contact directed toward another student or a school employee.
14. Engaging in threatening behavior toward another student or school employee on or off school property.
15. Engaging in verbal or written exchanges that threaten the safety of another student, a school employee, or school property.
16. Failing to comply with directives given by school personnel.
17. Falsifying records, passes, or other school-related documents.
18. Fighting or scuffling.
19. Forcing an individual to act through the use of force or threat of force.
20. Gambling.
21. Hazing. See glossary.
22. Inappropriate or indecent exposure of a student's private body parts. See glossary.
23. Leaving school grounds or school-sponsored events without permission.
24. Making false accusations or hoaxes regarding school safety.

25. Possessing a razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person.
26. Possessing a stun gun.
27. Possessing ammunition.
28. Possessing an air gun or BB gun.
29. Possessing fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device.
30. Possessing mace or pepper spray.
31. Possessing pornographic material.
32. Possessing or selling a "look-alike" weapon.
33. Possessing or selling look-alike drugs or items attempted to be passed off as drugs or contraband.
34. Possessing or selling seeds or pieces of marijuana in less than a usable amount.
35. Possessing or using a laser pointer for other than an approved use.
36. Possessing or using any articles not generally considered to be weapons, including school supplies, when the Campus Director or designee determines that a danger exists.
37. Possessing or using matches or a lighter.
38. Possessing published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety; using e-mail or Web sites at school to encourage illegal behavior; or threatening school safety.
39. Possessing, smoking, or using tobacco products.
40. Possessing, using, giving, or selling paraphernalia related to any prohibited substance. See glossary.
41. Refusing to accept discipline management techniques assigned by a teacher or Campus Director.
42. Repeatedly violating campus or classroom standards of behavior.
43. Sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
44. Stealing from students, staff, or the school.
45. Repeated tardiness.
46. Throwing objects that can cause bodily injury or property damage.
47. Using a cellular telephone or other telecommunications device at school during the school day, except in the case of an emergency.
48. Using the Internet or other electronic communications to threaten students or employees, or cause disruption to the educational program.
49. Violating computer use policies, rules, or agreements signed by the student, and/or agreements signed by the student's parent.
50. Violating dress and grooming standards as communicated in the Handbook.

Disciplinary Consequences (not in order of progressive disciplinary measures)

1. After school detention.
2. Application of one or more Discipline Management Techniques.
3. Confiscation of cell phones or other electronic devices.
4. Grade reductions for academic dishonesty.

5. In-school suspension.
6. Out-of-school suspension.
7. Removal from the classroom and/or placement in another classroom.
8. Restitution/restoration, if applicable.
9. Saturday Detention.
10. Saturday School.
11. School-assessed and school-administered probation.
12. Temporary confiscation of items that disrupt the educational process.
13. Thursday Night School.
14. Verbal correction.
15. Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-sponsored clubs or organizations.

Level II Offenses:

The following behaviors are prohibited at all school and school-related activities:

1. Assault (Class C) – student on student.
2. Being a member of, pledging to become a member of, joining, or soliciting another person to join, or pledge to become a member of a public school fraternity, sorority, or gang, as defined by Texas Education Code § 37.121.
3. False accusation of conduct that would constitute a misdemeanor or felony.
4. Fighting.
5. Forgery of school documents at school or otherwise.
6. Gang activity.
7. Harassment under Texas Educational Code § 37.001(b)(1).
8. Hazing under Texas Educational Code § 37.151(6).
9. Hit list under Texas Educational Code 37.001(b)(2).
10. Knife possession – not an illegal knife.
11. Non-Title five felony; school is notified by police.
12. Possession of stolen property.
13. Repetitive Level I Offenses – i.e., two or more Level I offenses within a semester.
14. Threats – student on personnel/facility.
15. Threats – student on student.
16. Using the Internet or other electronic communications to threaten students or employees, or cause disruption to the school program.
17. Violating the School's medication policy.

Disciplinary Consequences

1. Any applicable Level I Disciplinary Consequence.
2. Out-of-school suspension for up to five days.

Disciplinary actions may be used individually or in combination for any offense.

Level III Offenses

The following behaviors are prohibited at all school and school-related activities:

1. Abusing a prescription drug, giving a prescription drug to another student, or possessing or being under the influence of another person's prescription drug on school property or at a school-related event.
2. Aggravated assault.
3. Aggravated kidnapping.
4. Aggravated robbery.
5. Aggravated sexual assault
6. Any discretionary or mandatory expulsion violation under Texas Education Code, Chapter 37.
7. Any offense listed in Sections 37.006(a) or 37.007(a), (b), and (d) of the Texas Education Code, no matter when or where the offense takes place.
8. Arson.
9. Assault.
10. Bullying and/or cyberbullying, including intimidation by name-calling, using ethnic or racial slurs, or making derogatory statements that could disrupt the school program or incite violence.
11. Burglary of a motor vehicle on campus.
12. Capital murder.
13. Commission of a felony offense listed under Title 5, Texas Penal Code.
14. Conduct endangering the health and safety of others.
15. Conduct punishable as a felony.
16. Criminal attempt to commit murder or capital murder.
17. Criminally negligent homicide.
18. Deliberate destruction or tampering with school computer data or networks.
19. Directing profanity, vulgar language, or obscene gestures toward another student or school employee.
20. 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-sponsored or school-related event and (1) the student receives deferred prosecution; (2) a court or jury finds that the student has engaged in delinquent conduct; or (3) the Superintendent or designee has a reasonable belief that the student engaged in the conduct.
21. False alarm or report.
22. Felony criminal mischief against school property, another student, or school staff.
23. Gang activity (violent).
24. Inappropriate sexual conduct.
25. Indecency with a child.
26. Indecent exposure.
27. Issuing a false fire alarm.
28. Manslaughter.
29. Murder.
30. Persistent Level I offenses (four or more Level I offenses committed in any one school year).

31. Persistent Level II offenses (two or more Level II offenses committed in any one school year).
32. Possessing, selling, distributing, or being under the influence of inhalants.
33. Possessing, selling, distributing, or being under the influence of a simulated controlled substance.
34. Public lewdness.
35. Repeated failure to comply with directives given by school personnel.
36. Repeated violations of dress and grooming standards as communicated in the Handbook.
37. Required registration as a sex offender.
38. Retaliation against any school employee or volunteer at any time or place.
39. Selling, giving, or delivering to another person or possessing, using, or being under the influence of marihuana, controlled substance, dangerous drug, or alcoholic beverage.
40. Setting or attempting to set fire on school property (not arson).
41. Sexual abuse of a young child or children.
42. Sexual assault.
43. Targeting another individual for bodily harm.
44. Use, exhibition, or possession of a firearm, illegal knife, club, or prohibited weapon.
45. Vandalism of or conduct constituting criminal mischief with respect to school facilities or property.

Disciplinary Consequences

1. Out of school suspension for five–ten days.
2. Expulsion.

Consequences:

Detention

Detention may be held on each day during school for up to eight hours. Students who serve detention must make arrangements to be picked up from school. Parents may request in person a delay of the detention; no phone calls or notes will be accepted.

After School Detention

1. Students will bring materials to work on. Classroom materials may be sent by a teacher.
2. Students will not be permitted to go to their lockers during detention; all materials must be brought to the detention room when reporting.
3. Sleeping is not permitted.
4. Students will follow all rules concerning classroom behavior. Failure to comply will mean suspension from school.

5. Any student assigned to the detention room must stay the entire time. Students refusing to sit their time will be suspended from school.

Suspension

The School utilizes two kinds of suspension: in school suspension and out of school suspension.

In School Suspension

The following rules and regulations apply to all students assigned to in school suspension:

1. Students must report to the detention room at [redacted] a.m. In school suspension will be run from [redacted] 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 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 Campus Director.
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.

Failure to follow these guidelines will be reported to the Campus Director for further action, which may include up to three days of out of school suspension or any other Level I consequence.

Out of School Suspension

Notice of suspension and the reasons for the suspension will be given to the student by the Campus Director.

Removal from School Transportation

A student being transported by School transportation to or from school or a school-sponsored 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.

Conferences, Hearings and Appeals

All students are entitled to conferences, hearings, and/or appeals of disciplinary matters as provided by state and federal law and school policy.

Process for Suspensions Lasting Up To Five Days

In addition to the above list of Code of Conduct violations, the Campus Director 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.

Prerequisites to Suspension

Prior to suspending a student, the Campus Director or designee must attempt to hold an informal conference with the student to:

1. Notify the student of the accusations against him/her,
2. Allow the student to relate his or her version of the incident, and
3. Determine whether the student's conduct warrants suspension.

Notification to Parents/Guardians

If the Campus Director or designee determines the student's conduct warrants suspension during the school day, the Campus Director or designee will make reasonable effort to notify the student's parent(s) that the student has been suspended before the student is sent home. The Campus Director or designee will notify a suspended student's parent(s) of the period of suspension, the grounds for the suspension, and the time and place for an opportunity to confer with the Campus Director.

Credit During Suspension

A student shall receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension within the same number of school days the student was absent on suspension.

Process for Out-of-School Suspensions Over Five Days and Expulsion

Notice

When the Campus Director 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 Campus Director or designee will provide the student's parent(s) with written notice of:

1. The reasons for the proposed disciplinary action; and
2. The date and location for a hearing before the Campus Director, 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(s); and
5. May be represented by an attorney.

Hearing Before Campus Director

The School shall make a good faith effort to inform the student and the student's parent(s) of the time and place for the hearing, and the school shall hold the hearing regardless of whether the student, the student's parent(s) or another adult representing the student attends. The Campus Director or designee may audio record the hearing.

Immediately following the hearing, the Campus Director or designee will notify the student and the student's parent(s) in writing of his or her decision. The decision shall specify:

1. The length of the suspension or expulsion, if any;
2. When the expulsion is not permanent, the procedures for re-admittance at the end of the expulsion period; and
3. The right to appeal the Campus Director's decision to the Board of Directors or the Board's designee.

The notice shall also state that failure to timely request such a hearing constitutes a waiver of further rights in the matter.

Appeal to the Board of Directors

The student or his or her parent(s) may appeal the expulsion decision to the Board of Directors by notifying the Campus Director in writing within seven calendar days of the date of receipt of the Campus Director's decision. The Board will review the audio or transcribed record from the hearing before the Campus Director at a specially called meeting. The Board will notify the student and his or her parent(s) of its decision, in writing, within five calendar days of the hearing. The decision of the Board is final and may not be appealed.

Discipline consequences will not be deferred pending the outcome of an appeal of an expulsion to the Board.

No Credit Earned

Except when required by law, students will not earn academic credit during a period of expulsion.

Emergency Placement and Expulsion

If the Campus Director or designee reasonably believes a student's behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with students in a class, with the ability of a student's classmates to learn, or with the operation of the school or a school-sponsored activity, the Campus Director or designee may order immediate removal of the student. Immediate suspension may be imposed by the Campus Director 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.

Placement of Students with Disabilities

All disciplinary actions regarding students with disabilities shall be conducted in accordance with the most current federal and state laws.

Suspension/Expulsion Requirement

A student with a disability shall not be excluded from his or her current placement pending appeal to the Board of Directors for more than ten days without ARD Committee action to determine appropriate services in the interim. Pending appeal to a special education hearing officer, a student with a disability shall remain in the present education setting, unless the School and parents agree otherwise.

Gun-Free Schools Act

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

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

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

Glossary

Armor-piercing ammunition is handgun ammunition designed primarily for the purpose of penetrating metal or body armor and to be used primarily in pistols and revolvers.

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:

1. Any vegetation, fence, or structure on open-space land; or
2. Any building, habitation, or vehicle:
 - a. Knowing that it is within the limits of an incorporated city or town;
 - b. Knowing that it is insured against damage or destruction;
 - c. Knowing that it is subject to a mortgage or other security interest;
 - d. Knowing that it is located on property belonging to another;
 - e. Knowing that it has located within it property belonging to another; or
 - f. When the person is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.

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.

Chemical dispensing device means a device, other than a small chemical dispenser sold commercially for personal protection, designed, made, or adapted for the purpose of causing an adverse psychological or physiological effect on a human being.

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 adjudication may be offered to a student who is 17 or older, as an alternative to seeking a conviction in court.

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.

Delinquent conduct means conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. Delinquent conduct also includes conduct that violates certain juvenile court orders, including probation orders. Delinquent conduct does not, however, include violations of traffic laws.

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 load report

as to cause undue public alarm or terror, and includes a device designed, made, or adapted for delivery or shooting an explosive weapon.

False Alarm or Report occurs when a person knowingly initiates, communicates or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

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 campus, 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.

Illegal Knife means a knife with a blade over 5-1/2 inches; hand instrument designed to cut or stab another by being thrown; dagger, including a dirk, stiletto, and poniard; bowie knife; sword; spear; or as otherwise defined by Board policy.

Indecent Exposure means exposing one's anus or genitals with intent to arouse or gratify the sexual desire of any person while being reckless about whether another is present who will be offended or alarmed by the act.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance that is designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Machine gun means any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

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 Superintendent or designee using all available information, including the information furnished under Article 15.27 of the Code of Criminal Procedure.

Self-defense means using force against another when and to the degree a person reasonably believes the force is immediately necessary to protect him or herself.

Switchblade means any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or by the force of gravity or centrifugal force.

Short-barrel firearm means a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat occurs when a person threatens to commit any offense involving violence to any person or property with intent to:

1. Cause a reaction of any type to his or her threat by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the School).

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.

Zip gun means a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smoothbore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment O.4. Personnel Policies

ATTACHMENT O.4

ATHLOS ACADEMY

[ADD LOGO]

Employee Handbook

2015–2016

DRAFT

COPYRIGHT MATERIAL

8 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 CharterSchools@tea.state.tx.us to schedule an appointment.

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment O.7. Supplemental HR Forms

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

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 Served	Salary Range
<input type="text" value="Ferris ISD"/>	<input type="text" value="070905"/>	<input type="text" value="Ferris, Texas"/>	<input type="text" value="2,408"/>	<input type="text" value="\$20,516 - \$20,516"/>
<input type="text" value="Kennedale ISD"/>	<input type="text" value="220914"/>	<input type="text" value="Kennedale, Texas"/>	<input type="text" value="3,163"/>	<input type="text" value="\$14.84 - \$18.54 per hour"/>
<input type="text" value="Lake Worth ISD"/>	<input type="text" value="220910"/>	<input type="text" value="Lake Worth, Texas"/>	<input type="text" value="3,257"/>	<input type="text" value="\$11.00 - \$24.04 per hour"/>

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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.

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

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 Served	Salary Range
Ferris ISD	070905	Ferris, Texas	2,408	\$40,500 - \$57,910
Kennedale ISD	220914	Kennedale, Texas	3,163	\$49,300 - \$67,600
Lake Worth ISD	220910	Lake Worth, Texas	3,257	\$42,400 - \$59,410

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Athlos Foundation

Enter the name of the proposed charter school: Athlos Academy

Position: Librarian

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Provide group instruction and individual guidance to students to help them locate resources.
2. Consult teachers on appropriate use of materials and help them schedule materials for classroom instruction.
3. Serve as information resource for users of library/media center materials and provide staff development opportunities.
4. Effectively plan school library program to meet identified needs.
5. Assist in preparation of bibliographies and curriculum guides.
6. Manage acquisitions, processing, organizing, distribution, maintenance, and inventory of resources.
7. Coordinate development and maintenance of community resource file.
8. Carry out discipline in accordance with board policies and administrative regulations.
9. Interact with students to promote positive attitudes toward school library.
10. Compile, maintain, and file all physical and computerized reports, records, and other documents required.

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.

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

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 Served	Salary Range
<input type="text" value="Ferris ISD"/>	<input type="text" value="070905"/>	<input type="text" value="Ferris, Texas"/>	<input type="text" value="2,408"/>	<input type="text" value="\$40,500 - \$57,910"/>
<input type="text" value="Kennedale ISD"/>	<input type="text" value="220914"/>	<input type="text" value="Kennedale, Texas"/>	<input type="text" value="3,163"/>	<input type="text" value="\$49,300 - \$67,600"/>
<input type="text" value="Lake Worth ISD"/>	<input type="text" value="220910"/>	<input type="text" value="Lake Worth, Texas"/>	<input type="text" value="3,257"/>	<input type="text" value="\$42,400 - \$59,410"/>

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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.

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

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 Served	Salary Range
Ferris ISD	070905	Ferris, Texas	2,408	\$40,500 - \$57,910
Kennedale ISD	220914	Kennedale, Texas	3,163	\$49,300 - \$67,600
Lake Worth ISD	220910	Lake Worth, Texas	3,257	\$42,400 - \$59,410

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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.

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

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 Served	Salary Range
Ferris ISD	070905	Ferris, Texas	2,408	\$16,553 - \$16,553
Kennedale ISD	220914	Kennedale, Texas	3,163	\$19.11 - \$23.88 per hour
Lake Worth ISD	220910	Lake Worth, Texas	3,257	\$11.00 - \$24.04 per hour

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Athlos Foundation

Enter the name of the proposed charter school: Athlos Academy

Position: Human Resources Clerk

Reports to: Human Resource Director

Job Duties: List up to 10 key duties this individual will perform.

1. Prepare correspondence, forms, manuals schedules, contracts, and reports for HR Director.
2. Distribute applicant records to principals and directors
3. Prepare recruitment and new-hire packets.
4. Assist with the input and maintenance of information in employee database.
5. Prepare and distribute employment contracts.
6. Process and receive criminal history record information, references, and other application materials.
7. Compile pertinent data as needed when preparing various federal, state, and local reports.
8. Maintain physical and computerized departmental files
9. Assist with the preparation of the human resource department budget.
10. Maintain a schedule of appointments, assist with scheduling and set up of interviews and meetings

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.

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

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 Served	Salary Range
Ferris ISD	070905	Ferris, Texas	2,408	\$65,804 - \$65,804
Kennedale ISD	220914	Kennedale, Texas	3,163	\$53,120 - \$74,630
Lake Worth ISD	220910	Lake Worth, Texas	3,257	\$46,453 - \$83,491

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Athlos Foundation

Enter the name of the proposed charter school: Athlos Academy

Position: Assistant Principal

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Participate in development and evaluation of educational programs.
2. Support development of innovative instructional programs, helping teachers pilot such efforts when appropriate.
3. Promote the use of technology in teaching/learning process.
4. Promote a positive, caring climate for learning.
5. Deal sensitively and fairly with persons from diverse cultural backgrounds.
6. Communicate effectively with students and staff.
7. Participate in development of campus improvement plans with staff, parents, and community members.
8. Help principal develop, maintain, and use information systems to maintain and track progress on campus performance.
9. Assist principal in interviewing, selecting, and orienting new staff.
10. Ensure that students are adequately supervised during non instructional periods.

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.

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

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 Served	Salary Range
Ferris ISD	070905	Ferris, Texas	2,408	\$40,500 - \$57,910
Kennedale ISD	220914	Kennedale, Texas	3,163	\$49,300 - \$67,600
Lake Worth ISD	220910	Lake Worth, Texas	3,257	\$42,400 - \$59,410

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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.

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

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 Served	Salary Range
<input type="text" value="Ferris ISD"/>	<input type="text" value="070905"/>	<input type="text" value="Ferris, Texas"/>	<input type="text" value="2,408"/>	<input type="text" value="\$40,500 - \$57,910"/>
<input type="text" value="Kennedale ISD"/>	<input type="text" value="220914"/>	<input type="text" value="Kennedale, Texas"/>	<input type="text" value="3,163"/>	<input type="text" value="\$49,300 - \$67,600"/>
<input type="text" value="Lake Worth ISD"/>	<input type="text" value="220910"/>	<input type="text" value="Lake Worth, Texas"/>	<input type="text" value="3,257"/>	<input type="text" value="\$42,400 - \$59,410"/>

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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.

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

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 Served	Salary Range
<input type="text" value="Ferris ISD"/>	<input type="text" value="070905"/>	<input type="text" value="Ferris, Texas"/>	<input type="text" value="2,408"/>	<input type="text" value="\$16,553 - \$16,553"/>
<input type="text" value="Kennedale ISD"/>	<input type="text" value="220914"/>	<input type="text" value="Kennedale, Texas"/>	<input type="text" value="3,163"/>	<input type="text" value="\$11.97 - \$14.95 per hour"/>
<input type="text" value="Lake Worth ISD"/>	<input type="text" value="220910"/>	<input type="text" value="Lake Worth, Texas"/>	<input type="text" value="3,257"/>	<input type="text" value="\$10.35 - \$20.97 per hour"/>

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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.

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

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 Served	Salary Range
Ferris ISD	070905	Ferris, Texas	2,408	\$18,624 - \$18,624
Kennedale ISD	220914	Kennedale, Texas	3,163	\$11.97 - \$14.95 per hour
Lake Worth ISD	220910	Lake Worth, Texas	3,257	\$10.20 - \$20.82 per hour

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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.

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

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 Served	Salary Range
Ferris ISD	070905	Ferris, Texas	2,408	\$63,837 - \$63,837
Kennedale ISD	220914	Kennedale, Texas	3,163	\$49,300 - \$67,600
Lake Worth ISD	220910	Lake Worth, Texas	3,257	\$42,400 - \$59,410

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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.

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

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 Served	Salary Range
Ferris ISD	070905	Ferris, Texas	2,408	\$40,500 - \$57,910
Kennedale ISD	220914	Kennedale, Texas	3,163	\$49,300 - \$67,600
Lake Worth ISD	220910	Lake Worth, Texas	3,257	\$42,400 - \$59,410

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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.

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

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 Served	Salary Range
Ferris ISD	070905	Ferris, Texas	2,408	\$18,624 - \$18,624
Kennedale ISD	220914	Kennedale, Texas	3,163	\$8.36 - \$14.97 per hour
Lake Worth ISD	220910	Lake Worth, Texas	3,257	\$9.34 - \$14.33 per hour

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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.

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

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 Served	Salary Range
Ferris ISD	070905	Ferris, Texas	2,408	\$16,553 - \$16,553
Kennedale ISD	220914	Kennedale, Texas	3,163	\$9.71 - \$12.17 per hour
Lake Worth ISD	220910	Lake Worth, Texas	3,257	\$9.67 - \$19.66 per hour

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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.

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

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 Served	Salary Range
Ferris ISD	070905	Ferris, Texas	2,408	\$16,553 - \$16,553
Kennedale ISD	220914	Kennedale, Texas	3,163	\$15.47 - \$19.36 per hour
Lake Worth ISD	220910	Lake Worth, Texas	3,257	\$11.00 - \$24.04 per hour

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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.

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

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 Served	Salary Range
Ferris ISD	070905	Ferris, Texas	2,408	\$81,385 - \$81,385
Kennedale ISD	220914	Kennedale, Texas	3,163	\$69,570 - \$82,219
Lake Worth ISD	220910	Lake Worth, Texas	3,257	\$63,873 - \$100,863

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Athlos Foundation

Enter the name of the proposed charter school: Athlos Academy

Position: Athletic Director Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Direct and manage athletic program and facilities.
2. Establish physical and academic eligibility requirements for participation in each sport, and verify each athlete's eligibility.
3. Maintain an active program that promotes good sportsmanship and student development.
4. Obtain and use evaluative findings (including student achievement data) to gauge athletic program effectiveness.
5. Plan necessary time, resources, and materials to support accomplishment of department goals.
6. Prepare and approve all interscholastic game schedules.
7. Model the Athlos culture.
8. Manage district athletic operations by directing ticket sales, employing game officials, and ensuring preparation of facilities.
9. Coordinate the use of all athletic facilities by nonschool groups.
10. Implement student management policies, communicate expected student behavior related to athletics.

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.

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

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 Served	Salary Range
<input type="text" value="Ferris ISD"/>	<input type="text" value="070905"/>	<input type="text" value="Ferris, Texas"/>	<input type="text" value="2,408"/>	<input type="text" value="\$35,647 - \$35,647"/>
<input type="text" value="Kennedale ISD"/>	<input type="text" value="220914"/>	<input type="text" value="Kennedale, Texas"/>	<input type="text" value="3,163"/>	<input type="text" value="\$11.53 - \$14.97 per hour"/>
<input type="text" value="Lake Worth ISD"/>	<input type="text" value="220910"/>	<input type="text" value="Lake Worth, Texas"/>	<input type="text" value="3,257"/>	<input type="text" value="\$55,427 - \$89,211"/>

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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.

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

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 Served	Salary Range
Ferris ISD	070905	Ferris, Texas	2,408	\$78,798 - \$78,798
Kennedale ISD	220914	Kennedale, Texas	3,163	\$18.80 - \$24.43 per hour
Lake Worth ISD	220910	Lake Worth, Texas	3,257	\$35,000 - \$67,388

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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.

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

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 Served	Salary Range
<input type="text" value="Ferris ISD"/>	<input type="text" value="070905"/>	<input type="text" value="Ferris, Texas"/>	<input type="text" value="2,408"/>	<input type="text" value="\$49,238 - \$49,238"/>
<input type="text" value="Kennedale ISD"/>	<input type="text" value="220914"/>	<input type="text" value="Kennedale, Texas"/>	<input type="text" value="3,163"/>	<input type="text" value="\$17.17 - \$21.47 per hour"/>
<input type="text" value="Lake Worth ISD"/>	<input type="text" value="220910"/>	<input type="text" value="Lake Worth, Texas"/>	<input type="text" value="3,257"/>	<input type="text" value="\$35,000 - \$67,388"/>

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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.

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

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 Served	Salary Range
Ferris ISD	070905	Ferris, Texas	2,408	\$62,413 - \$62,413
Kennedale ISD	220914	Kennedale, Texas	3,163	\$82,219 - \$103,722
Lake Worth ISD	220910	Lake Worth, Texas	3,257	\$67,568 - \$101,352

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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.

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

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 Served	Salary Range
Ferris ISD	070905	Ferris, Texas	2,408	\$62,413 - \$62,413
Kennedale ISD	220914	Kennedale, Texas	3,163	\$69,570 - \$82,219
Lake Worth ISD	220910	Lake Worth, Texas	3,257	\$60,951 - \$82,202

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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.

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

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 Served	Salary Range
Ferris ISD	070905	Ferris, Texas	2,408	\$78,828 - \$78,828
Kennedale ISD	220914	Kennedale, Texas	3,163	\$69,570 - \$94,868
Lake Worth ISD	220910	Lake Worth, Texas	3,257	\$55,429 - \$100,863

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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.

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

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 Served	Salary Range
Ferris ISD	070905	Ferris, Texas	2,408	\$62,413 - \$62,413
Kennedale ISD	220914	Kennedale, Texas	3,163	\$82,219 - \$103,722
Lake Worth ISD	220910	Lake Worth, Texas	3,257	\$67,568 - \$101,352

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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.

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

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 Served	Salary Range
<input type="text" value="Ferris ISD"/>	<input type="text" value="070905"/>	<input type="text" value="Ferris, Texas"/>	<input type="text" value="2,408"/>	<input type="text" value="\$108,816 - \$108,816"/>
<input type="text" value="Kennedale ISD"/>	<input type="text" value="220914"/>	<input type="text" value="Kennedale, Texas"/>	<input type="text" value="3,163"/>	<input type="text" value="\$69,570 - \$82,219"/>
<input type="text" value="Lake Worth ISD"/>	<input type="text" value="220910"/>	<input type="text" value="Lake Worth, Texas"/>	<input type="text" value="3,257"/>	<input type="text" value="\$67,568 - \$101,352"/>

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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.

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

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	
			Served	Salary Range
Ferris ISD	070905	Ferris, Texas	2,408	\$160,321 - \$160,321
Kennedale ISD	220914	Kennedale, Texas	3,163	\$169,340 - \$169,340
Lake Worth ISD	220910	Lake Worth, Texas	3,257	\$158,000 - \$158,000

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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.

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment O.8. Community Support



MAYOR
ROBERT CLUCK

*"Working Together to
Make Arlington Better"*

101 W. Abram St.

P.O. Box 90231, MS 01-0310
Arlington, Texas 76004-3231

Office 817-459-6121

Robert.Cluck@arlingtontx.gov

March 20, 2014

State Board of Education
Texas Education Agency
William B. Travis Building
1701 N. Congress Ave.
Austin, Texas 78701

To Whom It May Concern:

I have had the opportunity to learn about Athlos over the past two years through their partnership with International Leadership of Texas in Arlington.

Their curriculum focuses on mind, body, character, grit and learned optimism and perseverance - making sure our children are well prepared for whatever their future may hold. As a doctor, and as a community leader, I gravitated toward their focus on total health and wellness and living an active life, hopefully starting healthy habits now that last a lifetime.

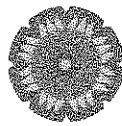
Arlington values our partnership with ILT. We know having quality education options for families in Arlington is critical to our success now, and in the future and we believe ILT is one of those quality options.

I have great admiration for Jason Kotter, Ryan Van Alfen, Eddie Conger and their team. They have been great community partners and it is clear that they are true visionaries in education.

It is my hope that the State Board of Education will approve their application for a charter to establish Athlos Academy Charter Schools in North Texas. We will be better as a region, and a state, because of their work.

Sincerely,

Robert N. Cluck, M.D.
Mayor
City of Arlington, Texas



GARLAND
TEXAS MADE HERE

Office of the Mayor
DOUGLAS ATHAS

March 20, 2014

To Whom It May Concern,

The City of Garland is a flourishing city with excellent economic and educational opportunities. We have grown into a thriving metropolitan-area city that offers its residents and business a high quality of life, excellent educational and workforce development opportunities. With more than 115 languages spoken in the homes of our citizens, Garland is fortunate to have a rich multicultural and multilingual population.

International Leadership of Texas Charter School powered by Athlos is a thriving school in our community. Their vision of preparing students for leadership roles in the international community by mastering English, Spanish and Chinese languages with the Athlos Education Model is very encouraging for the future of our youth. I am confident with the leadership ILT provides, they will continue making sure our students our healthy and active team players who are book smart, sharp and ready for life beyond school.

We are honored to have the first International Leadership of Texas School powered by Atholos in our community and we strongly support Athlos Academy's application to open additional schools in the North Texas Region.

Sincerely,

A handwritten signature in black ink, appearing to read "Douglas Athas", with a long horizontal line extending to the right.

Douglas Athas
Mayor

Ackermann Consulting for School Finance

9509 Timber Wagon Drive • McKinney, Texas 75070
214-901-6292 • ajoanneruark@sbcglobal.net

To Whom It May Concern:

March 10, 2014

I have been in the education sector for more than 35 years serving as Superintendent of San Felipe Del Rio CISD, Del Rio, Texas and in Montana, CFO of several school districts and a financial consultant to 3 districts/schools.

Charter schools are charged with improving student learning, increasing school choice for parents, establishing a new form of accountability for public schools and encouraging different and innovative learning methods. Athlos Academies exemplify these attributes.

Quality education options are critical to the success of children in North Texas. Socio-economic status shouldn't determine where a child attends school. Every student has different needs and parents should be able to choose a school that best fits those needs. Texas Charter schools give parents the ability to make that choice.

The Athlos program has a unique approach to education, their focus on activity, grit; teamwork and perseverance are vital lessons for school-aged children to learn.

I have worked with many different schools and school districts. I have seen the good, the bad and the ugly and Athlos is the model of innovation. The dedication that Ryan Van Alfen, Jason Kotter and the rest of the team at Athlos have for education is admirable. They have designed a curriculum that not only teaches children, but shapes students into the leaders of tomorrow.

The Athlos team shares my passion for educating children and giving them the tools and experiences they need to be productive and successful adults.

We are fortunate that a charter school like Athlos would like to come to North Texas.

Sincerely,



JoAnne Ruark-Ackermann, Ed.D.

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment O.9. Startup Plan

ATTACHMENT O.9

Instructions

Provide, as Attachment O.9, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the start-up budget in the Financial Plan Workbook.

Assumptions

Athlos Academy will officially begin its start-up grant period on March 1, 2015, after the charter has been approved and after contingencies have been addressed. However, prior to this date and at no or minimal cost to the Academy, the Board of Directors will undertake certain activities, as identified below, during the month of February 2015. The following is a schedule of start-up activities.

Start-Up Activities	Time Frame	Responsible
Recruitment and hiring of Chief Executive Officer (CEO)/Superintendent, Chief Financial Officer (CFO) and Chief Academic Officer (CAO).	February 1-28, 2015	Board of Directors (or designee)
Identification of administrative office facilities. Negotiation and preparation of back office shared services agreement.	February 1-28, 2015	Board of Directors (or designee)
Adoption of Board resolutions hiring CEO/Superintendent, CFO and CAO and authorizing execution of administrative office lease agreement. Adoption of Board resolution granting signature authority over bank account to CEO/Superintendent and CFO. Review and adoption of start-up budget.	February 28, 2015	Board of Directors
Development of Board policies and administrative procedures. Development of Employee Handbook and Student Handbook. Negotiation and preparation of back office shared services agreement. Negotiation and preparation of Athlos Academies curriculum agreement. Negotiation and preparation of facilities build out and lease agreement. Development of marketing strategy and plan. Negotiation and preparation of advertising/marketing contract. Purchase of office computers, equipment, supplies and other materials.	March 1-31, 2015	CEO/Superintendent CFO CAO

Start-Up Activities	Time Frame	Responsible
<p>Adoption of Board policies, administrative procedures, Employee Handbook and Student Handbook.</p> <p>Adoption of Board resolutions approving back office shared services agreement, Athlos Academies curriculum agreement, facilities agreement, marketing strategy and plan, and advertising/ marketing contract.</p> <p>Review of start-up budget status and amendments.</p>	March 31, 2015	Board of Directors
<p>Negotiation and preparation of contracts and business arrangements with vendors for the purchase of computers and related peripherals, classroom furniture and equipment, supplies and other operational purchases.</p> <p>Development of Athlos Academy instructional program materials.</p>	April 1-30, 2015	CEO/Superintendent CFO CAO
<p>Adoption of Board resolutions approving or ratifying vendor contracts and business arrangements.</p> <p>Review of start-up budget status and amendments.</p> <p>Review of financial management reports including financial position, activities, cash flows and aging of payables.</p>	April 30, 2015	Board of Directors
<p>Recruitment and hiring of directors, cafeteria manager, PEIMS coordinator, accounting clerk, human resources clerk, and central office receptionist.</p>	May 1-31, 2015	CEO/Superintendent CFO
<p>Recruitment and hiring of campus principals.</p>	May 1-31, 2015	CEO/Superintendent CAO
<p>Adoption of Board resolutions approving or ratifying vendor contracts and business arrangements.</p> <p>Review of hiring decisions.</p> <p>Review of start-up budget status and amendments.</p> <p>Review of financial management reports including financial position, activities, cash flows and aging of payables.</p>	May 31, 2015	Board of Directors

Start-Up Activities	Time Frame	Responsible
Review and final development of budget for school year 2015-2016.	June 1-30, 2015	CEO/Superintendent CFO CAO Principals
Recruitment and hiring of campus assistant principals.	June 1-30, 2015	CAO Principals
Adoption of Board resolutions approving or ratifying vendor contracts and business arrangements. Adoption of budget for school year 2015-2016. Review of hiring decisions. Review of start-up budget status and amendments. Review of financial management reports including financial position, activities, cash flows and aging of payables.	June 30, 2015	Board of Directors
Recruitment and hiring of campus instructional and non-instructional staff. Preparation for teacher and staff development. Receipt of computers and related peripherals, classroom furniture, supplies and other materials.	July 1-31, 2015	Principals Assistant Principals
Adoption of Board resolutions approving or ratifying vendor contracts and business arrangements. Review of hiring decisions. Review of start-up budget status and amendments. Review of financial management reports including financial position, activities, cash flows and aging of payables.	July 30, 2015	Board of Directors
Teacher and staff development. Classroom preparation.	August 1-21, 2015	Principals Assistant Principals
First day of class.	August 24, 2015	All personnel.

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment O.10. Superintendent Documents

ATTACHMENT O.10

Upon charter application award, the Board will begin its search for management candidates. The CEO/Superintendent requirements are as follows:

CEO/SUPERINTENDENT

Education: Bachelor's Degree in education, educational administration or public administration

Experience: Possess at least 7-10 years of successful teaching and school leadership experience in an urban school setting.

Certification: Principal Certification and School Superintendent Certificate

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 select the CEO/Superintendent.