

To: Marlies Burns, Director of Charter Schools, Utah Office of Education

From: Matt Throckmorton, Board Chairman, Athenian eAcademy

Re: Adjustments to Athenian eAcademy submission

Date: April 16, 2014

Marlies,

I appreciate the input and guidance you provided in addition to conversations with several State Charter School Board members. Based upon this valued input we have made the following adjustments to the application:

1. Page 2, adjusted the academic days to reflect our blended model providing a full-time, Monday through Thursday schedule, with Friday being an assigned academic day. We are seeking a waiver from 180 days though will provide in excess of 144 days, and overall we anticipate providing 1,098 hours of instruction per year.
2. Page 2, we will no longer “grow” campuses each year, but instead begin with our operating model and demonstrate success in these communities. Our overall student population reflects this change with growth only reflecting in students, not satellites.
3. Page 3, we have updated the Founders list
4. Page 7, we have clarified our mission statement to consistently reflect the vision. In so doing we note the unique nature of Athenian eAcademy is the scaling, operational model of multiple, small campuses in rural communities.
5. Page 15, we provide greater clarity to the roles played by the Academic Dean and the Chief Executive Officer.
6. Page 19, we commit that at no time with the student population at the “Hubs” exceed 25% of the overall population. This ensures the most possible rural students are served by this model.
7. Page 23, we add the upper grade, daily schedule and explain how this will work.
8. Page 28, added to the student interest chart a suggested staffing schedule with full-time, live, certified and highly qualified teachers based upon anticipated enrollment. This makes it clear how our teachers will be staffed throughout the communities.
9. Page 82-86, added a comprehensive description titled “A day in the life of Athenian eAcademy.” This explains in great detail how the school will function, how we will blend between online and live classroom. Estimated percentages of full-time versus, part-time, more blended, and what it will look like for our high school students. And ultimately how Athenian eAcademy will be accountable for every student, every moment of the day and how we’ll use technology to facilitate instant data driven instruction as part of our accountability.

I appreciate the feedback as we have worked to provide greater clarity in our model, how it will be implemented, measured and ultimately our accountability in all aspects.

Warmest,
Matt Throckmorton
Board Chairman



Athenian eAcademy

A Public Charter School

Matt Throckmorton, Applicant

4/1/2013

Required Information

All information presented in this application becomes part of the charter agreement as defined in Board Rule R277-481 and may be used for accountability purposes throughout the term of the charter contract.

I. Charter School Information			
1. Name of proposed charter school - Athenian eAcademy			
2. Name of applicant – Matt Throckmorton			
3. Authorized agent – Matt Throckmorton			
4. Mailing address: 1772 West 950 South; Springville, Utah 84663			
5. Phone number – (615) 339-3349		6. Email address – mthrockmor@aol.com	
7. District(s) where proposed charter school is located –Nebo, Morgan, Duchesne, North Sanpete, South Sanpete, Sevier, Millard, Juab, Ogden City, Provo City, Box Elder			
8. District contact(s) and date complete application submitted to district(s). (NOTE: repeat this statement for each district in which the school may be located.)			
<p>Submitted to :</p> <p>Jim Shank of Juab School district on April 1, 2013</p> <p>Myron Mickelsen of Sevier Schools on April 1, 2013</p> <p>Leslie Keisel of North Sanpete on April 1, 2013</p> <p>Don Hill of South Sanpete on April 1, 2013</p> <p>David Styler of Millard schools on April 1, 2013</p> <p>Kanneth Adams of Morgan Schools on April 1, 2013</p> <p>David Brotherson of Duchesne County Schools on April 1, 2013</p> <p>Rowene Vest, office of Education in Nebo Schools on April 1, 2013</p> <p>Brad Smith of Ogden City Schools on April 11, 2013</p> <p>Keith Rittel of Provo City Schools on December 31, 2013</p> <p>Ron Wolff of Box Elder County Schools on December 31, 2013</p>			
9. Form of organization (check)			
<input checked="" type="checkbox"/> Nonprofit Corporation <input type="checkbox"/> Tribal entity <input type="checkbox"/> Other			
10. The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below. (Add lines as necessary)			
Name	Email	Type of Member (e.g., parent, business)	Position on Board (e.g., chair, secretary)

Matt Throckmorton	mthrockmor@aol.com	Business, non-profit,	Chair
Stan Lockhart	stanlockhartutah@gmail.com	Business management, government	Vice Chair
Holly Richardson	hollyonthehill@yahoo.com	Business, advocacy, parent, education	Secretary
Brett Nielsen	brettniels@yahoo.com	Business, finance	Treasurer
Amy Smith	amysmith@pinksyeducation.com	Educational Psychologist	Member
11. Year school will start – 2015		12. Number of instructional days – 144+	
13. Grades served – K-12		14. Hours of instruction – 1,098 Hours	
<p>15. Projected Enrollment (Complete growth model through the appropriate operational years):</p> <p>Operational Year 1: Total 650 Grades K-6: 480, Grades 7-8: 85, Grades 9-12: 85 Operational Year 2: Total: 725 Grades K-6: 530, Grades 7-8: 100, Grades 9-12: 95 Operational Year 3: Total: 800 Grades K-6: 580, Grades 7-8: 115, Grades 9-12: 105 Ultimate enrollment: Total: 800 Grades K-6: 580, Grades 7-8: 115, Grades 9-12: 105 *Enrollment growth of 75 student slots per year will serve anticipated sibling enrollment and some organic growth.. Does proposed grade configuration match resident district grade configuration? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			
16. Target percentage of students with an Individualized Education Plan 12%		17. Target percentage of students identified as minority 20%	
18. Target percentage of students qualifying for free or reduced lunch (i.e., economically disadvantaged) 50%		19. Is this a conversion? <input type="checkbox"/> Yes (include required signatures and proof of local board approval in Section 18) <input checked="" type="checkbox"/> No	
20. Does the charter school intend to participate in Utah Retirement System? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		21. A charter school may apply to the State Board of Education for a waiver of any rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter. List any waiver requests here (i.e., Rule numbers. Provide details regarding the need for the waiver as Attachment I). Athenian eAcademy is requesting a waiver from the required 180-days	
22. List persons whom you have designated as Founding Members of the school. Children of a Founding Member (an individual who has had a significant role in the development of a charter school application), children of an			

employee, and siblings of students currently attending the charter school are eligible for preferential enrollment under both State and Federal Charter School law. Also, identify the percentage of students eligible for preferential enrollment under the status of founder's child or employee child.

Holli Christensen, Tremonton – Jelene Phillips Wilkinson, Ogden
Kera Birkeland, Morgan – Jen Pace, Manti
Whitney Wall, Nephi – Katrina Oram, Tremonton
Julie McLaws, Delta – Kristin Sims, Roosevelt
Angela Brown, Richfield – Katie Hansen Cooks, Tremonton
Jami Bingham, Richfield
Amber Carter, Richfield
Mandi Larsen, Gunnison
Dallas Cox, Ephraim
Sarah Ball, Richfield
Chelsey Seely, Nephi
Shellie Hansen
Heather Dutson
Chelsey Riddle
Heather Christensen
Kristin Sims
Holli Christensen
Katrina Oram
Rebecca Thompson
Brandy Greer
Kristeen Taylor Johnson, Roosevelt

II. Assurances

The applicant charter school hereby assures and certifies to the Utah State Charter School Board and Utah State Board of Education that: Read and Check

- ✓ The charter school will make provision for such fiscal control, fund and program accounting procedures as may be necessary to assure proper disbursement and accounting for all funds, and will utilize fiscal procedures that are consistent with generally accepted standards of fiscal management.
- ✓ The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.
- ✓ The charter school assures that resources will be available and a process established to develop a Student Education Plan/Student Education Occupation Plan (SEP/SEOP) for each student.
- ✓ The charter school will maintain an active parent/guardian involvement process including some formal mechanism for meaningful involvement in site-based decision making.
- ✓ The charter school will not charge tuition or fees, except those fees allowed by law. Governing Boards will adopt allowable fees annually in an open board meeting.
- ✓ A copy of the charter will be supplied to interested individuals or groups on request.
- ✓ The charter school will be fully accredited no later than its fourth year of operation.
- ✓ The charter school will acquire and maintain nonprofit corporate status.
- ✓ The charter school will acquire and maintain all required insurances, including General Liability Coverage for both Bodily Injury and Property Damage Liability at \$2 million per occurrence; perhaps, with an annual aggregate amount; Automobile Liability Coverage for Bodily Injury and Property Damage at \$2 million per occurrence including PIP coverage; Personal Injury / Civil Rights Coverage for claimed Constitutional violations and claimed violations of federal and state law at \$2 million per occurrence; Errors and Omission Coverage for, among other things, actions taken by directors and board members who govern the school at \$2 million per occurrence; Government Crime Policy including employee theft, faithful performance, and coverage for employee and officer bonds; Property Coverages - probably a standard all-risk property policy with possible endorsements for Business Interruption, Extra Expense and Tuition Fee coverage; Workers' Compensation Coverage at such amounts and limits as required by Utah law; and Treasurer's Bond.
- ✓ The charter school will maintain accurate student transcripts.
- ✓ The charter school is nonsectarian in its programs, admission policies, and employment practices and all other operations.
- ✓ The charter school Principal/Director shall attend a one-day special education training class sponsored by the Utah State Office of Education prior to the first day of instruction and annually thereafter.
- ✓ The governing board will name and provide email contact information for the following individuals prior to opening and at any time the school makes changes to these positions: Board Chair, Executive Director, Principal, Assistant Principal, Assessment Director, Special Education Director, Title IX Civil Rights Monitor Officer, Section 504 Coordinator, and Business Official.

- ✓ The charter school applicant acknowledges that neither the chartering entity nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities who operate the charter school.
- ✓ The charter school applicant certifies all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. The charter school applicant understands that incomplete applications will not be considered.
- ✓ The charter school applicant acknowledges that it has read all Utah statutes regarding charter schools and that, if approved, it is subject to and will ensure compliance with all relevant federal, state and local laws and requirements. The charter school applicant acknowledges that, if approved to operate a charter school, it must execute a charter contract with the Utah State Charter School Board within twelve months of the date of approval of the charter by the Utah State Board of Education and must begin providing educational services within the timeframe outlined in the charter. Failure to do so may result in revocation of the charter approval and, if applicable, termination of the contract and revocation of the charter.

The authorized agent of the applicant charter school certifies that, to the best of his/her knowledge and belief, the data in this application are true and accurate, and that the applicant will comply with the assurances noted above if this application is approved. Therefore, this application for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.

III. Signatures

WE, THE UNDERSIGNED, do hereby agree to the certifications contained in *Section II. Assurances* above.

Name of Authorized Agent **Matt Throckmorton**

Signature of Authorized Agent 

Name of Charter School Board Chair (if different than Authorized Agent)

Signature of Charter School Board Chair (if different than Authorized Agent)

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Section 1 School Purpose and Goals

Vision

Provide modern educational reform opportunities to rural communities, using a blend of modern technology, traditional structures, and family involvement.

Mission

Athenian eAcademy is dedicated to delivering a rigorous, standards-based education utilizing blended technology in a unique multi satellite model across rural communities to create operation scale, yet remaining small enough in each rural community to provide school choice options that fit within smaller, rural communities. Currently choice options in these small, rural communities are limited to zoned, home or purely virtual school options. By cultivating a community of learning and academic excellence, Athenian eAcademy will bolster the number of at-risk students who are academically prepared for college work.

Executive Summary

In steadfast support of our students and families, Athenian eAcademy is founded upon and firmly committed to three core beliefs. These core beliefs underpin our design and the daily execution of our mission.

- I. Every child deserves access to a rigorous, college preparatory education delivered by highly effective teachers.
- II. A culture of accountability and high expectations develops learners and leaders.
- III. Excellent schools are deeply and broadly tied to the communities they serve.

Athenian eAcademy aims to engage students' natural curiosity and creative talent as they develop the ability to problem solve, reason, invent, innovate, and hypothesize. These critical thinking skills are not exclusive to chosen subjects; they are indeed transferable and desirable performance objectives in all content areas.

Athenian eAcademy provides a college preparatory, *standards based* education with a *specialized focus* using a blended model of online and site instructional projects based approach. Our approach engages students in inquiry- and standards-based learning, balanced with direct instruction to ensure mastery of basic skills, particularly in literacy and mathematics. Our goal is to provide both remediation and highly effective instruction tailored to individual needs, while actively designing multiple entry points for students to engage their critical thinking skills.

In enacting a college preparatory, standards-based curriculum undergirded by a culture of personal responsibility and academic press, Athenian eAcademy aims to help eliminate the achievement gaps that still exist in many rural communities and prepare students for success in college and life. The trajectory from academic achievement to educational attainment and job

earnings remains heavily governed by students' race, ethnicity, and socioeconomic status. In the targeted areas, the percentage of the population living below the poverty line is about 20%. However, the percentage of adults holding college degrees ranges from 10-18%. While most of these areas have high school graduation rates in excess of 90%, students are not moving on to higher education. We seek to de-couple academic achievement from these student background characteristics by ensuring all Athenian eAcademy students (1) master basic skills in literacy and mathematics; (2) strengthen critical thinking skills by engaging in project and inquiry based learning; (3) rigorously prepare for, access, and complete advanced secondary coursework and college; and (4) engage and lead peers in responsible, self-directed living typified by honor, integrity, and generosity of spirit. Graduates of Athenian eAcademy will become persistent and steadfast problem solvers, active leaders in the community, and highly engaged and empathetic citizens.

Core Values of the Athenian eAcademy Community

In order to accomplish the Athenian eAcademy mission, we are committed to and focused on living the Athenian eAcademy community's core values. These core values are the foundation upon which our academic program and community-centered school model are based. We call this the Core Value Commitment, and we live by the following ethos: "REACH High. REACH Out. REACH SUCCESS. Go to College" By *reaching high*, we teach students to pursue excellence and remain steadfast in their pursuit of ambitious goals. By *reaching out*, we teach students to develop meaningful relationships and work to improve their communities. We believe that if students are taught and supported to REACH High and REACH Out, they will *reach success* in college, career, and life. We aim to build and sustain a strong and safe learning environment grounded in the following core values:

Respect: Appreciating the value of a person or an object through your words, actions and attitude – treating people appropriately with common courtesy.

Excellence: Seeking to expand your mind through ideas and experiences, and going beyond to achieve great results in academics and behavior.

Absolute Determination: Putting your best effort into everything you do, and pursuing challenging goals that help you grow.

Community: Building and sustaining meaningful relationships, and keeping the best interest of the community at heart by setting positive examples and doing what is right.

Honor: Being truthful, fair, and trustworthy in your words and actions, and possessing confidence and resolve to take risks and make right decisions in the face of pressure and adverse or unfamiliar circumstances.

All individuals in the Athenian eAcademy community ---including the Board of Directors, Chief Executive Officer, school leaders, faculty, staff, community partners, families, parents and

students---will engage in a series of activities to learn, reflect upon, and enact Athenian eAcademy's core values. All members of the school community will publicly sign the Athenian eAcademy Core Value Commitment and focus on living the community's core values each day both within and outside of the school building.

Key Founders

How our board originated

The vision for developing a high performing, college prep charter school that was designed to address the specific challenges around scale and leadership pipeline was that of Matt Throckmorton's. In his work at the Tennessee Charter Schools Association he began asking the questions around finding a model that would serve the rural communities of Tennessee. It was natural to look beyond that state for answers, which were not forthcoming. As he reached out to various national actors there was not a model designed specifically to replicate. His research lead to the basic design of Athenian eAcademy.

As this research coalesced into a model Matt developed a strong passion to take the next step and support the launch to prove the model. This desire lead to discussions with Stan Lockhart, who is a strong believer in charter schools. After a short discussion and a quick invitation the beginning of the Board of Directors was formed.

After this the next step in forming a board was to identify strong board members who share the same passion and commitment to this model. Holly Richardson is well known to many of the parents in rural communities, and understands these needs. Brett Nielsen has a very strong, dynamic background in finance, and again shares a passion to successfully implement this model. Matt has worked with both Holly and Brett, and their contribution has already been felt.

The final member of the team, Dr. Amy Smith, has an interesting background. At one point Matt was actually her boss while she served the charter schools of Tennessee. Matt and Amy worked closely on identifying academic struggles that particular charter schools were having, and building professional development opportunities and private, mentoring sessions to address those needs. As Matt was discussing this model and the need for a board member with a professional academic background this strong working relationship made for a perfect fit.

Matt Throckmorton, Chairman of the Board

Matt has worked tirelessly in the education reform community of both Utah and Tennessee, with a focus on charter schools. He began his work supporting strong policies that would incentivize the creation of many charter schools, to include supporting many of Utah's early charter schools such as Lincoln Academy, Reagan Academy, American Leadership Academy and others. In 2007 he accepted the responsibilities in Tennessee with the Tennessee Charter Schools Association, where he continued this work with a shift in focus to serving inner-city populations with significant achievement gaps. This work has exposed Matt to an entirely new way of utilizing education reform tools in the charter school framework.

Athenian eAcademy is the result of these two charter school worlds with a new challenge of developing an operational model that will successful serve rural communities. Athenian

eAcademy is a collaborative project that will bring together ideas and influences from both Utah and Tennessee to resolve the challenge of creating a truly replicable rural charter school model. Athenian eAcademy will also utilize tools that have so effectively established strong school culture models within the urban education arena. Another opportunity to utilize charter schools as laboratories of learning.

Matt is married to the former Valerie Reynolds and has two daughters. He received his bachelor degree from Brigham Young in political science. He served two-terms in the Utah House of Representatives and currently resides in Tennessee with his family though his heart and work remain committed to supporting the great state of Utah.

Stan Lockhart, Vice Chairman of the Board

Stan brings to Athenian eAcademy a strong sense of community throughout the great state of Utah. He has worked in various roles beyond his employment. He has worked with all levels of government in support of both community and education initiatives designed to improve the great state of Utah. When presented the opportunity to support this challenge he was honored and immediately accepted the responsibilities that come with it.

His background will be a tremendous contribution to the anticipated challenges. He will also serve as a stable voice of reason to deal with the many unanticipated challenges we know we will face with this model. His ability to identify key stakeholders and community leaders will be invaluable as we reach deep into the experience of each community. His focus on technology and STEM related activities will be a great asset as the technology needs of Athenian eAcademy will be paramount to success. We cannot scale properly without successful integration of human capital, technology and community support.

Stan is married to Becky Lockhart, and they have three children. He received his Bachelor degree from Brigham Young with a focus on business and Spanish. He has worked extensively in government, business and community over the years. His passion is manifest in service on many key boards throughout the state focused on economic development and education.

Holly Richardson, Secretary of the Board

Holly was seen as an immediate asset to the unique challenges we anticipate serving our rural communities. We recognize that a public school is not just a tool of education but a focal point of community within the rural areas we will serve. We recognize the importance of working within the communities as a whole and becoming part of the framework. Research has shown that we will see several key populations of students immediately attracted to our model, which includes many that Holly has natural relationships, due to her background.

In her work Holly has worked with many non-traditional communities through Utah. Through this networks associated with homeschooling and midwifery Holly is well known. Her ability to help guide, direct and introduce our team to key players, communities and ideas will help us

better work with and establish long lasting relationships within the communities. It is important that Athenian eAcademy become a contribution to the framework of community that is public education. In fact through Connections 360, a program uniquely developed by Matt Throckmorton and Vanderbilt University, we will work very intentionally to fit within community. Holly is an instant fit into the model and tools of Athenian eAcademy.

Holly is married to Greg Richardson, and have opened their home to many incredible children they love dearly. Holly received her bachelor degree from Midwives College of Utah after study at Brigham Young. She has extensive background in midwifery, a leader in Utah in expertise in this area. She has contributed richly to the lives of thousands with her focus on families within the community.

Brett Nielsen, Treasurer of the Board

Brett brings a strong energy and excitement for the work of Athenian eAcademy. His background demonstrates incredible achievement as the direct result of focused hard work ethic. He has demonstrated at every turn the ability to recognize a challenge, identify assets at hand and make significant decisions to resolve key problems. This ability has been recognized by others, as evidenced by the many opportunities he has earned.

The focus of his contribution will be not only fiscal responsibility, viability and health of the organization but his understanding of budgets and sound fiscal procedures. His energy will be a great asset in finding key partners within communities and throughout the state. We will seek strong support from key stakeholders and immediately recognized Brett's abilities in this area.

Brett is married to the former Jennifer Redford. They are the proud parents of three beautiful children. Brett received his bachelor with a focus in political science from Utah Valley University, and his masters with a focus in international relations from Kings College, University of London. He has worked tirelessly to contribute through many fine organizations and efforts to the betterment of community.

Dr. Amy Smith, Ph.D.

Amy brings with her an incredible strength of academic research and implementation. Our model has several key challenges, which includes the delivery of blended learning. We recognize that we cannot simply rely on vendors, even reports generated through traditional means. We will utilize these though with Amy's contribution we will have a board member with a professional background to help guide the academic discussion.

Dr. Smith has worked extensively with various reform models that have implemented different types of instruction. She has also worked closely with a number of charter schools in various school districts to observe practices and evaluate results. In addition she has experienced private education reform efforts, as well as her exposure into the public education arena. She is very well versed on No Child Left Behind and Race To the Top and Common Core.

By inviting Amy to our board we are adding a strong voice to advocate for quality academics. And someone who can help evaluate the data, be a resource for the Chief Executive Officer and help network into the professional world of education reform as unique challenges or opportunities arise.

Purposes

Increased Choice in Learning Opportunities: Athenian eAcademy will bring a new choice to students and families living in rural communities of Utah. Until now, the only public school choice options are the local district schools or charter schools that are completely online. The blended model of online learning coupled with on-site group instruction is providing parents with another choice. The curriculums and teaching methods utilized at Athenian eAcademy are especially beneficial to students who struggle academically. These are students who do not usually qualify for special education services, but who tend to lag behind in academic achievement.

Innovative Teaching Methods: Athenian eAcademy is using a blended model, where students will receive a majority of their instruction on-site with our full-time, live, highly qualified teachers with the balance of their instruction at home using live online curriculum and instruction. We provide two options for our parents, a full-time and part-time schedule. The full-time schedule is Monday through Thursday, with Friday being an assigned academic day. The part-time schedule resembles a more traditional virtual program though all students are required to spend at least six-hours a week in the classroom with our teachers. Classroom time will consist of assessments, project based assignments, small group instruction, remediation and mentoring. If a student utilizing the part-time schedule is struggling more classroom time will be required. In surveying our current interest list of parents 95.7% of our student population will utilize the Full-time, Monday through Thursday, schedule, with Friday being an assigned academic day, which is explained in the school schedule located in Section 3. The blended approach to education is outlined as follows:

Athenian eAcademy will utilize three different blended methods. First, we will utilize multiple school satellite sites to enable the scale necessary to provide the operational and academic program support needed to reach smaller, rural communities. A typical charter school of 350 to 500 students is too large for the communities we intend to serve, though a small charter school of the size that would functionally fit within these rural communities would not reach operational viability due to inadequate size and thus struggle to provide academic and instructional opportunities. There are two locations planned for the Wasatch Front, called “Hubs” that will enable the scale necessary to operationally and academically support school satellite sites with much smaller student populations, but that will also serve the portion of the target population of students who are lagging in academic achievement. We will ‘blend’ various satellite communities together to reach scale. The Hubs shall not enroll greater than 25% of the total student population, ensuring the Hubs assist with providing operational scale as needed, yet ensuring the greatest possible student assignment will take place in the rural communities as designed.

Second, we will provide a blended environment between home based online instruction and a more traditional classroom environment. Students will be required to do some online instruction, but will be given a great advantage through the support of traditional classroom instruction. Students will be required to attend at least two (2), three-hour blocks of time per week. These scheduled times will be utilized for all assessments, mentoring, informal assessments, small group instruction and project based learning. Students who are struggling or have been identified for remediation and greater engagement will be scheduled additional classroom time, with up to five (5), three-hour blocks per week scheduled.

Finally, Athenian eAcademy will provide the more traditional, ‘one-room’ classroom approach familiar to many older Utahans. Our model will serve students K-6, Monday through Thursday from 8:00 AM to 1:00PM, and older grades Monday through Thursday from 11:00 AM to 4:00 PM (examples of both schedules are provided in Section 3.) These students will be exposed to both traditional classroom instruction and all of the known benefits. Instruction will flow between online material and classroom instruction, supported by one and a half hours per day of online instruction at home as well as small computer lab work on each school site.

It should be noted that Athenian eAcademy is not pioneering the ‘mixed grade’ classroom. Not only is this traditional, it has a long and rich history as well as many current examples to draw upon. Charter schools have become very adept at grouping students by ability, not by grade. A mixed grade classroom utilizes these same principles very effectively¹, with research to demonstrate its effectiveness.

¹ Proehl, R. A., Douglas, S., Elias, D., Johnson, A. H., & Westsmith, W. (2013). A Collaborative Approach: Assessing the Impact of Multi-Grade Classrooms. *Catholic Education: A Journal of Inquiry and Practice*, 16(2), 417-440.

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Our model will also serve 7-12 students very well. The key to our blended model is a mix of both online live” instruction, online analytical software as well as critical time spent in a classroom with a live, physically present teacher. The blended model and calendar will enable all students who utilize the Part-time schedule to spend at least two, three-hour blocks in the afternoon as well as Fridays for one-on-one mentoring and remediation, as well as small group instruction, projects and assessments. Blended instruction requires critical time spent in the classroom with a teacher.

The curriculum Athenian eAcademy uses is a mix of both online instruction and classes with a teacher who is present, as well as heavy exposure to analytical software. The benefit of this mixed approach will enable small group instruction and time with the teacher as well as the benefits of the immediate feedback provided by analytical software.

There are many incredible benefits to utilizing online, analytical software. First, it generates almost instant data for instructional purposes. Traditional ‘data driven instruction’ techniques may assess data every few weeks, possibly weekly at best. Modern technology allows analyzed data to be available daily, immediately available upon the students logging out of respective programs. Second, the analytical nature allows instant feedback for the students, who otherwise would be more reliant upon traditional grading for feedback. Research shows that when students receive immediate or nearly immediate feedback greater learning and retention takes place². Finally, differentiated instruction with the rich, instant data will allow both our live and virtual teachers to almost immediately provide different lesson plans to deliver the same, rigorous standards of instruction.

Key in all of this is both a high qualified staff, both live and virtual, and strong professional support and development. One of the greater challenges for teachers in a ‘mixed grade’ classroom is organizing lesson plans and instruction for multiple levels. In addition, providing a rich, robust, and relevant professional development environment that will strengthen our teachers’ knowledge and exposure to practices, mentors, networks and support system is key. In fact, within our budget is additional, executive level leadership, our Academic Dean, who is focused entirely on providing this academic and instructional support. There are two very clear roles delineated for the Chief Executive Office and the Academic Dean. The Chief Executive Officer is tasked with the overall operation of the school, all external relationships and the oversight of all satellite locations, to include directing advocacy and community engagement

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activities. This will enable the Academic Dean to focus exclusively on academic related tasks. This will include all staffing, professional development, extensive instructional reviews and teacher observations, assessment and data leadership. The primary academic success of Athenian eAcademy is based upon this professional being able to focus exclusively on academic items, with the Chief Executive Officer overseeing overall operations.

Athenian eAcademy is dedicated to ensuring all students receive a rigorous, college preparatory education, and our commitment does not end at the Athenian eAcademy door. We view our work as one way to expand capacity for academic growth in general, and blended initiatives in particular. Therefore, we will seek opportunities to share Athenian eAcademy practices and strategies with other schools (traditional and charter) and the state at-large. Further, Athenian eAcademy is committed to learning from the best practices implemented throughout the country, piloting and adopting those practices that align with the Athenian eAcademy mission and academic model. We recognize the needs of small rural districts to scale up reform and sustain excellence, and Athenian eAcademy shares this important goal, remaining committed to all of our students. Moreover, Athenian eAcademy will further bolster its capacity to bring choice and innovation to all students through our high school college preparatory-focused curriculum.

Mission Specific Goals

Campus Tours	The percentage of students participating in at least two college or university tours by the end of each school year, grades seven and up, as recorded and reported to Board of Directors by Executive Chief Executive Officer	100%
College Application and Admission	The percentage of AeA seniors who apply to at least 4 colleges or universities	100%
College Application and Admission	The percentage of AeA seniors who are accepted by at least 2 colleges or universities, admission or acceptance into professional trade schools or military enlistment	98%
Higher Education Financial Aid	Percentage of seniors who receive a FAFSA	100%

Higher Education Financial Aid	Percentage of seniors who recorded a counseling session from their applicant college or university	100%
Higher Education Financial Aide	Percentage of students who submitted a financial aid application within the time frame prescribed by the enrolling institution or have an alternate financial plan in place (for students not qualifying for financial aid)	100%

Section 2 Target Population

Target Population

To further support the goals of the Athenian eAcademy, research through conversations with local and national charter school leaders has reinforced the importance of building a strong school culture of learning, excellence, and respect. This information, combined with research on small school environments and human development (with particular focus on risk, resilience, and protective factors) were used to develop a framework for building a strong school culture within a safe, small school environment. The effects of school size are greatest on the most academically disadvantaged youth – specifically African American and Latino students and students from low socioeconomic backgrounds (Fine, 1994). In an extensive literature review, Gladden (1998) revealed that in comparison to students who attended large schools, students labeled “at-risk” who attended small schools were more likely to have positive academic experiences in terms of fewer course failures, greater accumulation of course credits, higher standardized test scores, and higher levels of educational attainment. The percentage of adults who hold college degrees in the targeted locations of Athenian eAcademy range from 12-20%, a strong indicator that historically students have not gone on to pursue or complete education after graduating from high school.

Athenian eAcademy is targeting instruction to students who are struggling academically and can benefit from the tailored curriculum and small instructional group sizes, particularly in the rural areas of the state. The Ogden area has been selected as a location due to the high percentage of Hispanic students (35%) and low socioeconomic conditions (22% of the population is living below the poverty line), a population which, according to the research discussed above, will benefit from the educational model offered by Athenian eAcademy.

In a small school environment, there is the benefit of giving more attention to the students (due to intentionally reduced enrollment) where focus on instruction, among many other school objectives, can be extended and resilience cultivated. There are also added benefits for the staff that spillover to the students: increased philosophical coherence, greater collective/public accountability, shared leadership and heightened teacher collaboration. While improving professional communities is an important goal in and of itself, an equally important motivation is that strong professional communities have been found to positively affect student achievement. Data on small school effects have revealed that the faculty of small schools not only seek to combine academic rigor with personalized student attention, but often regard academic press as a form of student care (Holland, 2002).

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Special Populations

The versatile curriculum provided by Athenian eAcademy is beneficial to students of all ability levels. While there is a heavy focus on remediation of students who struggle academically and are economically disadvantaged, students who require 504 plans are English Language Learners will also benefit from the programs of Athenian. While there is not a focus on gifted and talented students, the flexible curriculum can be tailored, as can project based learning activities, to meet the needs of these students.

Admission

Athenian eAcademy, as described above, will admit students via an admissions lottery consistent with 53A-1a-506 and Rule277-470-1 in April. If there are more applicants than seats available per satellite, an admissions lottery will ensure that a random selection process is used to place students into the school. After all seats have been assigned, a waiting list will be established per satellite for the remaining students who have registered in the event that a seat should open up. If it is the intent of the parents/guardians to enroll their child in Athenian eAcademy, they must sign and submit a Letter of Intent by April 30th to ensure their child(ren) will be enrolled for the following school year. Parents of newly enrolled students will have until the last Monday in June to submit all required documents in order to secure enrollment. Any students for whom the required paperwork has not been submitted may lose their seat in the school. They will be notified of un-enrollment by certified mail. These open spots will then open to the wait list. If at any time (during the first through third steps), the enrollment exceeds the capacity of Athenian eAcademy, all subsequent applications for enrollment will be put on a wait list. If and when space becomes available, a lottery will be conducted to determine which student(s) is allowed to enroll.

Lottery

The lottery at each satellite location will be governed by the following basic rules, and as found in Appendix A, Lottery Policy.

1. At no time shall the enrollment assigned to the Hubs exceed twenty-five percent (25%) of total student enrollment

2. The second Thursday of each April the Chief Executive Officer shall notify the Charter School Office of the Utah Office of Education the exact lottery breakdown per satellite location; each satellite location shall have a lottery for total, assigned slots without grade level breakdown.
3. All students who are on the wait list will be allowed to enter the lottery.
4. Wait listed siblings will be entered into a separate lottery by grade and drawn before nonsibling applicants for that grade.
5. If a student is chosen in the lottery and there is a sibling or siblings on the waitlist for that grade or another grade, they will immediately move into the sibling lottery and will be given preference so the family may all attend the same school.
6. The lottery will be conducted by the 2nd Saturday of April of each year. Each student's lottery draw will determine the number that student has on the non-sibling or sibling wait list for the following school year.
7. After the available slots are filled, Athenian eAcademy will keep drawing the names of the remaining applicants in the appropriate category and place them on a wait list in the order they are drawn.
8. Athenian eAcademy has an interest in making sure that any prospective students and their families understand the particular mission and focus of the school and are interested in being a part of that school community. Toward that end, Athenian eAcademy may: require students to complete the grade preceding the grade the student plans to enter, strongly encourage parents/guardians to attend informational sessions; ask students and parents/guardians to sign the Athenian eAcademy Community Contract that demonstrates their agreement with the school's mission and values. Athenian eAcademy's recruitment plan and admissions policies support our mission and goals in ensuring that all of our students enter and excel in college, career, and life. We will work actively to recruit the students who are most at need and ensure that all students can apply and be enrolled in Athenian eAcademy in a fair and equitable manner.

Student Attendance and Enrollment

Athenian will maintain an attendance rate equal to or better than state standards. This means that students should be in attendance 93% of the school days each year. To assist in meeting this goal, Athenian eAcademy will:

- Require that teachers contact absent students within one school day.
- Recognize students for good work and behavior.
- Provide a high quality educational experience with consistency and follow through.
- Require that teachers and/or the *administration* determine causes for absences and contact parents of students with absences in excess of five percent. The five percent is the combination of both excused and unexcused absences. Individualized strategies will be developed to help these students improve attendance.
- Involve parents in correcting the problem.
- Ensure that students attend the required 1,098 hours per year.

<i>Indicator - Student attendance and reenrollment--Athenian</i>		
Measure	Metric	Board Goal
Within Year Enrollment Rate	Percentage of students continuously enrolled throughout the year in the virtual/blended setting.	85%
Year-to-year reenrollment rate	Percentage of students who reenroll from the previous end of year enrollment	90%
Continuous reenrollment rate	Percentage of students continuously enrolled for all available years	82%

Section 3 Calendar and Bell Schedule

Bell Schedule

Athenian eAcademy bell schedule for Monday through Thursday, where the children attend class on site is as follows; students will also spend 1.5 hours daily doing online coursework off-campus; Friday is an assigned academic day, in which student, academic activities will be assigned by the teacher based upon need of student, or groups of students. Out of classroom activities such as college and university tours, community events and field trips will be scheduled for Fridays.

Kindergarten through Sixth Grade (Monday thru Thursday)

Time	Kindergarten	Grade 1 & 2	Grade 3 & 4	Grade 5 & 6
8:00 – 9:00	Math	Foreign language	Focus on Math	Project-based science learning with students at all sites.
9:00 – 9:30		Reading		Foreign language
9:30-9:50	Phonics/Spelling		Project-based science learning with students at all sites.	Focus on Math
9:50-10:10	Recess			
10:10-10:30	Literature	Focus on Math	Reading	Recess
10:30-11:00	Directed teacher time			Language Arts

11:30-12:10		Project-based science learning	Foreign language	
12:10- 12:45	Lunch			
12:45-1:00 PM	Wrap up and organize work to be completed at home for the day (1:00PM is close of day)			

Seventh through twelfth Grades (Monday thru Thursday)

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 AM	Math (off-site virtual)	Math (off-site virtual)	Math (off-site virtual)	Math (off-site virtual)	Reserved for field trips/ professional development/ staff data reviews
10:00 AM	Language Arts/Reading (off-site virtual)				
11:00 AM	lunch/travel to sites				
noon	Science	Science	Science	Science	Open Lab hours for remediation or on-site remediation as needed
1:00 PM	Social Studies	Social Studies	Project based learning by site	Social Studies	
2:00 PM	Elective Study/ Remediation	Elective Study/ Remediation		Elective Study/ Remediation	
3:00 PM	Focused Independent Study Work/ Testing				

- Student course selection will be based on competency and the rate of work will be flexible to meet the students’ needs. Targets will be set at the beginning of the term to allow students to work toward set goals according to their IAP.
- The morning math and English courses are held virtually and students join from their home.
- Starting at noon, classes are held on site and allow for facilitators to help remediate students as needed.
- All assessments are taken while at the live site to ensure the accuracy of competency data.
- The project based learning on Wednesday afternoons is a multi-discipline collaboration that will allow students to choose based on their interests projects that prepare them for post-secondary opportunities in the 21st century.
- Friday use of the student lab will have a focus of remediation. It will be open to all students and mandatory for students in need of specific remediation or unsatisfactory progress.
- School administrators will work with individual students who are accelerated to allow for flexible scheduling to attend college courses as needed.

Calendar

Athenian eAcademy 2014-2015						Student Days
M	T	W	Th	F	S	
August						
04	05	06	07	08		
11	12	13	14	15		
18	19	20	21	22		
25	26	27	28	29		
September						
01	02	03	04	05	06	12
08	09	10	11	12	13	11
15	16	17	18	19	20	22
22	23	24	25	26	27	21
29	30					29
October						
		01	02	03	04	32
06	07	08	09	10	11	31
13	14	15	16	17	18	40
20	21	22	23	24	25	49

27	28	29	30	31	50
November					
03	04	05	06	07	59
10	11	12	13	14	60
17	18	19	20	21	69
24	25	26	27	28	67
December					
01	02	03	04	05	76
08	09	10	11	12	77
15	16	17	18	19	86
22	23	24	25	26	
29	30	31			
January					
			01	02	
05	06	07	08	09	85
12	13	14	15	16	94
19	20	21	22	23	93
26	27	28	29	30	102
February					
02	03	04	05	06	101
09	10	11	12	13	110

16	17	18	19	20	115
23	24	25	26	27	120
March					
02	03	04	05	06	125
09	10	11	12	13	130
16	17	18	19	20	135
23	24	25	26	27	140
30	31				142
April					
		01	02	03	143
06	07	08	09	10	148
13	14	15	16	17	153
20	21	22	23	24	158
27	28	29	30		162
May					
				01	163
04	05	06	07	08	168
11	12	13	14	15	173
18	19	20	21	22	178
25	26	27	28	29	180

CALENDAR LEGEND

First and Last Day	Red
End of Term	Yellow
Professional Development	Blue
Early Dismissal	Purple
SEP Conferences/Early out	Pink
No school	Green

Date	Events
August 5-6	Registration
August 13-19	Teacher Preparation Days
August 20	First Day of School
August 27	First Day of Kindergarten
Sept 1	Labor Day (No School)
October 15	Professional Development
October 16-17	Fall Break
October 24	End of First Term (45 days)
Nov. 27-28	Thanksgiving
Dec 22-31	Winter Break
Jan 1	New Year's Day
Jan 9	End of Second Term (42 days)
Jan 19	M.L. King Day (No School)
Feb 13	Professional Development
Feb 16	President's Day (No School)
March 20	End of third term (48 days)
Apr 2- 3	Spring Break
Apr 2	Snow make-up day (if needed)
May 27	Last day of School/End of fourth term (45 days)

Section 4 Market Analysis

Location

The new charter school model designed by Athenian eAcademy necessitates various locations in rural areas throughout the state, as well as two anchor sites in more populated areas. The founders of Athenian eAcademy conducted interest surveys in multiple locations throughout the state. For each location listed below, there were more than thirty interested families. The initial survey was out for seventy two hours. Since then, the founders have been contacted by others expressing interest in each of these communities. Currently, there is at least one person in each location who will assist in marketing and establishing the school in his/her particular location and has been listed in this application as a founding member. Athenian eAcademy will open the first year with two main campuses Provo and Ogden City. With minimal marketing by word of mouth, Athenian eAcademy has a list of 150 students for each of these cities who would like information regarding the lottery when the school is approved. Outlying sites where enough interest has been expressed are Morgan, Nephi, Richfield, Tremonton, Ephraim, Delta, and Roosevelt. The Board of Directors has ranked the locations (and accompanying sites, if applicable) in order as follows below.

1. **Provo:** The Provo campus will be one of the hubs of Athenian eAcademy, and will be home to no more than a combined 25% of the total student enrollment, when combined with the enrollment of the Ogden Hub in the first operational year. Athenian eAcademy has been working with the Boys and Girls Club of Utah County to house school at the Provo campus. The building is not currently being utilized during school hours, and is advantageous for the Boys and Girls Club as it allows them to receive some revenues for use of the space. Athenian eAcademy likes this particular location because all students in the afterschool program there are economically disadvantaged and/or are ethnic minorities—the target population of the school. If parents are able to drop their children off for school and the Boys and Girls Club is able to assist students in the online learning time, it is a great opportunity for these families. Because there is currently an A3 occupancy in place, there are not any modifications needed to the building for occupancy.
2. **Ogden:** As mentioned in the target population section, Ogden city has a high percentage of economically disadvantaged and minority students, making it a great area to benefit from the program offered by Athenian eAcademy. This location will be the other hub of the school and will house no more than a combined 25% of the total student enrollment, when combined with the enrollment of the Provo Hub during the first operational year. There are two available office spaces that could be utilized as a site, all with minimal changes, as listed below.
 - a. **Ogden City Center:** This space is already divided into classroom areas, as it was a previous distance learning center, and is eligible for class E occupancy. It is a triple net lease at \$10 per square foot, and has up to 20,000 square feet available.

- b. **Business Depot of Ogden:** Office space that can be turned into classroom and office space with some improvements. Remodeling costs would be more expensive than the Ogden City Center space, at approximately \$8,000 but could be accomplished to get an E occupancy. The triple net lease price is \$13 per square foot, with up to 10,000 square feet available.
3. **Morgan:** Morgan is currently growing at a rate of 3.7%, slightly higher than the state average. This location was not originally selected by Athenian eAcademy, but the school was contacted by a group of parents who want a campus in Morgan. It is anticipated that this campus will house 25 students the first year. Currently, a number of students commute twenty miles to a brick and mortar charter school, making for a forty mile round trip. This translates to eighty miles for the parents who are driving their children to and from school. In Morgan, there are multiple office spaces for lease, at rates similar to those in the Ogden area. Minimal marketing through Facebook and word of mouth has occurred, and there is already a list of 25 students who want to participate in the lottery.
4. **Roosevelt/Duchene:** This area is growing at a rate of 3.4%, just slightly higher than the state average. However, 43% of the population is under eighteen years of age. Almost eleven percent are under the age of five, so there will be significant growth in the school age population over the next few years. There is also very strong interest from parents in this area for the blended learning model, as there is not a charter school (except exclusive online options) anywhere within a reasonable commuting distance. Currently there is not any existing structure that could accommodate the facility needs of the school, so it is a likely place for a portable classroom. The school will reevaluate facility options upon charter approval. This campus will be home to 35 students the first operational year, and interest generated through Facebook and word of mouth has already brought at least that many interested students.
5. **Nephi:** Current growth in the Juab county area is at 1%, well below the state average of 3.3%. However, this location also does not have a charter school within a reasonable commuting distance and parent interest in the blended model is strong. The local school district is considering leasing space to Athenian eAcademy, which will not require any upfront cost for renovation or furniture. This campus would serve 25 students in the first operational year. The school has a list of students interested in the lottery, again exceeding the number of seats available.
6. **Manti/Ephraim/Moroni/ Mt. Pleasant:** The Sanpete County area is currently experiencing minimal growth at 1%. However, only 15% of adults hold a college degree, and parent interest in the Athenian eAcademy model is again strong. There is already a list of 75 students requesting lottery information, and this campus would house 70 students in the first operational year. This location would likely require the use of a portable classroom.
7. **Richfield/Sevier County:** The Sevier County area is not experiencing population growth at this time. However, parent interest in the model is again strong, and the area is

good place for the target population, as only 16% of adults have attained a college degree, and 13% of the population is living below the poverty line. The Richfield campus would be home to 70 students and there is currently a list of students greater than this number requesting lottery information. This site would also likely require the use of a portable classroom or leasing space from the local school district

8. **Tremonton:** Strong interest for the Athenian eAcademy model has been expressed in the Tremonton area. The closest charter schools are in Logan, a drive of about 40 minutes, or Brigham City, a drive of about 30 minutes. This campus would house 70 students, and the minimal marketing through Facebook and word of mouth has generated a list of interested students exceeding the number of seats available.
9. **Delta:** This location would house 25 students during the first operational year, and Athenian eAcademy has generated an interest list to exceed seats available. A portable classroom would be used in this location. Growth in this area (Millard County) is minimal, but 32% of the population is under 18 years of age.

AeA Student Population Projections

Grades	Delta	Richfield	Roosevelt	Tremonton	Totals	Configuration	
Families	10	29	48	21	108		
K	3 (1)*	6 (1)	27 (4)	5	41 (6)	K-6: - 186 - 79.48% - (27) - (14.51% of K-6)	K-8: - 212 - 90.59% - (30)
1	1	9 (1)	10 (1)	2	22 (2)		
2	2	5	14 (5)	6	27 (5)		
3	3	8 (2)	8	6	25 (2)		
4	0	7 (2)	14 (2)	9	30 (4)		
5	3 (1)	7 (2)	8 (1)	3	21 (4)		
6	3 (2)	6 (1)	9 (1)	2	20 (4)		
7	1	6	4	2 (1)	13 (1)	7-12: - 48 - 20.52% - (6) - (12.50%)	9-12: - 22 - 9.41% - (3)
8	2	5	3 (1)	3 (1)	13 (2)		
9	2	4 (1)	2	2	10 (1)		
10	0	0	2 (1)	2	4 (1)		
11	0	3	3 (1)	1	7 (1)		
12	0	0	0	1	1		
Totals	20	66	104	44	234		
IEPs	4	10	17	2	33 (14.10%)		
Staffing	1.0 FTE 1.0 Para	2.0 FTE 2.0 Para	4.0 FTE 2.0 Para	2.0 FTE 2.0 Para	9.0 FTE 7.0 Para		

* (Denotes IEPs per grade)

Observations:

1. Total K-6 is 79.48% of population, slightly over earlier market research
2. Total IEP is 14.10%, which is very close to budget projections
3. Allows for different possible grouping arrangements. Examples include:
 - a. Delta, a K-8 would account for all about 2 students
 - b. Roosevelt would have 2, K-2 teachers for the first three grades
 - c. Tremonton would have a potential class of 33 students, K-6

Recruitment Strategies

Athenian eAcademy intends to employ an aggressive recruitment/marketing campaign to ensure that we attract a sufficient pool of applicants to meet our enrollment projections. Because of the rural nature of the communities, it is much easier to disseminate information about the school. Athenian eAcademy will actively recruit students through outreach services in the community with a focus on social media and electronic messaging. These may include:

- Public open houses and community meetings at a variety of locations and times.
- Outreach through social media such as Facebook.
- Distribution of promotional materials in public libraries, community centers, grocery stores, farmers markets, and community gathering events.
- Public Service announcements on local radio and TV
- Press releases
- Advertising in local publications
- Canvassing neighborhoods with flyers

Section 5 Capital Facility Plan

Building

Some sites will be located in existing office space, as outlined below, while others will utilize portable classroom units, which will be placed on leased ground. The initial cost to set up a portable classroom is \$10,000-\$12,000, depending on the location. Monthly lease rate for the units run from \$600-\$1,200 per month depending on size of the unit. Both of these costs are reasonable and can be supported by Athenian's budget. The portable classrooms will already have the necessary E occupancy, and office spaces can be brought into class E compliance with few modifications. Because each site will house less than 250 students, the seismic upgrades necessary to gain a class E occupancy according to the International Builder's Code (IBC) 2009-2012 are less stringent than those for structures housing more than 250 students. The owners of the properties listed were all willing to do the tenant improvements and include in the lease rate over the course of several years. Athenian eAcademy realizes that the office spaces detailed below likely will not be available when the school is approved, but will work to secure something similar in each area.

The size of the portable classroom for those locations utilizing them will be determined based on projected enrollment following extensive marketing.

When land parcels to locate portable classrooms are selected in the rural areas, each site will be evaluated and selected to include enough parking, a safe pick up and drop off area, and with easy access to main transportation routes. The same criteria will be addressed if the school is going to be located in existing office space.

Contingency

In the event that Athenian eAcademy is unable to secure a facility or land to locate a particular school on prior to January first of the opening year, the school may request that the particular site postpone opening for a year. Because the school is not building a traditional brick and mortar campus, there likely will not be delays requiring use of a contingency plan.

Financing

Athenian eAcademy will apply for a loan from the Charter School Revolving Loan Fund upon charter approval. Proceeds from this loan will be used to pay for initial placement of portable costs, as well as any tenant improvements not covered by the owner in locations where space is being leased. The school also hopes to secure funds through a Charter Start Up Grant, should funds be available. Athenian eAcademy has secured a letter from a company that purchases charter receivables, which is available upon request, to assist with financing if a startup grant and/or loan is not available. Long-term, the school may choose to acquire a leased facility through purchase or construct a small building if enrollment at a particular site would sustain the

cost. In this scenario, the school would consider loans through the USDA for sites qualifying for this type of loan, bonding through the Utah State Charter Finance Authority, or possibly use a charter school development company. It is the intent of the school to lease facilities during the first three to five years of operation, which should make one of the first two options viable. At the end of three years, the school expects to have met the following conditions, which make it a potential candidate for bond rating status and eligible for the state credit enhancement or a direct loan under the USDA rural development program:

- Cash on hand equal to 60 days of operating expenses and growing
- Full, stable enrollment with a substantial waiting list
- Met the re-enrollment and retention rates outlined in this charter
- Clean audit reports with no unresolved significant findings
- Budgets that are consistent with actual income and expenses
- Have no red categories on the authorizer's categories under its performance matrix

Section 6 Detailed Business Plan and Budget

Athenian eAcademy's board will ensure that the school's operations are operated efficiently, according to applicable laws, within the board-adopted budget, and in a way that achieves the outcomes and mission established in this charter application. The school's budget, short of this charter, is the clearest and most relevant statement about the board's priorities. The board will ensure that the budget and all operations reflect the school's priorities and fulfill its mission.

Planning Year

With an accelerated opening schedule, Athenian eAcademy will have a unique planning-year budget in scope, revenue, and expenses. Revenue sources will come from non-traditional sources, and expense will be lower because of the shortened timeframe. The school understands that it has the same amount of work to do and will have to do it in less time, but the school's team of education and operational experts and partners will complete all the necessary work for an August 2014 school opening.

Revenue

Athenian eAcademy will obtain a startup bridge loan from a source of national charter school financiers who specialize in providing startup and "receivable anticipation" funding for schools. Interest rates on this source of funding is between 5 and 6%. Athenian eAcademy will use this as a source of immediate cash to fund operations upon approval of its charter and prior to receipt of state startup loan or startup grant and regular school funding. The school anticipates receiving the private loan in November 2013 (assuming approval of this charter and the opening timeframe waiver) and repaying the loan with proceeds from the state revolving loan in April or May 2014, on the state's normal calendar. If state funding is no available until July 2015, then the school will have slightly higher interest costs, but the budget will not be materially affected. The school anticipates \$140,000 in private loans and an ultimate \$220,000 in state revolving loans.

Planning Year Salaries

Athenian eAcademy will employ (or otherwise compensate through an employee leasing or service arrangement) the following employees during the planning year from approval of the charter to the beginning of the first operational year:

- A full-time school Chief Executive Officer
- A full-time school secretary and student records manager

In addition to these employees, the school will also employ the following (again, with the option of purchasing them as a professional service):

- Business manager
- A building officer responsible to oversee facility acquisition and remodeling compliance

Other Planning Year Expenses

During the planning year, the school will have other expenses for supplies, computers, procurement services, that are projected at \$10,000, and \$6,000 in workspace rental during the startup phase. Most supply purchases will be made in the first operational year after the school has received the state revolving loan and anticipated startup grant (see operational years sections below).

Operational Years

Enrollment

Athenian eAcademy under this application will have capacity for 650 students, and with the flexibility offered with multiple campuses allowing the school to target and move capacity to existing demand, the school anticipates full enrollment in its first year. 650 students, according to the attached Charter School Funding Worksheet, produces revenue of about \$3.45 million, to which the school has also added \$110,000 in state startup funding. This is a conservative number as it does not include other funding streams that the legislature institutes each year (such as Online Testing and Early Interventions funding, in place for this year but not on the funding worksheet).

Revenue

In addition to the state funding number above, Athenian also assumes that it will qualify for federal revenue at an average amount for schools of similar size. The number of \$112,000 estimated in the budget is the result of an analysis of first-year charter schools of similar size in fiscal years 2011 and 2012.

Other local revenue assumptions:

- Student activities will generate average annual revenue of \$20 per student in admissions to activities and events
- The school's parent organization will be able to raise an average of \$50 per student per year in its fundraising activities, donations (including box tops, direct cash, etc.) and sales of school products for total revenue of \$45,500

Non-Payroll or Service Expenses

Technology: The budget includes \$250 to purchase internet connected computers for every pair of students at the school. This large investment will also require an investment in the school's infrastructure of \$20,000 for wireless arrays, filtering, servers, and other network equipment. An additional \$20,000 is budgeted for teacher and administrative computers. Ongoing costs to maintain and add to this strong foundation of technology is anticipated at 40% of the initial outlay, which covers a three-year refresh rate plus inflation. See the technology section of this charter application for further details and plans.

Furnishings and Fixtures: The budget includes expenses of \$180 per student for desks, chairs, filing cabinets, storage, and other classroom equipment.

Occupancy of facilities: The school has a budget of \$1,250 per student, which at 650 students is a maximum budgeted debt service of \$812,500 per year. In year 1, the school anticipates taking occupancy on August 1, which will reduce occupancy costs to only 11/12 of the maximum. Year two reflects a full rent amount anticipating an increase commensurate with enrollment and inflation. This is a conservative number (meaning estimated on the high side) because the school's model does not require the same kinds of grounds, fields, storage, activity, and large gathering places as a traditional school would.

Curriculum and classroom materials: The budget includes \$180 per student for textbooks that will provide reading material and physical books that complement and supplement the online curriculum. Basic instructional supplies of markers, paper, pencils, and other basic classroom needs are budgeted at \$20 per student for the year. Future classroom supplies continue at that pace, while curriculum materials are anticipated to require replacement every two years, which amount is included in year two of the attached budget, with additional funding for enrollment growth.

The school also anticipates spending an average of \$5 per book to start a library collection of 5 books per student in the first school year. The budget calls to add three books per student per year at a similar cost until the school reaches its target amount (see Library section of this application) of books, at which point the ongoing contribution to build the library will reduce, but that is past the timeframe of the state's budget template.

The school also anticipates purchases of \$5,000 for basic facility maintenance equipment, including vacuums and other cleaning tools. Utilities are anticipated at \$50,000 per year, and custodial supplies budgeted at \$20 per student ongoing.

Payroll, Benefits, and Purchased Services

Instruction:

Teachers: The board may, prior to opening, adopt a salary range schedule. While teachers will be hired at various salaries depending on education and experience, this budget anticipates an average teacher salary of \$38,000, which is consistent with the average salary of startup schools with similar grade configurations in Utah. \$25,000 has been budgeted for professional development in the first and second operational years to provide the training teachers need to begin and implement the eAcademy program successfully.

Paraprofessionals: In the first year, the school will hire twelve part-time paraprofessionals to assist teachers, serve as on-call substitutes, and provide special education services to students.

Support Services: This budget calls for 1 FTE school counselor at a salary of \$40,000. The school will also invest heavily in student support services, including outsourced special

education services for speech and occupational therapy, which will be provided remotely using technology and saving significant costs, consistent with the school’s hybrid model and mission.

Administration: Athenian eAcademy will have one chief executive officer at a salary of about \$90,000 with a full-time Academic Dean at a salary of about \$60,000. Additionally, the school will have three FTE secretaries/receptionists with an average salary of \$30,000. The school has also budgeted for a curriculum director at a salary of \$45,000. The school may either contract out for business services or hire a business administrator. For purposes of this budget, the assumption is that an on-site business manager will be retained through a service provider, at a cost of \$92,000, which will replace the cost of a business office staff at the school, including their benefits. In the second year, the school anticipates adding an additional half-time administrator.

There are two very clear roles delineated for the Chief Executive Officer and the Academic Dean. The Chief Executive Officer is tasked with the overall operation of the school, all external relationships and the oversight of all satellite locations, to include directing advocacy and community engagement activities. This will enable the Academic Dean to focus exclusively on academic related tasks. This will include all staffing, professional development, extensive instructional reviews and teacher observations, assessment and data leadership. The primary academic success of Athenian eAcademy is based upon this professional being able to focus exclusively on academic items, with the Chief Executive Officer overseeing overall operations.

Operations and maintenance: Athenian eAcademy will hire a building maintenance manager at a salary of about \$32,000 per year with additional support of part-time custodial staff who will work part time at a rate of about \$9 per hour—one at each remote campus. Three percent raises are anticipated for these and all employees going into year two.

Benefits: Full-time employees will be eligible to participate in the school’s medical, dental, vision, and other benefit plans. The cost to the school of these plans is budgeted at an average of \$6,000 per year in year one, rising to \$7,000 in year two. Athenian does not anticipate participating in the State Retirement System, but will have a robust retirement program, which his anticipated to cost 4% of total salaries.

Audit and Controls

Athenian eAcademy’s Board is responsible to ensure that the school complies with all state-mandated reports and deadlines and instituting proper controls to mitigate risk factors present when dealing with public money. As required by law, Athenian eAcademy will contract with an independent auditing firm to conduct an annual independent audit at the end of each fiscal year. The budget includes \$11,000 for this and related services, including an audit of enrollment on October 1 of each year. The audit report will be delivered to both the USOE and the Utah State Auditors’ Office by November 30 each year in compliance with state requirements.

The board will adopt a budget each year by June 30 and monitor the school's financial performance related to that budget at its regular board meetings. The board may adopt a revised budget at any time during the year (again, before June 30) if actual expenses vary from the budget by more than five percent.

The board will ensure that all finance policies are adopted consistent with state law, including regular board and administrative oversight along with sufficient segregation of duties to limit the potential for fraud. Board finance reporting will include board review of all reports submitted to the state. The school will follow purchasing policies, and school finance policies will be reviewed each year to ensure that they comply with any legislative changes that may occur from time to time. The school will follow procurement code related to education service providers, building development and land acquisition, and all other purchases falling within the scope of state procurement code.

Contingency Budget

In case enrollment is below the board's budgeted expectation, this application includes a contingency budget that assumes only 75 percent of enrollment capacity is filled. Changes from the full enrollment are detailed below:

- Revenue falls consistent with enrollment, except for Special Education funding, which stays fixed at an enrollment estimate of ten percent of projected enrollment. Local and federal sources that had been calculated on a per-student basis fall consistent with enrollment.
- The number of teachers falls from 24 to 21, with small salary decreases. Paraprofessionals are also reduced from 16 to 12. Staffing levels for the special education services will not be affected.
- The school will reduce its counselor to $\frac{3}{4}$ time and reduce salary.
- Professional development will be reduced to only about \$15,000.
- The Academic Dean position will change to half-time.
- One school secretary position will be eliminated.
- Maintenance staff will be slightly lower at a slightly lower rate of pay, as will the curriculum director.
- Student services will be reduced commensurate with enrollment, with general education services reduced more to protect required special education services.
- Technology and curriculum purchases are protected as necessary parts of the school's mission, reduced only consistent with the enrollment change.
- Benefit increases will be passed on to employees in year two.
- Minor other budget and equipment lines are reduced commensurate with enrollment
- Occupancy costs are unaffected in year 1, but in year 2, the school will not expand its facility acquisitions, instead accommodating enrollment in existing space, which its flexible hybrid model allows.

The contingency takes into account things that are unlikely to change with enrollment, protects as possible things that are core to the mission (technology, curriculum) and maintains adequate reserves to continue operations and build financial security.

Indicator – Financial performance and sustainability

Measure	Metric	Board Goal
Current ratio	$\frac{\text{Current Assets}}{\text{Current Liabilities}}$	Year 1 > 1.15 Year 2 > 1.17 Year 3 > 1.2
Debt ratio	$\frac{\text{Total Liabilities}}{\text{Total Assets}}$	Year 1 < .9 Year 2 < .9 Year 3 < .85
Occupancy costs	$\frac{\text{Facility Costs}}{\text{Total Operating Revenues}}$	After its first full year in a permanent facility, Athenian Academy will maintain an occupancy cost ratio of less than 17% of total revenues. Year one costs will be at least <22%
Maintain applicable bond covenants	No Default Certification, Audited Financial Statements	Athenian Academy will maintain all applicable bond covenants.
	$\left[\frac{\text{Current Assets}}{\text{Total Annual Operating Expenses} \div 365} \right]$	Year 1 > 30 Days Year 2 > 40 Days Year 3 > 45 Days
Adherence to Budget	$\frac{\text{Budgeted expenditure} - \text{Expenditure}}{\text{Budgeted expenditure}}$	Athenian Academy will adhere to its official budget within five percent of revenue and expenses.

Section 7 Fiscal Procedures

Athenian eAcademy will incorporate the following fiscal procedures to ensure that the School's assets are used for approved purposes. The fiscal procedures are categorized into financial reporting procedures and internal control policies.

Financial Reporting Procedures

Athenian eAcademy will follow and employ Generally Accepted Accounting Procedures as they apply to charter schools. The school will use a calendar for financial reporting, budgeting, and appropriations consistent with the statutes and administrative rules that apply to public school finances. All budget proposals and amendments will be prepared by the business office and school administration and presented for board consideration in open and public board meetings. Please see the finance calendar below.

As a non-profit corporation operating under a charter granted by the State Charter School Board and consistent with statute, only Athenian eAcademy has any responsibility to meet its financial obligations and commitments. Neither the chartering entity nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities that operate the charter school.

The school has adopted purchasing policies that comply with State of Utah procurement policies outlined in Utah Code 63G-6 and Administrative Rule R33, or more stringent standards developed by the school's board from time to time. Meeting minutes are located in Section 8. These policies will include following all state standards for facility planning and construction and other high value purchases and expenditures, including any service agreements related to school operation or education. All contracts for facilities or financing will be submitted to the State Charter School Board for review and advice prior to Athenian eAcademy entering into any such contract or agreement.

Complete Purchasing Policies are included in this application as Attachment C.

Calendar

- Draft budget for upcoming fiscal year prepared in April by business office using current funding formulas from the recent legislative session.
- Draft budget reviewed and amended by the board in May.
- Final budget approved by the board in June.
- Budget reviewed and amended, if necessary, in November after the official student count and updated revenue estimates.
- Budget reviewed and amended, if necessary, in February after the mid-year summary updates from USOE's finance office.

- Budget amended, if necessary, in June and submitted to the state as required consistent with actual expenses and revenue.
- Board will review monthly financial statements including Profit and Loss, Balance Sheet, and Bank Reconciliations.

Internal Control Policies

Athenian eAcademy will adopt internal controls designed to ensure that the School's assets are used for approved purposes. The primary internal control is the segregation of duties for the following: authorizing transactions, making cash disbursements, record keeping, reconciliation, and maintaining custody of assets. See detailed financial policies for more information.

Finance Training

The school's business manager will attend USOE Finance and Statistics trainings regarding Minimum School Program and financial reporting requirements prior to beginning work for the charter school, and on a continuing basis thereafter. The board treasurer or designee will also attend, whether or not the business manager is an employee of the school or is part of a contract with a school business services provider. This training will give the school's board and business office the latest information on requirements and obligations of the school regarding finances, and provide the board with information necessary to hold the business office accountable for compliance with all finance regulations.

Business Manager Job Description

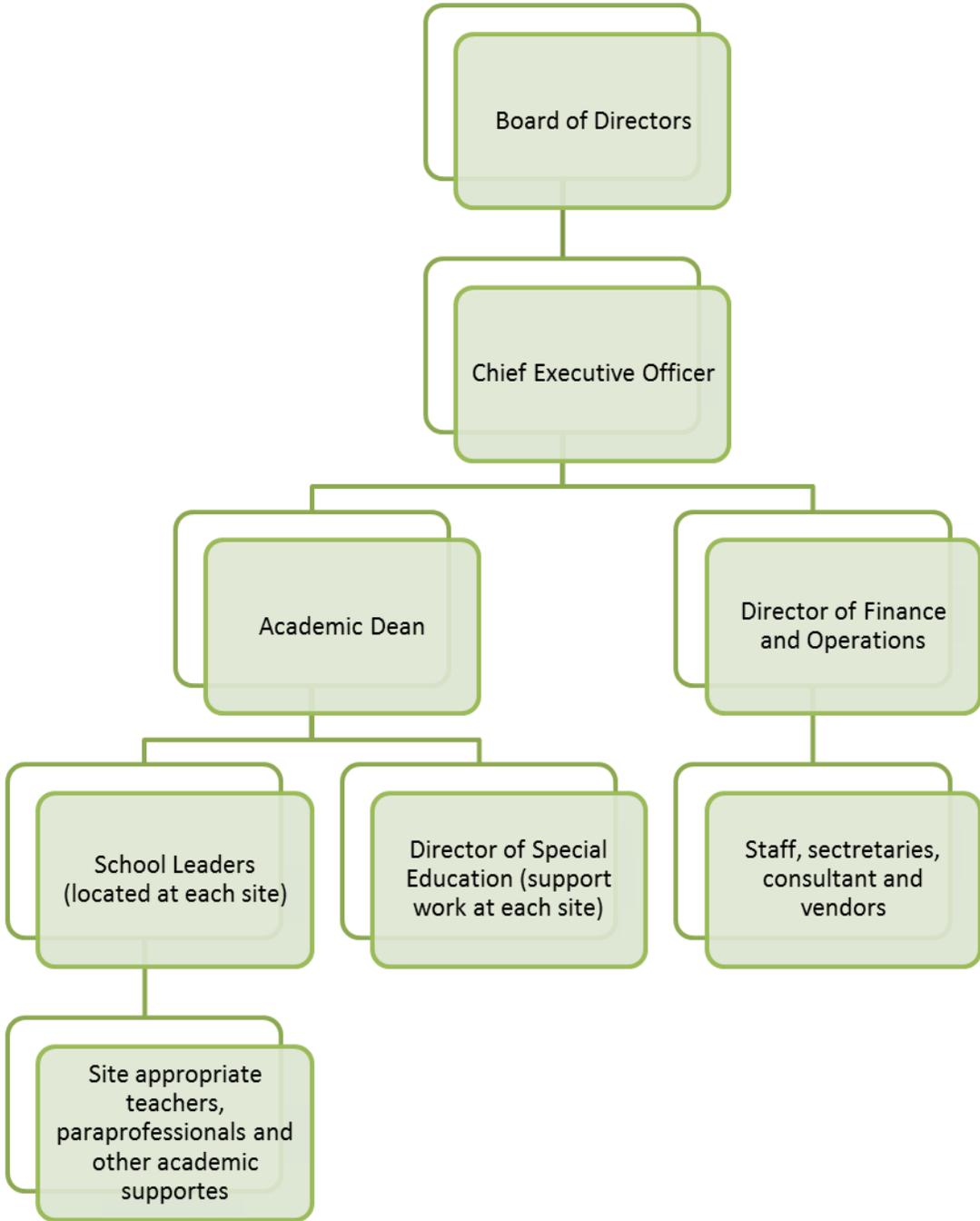
The business manager is responsible for the non-instructional operations of the school. In this role, the business manager ensures that all school administration and instructional staff have the financial and physical resources to accomplish the school's mission.

Financial Management

- Establish, maintain, and analyze and evaluate accounting practices, systems, and controls
- Coordinate required state audits and reports with appropriate accounting firm and state agencies
- Assess and process all purchase orders and check requests and manage budget by certifying available funds; get proper authorization according to school policy
- Reconcile and manage all school accounts, including bank and purchase card accounts
- Attend board meetings;
- Be the custodian of all school funds after deposit in the school's account by action of the board Treasurer;
- Be responsible and accountable for all money received and disbursed;
- Keep accurate records of all revenues received, their sources, dates availability, and federal and state allowable expenditures to ensure that funds are spent in line with rules of state and Federal programs;

- Prepare and submit to the board each month a written report of the charter school's receipts and expenditures to include a balance sheet, cash flow statement, income and expense statement and a budget vs. actual report;
- Use uniform budgeting, accounting, and auditing procedures and forms approved by the Utah State Board of Education, which shall be in accordance with generally accepted accounting principles or auditing standards and Title 63J, Chapter 1, Utah Budgetary Procedures Act, and consistent with generally accepted standards of fiscal management to be used by the school;
- Prepare and submit to the board a detailed annual statement for the period ending June 30, of the revenue and expenditures, including beginning and ending fund balances;
- Assist the principal in the preparation and submission of budget documents and statistical and fiscal reports required by law or the State Board of Education;
- Ensure that adequate internal controls are in place to safeguard the charter school's funds; and
- Perform other duties as the board or principal may require.
- Monitor the overall school budget and see that programs are cost effective and funds are managed effectively
- Prepare all related reports including USOE reports, other state and federal reports, tax reports and other accounting reports as necessary
- Negotiate favorable purchasing agreements for materials and supplies; follow state procurement law and school purchasing policies

Section 8 Organizational Structure and Governing Body



Athenian eAcademy will be governed by a strong and committed Board of Directors. Individuals with expertise in the following areas will comprise the Board: Finance, Legal, Education, and Board Leadership/Governance. Members of the Founding Board were invited to serve based on their clarity of mission and vision to improve public schools, professional skills and expertise, demonstrated community leadership, and willingness to invest and dedicate themselves to launching and sustaining a high-performing public charter school. These individuals have contributed to and supported this charter application, school design, and community engagement initiatives. Moreover, the Athenian eAcademy Board of Directors will:

I. Demonstrate Board Member Skills, Knowledge and Commitment, as measured by:

1. Collective years of board member experience in each of the following critical areas, at a minimum: Finance, Legal, Education, and Board Leadership/Governance (target 100%)
2. Percentage of board members who attend more than 80% of board meetings (target 90%)

II. Set High Expectations for Leadership and School Performance, as measured by:

1. Percentage of short- and long-term, board-approved academic and operating performance goals (for external accountability) that are SMART, i.e.:

- a. Specific
- b. Measurable
- c. Ambitious
- d. Realistic, with Responsibility Assigned
- e. Time-specific with Target Date

2. Short- and long-term, board-approved, SMART performance goals, including at least one goal for each of the following areas:

- a. Student achievement (status or absolute performance)
- b. Student academic growth over time
- c. Financial health
- d. Operational efficiency
- e. Organizational development

III. Display Ethical Conduct at All Times, as measured by:

Absence of violations of authorizer-approved board policy governing ethical matters including conflicts of interest

IV. Exercise Regulatory and Reporting Compliance, as measured by:

1. Percentage of all required filings that are complete, accurate and on time
2. Absence of violations of any regulatory or reporting requirements

V. Exercise Leadership Oversight and Evaluation, as measured by:

1. Clear lines of authority, responsibility, and reporting
2. Board monitoring of school leadership performance throughout the year
3. Annual evaluation of school leadership performance against established performance goals

VI. Govern Contract Management and Oversight, as measured by:

1. Fulfillment of terms of charter contract
2. Effective management and oversight of all service contracts, including any contracts for education/management services, as evidenced by, at a minimum:
 - a. Clear, sound contracts that articulate roles and responsibilities; academic and operational (as applicable) performance goals, measures, timelines and terms; and consequences for inadequate performance; and
 - b. Oversight that focuses on contractually-agreed performance outcomes and quality service

VII. Commit to and Display Accountability and Transparency, as measured by: Clear, accurate, regular communication by the school on its academic and operating performance to key constituencies and the public through a variety of means that maximize access and understanding

VIII. Secure the Future and Engage in Continuous Improvement, as measured by:

1. Documented board and leadership attention to significant changes in the school's environment including authorizing changes and legislative, regulatory and policy activity
2. Formal annual board review of performance and improvement against annual targets and long-term academic and operating performance goals
3. Measurable improvement in the school's academic and operating performance over time, aligned with the school's performance contract goals

The Board is to meet with the Chief Executive Officer on a quarterly basis to review performance and recommend/vote/advise

1 The Board of Directors is anticipated to meet bi-monthly during the planning year, and operational years 1-2. At that time, the Board and Chief Executive Officer will evaluate the schedule and potentially implement a quarterly meeting accordingly on any changes or modifications to strategy as deemed necessary to ensure the school's academic program is successful, as measured by both internal (teacher and student performance metrics) and external (parental, community) assessments.

Board Operations

To ensure its operational quality and long-term success, the Board of Directors will form committees that maximize board expertise in the oversight of school operations. Committees will be formed with at least two Board members assigned, with the possibility of the Board utilizing expertise from an external source (i.e. community, parent, local business executive) as a temporary committee member. This exception would require a majority vote by the entire Board of Directors. Standard committees to be formed upon Charter approval are a Finance, Governance, and Development Committee. Duties of each standard committee include but are not limited to the following:

Finance Committee: Fiscal (Income, Balance Sheet, and Cash Flow) Oversight, Review of monthly reconciliation, Budget Review, Organization of annual audit with Board approved third-party CPA, Expenditure approvals/audits, financial best practices, support/aid/direct the Chief Executive Officer concerning financial management.

Governance Committee: Organizational Capacity (HR), Recruitment, Retention, Evaluations, of Board and Leadership positions, Policy Changes, Self-review (Board), Orientation of new Board Members, New Committee Generation, Succession Planning.

Development Committee: External Relationships, Marketing, Public Relations, Funding Research, Technology (internal use of) best practices.

Academic Accountability Committee: Benchmarking comparisons of school performance; Academic program audit; Curricula development resource and strategic planning; best practices in monitoring academic quality in charter schools Further separate committees (temporary or standard) can and will be formed out of necessity, to be determined by the Board of Directors, presented by the Governance Committee.

Terms and Titles

The Board of Directors will form a hierarchy of leadership within itself for administration (record keeping, management of meetings, scheduling, etc.) purposes only. Officers of the Board will be voted on and titled Chair, Vice Chair, Secretary, and Treasurer:

1. **Chair:** Subject to Board control, the Chair has general supervision, direction and control of the affairs of Athenian eAcademy, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.
2. **Vice Chair:** If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.
3. **Secretary:** The Secretary shall: (a) keep or cause to be kept, at Athenian eAcademy's Chief Executive Officer's office, or such other place as the Board may direct a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of Athenian eAcademy's Articles of Incorporation and By-laws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.
4. **Treasurer:** The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of Athenian eAcademy's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Director; (c) deposit or cause to be deposited Athenian eAcademy's monies and other valuables in Athenian eAcademy's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed Athenian eAcademy's funds as the Board directs; (e) render to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of Athenian eAcademy's financial transactions and financial condition; (f) prepare any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe. Terms of the Board of Directors will be staggered for maximum efficiency, generating overlap that balances experience with new members. One half of the board will serve two years, while the other half will serve three.

Recruitment / Board Development

Currently the Founding Board is comprised of exceptional individuals who were identified by the Athenian eAcademy Founder through comprehensive research, interviews, and community outreach. The Founder sought board members with demonstrated expertise and results in the areas of finance, accounting, nonprofit governance, law, and education. Members of the Founding Board will form the active Athenian eAcademy Board of Directors upon Charter approval. Future Board members are to be identified by all members of the active board, as well as the Chief Executive Officer. Interaction with the community is crucial to its success, and the Athenian eAcademy Board of Directors will screen candidates over time as they meet community leaders through this interaction. The process will consist of an initial informal dialogue that determines an initial match

relative to the school's mission, then move on to an interview process with the Chief Executive Officer and Board. This formal interview will determine the existence of expertise, qualities, and traits that may have a positive impact upon the Board and the school. A unanimous vote from the Board of Directors will then determine the candidate's invitation into the school board.

Board Policy

Athenian eAcademy will always strive for continuous improvement. Should additional policies be necessary, or modifications to existing Athenian eAcademy policies be proposed, said policy update will be presented to and discussed by the Board of Directors, who will then either vote to accept or reject the new policy/policy update.

Board Removal

Board members may be removed, by majority vote by the balance of the Board and the Chief Executive Officer, for conduct that fails to align with Athenian eAcademy's philosophy and mission. In rare cases (such as personal issues), Board members may no longer be able to commit the time and resources to the mission of the school. In these situations, and after private conversations with the Chief Executive Officer of the school, Board members will be given the discretion to step down from their position on the Board and any Committee thereof.

Governing Body

Athenian eAcademy's Board of Directors represents a cross section of experienced executives in the areas of finance, business, nonprofit governance, public administration, education, and law. Their expertise and dedication will be instrumental in providing direction and guidance to the Chief Executive Officer in achieving the goal of operating a rigorous, college preparatory school for our students.

Background Information Sheet

Provide the following information on each founder, governing body member, and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Matt Throckmorton

Role with school Chair

Expertise Business, nonprofit

Statement of Intent:

I am strongly supportive of this concept and look forward to the work of bringing charter school choice to rural Utah. I have long been a supporter of charter schools, both within Utah and Tennessee. Over the years I have assisted or directly lead the opening of many charter schools in both states, which directly lead to my support of Athenian eAcademy. Rural communities have unique challenges that have led to few educational options for students who may not be ideally served. I have spent several years developing this operational model and look forward to making this option available in rural Utah.

Not-for-Profit History:

I have assisted in the opening of many non-profit charter schools in Utah and Tennessee. Names provided upon request.

I currently serve as Executive Director with the Tennessee Charter Schools Association, a non-profit with an operating budget of approximately \$950,000 a year and thirteen full and part-time employees. This includes a board of directors, filing 990s and overseeing an annual audit. In this capacity I have also provided over fifty board trainings to other non-profit organizations that act as sponsors of charter schools.

Employment History:

Tennessee Charter Schools Association, 2007 to present

Self-employed, charter school consultant, 2003 to 2004

Utah Legislature, 1999 to 2003

Self-employed flooring contractor, 1993 to 2003

Education History:

Brigham Young University – BA, Political Science - 2005

Provide the following information on each founder, governing body member, and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Stan Lockhart

Role with school Vice Chair

Expertise Business management, government

Statement of Intent:

I have long been a strong support of choice in education, which includes charter schools. My daughter Hannah graduated from UCAS, which gave me a tremendous view of the successes and challenges of a high performing charter school. I am committed to making this a strong charter school that serves the targeted students and look forward to the opportunities we will provide many families going forward.

Not-for-Profit History:

Utah Taxpayers Association Board of Directors from 2003 to present

Utah Technology Council Board of Trustees from 2001 to 2011

Utah Valley Chamber of Commerce, 2007 to 2010

Utah Manufacturers Association, 1998 to 2011

Employment History:

Government Affairs Manage, IM Flash Technologies and Mircon Technology, 1997 to Present

Interact with all levels of government to ensure a business friendly Utah. Responsible to get legislation passed, obtain funding and secure needed infrastructure. Engage with the media and business community.

Education History:

Brigham Young University – Bachelor of Science Business Management, Spanish - 1987

*The information provided will be subject to verification by the board.

Background Information Sheet

Provide the following information on each founder, governing body member, and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Holly Richardson

Role with school Secretary

Expertise Business, advocacy, parental engagement, education

Statement of Intent:

Each child is unique and special. Each deserves an education that will maximize learning in the most appropriate ways. This charter school will reach children in underserved areas and increase their learning opportunities. I look forward to the innovation and opportunity this charter school will offer! I bring a broad and varied background to the board, including experience in the public and private sectors, experience within the education world and experience with children with special needs. I am excited to serve.

Not-for-Profit History:

State Records Committee, 2012 to present
Pleasant Grove Beautification Committee, 2007 – 2010
Governor’s Council for People with Disabilities, 2001 - 2004

Employment History:

Cherished Moments maternity Care, 2005-2012
Licensed Direct Entry Midwife Board, 2005 – 2011
Midwives College of Utah, 1998 - Present

Education History:

Brigham Young University – Associate of Science, Nursing 1984
Midwives’ College of Utah, Bachelor of Science in Midwifery, 1999

*The information provided will be subject to verification by the board.

Background Information Sheet

Provide the following information on each founder, governing body member, and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Brett Nielsen

Role with school Treasurer

Expertise Finance, fund raising.

Statement of Intent:

My involvement in the charter school program and charter school development is something fairly easy for me to identify. Firstly, I am a parent of three children, all of whom will be passing through the elementary portion of their education in the next few years and their proper education during that time of their lives is of primal importance to me. My ability to choose how this education is administered is important to me also.

Secondly, as a UVU instructor and someone involved heavily in public policy for years, I bring insight and experience that can represent authoritatively the need for school choice and what the education system currently provides. My experience in political and business finance as well as grassroots and corporate organization also brings insight that will be important for the success of our program.

Finally, I feel we can achieve valuable choice options for parents of students all around our state, in both rural and urban areas. By doing so we can hold to our values that every parent (and child) should have a choice in how our children are being educated in Utah. Our ability to bring charter program awareness and opportunity will depend on obtaining the strongest and most passionate leadership Utah can provide and by constructing a solid program through political, financial and organizational success.

Not-for-Profit History:

I have worked with various non-profits to include AIPAC, American Israeli Public Affairs Committee as well, as various non-profit political organizations.

Employment History:

November 2008 to March 2009, Group 4 Securicor

August 2009 to January 2012, Security Metrics

August 2010 to April 2012, Utah Valley University, Adjunct Instructor of History and Political Science

February 2012 to November 2012, Deputy to National Finance Co-chair, Mitt Romney for President

Education History:

BA, Political Science from Utah Valley University, 2008

MA, International Relations from Kings College, University of London, 2010

*The information provided will be subject to verification by the board.

BACKGROUND INFORMATION SHEET

Name Amy M. Smith

Role with school Member of Board of Directors

Expertise Educational Psychologist with expertise in teaching, learning and child and adolescent development

As a member of the Board of Directors, I wholeheartedly bring an open mind, eagerness to collaborate for continued improvement, a rich background of experiences and knowledge and beliefs that aligns with the Core Value Commitment of Athenian eAcademy. The school proposal demonstrates a dedication to the same goals that make up my life's passion. I aim to help encourage a future of "highly engaged and empathetic citizens." I believe that some of the deepest learning occurs when students are thinking critically while engaged in project and inquiry based learning. The global economy, situated in an ever-changing world, requires that our children grow to be strong readers who can "problem solve, reason, invent, innovate, and hypothesize" with confidence.

My expertise emerges from engagement in many endeavors. I earned a Master of Arts in Teaching degree and a Ph.D. in Educational Psychology and Research. I was a public school teacher before undertaking several leadership positions with a university. For example, as a research project manager at the Center for Research in Educational Policy (University of Memphis), I was responsible for overseeing research and evaluation projects aimed at discovering instructional methods to improve student achievement. I also instructed college courses on child development for teachers, and in pursuit of a better understanding of how to inspire student and teacher creativity and critical thinking; I traveled to Italy to participate in a study group. Before moving to Atlanta, I briefly worked as the Director of Education for Tennessee Charter School Association, which allowed me to further construct my knowledge of education reform.

Currently, I continue my years of developing and delivering workshops and conference sessions for parents, students, teachers and administrators and understand the importance of a connection between the content of these presentations and widely-accepted, research based standards. Within the last six months, for example, I collaborated with renowned experts at the Harvard Graduate School of Education and also trained military personnel on the Harvard campus regarding the topic of bullying prevention. Also within the last six months, I presented at the Georgia School Counselors Association Conference, at the Georgia Association for Career and Technical Education Conference, at a Regional Educational Technology Conference, and I participated in the Education Works Leadership Institution and the Achieve3000 Georgia Common Core Leadership Institute. I consult with schools and also work with a publishing and training company that collaborates with the U.S. military. We provide high quality presentations and written material and online resources for high school students on topics such as bullying, leadership, diversity,

communication, problem solving and career exploration. I also regularly collaborate with the Georgia Department of Education to provide educators with information and resources on these topics.

I enjoy and am skilled at communicating both verbally and through writing. I am professional, conscientious, and results-driven with an affinity for creating communities of thinkers who are motivated to communicate and work effectively together for positive change. The Georgia Army National Guard recently presented me with an Award for Outstanding Leadership after supporting them through numerous training briefs on the newest education initiatives and “hot education topics.” I am forward thinking in the sense of preparing children and teachers to reach their highest potential in a rapidly changing 21st century and in the sense of continuously developing my personal knowledge and skills in the field.

Not-for-Profit History:

Much of my work has involved teachers, school leadership, students and families in nonprofit settings. From working with a large school system as a teacher, to working as a researcher/evaluator at a university, to consulting with nonprofit schools, to volunteering as a lay counselor and teacher leader at my church to active membership in nonprofit professional organizations, such the North American Reggio Emilia Alliance, my focus and strengths lie in developing human/social capital, primarily through consulting and training. For example, as a program evaluator and consultant for many nonprofit schools, I am skilled at understanding problems and devising and implementing possible solutions. Much of my work involves collecting and using data related to classroom instruction, learning environment, assessment, and student behavior to drive decisions intended to impact student achievement. My service typically includes development and delivery of specific professional development opportunities as well as planning for individualized instruction.

Employment History:

Below is a chart outlining my employment history, followed by a description of how these positions address my qualifications to serve on the Board of Directors for Athenian eAcademy.

<u>POSITION</u>	<u>DEPARTMENT/INSTITUTION</u>	<u>PERIOD</u>
Director of Educational Programs	Career Training Concepts, Inc.	2012-present
Owner / Consultant	Pink Sky Education	2008-present
Director of Education	Tennessee Charter School Association	Apr 2009-July 2009
Research Associate	Center for Research in Educational Policy The University of Memphis	2008-2010

<i>Project Associate / Consultant</i>	<i>Restructuring for Inclusive School Environments (RISE) Project, The University of Memphis The University of Memphis</i>	<i>2003-2005</i>
<i>Instructor</i>	<i>Undergraduate courses: Childhood Development for the Beginning Teacher and Human Development Across the Lifespan The University of Memphis</i>	<i>2002-2004</i>
<i>Graduate Assistant</i>	<i>Lipman School and Research Institute The University of Memphis</i>	<i>2001-2003</i>
<i>Teacher</i>	<i>Shelby County Schools</i>	<i>1999-2001</i>

Currently, I serve not only as the Director of Educational Programs with Career Training Concepts, Inc., but I also develop programs, conduct training and consult with schools through a small business that I operate. I recently contributed to a publication for high school students by writing a section on student motivation and am working with the National Guard Bureau to update over 30 presentations intended to better the lives of high school students. As stated above, I recently collaborated with researchers at Harvard Graduate School of Education on an anti-bullying program called H.E.A.R. (Helping Everyone Achieve Respect). Over the last year, I have presented to hundreds of educators, students and military personnel on several relevant issues and consider public speaking and also communication through writing to be strengths that I bring to the board's table. My consulting work includes supporting individual students and teachers and also systemic change by developing curricula, policies and procedures, and training stakeholders.

My time at The University of Memphis involved several positions, all of which allowed me to hone my knowledge and skills related to instruction, curriculum, assessment, cognitive, social and emotional development, communication, leadership and collaboration. As manager of research teams, I coordinated every aspect of research from data collection to technical writing to presenting results to district-level administrators. I also participated on grant writing teams, taught several undergraduate courses, conducted research at the Lab School, and worked with a grant-funded project to train educators on topics such as diversity, empathy, inclusive education, data collection, and effective instructional strategies. These years also yielded a few written publications.

It should also be noted that my brief time working with the Tennessee Charter School Association allowed me to learn from, network with and support over 30 charter schools in the state, and I also spent a year teaching second grade children in the Shelby County School District, which taught me, among many other things, that we can always do things better.

Education History:

The following chart displays my education history that supports my qualifications to serve on the Board of Directors for Athenian eAcademy.

EDUCATION AND CERTIFICATION

<u>DEGREE</u>	<u>DISCIPLINE</u>	<u>INSTITUTION</u>	<u>YEAR</u>
<i>Ph.D.</i>	<i>Educational Psychology and Research</i>	<i>The University of Memphis</i>	<i>2008</i>
<i>M.A.T.</i>	<i>Instruction and Curriculum Leadership</i>	<i>The University of Memphis</i>	<i>2000</i>
<i>B.S.</i>	<i>Biology</i>	<i>The University of Memphis</i>	<i>1997</i>
<i>Study Abroad</i>	<i>Innovative Education</i>	<i>Reggio Emilia, Italy</i>	<i>2004</i>

I also completed the Child Care Leadership course / 40 hour Director Training in 2011 (hosted by the Georgia Department of Early Care and Learning) and also completed Time to Teach® classroom management training and certification in 2012.

**ARTICLES OF INCORPORATION
OF
Athenian Academy**

We, the undersigned natural persons all being of the age of eighteen years or more, acting as incorporators under the Utah Non-Profit Corporation and Cooperative Association Act, adopt the following Articles of Incorporation for Athenian Academy:

Article I

The name of the corporation is Athenian Academy.

**Article II
DURATION**

The period of duration of Athenian Academy is perpetual.

**Article III
PURPOSE**

- (a) To provide educational services to students in the Utah as a public charter school.
- (b) To engage in any and all activities and pursuits, and to support or assist such other organizations, as may be reasonably related to the foregoing, which are substantially similar to the foregoing and which are or may hereafter be authorized by Section 501(c)(3) of the Internal Revenue Code and are consistent with those powers described in the Utah Nonprofit Corporation and Cooperation Association Act, as amended and supplemented.
- (c) To solicit and receive contributions, borrow money, purchase, own and sell real and personal property, to make contracts, and to engage in any activity "in furtherance of, incidental to, or connected with the furtherance of the corporation's goals, namely the creation and operation of a public charter school."
 - (i) This organization is organized exclusively for charitable purpose within the meaning of section 501(c)(3) of the Internal Revenue Code.
 - (ii) Notwithstanding any other provision of these Articles, the organization shall not carry on any other activities not permitted to be carried on by an organization exempt from Federal income tax as an organization described in section 501(c)(3) of the Internal Revenue Code (or corresponding section of any future federal tax code).
 - (iii) Upon the dissolution and winding up of this organization, after paying or adequately providing for the debts and obligations of the organization, the remaining assets shall be distributed to a nonprofit fund, foundation, or corporation organized and operated

exclusively for the purposes specified in section 501(c)(3) of the Internal Revenue Code and which has established its tax-exempt status under that section, consistent with Utah law.

**Article IV
MEMBERS**

The corporation shall not have any members.

**Article V
BY-LAWS**

Provisions for the regulation of the internal affairs of the corporation shall be set forth in the By-Laws.

**Article VI
DIRECTORS**

The number of directors of Athenian Academy, their classifications, if any, their terms of office and the manner of their election or appointment shall be determined according to the By-Laws of Athenian Academy. Each Director shall hold office until such time as the Director resigns, is replaced by the remaining Directors or by election, has reached such term limitations as may be imposed by the By-laws or is removed by the Utah State Charter Schools Board (“USCSB”) with or without cause. Vacancies on the Board of Directors shall be filled by a vote of a majority of the remaining Directors, even if less than a quorum.

**Article VII
INCORPORATORS**

The names and addresses of the incorporators are:

Matt Throckmorton
702 Knox Road
Chapmansboro, Tennessee 37035

Stan Lockhart
1754 South Nevada Avenue
Provo, Utah 84606

Holly Richardson
882 West 2800 North
Pleasant Grove, Utah 84062

**Article VIII
REGISTERED OFFICE AND AGENT**

The address of the corporation's initial registered office shall be:

1772 West 950 South
Springville, Utah 84663

Such office may be changed at any time by the Board of Trustees without amendment of these Articles of Incorporation.

The corporation's initial registered agent at such address shall be:

Matt Throckmorton

By signing these articles below, I hereby acknowledge and accept appointment as corporate registered agent.

Article IX

PRINCIPAL PLACE OF BUSINESS

The principal place of business of Athenian Academy shall be:

1772 West 950 South, Springville, Utah 84663.

ARTICLE X AMENDMENT

These Articles may be amended from time to time, in whole or in part, by the affirmative vote of two-thirds (2/3) of the Directors; provided that no amendment that diminishes the rights of USCSB shall be adopted without the approval of USCSB. Any such amendments shall be consistent with the corporation's status as a tax exempt organization under Internal Revenue Code Section 501(c)(3).

In Witness Whereof, We, the undersigned incorporators of the Organization have executed these Articles of Incorporation this twenty-eighth day of March, and say:

That they are all incorporators herein; that they have read the above and foregoing Articles of Incorporation; know the contents thereof and that the same is true to the best of their knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters they believe to be true.

Bylaws of Athenian Academy

ARTICLE I ORGANIZATION

1. The name of the organization shall be Athenian Academy.
2. The organization shall not have a seal but may design a logo.
3. The organization may at its pleasure by a vote of the Board of Trustees change its name with a 2/3rds vote, pending approval from the authorizer.

ARTICLE II PURPOSES

Athenian Academy, a Charter School, has been formed, and established to provide public education pursuant to Utah Charter School laws.

ARTICLE III GOVERNANCE

Athenian Academy shall be governed by the Board of Trustees. All procedures; rights and duties for the proper operation of the Board of Trustees are outlined by the Board of Trustees. The duties, rights, responsibilities and authority of the Board of Trustees are as found in the charter and as outlined below. All governance of the school will be consistent with applicable state and federal law.

ARTICLE IV BOARD OF TRUSTEES

The Board of Trustees shall govern Athenian Academy. The total number of members shall be at least four and shall not exceed nine. The Board of Trustees shall be made up of the Trustees at the time of the adoption of these Bylaws and other members appointed consistent with these Bylaws. Trustees shall hold office until such time as the member resigns or is removed consistent with these bylaws, or has completed a term of six years.

The Board of Trustees shall have the governance and oversight of the affairs and business of Athenian Academy. Such Board of Trustees shall only act in the name of the organization when it shall be regularly convened after due notice to the public of such meeting. The Board shall decide organizational matters only at properly noticed public meetings of the Board where a quorum of the Board is participating and only by a majority vote of the Board members.

A majority of the members of the Board of Trustees shall constitute a quorum and the meetings of the Board of Trustees shall be held not less than quarterly on a schedule adopted by the Board of Trustees. The Board of Trustees may make such rules and regulations covering its meetings as it may in its discretion determine necessary.

A member may be removed when sufficient cause exists for such removal and by two-thirds (2/3) vote of the remaining members. The Board of Trustees may entertain charges against any member. At any hearing for removal, the accused member may be represented by Board of Trustees. The Board of Trustees shall adopt such rules for this hearing as it may in its discretion consider necessary for the best interests of Athenian Academy.

The Chair of the Board of Trustees shall preside at all meetings and prepare the agenda for each meeting. The Chair will be chosen by the majority vote of the Board of Trustees. She/he shall be one of the officers who may sign the checks or drafts of the organization.

The Vice Chair shall, in the event of the absence or inability of the Chair, become acting Chair of Athenian Academy with all the rights, privileges and powers associated with that office.

The Board of Trustees shall select from one of their members a secretary. The Secretary shall keep the minutes and records of the organization. It shall be his or her duty to file any certificate required by any statute, federal or state. She/he shall give and serve all notices to members of Athenian Academy. She/he shall be the official custodian of the records of Athenian Academy. She/he may be one of the officers required to sign the checks and drafts of the organization. She/he shall submit to the Board of Trustees any communications, which shall be addressed to him or her as Secretary of the organization. She/he shall exercise all duties incident to the office of Secretary.

Board of Trustees shall select from one of their members a Treasurer. The Treasurer shall ensure the individuals or organizations that manage and have control and custody of the monies belonging to the organization. She/he shall be one of the officers who shall sign checks or drafts of the organization. No special fund may be set aside that shall make it unnecessary for the Treasurer to sign the checks issued upon it. She/he shall render at stated periods as the Board of Trustees 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 Trustees of such meeting. She/he shall exercise all duties incident to the office of Treasurer.

The Board of Trustees shall authorize the hiring and fix the compensation of the School Chief Executive Officer. The Chief Executive Officer shall authorize the hiring and set the compensation of all other employees.

ARTICLE V COMMITTEES

The Board of Trustees may appoint all committees of Athenian Academy. Committees have no authority except those specifically delegated to them in action by the Board.

ARTICLE VI INDEMNIFICATION

Athenian Academy shall indemnify any and all persons who may serve or who have served at any time as members or officers, and their respective heirs, administrators, successors, and

assigns, against any and all expenses, including amounts paid upon judgments, Board of Trustees fees, and amounts paid in settlement (before or after suit is commenced), actually and necessarily incurred by such persons in connection with the defense or settlement of any claim, action, suit, or proceeding in which they, or any of them, are made parties, or a party, or which may be asserted against them or any of them, by reason of being or having been members or officers, except in relation to matters as to which any such member or officer or former member or officer shall be adjudged in any action, suit, or proceeding to be liable for his or her own negligence or misconduct in the performance of his or her duty. Expenses of each person indemnified hereunder incurred in defending a civil, criminal, administrative or investigative action, suit or proceeding (including all appeals), or threat thereof may be paid by Athenian Academy in advance of the final disposition of such action, suit or proceeding as authorized by the Board of Trustees, whether a disinterested quorum exists or not, upon receipt of an undertaking by or on behalf of the Board of Trustees to repay such amount unless it shall ultimately be determined that he or he/she is entitled to be indemnified by Athenian Academy. Such indemnification shall be in addition to any other rights to which those indemnified may be entitled under any law, bylaw, agreement, vote of members, or otherwise.

ARTICLE VII AMENDMENTS

These Bylaws may be altered, amended, repealed or added to by an affirmative vote of not less than two-thirds of the Board of Trustees, pending approval from the authorizer.

In all cases, these Bylaws shall be compliant with Utah and Federal statutes and rules governing Charter Schools. In cases of any current or future conflict, the statute or rule shall govern.



Minutes of the Aug 23 meeting

I. Called to order: 4:09PM Mtn

Participating: Holly, Brett, Stan, Matt – quorum present

II. Review of Minutes: Review of minutes

III. Review of Budget: No budgeted items or funds to review.

IV. Charter Application Activities

[Note: Motions made and accepted, listed below]

Discussion:

4:15 PM - Matt mentions TFAs rural education leadership initiative, which is to be announced sometime this Fall. In speaking with them they are excited to work with AeA in placement of their fellow as academic dean. There is not cost beyond the salary we would normally pay that person. A motion is made to approve formalizing this relationship.

We are not committed to hiring this person, just a great pipeline for leaders.

4:20 PM - Stan raises the question of our name, Athenian eAcademy. He notes that this is a sound name though not one that will create excitement among parents, students and the community at large. Matt notes that this was a discussion earlier and agrees that a more dynamic name could and should be found.

Stan raises the idea of creating an umbrella name such as 21st Century eAcademies. Under that umbrella each community would be challenged to find a name.

The discussion leads to finding professional help in branding and taking us through a process of finding the right name and process. Stan knows someone though not optimistic it would be a fit. Holly knows several experts we can call on.

4:37 PM - Travel policy is discussed. Stan notes he is fine though wants to ensure all that we do thrives under scrutiny. Matt notes that all professional CMOs/EMOs engage in activities that are funded prior to opening. He mentions KIPP, Building Excellent Schools, Tennessee Charter School Incubator, Aspire Schools, Gestalt Schools, etc.

Motion to approve Purchase and Travel policies are made.

4:39 PM - Matt notes next steps, which includes the presentation of the 20-page proposal on Sept 12. It is a tentative date with a firm commitment pending Utah Office of Education. Also, raises the point briefly of a special session after the Sept 12 presentation.

4:41 PM - Adjourn

Action Items:

Next step, presentation on Sept 12

Motions made/accepted:

a. Approval of decision to 'opt out' of state provided retirement plan

Matt motioned, Brett seconded motion - without exception approved

b. Approve by-laws

Stan motioned, Brett seconded motion - without exception approved

c. Purchase and travel policies

Stan motioned, Brett seconded motion - without exception approved

d. Approval of charter document as submitted April 1, 2013

Stan motioned, Holly seconded motion - without exception approved

e. Motion to work with Teach For America in identify candidates for AeA

Stan motioned, Brett seconded motion - without exception approved

Indicator – Board performance & stewardship		
Measure	Metric	Board Goal
Board member development	Percentage of board passing all available board training modules on the State Charter School Board website	100%
Regulatory and reporting compliance	Percentage of all required reports that are submitted to state agency complete, accurate, and on time	100%
Regulatory and reporting compliance	Articles of Incorporation, Board Bylaws, and Charter are all in agreement and the school's Charter is not changed without proper amendment from chartering entity	100%

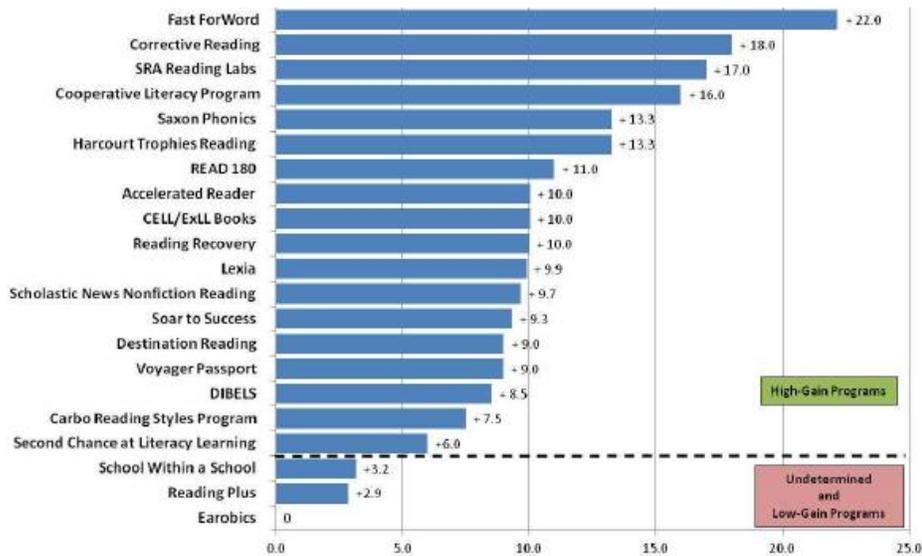
Section 9 Comprehensive Program of Instruction

Overview

Athenian Academy uses a variety of curriculums to create differentiated learning plans for each student. The base of all curriculum is Compass Learning. This online curriculum provides differentiated instruction for individual students in a cyclical fashion. The program begins with an assessment, which creates a learning profile. Personalized learning plans are generated through the profile which contain interactive and engaging lessons and assignments for the student. Student performance is measured in real time, which allows immediate adjustment to lesson plans to make sure students are understanding concepts. Additionally, Athenian Academy uses supplementary curriculum for reading and math, particularly for students who are struggling with a particular concept or who are lagging behind.

Reading: Athenian Academy's supplementary reading curriculum is Scientific Learning's Fast ForWord. All of Scientific Learning's products are based on teaching by strengthening foundational learning pathways in the brain. Cognitive skills of memory, attention, processing, and sequencing can all be developed while also teaching reading and language using the Fast ForWord approach. This computer based model assesses students to determine their current ability levels, then creates differentiated learning modules based on age and ability that are adapted with each click of the mouse. The Academic Dean is responsible to ensure that all Utah core standards are taught through aligning the curriculum with state standards. The program also generates reports graphing individual growth, showing teachers areas of concern for individual students so they can work directly with the student on the difficult concepts. The Nevada State Department of Education reviewed twenty four widely used educational reading programs. The Scientific Learning Fast ForWord program was deemed the most effective program for developing reading skills in students (Nevada Department of Education *Fast Forward is a "High Gain Program"* in Educator Briefing, July 2010. The following graph illustrates the strong growth of students using Fast ForWord in comparison with other programs.

Mean Student Achievement Gain of Nevada Students Based on Curriculum Taught



Math: Athenian Academy uses Mind Research’s ST Math Program for kindergarten through Algebra I. The Academic Dean is responsible to ensure that all Utah core standards are taught through aligning the curriculum with state standards. This is a non-language based approach to teaching math visually online. In the state of California, twenty five percent of students are categorized as English Language Learners. Another fifteen percent are classified with some type of language processing difficulty. Additionally, another twenty percent of students fail language comprehension tests. Traditional math instruction is very language based, and therefore difficult for many students to learn given their struggles with language. The University of California at Irvine put the ST Math program into 106 schools in Orange County where the rate of growth in math scores tripled in just one year. This result was replicated in 2010 in Chicago, Houston, Las Vegas, and Silicon Valley. A student sees an image and then has to select the correct answer. An example of a lesson can be found here:

<http://www.mindresearch.net/media/edu/demoFolder/demo/games/JiJiCycle/jjjicycle.html> .

Athenian Academy also places a high emphasis on character education, and will use the following three components in the program of instruction in order to support the basic academic learning.

1. Character Education: In order to develop a school climate that facilitates the growth of students at Athenian eAcademy, each member of the school community must be dedicated to the school’s mission and each of the school’s core values. As a result, Athenian eAcademy has developed an integrated approach to character education, incorporating the core values into all aspects of the school, from its disciplinary system to its system of extrinsic rewards. At the beginning of the school year, students will attend a week-long orientation during which they will receive explicit direct instruction regarding each of the core values. Teachers and staff members

will also receive professional development regarding the Love and Logic system of classroom management in order to create a school climate in which students will build assets contributing to life-long responsibility and resiliency. In addition, students will gather each instruction session at a Community Meeting which will provide a forum for community-wide discussions and recognitions of student success. Built on basic principles of cognitive and social learning theories, the Love and Logic Program allows educators to respond to student misbehavior while enhancing the child's self-concept, teaching the child to own and solve the problems they create. Echoing the skills emphasized in an inquiry-based academic curriculum, teachers and students share the control of decision-making; students are encouraged to struggle with solvable problems within the school context while receiving guidance from teachers and school staff. Teachers will model and provide direct instruction regarding this process as students are granted more opportunities to develop self-efficacy. Through Love and Logic, students will identify and define behavioral problems, brainstorm and evaluate solutions, and be held responsible for the solutions that were agreed upon between the teacher and student. This system of behavioral management will encourage students to take responsibility for their role as members of the school community while emphasizing daily reflection on the school's core values and mission.

2. Community Meeting: Community Meetings are a crucial daily practice that leads to the development of a strong school community. Athenian eAcademy believes that in order to develop a safe and supportive school climate, all students must feel that they are part of the larger school mission. This can be achieved in part through daily Community Meetings which will be held each morning before the beginning of the school day. Activities at Community Meetings will vary, but all meetings will provide opportunities for student participation and reflection upon the school's core values. Activities will include recognitions of student success, focusing on students who have demonstrated character in alignment with the core values; discussions of issues affecting the school, neighborhood, or community; and mini-lessons focused on character development, presented by students, members of the school staff, or guests. Community Meetings provide students with an opportunity to share in the successes of their peers, while re-investing students each morning in the purpose and mission of the school.

3. Advisory: Students will participate in academic advisory periods, scheduled with the students groups weekly. The purpose of the Advisory period is to provide students with additional academic and behavioral support through teacher-guided whole group and individual conferences. Teachers will monitor students' organization skills by assessing students' Scholar Notebooks, examining records of homework completion, and discussing students' reflective journals. Advisory provides critical progress monitoring and formative assessment functions for use by all faculty and school leadership. This time is not included when calculating time for the mandatory 990 hours of instructional time.

Assessment

Athenian eAcademy will use formative assessment as a means to measure student growth and identify areas where students need additional support. The regular use of formative assessment has been documented to mitigate and prevent learning deficits and improve student learning when used to inform instruction (Fuchs, 2004). The Council of Chief State School Officers' (CCSSO) Formative Assessment Advisory Group created a definition of formative assessment in 2006: "Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes." (p.3) Formative assessment – an on-going, relatively brief, standardized method to gauge student achievement and guide instruction – is frequently seen as the keystone to effective instruction and learning. For example, in mathematics, instruction guided by frequently administered assessment has been demonstrated to enhance mathematics achievement (Fuchs, 2003).

Formative assessment is designed to be part of, and embedded into, the instructional sequence so that teachers and students are provided on-going feedback that can be used to guide instructional decisions. To employ formative assessment into the classroom, Wiggins and McTighe (2000) recommend that teachers first establish clear learning goals and the criteria by which they are assessed that are then explicitly communicated and modeled to students and used to construct a progression of learning activities. Learning progressions should align with major topics of content area, but need to be more detailed whereby skills are delineated in a coherent, sequenced manner and where transparent targets for assessment are established (Heritage, 2008). Evidence provided as part of formative assessment increases teachers (and learners') awareness of any gaps that exist between the desired learning goal and the students' current knowledge and skill (Ramaprasad, 1983). When teachers know where the students are experiencing difficulty, they can use that information to make the necessary instructional adjustments, such as re-teaching, allowing extra opportunities for practice, providing instruction in small groups, or changing the method and/or type of instruction. The increased frequency of assessment provides teachers and students real-time feedback on performance and allows self-evaluation on teaching practices and student performance, respectively. Quality feedback can potentially improve student learning significantly when it is provided frequently, is goal specific, and is explicit in nature (Shuto, 2008).

Formative assessment should be recognized as a key professional skill for teachers. Training and professional development in the area of formative assessment are essential in order to provide teachers and teacher candidates with the support necessary to effectively use formative assessment as an integral part of mathematics instruction. Through appropriate instruction and well-crafted learning experiences, teachers should have a solid foundation of knowledge related to formative assessment, a familiarity with the various types of formative assessment (e.g., curriculum based measurement, curriculum sampling, and robust indicators), their distinct features and advantages. Teachers must also be adept in using data effectively to inform

instruction and be skilled in designing their own valid and reliable formative assessments. Teacher professional development activities should also provide instruction and opportunities for application in which teachers can make the connection between the use of formative assessment measures and the progress monitoring features within Response to Intervention.

Progress Monitoring

Athenian eAcademy is a data-driven organization committed to evidence-based practices and meaningful, ongoing assessment of student learning. Formative assessments that allow teachers to measure small increments of growth will be employed in all courses. Teachers, both individually and as a collective faculty, will examine data on a daily and weekly basis to determine and drive high quality instruction aligned with students' prior knowledge and learning needs. Teachers will meet bi-weekly to discuss the progress of all students. An intervention plan for each student below grade level will developed and modified at the team meetings.

To support school-wide progress monitoring through formative assessments, the following structures and methods will be implemented:

- 1. Interim Assessments:** Interim assessments in all core content areas will be developed by the Athenian eAcademy leadership team and faculty. These formative assessments will be administered every six weeks for a total of six internal assessments each school year. Assessments will be crafted using national and state content standards, objectives addressed on state mandated tests, and Athenian eAcademy systemic performance goals and objectives. Interim assessments will inform and drive instruction, ensuring student mastery of content and skills.
- 2. National Norm-Referenced Test:** All students will take the Stanford 10 in the summer prior to their 5th grade year. Additionally, and to measure growth over time and make benchmark comparisons, all 5th – 8th grade students will take the Stanford 10 three weeks following the administration of the mandatory state testing. Data will be reviewed by the Academic Director and changes in instruction and/or curriculum submitted to the Board for approval.
- 3. Electronic Data Dashboard:** Teachers will maintain a secure data dashboard on their laptop computers, allowing them to reference student performance relative to performance objectives and standards. The dashboard will include classroom-level student performance indicators and targets, as well as disaggregated data from interim assessments, the Stanford 10 and state assessments. Moreover, this data dashboard will allow teachers to make real-time instructional decisions and keep student learning central in their minds. A data management program will be selected by the school upon approval under the direction of the Chief Executive Officer and Academic Directors.
- 4. Teacher Collaboration and Analyses of Student Data:** Teachers will meet for approximately four hours each week to collaborate, engage in common planning, analyze student

work, as well as critically analyze disaggregated classroom, interim, and state assessment data. These teacher team meetings will occur by grade level, so teachers can discuss the learning of individual students across all classes. These meetings will be led and facilitated by the Chief Executive Officer and Academic Dean.

5. Remediation for Struggling Learners: Athenian eAcademy's progress monitoring and internal interim assessments allow for timely, substantive feedback on student performance. This data will inform not only next instructional steps, but also comprehensive plans for remediation. All Athenian eAcademy students participate in College Prep, the embedded tutoring and remediation class period occurring every Monday, Wednesday, and Thursday, totaling approximately three hours of remediation/tutoring weekly (at minimum). Using progress monitoring data, teachers will provide individual, small and large group remediation for students who have been identified as performing below mastery. Student- and class-specific remediation plans will be designed by the Chief Executive Officer, Academic Dean, and teachers in the twice weekly common planning and professional development meetings.

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A day in the life of Athenian eAcademy

Athenian eAcademy will “blend” several different instructional methods on a daily basis. In serving a robust, K-12 student population we recognize our students will generally fall into three different categories that require different engagement in providing aggressive academics: full-time on campus Monday through Thursday; part-time on campus, minimum of 6-hours per week in classroom; and, our 9-12 high school population.

Full-time on campus: Early responses from our parents indicate that approximately 90% of our parents will engage in the full-time on campus, Monday through Thursday schedule. The daily experience for these students is more traditional. As the provided schedule demonstrates, they will arrive at 8:00 a.m. and begin activities as any normal classroom would. This includes the pledge of allegiance, announcements and then moving right into academic activities.

As our previously cited research notes, multi-grade classrooms are not new, and in fact more common than know. We will blend our classrooms in very logical groupings, such as K-4 and 5-8. Instruction will be administered in ‘centers,’ with some students going into lesson time with teachers, some students into study time and other students into computer work. Rotations will take place on predetermined schedules with all activities overseen by the certified teachers and highly trained paraprofessionals.

Friday is an assigned activity day. This means that Friday is part of academic experience for all of our students in all three categories. Friday’s work will be assigned by the teacher to individual students based on their needs. This could be mentoring time in the classroom, small group instruction in a virtual setting, part-time on campus scheduled class time, or taking predetermined tests in the classroom. In addition, Fridays will be the day used for all field trips and other related academic activities.

Part-time on campus: As indicated this will be a much smaller population of students. The communication from our parents demonstrates that the flexibility of the Athenian eAcademy model is best suited for various reasons. Several families have indicated medical conditions requiring extensive travel or time at home in bed. The ability to be supported at home with virtual instruction and yet still have classroom time with our certified teachers is something that excites them. Our model is very determined that each student will schedule at least 6-hours per week in two or three hour blocks in our classroom with our certified teachers and paraprofessionals. These blocks of time will frequently include scheduled time on Fridays, in addition to the afternoon during upper grade time on campus.

The virtual instruction at home will be closely monitored by Athenian eAcademy’s Learning Management System, or LMS. When students are scheduled to come into our classroom, the time spent with our certified teacher will be thought out and very determined based upon the needs of each individual student. Time in the classroom will include all formal assessments, small group projects and instruction, mentoring and old fashioned assessment activities. This

means a teacher or paraprofessional will spend some time one on one with the student to simply observe how they are performing. If students are struggling with the at-home, online instruction they will be required to schedule more time in the classroom.

Our high school students: These students will present a unique challenge for our model, which will be primarily addressed through online instruction. We recognize the challenge in providing high school instruction in a traditional environment, let alone our blended, small community school model. Consistent with projections, our high school student population is expected to be approximately 10% of our overall population, or roughly sixty to seventy students. Further, these students will be spread throughout our rural communities.

The experience for these students will more closely resemble a virtual experience, though within our actual classroom. This means Athenian eAcademy students will experience their primary instruction online through our blended technology use, strongly supported in the physical classroom with mentors and facilitators. This means that their “Teacher of Record” will be provided virtually. We are confident, and research demonstrates, that our model of providing a physical classroom with facilitators and mentors will excel over a purely virtual environment for most of these students. The physical classroom will provide the support, motivation and assist in problem solving in a way that will support student learning.

Athenian eAcademy’s blending of technology: The use of technology is key in our delivery. Our model allows a nearly seamless transition from work at home, to work in the classroom, to work back at home. There are three components of an Athenian eAcademy education. The first is the use of analytical software, the second is live classrooms online, and the third is a heavy technology emphasis.

Analytical software is the most recently developed form of online learning and is both exciting and research based. Older technology simply graded a student once they were completed with an assignment. Analytical software actually engages students during the solving of problems, to provide instant feedback.

Research is demonstrating that instant feedback is the key to sustained learning and retention. An example includes ST Math and ALEKS Math, both of which may be used by Athenian eAcademy. In solving a math problem the sequence of steps is very important. Older technology would simply measure the correct answer, while both ST Math and ALEKS engage students in the process and can immediately stop a student when they have missed the proper sequence. When properly supported in the classroom, learning consistently exceeds either classroom time alone, or online instruction alone.

Students will also experience live classrooms online. This will include ‘live’ teachers in a virtual classroom with other students. Technology allows for great interaction with both the teacher and other students. Newer technology allows the teacher to place virtual classroom students into breakout, project or study groups. This technology is exciting and within Utah several great

charter schools are already utilizing these practices, providing a ready source of professional exposure and collaboration as we provide our model.

Finally, technology is providing an incredibly robust environment for studying and learning. This includes technology that provides relevant reading and interest libraries for students. Several providers of technology measure students Lexile reading level, engage in a simple survey to determine student interest then send daily reading and research type articles to each student at the appropriate Lexile level and in a subject matter of interest to each student. This makes the experience more relevant and exciting for the student.

Our Hourly Data Driven Instruction model: Key in the use of technology is a strong Learning Management System, or LMS. The best way to understand an LMS is to consider turning on a computer. The most common operating system is Microsoft's Windows 7. The computer turns on, this program turns on and from this program all other programs are operated. An LMS is similar.

A student, teacher, parent or administrator will go to the Athenian eAcademy website. In the top-right corner is a log-in link. Once they log in a main screen appears (Screen shot attached) that shows all aspects of the school. The screen will look different for students, parents, teachers or administrators, based on the level of information needed.

A student will see all of his/her classes. In addition, they will be able to automatically log into each of their classes, even though they may be entirely different vendors and software systems. This makes for a very seamless integration of software programs into one 'dashboard' for ease.

A teacher will log in and see the status of every single student in real time. The moment that a student completes a math, science, or reading program the teacher's screen will be updated. This update will provide the teacher with instant feedback on how every individual student is doing. The LMS has analytical abilities that will enable both teachers and administrators to track entire classes, lessons, subjects, etc and provide daily input on next lesson plans and remediation strategies.

Data driven instruction is a key to aggressive school performance. Knowing the performance level of every student is critical to moving the entire class forward, and ultimately the entire school. More recent examples of data driven instruction entail providing formal assessments every three to six weeks. Utilizing online technology and a very strong LMS Athenian eAcademy will be able to gather the same level of data to drive performance on an hourly basis.

Differentiated Instruction and Competency Based Learning: Technology makes both of these key instructional strategies more effective. Research has clearly demonstrated that all students learn differently. With our use of technology and LMS we will quickly recognize trends with students that can be addressed with different learning technologies. Some students may learn better with more assignments via our analytical software, others more time in virtual

classrooms, while others may perform better with projects and small group instruction provided in our full-time classroom setting.

All of this strongly supports competency based learning, which is the commitment to students not progressing until they have demonstrated a certain level of understanding. We will practice competency based learning, and with the use of technology our practices will transcend end of year, grade progression challenges.

The traditional model requires a decision before a student can advance from one grade to the next. A struggling student who is advanced is then challenged with beginning a school year with new subject material they are not prepared to receive. With technology and our LMS, a student will progress at their own pace, constantly challenged by our staff. This means our students will not be forced into beginning a school year behind, but picking up where they completed the prior year.

Staffing: a key support: This is an area that will require a great deal of research and preparation. For the elementary grades staffing is much easier to prepare. We will hire elementary teachers who are both certified and qualified to teach the elementary grades. These teachers will be placed at each of our satellite communities on a full-time basis, Monday through Friday.

For middle and high school we recognize the challenges in providing certified and highly qualified teachers. This will require a blend of physical teachers and virtual teachers. As an example, we may have a Licensed Level 4 Math teacher in Roosevelt. For those students in Roosevelt, they will experience their instruction live, while that teacher and those courses will be provided virtually to the other classroom participants utilizing technology.

We will also engage adjunct teachers, which is again common practice with Utah's other virtual charter schools. These teachers are certified and highly qualified and teach only one or two classes per semester. As we build our academic schedule we will determine what our staffing needs are and will seek not only highly qualified but high performing teachers in these areas. In order to offer other classes, an online provider like Compass Learning may be utilized, but an Athenian eAcademy teacher will always oversee the work and hold the student accountable for instructional time and assignments.

Paraprofessionals are a highly valued part of our model. We have built into our budget a healthy allowance for significant support in this area. We will utilize aggressive hiring and training, and support for our paraprofessionals, and expect a great deal from them. They will receive most, if not all, of the professional development training our teachers receive. Our paraprofessionals will be expected to manage classrooms, small groups, and individual students as directed by our teachers on an hourly basis. They are important to our small classroom model, with multiple learning centers.

Professional Development: Our model is very well researched and challenging. Providing aggressive and determined professional development is necessary for success. We have identified the key academic support for our teachers and schools as the Academic Dean. This member of school administration will be selected based on strong academic experience and familiarity with supporting teachers. We will closely monitor all student performance on a daily basis and conduct weekly conversations with each teacher about all students, both those that are struggling as well as those needing to be more challenged.

Professional development will be based upon frequent individual teacher observations, feedback from data gathered in various groupings (e.g. math instruction, grade level instruction, and software or technology usage). and then specific plans developed and delivered. This will be ongoing throughout the year with extensive training during the summer prior to the beginning of each school year.

School Culture and Consistent Classroom Management: Athenian eAcademy will use Love and Logic, which all staff members will be trained in. In addition, we will engage in classroom management as demonstrated in Doug Lemov's *Teach Like a Champion*. Both of these have been engaged very successfully and provide a consistent culture that is conducive to learning and will foster a culture of respect, professionalism and an excitement for learning.

Physical requirements of each school: We recognize the challenges of blended grades and the actual separation of certain grade configurations. Each satellite will have a building with at least two classrooms. Depending on the student population, younger grades will be educated in one classroom while older, high school students will be served in another classroom. The buildings we seek will have these characteristics to ensure a safe learning environment.

In addition, we refer back to our schedule for the upper and lower grades. The lower grades will begin in the morning with recess and lunch beginning when the upper grades reach campus. The overlap between the upper and lower grades will not only be physically separated into different classrooms but also the schedules will ensure while the lower grades are out of classroom activities, the older grades immediately move into classroom activities.

Ultimate Accountability: Accountability is ultimately the reason that Athenian eAcademy exists. We seek to demonstrate that this model works, which includes both operationally and academically. We are committed to directly employing all of our teachers, who will be directly accountable to our Academic Director and Chief Executive Officer. Our LMS demonstrates that we will not turn over monitoring or instruction but will ensure direct engagement in all aspects of instruction. This includes the use of any adjunct teachers, who will be employed directly by Athenian eAcademy. All software and program vendors will answer directly to our executive staff and teachers.

Education Requirements

All Athenian eAcademy requirements and courses are in accordance with Utah Board of Education Rule [R277-700-5](#). Students in grades 7-8 shall earn a minimum of 12 units of credit to be properly prepared for instruction in grades 9-12.

Grades 7-8 Requirements

- Language Arts (2.0 units of credit)
- Mathematics (2.0 units of credit)
- Science (1.5 units of credit)
- Social Studies (1.5 units of credit)
- The Arts (1.0 units of credit)
- Physical Education (1.0 units of credit)
- Health Education (0.5 units of credit)
- Career and Technical Education, Life, and Careers (1.0 units of credit)
- Educational Technology (credit optional)
- Library Media (integrated into subject areas)

Middle School Elective Course Catalog

Family and Consumer Science*: In this course, students develop skills and knowledge to help them transition into adult roles within the family. They learn to make wise consumer choices, prepare nutritious meals, contribute effectively as part of a team, manage a household budget, and balance roles of work and family. They gain an appreciation for the responsibilities of family members throughout the life span and the contributions to the well-being of the family and the community.

* = .5 credit course

Art 6*: In this one-semester course, students learn how to identify and discuss formal elements, principles of design, and stylistic characteristics found in artworks from various world regions. They explore the fundamental concepts of art, how to evaluate art, and how to discern the intended function of natural history museums through hands-on activities, discussions, written assignments, and objective assessments. The course begins with an orientation that provides an introduction to art appreciation and a timeline of ancient history. Students move on to study art from various world regions, including Mesopotamia and the Indus River Valley, Egypt, China and Japan, Greece, Italy, and the Americas.

Art 7*: A follow-up course to Art 6, Art 7 continues students' instruction in the fundamental concepts of art, the evaluation of art, and understanding the mission of natural history museums. In this one-semester course, students explore world regions and study the unique art and architecture that defines the Medieval and Renaissance periods. Using relevant terminology, they learn how to identify and discuss formal elements, principles of design, and stylistic characteristics found in artworks from various world regions. Course content begins with a timeline of Medieval/Renaissance history and discussion of art criticism and is supplemented with hands-on activities, discussions, written assignments, and objective assessments.

Art 8*: Art 8 is intended for eighth-grade students and is a follow-up course to Art 7. The one-semester course continues students' exploration of world regions as they study the unique art and architecture that defines modern-day civilizations. In Art 8, students learn how to converse with others about art and the function of art in modern society as they analyze artworks and identify valid resources for the study of art history and the applied arts. Students do hands-on activities, participate in discussions, turn in written assignments, and take assessments on art from India, China, Japan, Europe, the United States, the Americas, Africa, and the Pacific cultures. Course content includes instruction on writing about art and a discussion of art historians.

Career Explorations 8*: Intended for eighth-grade students, this one-semester course provides an overview of careers available today and helps students identify careers that may suit them. Course content covers the importance of work to individuals and society; the difference between a job and a career; identifying personal strengths, weaknesses, and interests and how they apply to possible careers; the importance of proper work etiquette; and an exploration of various careers in several career clusters. Students complete self-evaluations to determine which careers may be of interest to them. Assignments, including research and interviews, supplement the instructional content and provide a hands-on approach to creating a career plan for the future.

Health 6*: This one-semester course for sixth-graders provides students with the knowledge and skills necessary for making healthy choices throughout their lives. In Health 6, students learn how to recognize unhealthy and risky behaviors, manage peer pressure, and develop strategies for improving personal and community health. They also gain an understanding of the many different influences on one's health and the interrelationships that occur between mental, physical, social, spiritual, and environmental health. Students have opportunities to demonstrate the skills they've learned in healthy decision making, problem solving, and goal setting, effective communication, and refusal negotiation. Content is supplemented with vocabulary quizzes, discussion sessions with peers, multimedia interactive tutorials, lab activities, and interactions with the teacher.

Health 7*: Health 7 is a one-semester course for seventh-graders that builds on content introduced in Health 6. The course begins with a unit on personal and community health. The next unit, on prevention and strategies for risky health behaviors, includes topics such as alcohol and drug abuse, violence, STDs and HIV infection, and nutrition and exercise. The third unit covers factors influencing health practices, behaviors, and attitudes; in this unit, students explore social factors, environmental factors, the media, and resources for health information. The fourth unit presents content to help students develop their communication skills and coping mechanism. The course concludes with a unit on decision making and life skills for healthy living.

Music 6*: In this one-semester music appreciation course for sixth-graders, students learn foundational skills such as performing, listening, analyzing, and responding to music. They are exposed to fundamentals of music, such as rhythm, harmony, form, and texture. They learn to read and write music notation and to create and arrange music within specified guidelines. Integrated assignments incorporate other areas of study, such as science, social studies, and math. Students are exposed to a wide variety of musical styles, including classical, jazz, blues, rock, pop, and bluegrass. They also learn about the use of technology in music, including MIDI, interactive programs, audio equipment, mixers, and recording equipment.

Music 7*: After students complete this one-semester music appreciation course, which is a follow-up to Music 6, they will be able to analyze and evaluate music. The course begins with a study of the fundamentals of music, such as musical notation, composition, harmony, rhythm, duration, and intensity. It then covers the role of technology, genre and style, social and cultural impact, and geographic diversity. Students complete activities that require higher critical thinking skills and integrate other areas of study, such as math, social studies, and science. They learn to understand music's role in history, make critical judgments and informed music choices, and reflect on musical periods and styles.

Music 8*: Music 8 is a one-semester music appreciation course for eighth-grade students that teaches them how to critically analyze music, use proper music terminology to describe musical concepts, and create music. The course includes fundamentals such as musical notation; the concepts of melody, harmony, tone, and pitch; the various families of musical instruments; and the function and benefits of rehearsal and practice sessions. Students learn about different genres of music, including classical, country, blues, Latin, and gospel. Integrated assignments incorporate other content areas of study, such as social studies, science, and math. Students learn to relate music to geographic regions, such as Africa, Asia, Central America, Europe, and North and South America.

Physical Education 6*: This one-semester Physical Education course introduces students to the essential principles that can help them live healthy, active lifestyles. Students learn about team sports, dance, and lifetime activities such as yoga/pilates, kickboxing, golf, fitness walking, and badminton. They are introduced to a variety of dance styles from around the world, including square dance, folk dance, aerobic dance, hip-hop, and rhythmic gymnastics. Students learn fitness basics, including target heart rate, fitness testing, goal setting, and weight training, and they learn the importance of warm-up and cool-down sessions. The course also addresses the concepts of conflict resolution and making smart choices. Fundamentals of nutrition are covered, as well as the importance of getting adequate rest and maintaining a positive attitude.

Physical Education 7*: In this one-semester seventh-grade Physical Education course, students are exposed to diverse activities, including rock climbing, orienteering, kickboxing, and table tennis. Course content includes multiple training methods, including cross training, plyometric training, core muscle training, and aerobic dance. Students learn about stress management exercises, including yoga/pilates and breathing exercises. Fitness basics are presented, including target heart rate, fitness testing, and goal setting. Students learn about static and dynamic balance and about the science behind sports. Principles of strength training are covered, along with safety precautions one should take when lifting weights. At the end of this course, students can perform the Presidential Physical Fitness Tests and graph their scores.

Physical Education 8*: Designed for eighth-grade students, Physical Education 8 teaches students to make informed decisions about fitness activities. Students learn about the role of physical activity in maintaining a healthy quality of life. Each student designs and participates in a fitness program that meets his or her individual fitness needs and interests and learns how to evaluate his or her personal physiological response to exercise. Course content covers the fundamentals of physical fitness and stress management and introduces students to a variety of lifetime sports and games, including canoeing, cycling, tennis, lawn games, and wall ball. Students learn how to apply the critical elements of multiple training methods, including aerobics, cardio bands, and kickboxing.

* = .5 credit course

Middlebury Chinese 1: This fun, interactive course for middle school students is filled with diverse, multimedia language activities. The instruction is equivalent to that found in the first semester of High School Chinese I. Students begin their introduction to Chinese by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Both Chinese characters and pinyin are presented together throughout the course and specific character practices are introduced after the first quarter. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Chinese-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Middlebury Chinese 2: Students continue their language-learning adventure by progressing to this next level of middle school Chinese. The instruction is equivalent to that found in the second semester of High School Chinese I. Students begin their introduction to Chinese by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Both Chinese characters and pinyin are presented together throughout the course and specific character practices are introduced after the first quarter. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Chinese-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

French 1: Students receive a thorough grounding in the basics of the French language in this introductory, two-semester course. French 1 has been designed to meet the standards of the American Council on the Teaching of Foreign Languages (ACTFL). These standards call for a method of teaching that focuses on successful communication through speaking, listening, reading, and writing. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multimedia presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams. Learning activities in each unit are focused on a specific theme.

Middlebury French 1: This fun, interactive course for middle school students is filled with diverse, multimedia language activities. The instruction is equivalent to that found in the first semester of High School French I. Students begin their introduction to French by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of

language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various French-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

French 2: French 2 continues the learning process that began with French 1 and adheres to the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Instructional material introduces students to new grammar and vocabulary and allows them to build conversational and reading skills to cover many common situations in daily life. Unit topics include daily routine, animals, entertainment, body parts, rooms and furniture, shopping and clothing, meals, sports and recreation, and transportation. Unit activities blend different forms of communication and culture to ensure that standards are met. The successful completion of French 1 is a prerequisite for this course.

Middlebury French 2: Students continue their language-learning adventure by progressing to this next level of middle school French. The instruction is equivalent to that found in the second semester of High School French I. Students begin their introduction to French by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various French-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

German 1: German 1 provides an introduction to the basics of the German language and the German-speaking world. This two-semester course has been constructed to meet the standards of the American Council on the Teaching of Foreign Languages (ACTFL). These standards dictate a pedagogical method that focuses on successful communication through speaking, listening, reading, and writing. Unit topics consist of the alphabet and numbers; greetings; introductions; the calendar (days, months, and seasons); weather; time; colors; familiar objects and places; family; food; pastimes; and school objects and routine. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multimedia presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams.

Middlebury German 1: This fun, interactive course for middle school students is filled with diverse, multimedia language activities. The instruction is equivalent to that found in the first semester of High School German I. Students begin their introduction to German by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

German 2: Instructional content in German 2 introduces students to new grammar and vocabulary and allows them to build conversational and reading skills to cover many common situations in daily life. Like German 1, this follow-up course adheres to the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Learning activities in each unit are focused on a specific theme. The units for both semesters cover a broad range of useful everyday subjects, including daily routine, animals, entertainment, body parts, rooms and furniture, shopping and clothing, meals, sports and recreation, and transportation. Students must successfully complete German 1 in order to enroll in this course.

Middlebury German 2: Students continue their language-learning adventure by progressing to this next level of middle school German. The instruction is equivalent to that found in the second semester of High School German I. Students begin their introduction to German by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Spanish 1: Spanish 1 gives students an introduction to the basics of the Spanish language and the Spanish-speaking world. This two-semester course aligns with the national standards of the American Council on the Teaching of Foreign Languages (ACTFL), which dictate a pedagogical method that focuses on successful communication through speaking, listening, reading, and writing. Course unit topics include the alphabet and numbers; greetings; introductions; the calendar (days, months, and

seasons); weather; time; colors; familiar objects and places; family; food; pastimes; and school objects and routine. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multimedia presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams.

Middlebury Spanish 1: This fun, interactive course for middle school students is filled with diverse, multimedia language activities. The instruction is equivalent to that found in the first semester of High School Spanish 1. Students begin their introduction to Spanish by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Spanish 2: Students receive additional grounding in grammar and vocabulary in this two-semester course. Instructional material encourages students to build conversational and reading skills to cover many common situations in daily life. Like Spanish 1, this follow-up course adheres to the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Learning activities in each unit are focused on a specific theme. The units for both semesters cover a broad range of useful everyday subjects, including daily routine, animals, entertainment, body parts, rooms and furniture, shopping and clothing, meals, sports and recreation, and transportation. Students must successfully complete Spanish 1 in order to enroll in this course.

Middlebury Spanish 2: Students continue their language-learning adventure by progressing to this next level of middle school Spanish. The instruction is equivalent to that found in the second semester of High School Spanish I. Students begin their introduction to Spanish by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Middlebury Latin 1: This fun, interactive course for middle school students is filled with diverse, multimedia language activities. The instruction is equivalent to that found in the first semester of High School Latin I. Since mastering a classical language presents different challenges from learning a spoken world language, students learn Latin through ancient, time-honored, classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, provide students with a strong foundation for learning Latin. Each unit consists of a new vocabulary theme and grammar concept, reading comprehension activities, writing activities, multimedia culture, history, and mythology presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on engaging with authentic classical Latin through weekly encounters with ancient passages from such prestigious authors as Virgil, Ovid, and Lucretius. The curriculum concurs with the Cambridge school of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, understand and analyze the cultural and historical contexts of the ancient sources they study, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Middlebury Latin 2: Students continue their language-learning adventure by progressing to this next level of middle school Latin. The instruction is equivalent to that found in the second semester of High School Latin I. Since mastering a classical language presents different challenges from learning a spoken world language, students learn Latin through ancient, time-honored, classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, provide students with a strong foundation for learning Latin. Each unit consists of a new vocabulary theme and grammar concept, reading comprehension activities, writing activities, multimedia culture, history, and mythology presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on engaging with authentic classical Latin through weekly encounters with ancient passages from such prestigious authors as Virgil, Ovid, and Lucretius. The curriculum concurs with the Cambridge school of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, understand and analyze the cultural and historical contexts of the ancient sources they study, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

World Language Survey*: In this World Languages course students will be introduced to 6 different languages within 18 weeks. The languages in this course include Spanish, French, German, Latin, Chinese and Japanese. Each language will be taught in a period of 3 weeks. This multilingual course is designed to give students an opportunity to gain understanding of a language that they might want to further study in the future. Each language is equally represented, thus allowing the student to

conceptualize and practice the language one at a time. The course takes a multi-perspective approach for teaching the culture of the people that speak the language along with fundamental communication skills in the target language. Activities that engage students and make language learning exciting and fun will be incorporated to build acquisition. The language will be taught using the communicative method which combines listening, speaking, reading and writing in the target language with the use of multimedia resources.

* = .5 credit course

Middle School Photography: Drawing with Light*: Students see photographs every day on television, on the Internet, and in magazines and newspapers. What makes a great photograph? How did the artist capture a story? What makes a great picture? What are careers in photography? In this course, students learn and apply fundamental skills to use a camera and take photographs of animals, people, and landscapes. Students gain an understanding of how photography can be a means of documentation or high art. Students examine photographic careers and explore self-reflection to progress their creative growth as they develop a photographic portfolio. This course helps students select subjects, take a photograph, and print and display memories!

* = .5 credit course

High School Graduation Requirements

All graduation requirements at Athenian eAcademy are in compliance with State Board of Education Rule. The minimum number of credits required to graduate is twenty four, and must meet the credit requirements as outlined below.

- **English/Language Arts (4 Credits)**
- **Mathematics (3 Credits):** Successful completion of Secondary Mathematics I, II, and III or higher.
- **Science (3 Credits):** Two credits from the four science foundation areas; earth systems, biological science, chemistry, or physics and one credit from the foundation courses or the applied or advanced science core list.
- **Social Studies (3 Credits):** One credit in United States history, and one-half of a credit in geography, civilization, United States government and citizenship, and general financial literacy.
- **Directed Coursework (3 Credits):** One and a half credits in fine arts, one CTE credit, and one half credit computer technology.
- **Physical Education Health (2 Credits):** One half credit in each of the following; health, participation skills, fitness for life, individual lifetime activities.
- **Electives (6 Credits):** Of the students' choosing from the school course offerings.

High School Course Catalog

Athenian eAcademy will utilize an online curriculum catalog for secondary school students. It is anticipated that during the opening year, the school will utilize the Apex courses. The great diversity of classes far exceeds the number provided through the local school district. Athenian eAcademy recognizes that courses will change from time to time, and while the school reserves

the right to change online providers, will always make sure students have a large variety of classes to select from.

AP Art History: This course is designed to broaden students' knowledge of architecture, sculpture, painting, and other art forms within various historical and cultural contexts. In AP Art History, students identify and classify artworks from prehistory through the 20th century, formally analyze artworks by placing them in the historical context within which they were created, consider the visual traditions of the cultures that created artworks, and understand interdisciplinary and cultural influences on works of art. In addition to visual analysis, the course considers issues such as patronage, gender, and the functions and effects of artworks. This course uses a textbook. Prior art training is not necessary for enrollment.

AP Biology: This course guides students to a deeper understanding of biological concepts including the diversity and unity of life, energy and the processes of life, homeostasis, and genetics. Students learn about regulation, communication, and signaling in living organisms, as well as interactions of biological systems. Students carry out a number of learning activities, including readings, interactive exercises, extension activities, hands-on and virtual laboratory experiments, and practice assessments. These activities are designed to help students gain an understanding of the science process and critical-thinking skills necessary to answer questions on the AP Biology Exam. The content aligns to the sequence of topics recommended by the College Board.

AP Calculus AB: AP Calculus AB is a college-level course that introduces limits, differentiation, and integration of functions. Students find and evaluate finite and infinite limits graphically, numerically, and analytically. They find derivatives using a variety of methods, including the chain rule and implicit differentiation. They use the first derivative test and the second derivative test to analyze and sketch functions. Each unit of this course includes exam-preparation content for the Advanced Placement Calculus AB examination. Students enrolling in the AP Calculus AB course must have knowledge of algebra, geometry, trigonometry, analytic geometry, and elementary functions. AP Calculus AB uses a textbook, and a graphing calculator is required.

AP Chemistry: This two-semester course is equivalent to a full-year introductory college course in general chemistry. Topics presented in AP Chemistry include components of matter, stoichiometry of formulas and equations, chemical reactions, kinetic-molecular theory, thermochemistry, electron configuration, chemical bonding, intermolecular forces, properties of mixtures, periodic patterns, organic compounds, equilibrium, and thermodynamics. Students learn fundamental analytical skills to logically assess and solve chemical problems. They develop the skills necessary to arrive at conclusions based on informed judgment, using mathematical formulation principles, chemical calculation, and laboratory experiments. Students learn to present evidence in clear and persuasive essays and prepare for the Advanced Placement Chemistry exam. The course uses a textbook, and a chemistry lab kit is required.

AP Computer Science A: AP Computer Science A is the equivalent of a first-semester, college-level course in computer science. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. It also includes the study of data structures, design, and abstraction. Students enrolling in AP Computer Science A should have knowledge of mathematics at the Algebra II level as well as some previous programming experience, a basic understanding of networks, and knowledge of the responsible use of computer systems (including system

reliability, privacy, legal issues, intellectual property, and the social and ethical ramifications of computer use). To take this course, students need regular access to a computer system with recent technology.

AP English Language: This course prepares students for the Advanced Placement exam in English Language and Composition. The literary component of the course covers a range of genres, including nonfiction, fiction, drama, and poetry. While analyzing these works, students consider style (a language-based approach to exploring meaning in a piece of writing through tone, diction, and syntax) and rhetoric (the examination of the argument and structure of a piece of writing by considering aspects of the author's credibility, irony, and use of logic). Writing assignments cover both expository and argumentative aspects of writing. Prior coursework in English through the high school sophomore level is required for enrollment in AP English Language.

AP English Literature: AP English Literature prepares students for the Advanced Placement exam in English Literature and Composition. In this course, students acquire the reading and critical thinking skills necessary to understand challenging material, analyze that material to deduce meaning, and apply what they learn. They also acquire the composition skills needed to communicate their understanding effectively to a variety of audiences. Students read and analyze classic works of literature that contain literary qualities that merit study and provoke deep thought. Students also read modern and contemporary works as they examine a variety of literary genres, including plays, short stories, poetry, essays, and novels. Prior coursework in English through the high school junior level is required for enrollment in this course.

AP Environmental Science: Students examine the natural world's interrelationships in AP Environmental Science. During this two-semester course, they identify and analyze environmental problems and their effects and evaluate the effectiveness of proposed solutions. They learn to think like environmental scientists as they make predictions based on observation, write hypotheses, design and complete field studies and experiments, and reach conclusions based on the analysis of resulting data. Students apply the concepts of environmental science to their everyday experiences, current events, and issues in science, politics, and society. The course provides opportunities for guided inquiry and student-centered learning that build critical thinking skills. Prerequisites for enrollment include two years of prior coursework in laboratory sciences (Biology, Chemistry, Earth Science, or Physics).

AP European History: This course surveys the social, economic, cultural, intellectual, political, and diplomatic history of modern Europe and its place in the history of the world—from the fall of Constantinople to the fall of the Berlin Wall and collapse of the Soviet Union. The course is equivalent to a college freshman or sophomore modern European history course. Students develop an understanding of the major periods, ideas, movements, trends, and themes that characterize European history from approximately 1450 to the present. They also develop the ability to analyze historical evidence and express their understanding and analysis in writing. This course prepares students for the Advanced Placement European History exam.

AP French Language and Culture: The AP French Language and Culture course is an advanced language course in which students are directly prepared for the AP French Language and Culture test. It uses as its foundation the three modes of communication: interpersonal, interpretive and presentational. The course is conducted almost exclusively in French. The course is based on the six themes required by the College Board:(1) global challenges, (2) science and technology, (3) contemporary life, (4) personal

and public identities, (5) families and communities, and (6) beauty and aesthetics. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. Students should expect to listen to, read, and understand a wide-variety of authentic French-language materials and sources, demonstrate proficiency in interpersonal, interpretive, and presentational communication using French, gain knowledge and understanding of the cultures of the Francophone world, use French to connect with other disciplines and expand knowledge in a wide-variety of contexts, develop insight into the nature of the French language and its culture, and use French to participate in communities at home and around the world. The AP® French Language and Culture course is a college level course. The intensity, quality, and amount of course material can be compared to that of a third- year college course.

AP Macroeconomics: Macroeconomics is the study of how economic systems work as a whole. In this one-semester course, students learn how the economy is measured by indicators such as gross domestic product (GDP), among others. They examine concepts such as inflation, unemployment, world trade patterns, and the role of the Federal Reserve Bank. Students engage in decision making to create an environment in which high employment rates and higher living standards can be achieved by using fiscal and monetary policy. Topics presented in the course include measuring economic performance; aggregate demand and aggregate supply; money, monetary policy and economic stability; monetary and fiscal policy; and international economics. This course prepares students for the AP Macroeconomics exam.

AP Microeconomics: Microeconomics is the study of economics on the level of individual areas of activity and how individuals make choices with limited resources. In AP Microeconomics, students examine concepts such as supply and demand, factors of production, roles of labor and management, the relationship between the environment and the economy, and the effect of government on individual decision making. Students study the stock market as an investment option and trace various stocks throughout the semester, using the Wall Street Journal and the Internet as resources. Topics presented include the nature and functions of product markets, theory of the firm, factor markets, and role of government. This course prepares students for the AP Microeconomics exam.

AP Physics B: AP Physics B surveys the algebra-based major areas of physics—mechanics, fluids, waves, optics, electricity, magnetism, and modern physics (atomic and nuclear). Students learn to think like scientists: they make predictions based on observation, write hypotheses, design and complete experiments, and reach conclusions based on the analysis of resulting data. They apply the concepts of physics to their everyday experiences, current events, and issues in science and engineering. AP Physics B provides opportunities for guided inquiry and student-centered learning that build critical thinking skills. This course prepares students for the Advanced Placement Physics B exam. Prerequisites include Algebra II and Trigonometry; one year of Physics is highly recommended.

AP Psychology: This one-semester course surveys the major topics in the field of psychology as well as terminology, methodology, and the historical and current understanding of human behavior and thought processes. Concepts, terminology, and research findings are presented at the level of an introductory college psychology course. Students learn how psychologists analyze human experiences and apply what they have learned. Organized in seven units, the course presents the following topics: introduction to psychology, the biological basis of behavior, human development and awareness, human cognition,

human motivation and emotion, human interaction, and course review. The course prepares students to take the Advanced Placement Psychology exam. Prior coursework in Biology is suggested. This course uses a textbook.

AP Spanish Language: The AP Spanish Language course is an advanced language course in which students are directly prepared for the AP Spanish Language test. It uses as its foundation the three modes of communication: interpersonal, interpretive and presentational. The course is conducted almost exclusively in Spanish. Students should expect to listen to, read, and understand a wide-variety of authentic Spanish-language materials and sources, demonstrate proficiency in interpersonal, interpretive, and presentational communication using Spanish, gain knowledge and understanding of the cultures of the Spanish-speaking world, use Spanish to connect with other disciplines and expand knowledge in a wide-variety of contexts, develop insight into the nature of the Spanish language and its culture, and use Spanish to participate in communities at home and around the world. The AP Spanish Language course is a college level course. The intensity, quality, and amount of course material can be compared to that of a third-year college course.

AP Statistics: Statistics concerns the collection, organization, and interpretation of data. In AP Statistics, students interpret the output generated by statistical software programs. This two-semester course presents the following topics, among others: organizing data, examining relationships, producing data, probability, random variables, binomial and geometric distributions, sampling distributions, and inference. This course prepares students to take the Advanced Placement Statistics exam. Students who enroll in AP Statistics must have access to a computer equipped with software capable of doing data analysis. In addition, one of the following Texas Instruments calculators is required: TI-83, TI- 83+, TI-84, TI-84+, or TI-89. Prerequisites for AP Statistics include Algebra I and Algebra II.

AP U.S. Government: This course presents an analytic perspective on American politics, covering the ideals, institutions, and processes that direct the daily operations of government and shape public policy. In AP U.S. Government, students examine the constitutional structure of government, participatory politics, the formal institutions of power, and the extra-constitutional influences on government institutions. They interpret and analyze the political landscape to develop an understanding of the strengths and weaknesses of the U.S. system of government. This one-semester course addresses the following topics, among others: American political culture, the Constitution, federalism, civil liberties, civil rights, public opinion, media, political parties, campaigns and elections, interest groups, Congress, the presidency, the federal bureaucracy, and the federal courts.

AP U.S. History: AP U.S. History focuses on the development of analytical skills to enable students to critically interpret the nation's history. In this course, students assess historical primary and secondary sources, weighing the evidence presented, to arrive at informed conclusions. They learn to think like historians as they evaluate sources and interpretations, develop thesis statements, support interpretations with evidence, and communicate their conclusions. In the process, they gain an appreciation for how historic events have shaped modern political, social, cultural, and economic life. The course provides opportunities for guided inquiry and student-centered learning that build critical thinking skills. Prior coursework in Social Studies or History is a prerequisite for enrollment in this course.

AP World History: AP World History covers the history of the world from 600 CE to the present and includes an introduction unit on the period from 8,000 BCE to 600 CE. The course emphasizes patterns of

change and the connections between the various world cultures throughout the time period studied in the course. Students gain an understanding of the global experiences of humanity and can apply that knowledge to their growth and development as world citizens. This two-semester course prepares students to take the AP World History exam. It also provides them with an understanding of why the world developed the way it did. This course uses a textbook.

Grammar and Composition: This refresher course helps students bone up on grammar and usage basics and enhance their communication skills through writing exercises and discussions with their peers. Students start by completing a diagnostic writing assignment to identify strengths and areas for improvement. They receive step-by-step instruction on the writing process, follow activities to develop their grammar skills, and have multiple opportunities to practice formal and informal writing. Students use literature and expository pieces as models for their own writing. They participate in threaded online conversations with the teacher and their fellow students to discuss their writing, receive construction feedback for revision, and comment on other students' work. Throughout the course, rubrics help students remember what is expected of them and help them produce their best work.

Creative Writing: Students create original essays, poems, and short stories in this course, which uses two textbooks and focuses on the four-step process writing model. They read professionally written forms of creative writing as models and then integrate their impressions of these works with their personal life experiences as they compose their own writing projects. Students are encouraged to write about topics they find engaging as they practice writing on the following themes: narration, definition, process analysis, cause and effect, and comparison/contrast. After students turn in each assignment, the teacher supplies detailed suggestions for revision. This feedback helps students learn how to improve their self-expression and self-editing skills.

Journalism*: In this course, students produce news stories, editorials, features, and sports articles as they learn the basics of journalism. The course uses a textbook and covers laws and ethics, freedom of the press, and the principles of journalistic writing. Students learn how to generate ideas and conduct interviews. They improve their writing skills by concentrating on properly organizing their ideas and using correct grammar and vocabulary as they compose their articles and assignments. In the process, they learn how to think critically about the main ideas, points of view and bias, validity of sources, and the relevance of the various topics they write about.

* = .5 credit course

Pre-Calculus*: This one-semester course, which covers advanced algebraic and introductory calculus topics, prepares students to take Calculus. Content includes polynomial functions, polar coordinates, complex numbers, conic sections, exponential functions, logarithmic functions, sequences, and series. The course presents the more challenging concepts through custom flash tutorials and provides lots of opportunities for students to practice their problem-solving skills. Lessons are supplemented with narrated example problems that reinforce the concepts taught and help students apply these concepts as they complete their homework assignments. Pre-Calculus helps students understand how major pre-calculus topics relate to real-world situations and how it is used within the greater context of mathematics.

Calculus: This course provides a comprehensive survey of differential and integral calculus concepts, including limits, derivative and integral computation, linearization, Riemann sums, the fundamental

theorem of calculus, and differential equations. Content is presented across ten units and covers various applications, including graph analysis, linear motion, average value, area, volume, and growth and decay models. In this course, students use an online textbook, which supplements the instruction they receive and provides additional opportunities to practice using the content they've learned. Students will use an embedded graphing calculator applet (GCalc) for their work on this course; the software for the applet can be downloaded at no charge.

Consumer Math: In Consumer Math, students study and review arithmetic skills they can apply in their personal lives and in their future careers. The first semester of the course begins with a focus on occupational topics; it includes details on jobs, wages, deductions, taxes, insurance, recreation and spending, and transportation. In the second semester, students learn about personal finances, checking and savings accounts, loans and buying on credit, automobile expenses, and housing expenses. Narrated slideshows help illustrate some of the more difficult content. Throughout the course, students

Integrated Math: This course helps students develop mathematical skills that enable them to solve problems and use reason and logic in math courses. Integrated Math gives them an overview of the many mathematical disciplines; topics include number sense, operations, algebraic sense, introduction to probability, geometric figures, geometric movement, measurement, and a more in-depth look at probability (including permutations and combination). Content is expressed in everyday mathematical language and notations to help students learn to apply the skills in a variety of applications. Instruction is supplemented with self-check quizzes, audio tutorials, Web quests, and interactive games that engage students in the content they are learning.

Personal Finance*: Understanding financial management concepts is an important life skill that forms the crux of the one-semester Personal Finance course. Students learn to understand the consequences of their financial choices, from credit and debt to insurance, taxes, investments, and discretionary spending. Instructional material surveys typical personal financial needs and emphasizes the basics of budgeting. Through activities and projects with practical applications, students taking this course learn to better prepare for and secure their financial futures. Unit topics in this elective course include money management (personal financial planning and checking), financial security (savings, investments, and risks), credit management, risk management, and taxes and employment forms.

* = .5 credit course

Physical Science: Physical Science is an introductory high school science course that prepares students to take Biology, Chemistry, and Physics. This course introduces students to scientific processes, the scientific method, and scientific inquiry. Content includes safety in the lab and the field, principles for conducting experiments, and the need for scientific communication. The course also covers the atomic nature of matter, classification of the elements, the periodic table, acids, and bases. Next, students explore energy, learn about Newton's laws of motion, and have the opportunity to design their own machine using the basic principles of physics. They finish the course with a survey of the universe, the life cycles of stars, and space exploration.

Earth Science: In this course, students learn about the history of life on earth and the development of the geologic time scale. The course includes instruction on how to carry out scientific investigations both in the lab and in the field. Students explore the earth's terrestrial, atmospheric, and marine ecosystems and

discover how human activities affect them. They analyze maps to describe geologic features and meteorological data. Content covers the properties of rocks and minerals, the theory of plate tectonics, the processes of weathering and erosion, and climate patterns. The course concludes with a unit on the structure and composition of the solar system.

Biology: Students receive an introduction to general biology in this course, with an emphasis on the processes of scientific inquiry and logical thinking. Instruction covers the fundamental principles of living organisms, including the physical and chemical properties of life, and cellular organization and function. Over the span of two semesters, students gain an understanding of the transfer of energy through metabolic systems, cellular reproduction, the classification of living things, and the six kingdoms of life. This course presents information in an understandable and straightforward way that captures students' interest while introducing them to up-to-date scientific concepts and procedures.

Chemistry: This course enhances inquiry-based learning activities while adhering closely to standards for teaching chemistry. Instruction emphasizes the mathematical, theoretical, and experimental basis of modern chemistry. Students learn fundamentals such as the periodic table, ionic compounds, chemical reactions, different states of matter, thermodynamics, and nuclear chemistry. Throughout this course, students actively engage in exploration and analysis that will improve their ability to explain and predict phenomena using scientific skills. An optional hands-on lab kit is available for purchase with this course. Chemistry is a course for grades 11 or 12 requiring the successful completion of lower-level science courses and math skills from Algebra I or above.

Physics: In this course, students learn the fundamentals of physics and gain an understanding of how this branch of science is interconnected with the everyday world. Students explore the concepts of motion, force, gravitation, thermodynamics, the behavior of light and sound waves, and the relationship between electricity and magnetism. They are encouraged to use critical thinking and scientific problem solving to make informed decisions and reach logical conclusions. Approximately forty percent of the course involves virtual laboratory investigations. Some activities require ordinary household items, such as rulers, meter sticks, balls or marbles, string, paper, and pencils. Students must have successfully completed Algebra II to enroll in Physics. Geometry is also recommended.

Environmental Science: Environmental Science is a multidisciplinary field that draws from the physical sciences in addition to other fields. This course teaches the connection between all living organisms within an ecosystem. It helps students better understand the impact humans have on the world around them and ways in which individuals can influence the environment through their actions. Environmental Science explains the concept of biome as a region defined by a specific climate, plant life, and animal community. Content highlights the critical value of clean water, the impact of pollution, agricultural and population issues, and various types of existing and future energy resources and technologies.

* = .5 credit course

American Government*: This course covers the historical background, guiding principles, and political institutions that together constitute the government of the United States. Students examine the structure, function, and power of government at the local, state, and national levels. They gain an understanding of the principles of popular sovereignty, separation of powers, checks and balances, republicanism, federalism, individual rights, and the roles of individuals and groups in the American political system.

Instructional material for this one-semester course is presented in seven units, including introduction to government and politics, roots of the American constitution, principles of American government, the federal system, civil rights and liberties, participation in a democracy, and institutions of government.

Civics*: Civics is the study of citizenship and government. This one-semester course provides students with a basic understanding of civic life, politics, and government, and a short history of government's foundation and development in this country. Students learn how power and responsibility are shared and limited by government, the impact American politics has on world affairs, the place of law in the American constitutional system, and which rights the American government guarantees its citizens. Students also examine how the world is organized politically and how civic participation in the American political system compares to that in other societies around the world today.

Economics*: This one-semester course provides students with an introduction to basic economic principles, such as how governments use limited resources to best satisfy people's wants and needs. Key topics include the law of supply and demand; allocation of goods and services; monetary and fiscal policy, saving, borrowing, and spending; the Federal Reserve System and the money supply; unemployment; and inflation. Students learn about the important roles that competition, scarcity, incentives, profit, interest rates, trade, and government regulation play in an open free market economy, and how fundamental decisions about the four factors of production (land, labor, capital, and entrepreneurship) are made.

Contemporary World Issues: Students analyze governments, economies, peoples, and cultures from around the world in this course. Instruction emphasizes the structures and policies of the United States and how they compare to other systems in the international community. Students apply critical thinking and research skills to examine current events and contemporary issues, including human rights, the strengths and weaknesses of globalization, America's role in the international economy, the severe environmental threats facing many regions around the world today, how religion is often used to facilitate and justify violence, and America's "War on Terror" and its impact on the Middle East and Islamic culture.

Family and Consumer Science*: In this course, students develop skills and knowledge to help them transition into adult roles within the family. They learn to make wise consumer choices, prepare nutritious meals, contribute effectively as part of a team, manage a household budget, and balance roles of work and family. They gain an appreciation for the responsibilities of family members throughout the life span and the contributions to the well-being of the family and the community.

Psychology*: In this course, students investigate why human beings think and act the way they do. This is an introductory course that broadly covers several areas of psychology. Instructional material presents theories and current research for students to critically evaluate and understand. Each unit introduces terminology, theories, and research that are critical to the understanding of psychology and includes tutorials and interactive exercises. Students learn how to define and use key terms of psychology and how to apply psychological principles to their own lives. Unit topics in this one-semester course include methods of study, biological basis for behavior, learning and memory, development and individual differences, and psychological disorders.

* = .5 credit course

French I: Students receive a thorough grounding in the basics of the French language in this introductory, two- semester course. French I has been designed to meet the standards of the American Council on the Teaching of Foreign Languages (ACTFL). These standards call for a method of teaching that focuses on successful communication through speaking, listening, reading, and writing. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multimedia presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams. Learning activities in each unit are focused on a specific theme.

Middlebury French I: Students begin their introduction to French by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various French-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

French II: French II continues the learning process that began with French I and adheres to the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Instructional material introduces students to new grammar and vocabulary and allows them to build conversational and reading skills to cover many common situations in daily life. Unit topics include daily routine, animals, entertainment, body parts, rooms and furniture, shopping and clothing, meals, sports and recreation, and transportation. Unit activities blend different forms of communication and culture to ensure that standards are met. The successful completion of French I is a prerequisite for this course.

Middlebury French II: Students continue their study of French by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also are able to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various French-speaking countries, and take frequent assessments where their language progression can be monitored. By semester 2, the course is conducted almost entirely in French. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

French III: This course builds on knowledge that students acquired in the beginning-level courses, French I and II, and aligns with national ACTFL standards. Students learn to express themselves using present, past, future, and conditional tense verbs in increasingly complex grammatical constructions. They become familiar with idiomatic expressions common to daily French speaking and build vocabulary in order to be able to converse on a wider variety of themes in French. Instruction includes more material on French culture, geography, and history than in earlier courses, giving students the opportunity to learn about France and other francophone countries around the world.

Middlebury French III: Students further deepen their understanding of French by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Each unit consists of a variety of activities which teach the students how to understand more difficult written and spoken passages, to communicate with others through informal speaking and writing interactions, and to express their thoughts and opinions in more formal spoken and written contexts. Students should expect to be actively engaged in their own language learning, use correct vocabulary terms and phrases naturally, incorporate a wide range of grammar concepts consistently and correctly while speaking and writing, participate in conversations covering a wide range of topics and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various French-speaking countries, read and analyze important pieces of Hispanic literature, and take frequent assessments where their language progression can be monitored. The course is conducted almost entirely in French. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

French IV: Students complete their high school French language education with this two-semester course that, like all of its predecessors, conforms to the national standards of the ACTFL. The instructional material in French IV enables students to use the conditional and subjunctive tenses, and talk about the past with increasing ease, distinguishing which tense to use and when. It also helps students hone their listening skills to enhance their understanding of native speech patterns on familiar topics. Students expand their knowledge of French-speaking countries' culture, history, and geography and learn about francophone contributions in the arts. Students must pass French III as a prerequisite.

German I: German I provides an introduction to the basics of the German language and the German-speaking world. This two-semester course has been constructed to meet the standards of the American Council on the Teaching of Foreign Languages (ACTFL). These standards dictate a pedagogical method that focuses on successful communication through speaking, listening, reading, and writing. Unit topics consist of the alphabet and numbers; greetings; introductions; the calendar (days, months, and seasons); weather; time; colors; familiar objects and places; family; food; pastimes; and school objects and routine. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multimedia presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams.

Middlebury German I: Students begin their introduction to German by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and

grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

German II: Instructional content in German II introduces students to new grammar and vocabulary and allows them to build conversational and reading skills to cover many common situations in daily life. Like German I, this follow-up course adheres to the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Learning activities in each unit are focused on a specific theme. The units for both semesters cover a broad range of useful everyday subjects, including daily routine, animals, entertainment, body parts, rooms and furniture, shopping and clothing, meals, sports and recreation, and transportation. Students must successfully complete German I in order to enroll in this course.

Middlebury German II: Students continue their study of German by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also are able to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. By semester 2, the course is conducted almost entirely in German. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

German III: This course expands the scope of concepts and information that students mastered in the German I and II courses and aligns with national ACTFL standards. Students learn increasingly complex grammatical constructions, such as present, imperfect, perfect, and future tenses; reflexive and modal verbs; prepositions; conjunctions; relative pronouns; and adjective endings. Unit themes in this two-semester course include vacations, travel, leisure time, healthy living, body parts and ailments, family members, rights and responsibilities, household chores, university study, military service, personal relationships, the importance of appearance, emotions, fairy tales, and animals. Unit activities blend different forms of communication and culture.

German IV: German IV builds on the foundation of the first three courses. Students continue to sharpen their speaking, listening, reading, and writing skills while also learning to express themselves on topics relevant to German culture. Authentic texts, current culture, and literature from Germany, Austria, and Switzerland all form part of the instructional material for this course. Each unit focuses on a particular

region or city and includes such themes as culture, tourism, and current events. These units cover topics such as contemporary and classical music, expressing opinion, German history, transportation, family weekend travel, shopping, free-time activities, technology, multiculturalism, education, and careers.

Japanese I: Students become familiar with the fundamental concepts and constructions of the Japanese language as well as the rich and ancient world of Japanese culture in this two-semester course. Japanese I has been designed to meet the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Unit topics consist of the alphabet and numbers; greetings; introductions; the calendar (days, months, and seasons); weather; time; colors; familiar objects and places; family; food; pastimes; and school objects and routine. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multimedia presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams.

Japanese II: In Japanese II, course content blends different forms of communication and culture via unit activities to ensure that students meet all standards of the American Council on the Teaching of Foreign Languages (ACTFL). These standards call for a focus on successful oral and written communication as well as a through grounding in Japanese culture. Unit themes for both semesters cover a broad range of useful everyday subjects, including daily routine, animals, entertainment, body parts, rooms and furniture, shopping and clothing, meals, sports and recreation, and transportation. Students must successfully complete Japanese I in order to enroll in this course.

Latin I: This two-semester course provides an introduction to the fundamentals of Latin grammar. Students develop the skills necessary to translate basic sentences from Latin into English and from English into Latin, and to read simple connected passages of Latin prose and poetry. In the process, students learn how verb conjugations and noun declensions work in a highly inflected language and how to analyze the structure of Latin sentences. The course includes a cross-cultural component, introducing students to the world of ancient Rome by allowing them to acquire knowledge—through word study—of Roman institutions, practices, religious beliefs, and ideological ways of thought.

Middlebury Latin I: Since mastering a classical language presents different challenges from learning a spoken world language, students learn Latin through ancient, time-honored, classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, provide students with a strong foundation for learning Latin. Each unit consists of a new vocabulary theme and grammar concept, reading comprehension activities, writing activities, multimedia culture, history, and mythology presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on engaging with authentic classical Latin through weekly encounters with ancient passages from such prestigious authors as Virgil, Ovid, and Lucretius. The curriculum concurs with the Cambridge school of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, understand and analyze the cultural and historical contexts of the ancient sources they study, and take frequent

assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Latin II: Latin II builds on the foundation in Latin grammar provided by the Latin I course and also includes an in-depth study of Roman mythology and history. Students expand their use of declensions, adjectives, adverbs, and cases. These skills enable them to translate longer Latin texts into English that require a more complex knowledge of grammar rather than just vocabulary. To practice oral Latin skills, students engage in conversations, seek and give items of information, express feelings and emotions, and exchange opinions. Latin II also takes students on a tour of the ancient classical world, including literature, historical workers, and the lives of famous and influential Romans.

Middlebury Latin II: Students continue with their study of Latin through ancient, time-honored, classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, prepare students for a deeper study of Latin. Each unit consists of a new vocabulary theme and grammar concept, reading comprehension activities, writing activities, multimedia culture, history, and mythology presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on engaging with authentic classical Latin through weekly encounters with ancient passages from such prestigious authors as Virgil, Ovid, and Lucretius. The curriculum concurs with the Cambridge school of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated on medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. Students should expect to be actively engaged in their own language learning, understand and use common vocabulary terms and phrases, comprehend a wide range of grammar patterns, understand and analyze the cultural and historical contexts of the ancient sources they study, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Mandarin (Chinese) I: Mandarin (Chinese) I introduces students to the study of the Chinese language. Students learn listening, speaking, reading, and writing skills through activities that are based on pedagogically proven methods of world language instruction. Instructional material introduces simple grammatical concepts in innovative ways and provides practice activities with a variety of learning styles in mind. This two-semester course sprinkles culture throughout the units to help students focus on the Chinese-speaking world, its culture, people, geographical locations, and history. Unit themes include greetings, numbers, family members, school life, clothing, daily routine, shopping, and restaurant menus. The course is aligned with national ACTFL (American Council on the Teaching of Foreign Languages) standards.

Middlebury Chinese I: Students begin their introduction to Chinese by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Both Chinese characters and pinyin are presented together throughout the

course and specific character practices are introduced after the first quarter. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Chinese-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Mandarin (Chinese) II: This two-semester course is a continuation of the introductory-level Mandarin (Chinese) I course. It presents students with new, more complicated areas of Chinese language learning. Units cover a variety of material that is useful to students learning everyday conversational arts. Themes include daily routine, animals, hobbies, the body, descriptions, home life, shopping, entertainment, sports, and travel. Throughout the course, students learn to express themselves using an ever increasing vocabulary of present tense verbs, articles, and adjectives. They gain the skills and confidence necessary to talk about daily activities, leisure-time pursuits and hobbies, body parts and their function, and people and culture.

Middlebury Chinese II: Students continue their study of Chinese by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also are able to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Character recognition and practice are a key focus of the course and students are expected to learn several characters each unit. However, pinyin is still presented with characters throughout the course to aid in listening and reading comprehension. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Chinese-speaking countries, and take frequent assessments where their language progression can be monitored. By semester 2, the course is conducted almost entirely in Chinese. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Spanish I: Spanish I gives students an introduction to the basics of the Spanish language and the Spanish-speaking world. This two-semester course aligns with the national standards of the American Council on the Teaching of Foreign Languages (ACTFL), which dictate a pedagogical method that focuses on successful communication through speaking, listening, reading, and writing. Course unit topics include the alphabet and numbers; greetings; introductions; the calendar (days, months, and seasons); weather; time; colors; familiar objects and places; family; food; pastimes; and school objects and routine. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multimedia presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams.

Middlebury Spanish I: Students begin their introduction to Spanish by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Spanish II: Students receive additional grounding in grammar and vocabulary in this two-semester course. Instructional material encourages students to build conversational and reading skills to cover many common situations in daily life. Like Spanish I, this follow-up course adheres to the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Learning activities in each unit are focused on a specific theme. The units for both semesters cover a broad range of useful everyday subjects, including daily routine, animals, entertainment, body parts, rooms and furniture, shopping and clothing, meals, sports and recreation, and transportation. Students must successfully complete Spanish I in order to enroll in this course.

Middlebury Spanish II: Students continue their study of Spanish by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also are able to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, read and analyze important pieces of Hispanic literature, and take frequent assessments where their language progression can be monitored. The course is conducted almost entirely in Spanish. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Spanish III: This course builds on the grammatical concepts and vocabulary that students mastered while completing the Spanish I and II courses. Spanish III fully aligns with national ACTFL standards. Students learn increasingly complex grammatical constructions, such as present, imperfect, perfect, and future tenses; reflexive and modal verbs; prepositions; conjunctions; relative pronouns; and adjective endings. Unit themes in this two-semester course include chores, directions, feelings, future plans and

travel, geography, countries and nationalities, health, household items, measurements, occupations, and personal history. Unit activities blend different forms of communication and culture.

Middlebury Spanish III: Students further deepen their understanding of Spanish by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Each unit consists of a variety of activities which teach the students how to understand more difficult written and spoken passages, to communicate with others through informal speaking and writing interactions, and to express their thoughts and opinions in more formal spoken and written contexts. Students should expect to be actively engaged in their own language learning, use correct vocabulary terms and phrases naturally, incorporate a wide range of grammar concepts consistently and correctly while speaking and writing, participate in conversations covering a wide range of topics and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, read and analyze important pieces of Hispanic literature, and take frequent assessments where their language progression can be monitored. The course is conducted almost entirely in Spanish. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Spanish IV: Fourth-year Spanish expands on the foundation of Spanish grammar and vocabulary that students acquired in the first three courses. As with all the earlier offerings, this culminating-level Spanish language course conforms to the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to sharpen their speaking, listening, reading and writing skills while also learning to express themselves on topics relevant to Spanish culture. The two-semester course is divided into ten units whose themes include people, achievements, wishes and desires, activities, celebrations, possibilities, the past, the arts, current events, and wrap up and review.

* = .5 credit course

Computer Fundamentals: In this introductory course, students will become familiar with the basic principles of a personal computer, including the internal hardware, the operating system, and software applications. Students will gain practice in using key applications such as Microsoft Word, Excel and PowerPoint as well as understand social and ethical issues around the Internet, information and security. This is a two-semester course package. In the first semester, the focus is on the fundamentals, learning and using the applications, and understanding the basic roles and responsibilities of the software, hardware and operating system. In the second semester, the focus is on gathering and analyzing data, and using the right tools and methods to collect and present data. A copy of Microsoft Windows with Microsoft Office, Microsoft Works, Word Perfect, or Open Office (shareware) although the screen shots & videos are done in Microsoft Office 2003 and Microsoft Windows XP is required.

Digital Photography*: In this one-semester course, students will learn the basics of photographic composition and lighting, develop an understanding of using a digital camera and the basics of preparing a digital darkroom. Students will also learn basic color theory and the fundamentals of image processing. Software skills are taught through practical, hands-on activities that get students involved in the learning process and help them retain the content. By the conclusion of this course, students are capable of producing their own unique and highly personalized images. This course is designed for the student who has no background in photography.

Game Design*: Game Design introduces students to the basic skills necessary for game design. Instructional materials highlight the various games in the industry and analyze their approach in terms of design and development. Students explore both the artistic and technical processes of developing game elements such as story, levels, sound, and user interfaces. They merge all these elements into a functional prototype to demonstrate their understanding of the game design process. Unit topics in this one-semester course include history, player elements, genres, elements of game play, setting platform, game generations, and player modes. The following software is required for this course: Blender (freeware), TrackMania Nations (freeware), and Multimedia Fusion Developer (demo).

Java Programming*: This introductory-level, one-semester course is designed for people who have very little programming experience. In Java Programming, students gain an understanding of Java platforms and learn how to build a stand-alone application, such as a countdown clock or leap year indicator. Students also learn the techniques of Java and how Java can be used in cross-platform programming. At the end of the course, students are able to write basic programs using Java and are prepared to pursue further instruction in any programming language. Prior coursework in computer fundamentals and programming are prerequisites for Java Programming. JDK 1.5 or a higher version Java application is required for this course.

VB.Net Programming*: Students learn basic programming and the essential concepts of VisualBasic.net (VB.NET) in this one- semester course. As an introduction to VB.NET, students are taught the basic uses of the programming language, its similarities to the English language and others, its architecture, program flow, and its flexibility as a programming language. The course helps participants understand the processes involved in software development and object-oriented programming. This is an introductory course that could lead to careers such as software engineer, developer, or game designer. Prior coursework in computer fundamentals is a prerequisite. Visual Studio 2008 Express Edition is required software for this course.

Web Design*: This one-semester course introduces students to the mechanics and elements of web design and HTML, the concepts of planning and organizing websites, and the documentation and copyright issues associated with website design. Students engage in a variety of project-based assessments to evaluate their understanding and progress. After completing the course, students are able to understand the planning and organization of a website, the elements of design and HTML, and the copyright and fair use doctrines that apply to website creation. Students also learn how to use a WYSIWIG editor and other online tools to create a website. The NVu software package is required for this course.

* = .5 credit course

Accounting: Through this course, students gain a foundation in the skills needed for college accounting courses, office work, and managing their own small businesses. This introduction to accounting gives students who have never had prior accounting training an overview of the three forms of accounting: financial, cost, and management accounting. The course helps build an appreciation for the role of accounting in managing a profitable business. Instructional material covers the basic concepts conventions, and rules of the double entry system and includes techniques for analyzing ratios from a balance sheet. The concept of ethics, integrity, confidentiality, and rigor are woven through all the units.

Art Appreciation*: This one-semester course introduces students to various forms of the visual arts, such as painting, sculpture, and film. Students learn how to critically examine a work of art in historical, social, and cultural contexts; identify and compare key characteristics in artworks; and understand the role art has played throughout history. Through hands-on activities, virtual museum tours, discussion, and research, students develop the ability to explain the significance of artworks in Western and non-Western cultures; identify the medium and technique used to create works of art; and analyze formal elements, principles of design, and stylistic characteristics found in artworks from various art historical periods.

Career Planning*: Students use an informative interactive process to explore career and life options in this one-semester elective. They begin with a thorough examination of their own interests, aptitudes, achievements, and personality styles. Instructional material then helps them match job market information, interview techniques, training requirements, and educational paths to potential careers that suit their strengths and personal priorities. Successfully completing this course gives students the ability to identify and describe their personal interests, aptitudes, and lifestyle goals; locate and evaluate information about different careers; identify the skills and knowledge needed for careers of interest and how to obtain them; and create an entrepreneurial business plan.

Driver's Education*: Driver's Education can provide a foundation for a lifetime of responsible driving. Instructional material in this course emphasizes the mechanics of driving operations and the rules of safe driving. Among other topics, students learn how to assess and manage risk, handle social pressures, understand signs and signals, comprehend the rules of the road, and start, steer, stop, turn, and park a car. They also learn how to contend with driving environments including light and weather conditions, share the roadway, respond to an emergency, buy and maintain a car, plan a trip, take a state driving test, and partner with their parents or guardians to promote safety on the road. Students use a textbook for this one-semester course.

Health*: This high school course helps students develop the knowledge and skills they need to make healthy decisions that allow them to stay active, safe, and informed. Students learn about the components of a healthy lifestyle and learn strategies for making healthy choices. Instructional material introduces students to the concepts of mental health, emotional health, social health, consumer health, and physical health. It presents opportunities for students to apply their value systems to decisions concerning their own health. Students develop communication skills in this one-semester course that allow them to demonstrate healthy choices with respect for self, family, and others.

Life Skills*: This one-semester elective is designed to increase students' knowledge of and ability in using the skills necessary for everyday living. Life Skills emphasizes defining personal values, goal-setting and planning, and solving problems. Instructional material focuses on dealing with media and peer pressure, communication and relationships, working with others, avoiding and/or resolving conflict, decision making, wellness and personal safety, aspects of good citizenship, environmental awareness, and how students can contribute to their own community. The course is organized in six units, which cover the following topics: course introduction, thinking about yourself, thinking for yourself, taking care of yourself, caring for your relationships, and caring about your world.

Music Appreciation*: Students receive an introduction to the elements, instrumentation, and history of music in this one-semester course. Instructional materials emphasize the significance of surroundings and time periods and how they influenced the music of the day. Students listen to and evaluate several types

of music and are assessed on their comprehension through projects, presentations, and exams. After different instrumentations in music, and develop critiques of musical pieces based on information in the course.

Nutrition and Wellness*: This one-semester elective course provides students with an overview of good nutrition principles that are necessary for physical and mental wellness and a long, healthy life. Instructional materials include discussions of digestion, basic nutrients, weight management, sports and fitness, and life- span nutrition. The Nutrition and Wellness course emphasizes an understanding of today’s food and eating trends and gives students the capacity to intelligently evaluate all available sources of nutrition information and make informed decisions. Unit topics include a course introduction, wellness and food choices in today’s world, digestion and major nutrients, and body size and weight management.

Physical Education: This high school course focuses on the fundamental components and principles of fitness. Physical Education examines safety guidelines, proper technique, and exercise principles such as FITT: Frequency (how often you exercise), Intensity (how hard you work during exercise), Time (how long you exercise), and Type (what type of activity you do). Students assess their current level of fitness in relation to the five components of physical fitness: flexibility, cardiovascular health, muscular strength, muscular endurance, and body composition. This two-semester course equips students with strategies to help them begin, design, and maintain an exercise program to keep them fit for life.

* = .5 credit course

Archeology: Detectives of the Past*: George Santayana once said, “Those who cannot remember the past are condemned to repeat it.” The field of archeology helps us to better understand the events and societies of the past that have helped to shape our modern world. This course focuses on this techniques, methods, and theories that guide the study of the past. Students will learn how archaeological research is conducted and interpreted, as well as how artifacts are located and preserved. Finally, students will learn about the relationship of material items to culture and what we can learn about past societies from these items.

Astronomy: Exploring the Universe*: Why do stars twinkle? Is it possible to fall into a black hole? Will the sun ever stop shining? Since the first glimpse of the night sky, humans have been fascinated with the stars, planets, and universe that surrounds us. This course will introduce students to the study of astronomy, including its history and development, basic scientific laws of motion and gravity, the concepts of modern astronomy, and the methods used by astronomers to learn more about the universe. Additional topics include the solar system, the Milky Way and other galaxies, and the sun and stars. Using online tools, students will examine the life cycle of stars, the properties of planets, and the exploration of space.

Criminology: Inside the Criminal Mind*: In today’s world, crime and deviant behavior rank at or near the top of many people’s concerns. In this course, we will study the field of Criminology – the study of crime. We will look at possible explanations for crime from the standpoint of psychological, biological and sociological perspectives, explore the categories and social consequences of crime, and investigate how the criminal justice system handles not only criminals, but also their misdeeds. Why do some individuals commit crimes why others do not? What aspects in our culture and society promote crime

and deviance? Why are different punishments given for the same crime? What factors...from arrest to punishment...help shape the criminal case process?

Gothic Literature: Monster Stories*: From vampires to ghosts, these frightening stories have influenced fiction writers since the 18th century. This course will focus on the major themes found in Gothic literature and demonstrate how the core writing drivers produce, for the reader, a thrilling psychological environment. Terror versus horror, the influence of the supernatural, and descriptions of the difference between good and evil are just a few of the themes presented. By the time students have completed this course, they will have gained an understanding of and an appreciation for the complex nature of dark fiction.

Great Minds in Science: Ideas for a New Generation*: Is there life on other planets? What extremes can the human body endure? Can we solve the problem of global warming? Today, scientists, explorers, and writers are working to answer all of these questions. Like Edison, Einstein, Curie, and Newton, the scientists of today are asking questions and working on problems that may revolutionize our lives and world. This course focuses on 10 of today's greatest scientific minds. Each unit takes an in-depth look at one of these individuals, and shows how their ideas may help to shape tomorrow's world.

Hospitality & Tourism: Traveling the Globe*: With greater disposable income and more opportunities for business travel, people are traversing the globe in growing numbers. As a result, hospitality and tourism is one of the fastest growing industries in the world. This course will introduce students to the hospitality and tourism industry, including hotel and restaurant management, cruise ships, spas, resorts, theme parks, and other areas. Student will learn about key hospitality issues, the development and management of tourist locations, event planning, marketing, and environmental issues related to leisure and travel. The course also examines some current and future trends in the field.

International Business: Global Commerce in the 21st Century*: From geography to culture Global Business is an exciting topic in the business community today. This course is designed to help students develop the appreciation, knowledge, skills, and abilities needed to live and work in a global marketplace. It takes a global view on business, investigating why and how companies go international and are more interconnected. The course further provides students a conceptual tool by which to understand how economic, social, cultural, political and legal factors influence both domestic and cross-border business. Business structures, global entrepreneurship, business management, marketing, and the challenges of managing international organizations will all be explored in this course. Students will cultivate a mindfulness of how history, geography, language, cultural studies, research skills, and continuing education are important in both business activities and the 21st century.

Law & Order: Introduction to Legal Studies*: Every society has laws that its citizens must follow. From traffic laws to regulations on how the government operates, laws help provide society with order and structure. Our lives are guided and regulated by our society's legal expectations. Consumer laws help protect us from faulty goods; criminal laws help to protect society from individuals who harm others; and family law handles the arrangements and issues that arise in areas like divorce and child custody. This course focuses on the creation and application of laws in various areas of society. By understanding the workings of our court system, as well as how laws are actually carried out, we become more informed and responsible citizens in our communities and of our nation.

Mythology & Folklore: Legendary Tales*: Mighty heroes. Angry gods and goddesses. Cunning animals. Since the first people gathered around fires, mythology and folklore has been used as a way to make sense of humankind and our world. Beginning with an overview of mythology and different kinds of folklore, students will journey with ancient heroes as they slay dragons and outwit gods, follow fearless warrior women into battle, and watch as clever monsters outwit those stronger than themselves. They will explore the universality and social significance of myths and folklore, and see how these are still used to shape society today.

Philosophy: The Big Picture*: This course will take you on an exciting adventure that covers more than 2,500 years of history! Along the way, you'll run into some very strange characters. For example, you'll read about a man who hung out on street corners, barefoot and dirty, pestering everyone he met with questions. You'll learn about another eccentric who climbed inside a stove to think about whether he existed. Despite their odd behavior, these and other philosophers of the Western world are among the most brilliant and influential thinkers of all time. As you learn about these great thinkers, you'll come to see how and where many of the most fundamental ideas of Western Civilization originated. You'll also get a chance to ask yourself some of the same questions these great thinkers pondered. By the time you've "closed the book" on this course, you will better understand yourself and the world around you...from atoms to outer space...and everything in between.

Real World Parenting*: What is the best way to care for children and teach them self-confidence and a sense of responsibility? Parenting involves more than having a child and providing food and shelter. Learn what to prepare for, what to expect, and what vital steps parents can take to create the best environment for their children. Parenting roles and responsibilities, nurturing and protective environments for children, positive parenting strategies, and effective communication in parent/child relationships are some of the topics covered in this course.

Social Problems I: A World in Crisis*: Students will become aware of the challenges faced by social groups, as well as learn about the complex relationship among societies, governments and the individual. Each unit is focused on a particular area of concern, often within a global context. Possible solutions at both the structural level as well as that of the individual will be examined. Students will not only learn more about how social problems affect them personally, but begin to develop the skills necessary to help make a difference in their own lives and communities, not to mention globally.

Social Problems II: Crisis, Conflicts & Challenges*: The Social Problems II course continues to examine timely social issues affecting individuals and societies around the globe. Students learn about the overall structure of the social problem as well as how it impacts their lives. Each unit focuses on a particular social problem, including racial discrimination, drug abuse, the loss of community, and urban sprawl, and discusses possible solutions at both individual and structural levels. For each issue, students examine the connections in the global arena involving societies, governments and the individual.

Sociology I: The Study of Human Relationships*: The world is becoming more complex. How do your beliefs, values and behavior affect the people around you and the world in which we live? Students will examine social problems in our increasingly connected world, and learn how human relationships can strongly influence and impact their lives. Exciting online video journeys to an array of areas in the sociological world are an important component of this relevant and engaging course.

Sociology II: Your Social Life*: Sociology is the study of people, social life and society. By developing a “sociological imagination” students will be able to examine how society itself shapes human action and beliefs...and how in turn these factors re-shape society itself! Fascinating online videos journeys will not only inform students, but motivate them to still seek more knowledge on their own.

Veterinary Science: The Care of Animals*: As animals play an increasingly important role in our lives, scientists have sought to learn more about their health and well-being. Taking a look at the pets that live in our homes, on our farms, and in zoos and wildlife sanctuaries, this course will examine some of the common diseases and treatments for domestic animals. Toxins, parasites, and infectious diseases impact not only the animals around us, but at times...we humans as well! Through veterinary medicine and science, the prevention and treatment of diseases and health issues is studied and applied.

World Religions: Exploring Diversity*: Throughout the ages, religions from around the world have shaped the political, social, and cultural aspects of societies. This course focuses on the major religions that have played a role in human history, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, and Taoism. Students will trace the major developments in these religions and explore their relationships with social institutions and culture. The course will also discuss some of the similarities and differences among the major religions and examine the connections and influences they have.

* = .5 credit course

Indicator - Student achievement level		
Measure	Metric	Board Goal
Progress score on UPASS	Attainment of minimum status composite score (school wide) on UCAS	225Points
High school graduation rate	Percentage of students graduating high school calculated using Utah’s graduation rate formula	Year 1: 80% Year 2: 90% Year 3: 98%
College entrance exam composite and subtest measures	Percentage of students reaching score predictive of college success by disaggregated groups	Year 1: 80% Year 2: 85% Year 3: 90%
College entrance exam composite and subtest measures	Median score by disaggregated groups	Year 1: 17 Year 2: 19 Year 3: 21 Year 4: 24

Proficiency levels on state assessments by subject	Percentage of students scoring at proficiency on CRT, by subject, by disaggregated groups	Math: Year 1: 75% Year 2: 80% Year 3: 85% Language Arts Year 1: 85% Year 2: 90% Year 3: 95% Science: Year 1: 80% Year 2: 85% Year 3: 90%
Proficiency levels on reading	Proficiency score on DIEBELS Next (3 rd grade)	Year 1: 80% proficiency Year 2: 85% proficiency Year 3: 90% proficiency Year 4: 95% proficiency

Section 10 School Closure Plan

The board will review its compliance with and progress toward state-defined minimum standards and board-determined targets in the school's charter. The school's Chief Executive Officer is responsible to review all metrics and report to the Board annually, as the measure for each target becomes available. The Chief Executive Officer will also propose an action plan to address any targets that the school has not met or has regressed in performance.

The school board will notify its authorizer of all such action plans if progress under such plans is not adequate after each year of its implementation. All action plans and the Chief Executive Officer's report on progress and compliance with targets will be available to all stakeholders as part of the public board meeting records for each meeting where such reports are given.

In the event of closure, whether by the revocation of the school's charter or a planned cessation of operations, Athenian eAcademy will ensure that adequate human, financial, and planning resources are in place for a smooth transition and legal compliance with Utah Code 53A-1a-510.5 and in a way that protects students, employees, debt holders, and taxpayers.

Over the first five years, the school will set aside in a separate account \$10,000 per year to be used in the event of school closure to engage a charter school or business transition firm to perform closure operations over a period of 90 days. Services will include asset disposal, student transfers, family support, debt negotiation, employment termination, and working with state agencies on protecting taxpayer assets, including equipment and property.

Once the closure process is initiated, the school's interests will shift from providing education and protecting the school's interests to protecting the state's and chartering entity's interests, as well as the obvious interests of students and families.

The closure plan and procedures will include the following:

Student Transfer

- Appoint a registrar to complete all aspects of student records related to closure.
- Coordinate with surrounding school districts and charter schools, and private schools if necessary, to accept transfer students.
- Coordinate with students and families on finding the school that will best meet each student's needs for future education.
- Ensure that all student records, including special education records, are sent to all schools accepting transfer students.
- Counsel with students and families to reduce the anxiety that may be part of the closure and move to a new school.

Asset disposal

- Work with the State Charter School Board on identifying a potential new or expanding applicant who can assume ownership of school assets and liabilities, including the school's facility and existing lease or bond payments.
- Sell school equipment or assets at market value, with proceeds either paying down existing debt, compensating for additional school closure services, or going back to the state as outlined in statute. All asset disposal or sales will be consistent with existing agreements and obligations.
- Ensure that building security is maintained throughout the closure process to protect assets and the facility.
- Transfer all other assets to the state, the owner under law of all school assets in the event of closure.

Liabilities

- Seek to find other schools or organizations that can assume the ownership of current and long-term agreements. Work with state charter school board on identifying a new or expanding charter school that can benefit from existing facility, equipment, and agreements.
- Pay down any liabilities first with proceeds from any asset sale or cash on hand.
- Initiate bankruptcy proceedings, if appropriate.
- Inform bondholders and State Treasurer's office, if applicable, of closure as required in bond covenants or in state law.

Employees

- Assist current employees with job placement services
- Ensure that benefits programs continue consistent with COBRA
- Assist employees with transfer of retirement assets into personal accounts or rollover into other retirement programs
- Provide letters of recommendation for employees, as appropriate

Section 11 Dismissal Procedures and suspension/Expulsion

Athenian eAcademy believes all students have a right to learn in a safe and respectful environment, and student discipline is essential to maintaining a healthy educational environment. To that end, school behavioral expectations are explained and enforced from the first day of school. It is expected that teachers maintain order in the classroom and in other areas of the school where they supervise students. Other faculty and staff support the culture of respect in the school. In the event of a student violating behavioral expectations, disciplinary action may be taken by school administration in compliance with school policy and applicable state and federal laws and regulations.

The Board authorizes the administration to take appropriate action to preserve order among students and staff and to protect school property. The Board of Trustees will not, as a general rule, review student suspensions.

Acts of violence, use or possession of a weapon or facsimile, criminal behaviour toward persons or school property or activities shall be dealt with in accordance with state law (Utah Code §53-A-11-901) as it explains suspension/expulsion of students from public schools and in accordance with Utah Special Education Rules and IDEA 2004.

Due Process Procedure and Disciplinary Action

Due process is the administrative procedure followed when a students' attendance at Athenian eAcademy is in question due to violation of the disciplinary code. Fairness and reasonableness are to be used when deciding on disciplinary actions. Athenian eAcademy administration investigates and handles disciplinary matters in compliance with the school's suspension/expulsion policy (Attachment D) and all applicable state and federal laws, including IDEA.

Section 12 Complaints

Athenian eAcademy values the input of stakeholders and acknowledges the importance of good communication and mutual respect in working out differences. Athenian eAcademy encourages members of the school community to try to work out issues in a cooperative manner with the involved parties in an informal way if possible, first working directly with the individual(s) directly involved in the situation, and working through the procedures of the official complaint policy, as outlined in Attachment E. All complaints, formal and informal, should be acknowledged and resolved in a timely manner, as described in the complaint policy.

Section 13 Parental Involvement

Athenian eAcademy will provide parents with traditional volunteer opportunities, and by nature of the blended school model requires more parental involvement than traditional schools.

Additionally, Athenian eAcademy will utilize an in depth parent involvement model, based on the Connections 360 program, which is utilized by charter schools in the state of Tennessee, as described below.

Connections 360° is a program designed to bolster parental involvement through the implementation of The Tennessee Charter Schools Parental Involvement Framework. Developed by Dr. Erin Henrick and Dr. Claire Smrekar of Peabody College at Vanderbilt University, this framework is based upon selected and seminal readings from the research on school choice, charter schools, family-school partnerships, and parental involvement.

Parental involvement is a critical component of a successful charter school. Developing and implementing a successful parental involvement model requires planning, collaboration, and partnership among families, teachers, school administrators, and community organizations. The Tennessee Charter Schools Parental Involvement Framework provides parental involvement strategies and resources to guide the development of this critical aspect of a charter school program. The framework is not intended to diminish the distinctive nature of charter schools. Rather, we assume that the strategies described here will be contextualized to best fit the needs, interests, and assets of the individual charter school community. This framework provides guides for schools, parents, and communities using research-based “best practices” for family involvement in schools.

The framework enables participating charter schools to accomplish the following goals:

1. Foster a welcoming, cooperative, and mutually supportive climate for all families.
2. Support the academic interests and address the academic needs of students.
3. Meet the broad array of social and health needs of families.
4. Establish diverse and flexible volunteer opportunities for parents (and potentially community members).
5. Communicate with parents regularly, efficiently, and in a variety of ways.
6. Establish formal events and activities designed to celebrate family-school partnerships.

Section 14 Employees

The most important resource the school has to impact student learning is the teachers and administrators that provide instruction and ensure a quality program. Athenian eAcademy's board will ensure that properly licensed, endorsed, and highly qualified teachers and paraprofessionals will be hired and developed at the school. Priority will be given to employees who demonstrate an understanding of and dedication to Athenian eAcademy's unique mission. This section will outline the school's hiring process, internal HR record keeping standards, essential responsibilities for each key position, and procedures for evaluating and terminating employees.

At-Will Employment

Athenian eAcademy is an at-will employer. The school will not sign contracts for any length of time for any employee, with the potential exception of the school's Chief Executive Officer. All HR policies, forms, manuals, and procedures will protect the school's at-will employment status. Nothing in this charter, including any description of possible procedures relating to any HR transaction shall be construed to limit the at-will nature of employment at Athenian eAcademy.

Hiring

Athenian eAcademy will use a process similar to this outline when hiring for all positions:

- Board will adopt policy, and administration will adopt procedure, to ensure that all state and federal employment and tax laws are followed.
- Identify specific needs to be addressed.
- Identify the essential functions for the created positions, craft job descriptions, identify prevailing market wages for similar positions in similar schools and ensure that any new hire is acceptable given budget constraints.
- Post the position widely using any and all available resources, with a priority given to lower-cost resources that return quality applicants.
- Review submitted resumes for compatibility and experience with essential job functions. Contact selected candidates for interviews and verify their licensure and endorsement for the position, if applicable.
- Interview candidates with at least two school representatives who each score the applicant's suitability for the position independently.
- If necessary, bring the top candidates for a follow-up interview.
- Check references of candidates considered for eventual hire.
- Select and notify the best-suited candidate(s) and congratulate the new employee(s) on their new future with Athenian eAcademy.
- Ensure that all employees who will have significant unsupervised access to students have a criminal background check, consistent with R277-524.

HR Procedures and Records

Once an employee is selected for employment, the process for completing new-hire paperwork and documentation, including any required background checks, will be handled by the school's business office. The procedures will be similar to those outlined below:

- Employee will complete necessary tax and work-status forms, internal forms for employee records and emergency contact information, and provide copies of relevant licenses or other certifications.
- Employee will sign a compensation agreement, if applicable for the position.
- School will provide to employee, and document the receipt of, employee handbook, relevant school policies, and all paperwork necessary to enroll in school's benefit programs.
- Employee will receive means of access to the school's facility and all tools and technology required for the position.
- Business Office will set up the employee in school's payroll system, submit any benefits paperwork to the providers of such benefits, and ensure that all relevant taxes are paid.
- Each employee will have up to three files. (All work-status forms will be kept separately in a work-status folder for all employees.)
 - An "Employee Records File" that contains tax forms, internal forms for emergency contact information, background check records, and written agreements regarding compensation.
 - An "Employee Benefits File" that contains benefit and health information.
 - An "Employee Performance File" that contains internal records of evaluations, licenses and certificates, and records of employee performance.

Evaluations

All employees at Athenian eAcademy will be evaluated in seven areas as follows: teamwork, quality of service, accountability, communication, leadership, service attitude, and job knowledge. All teachers and instructional staff will be evaluated by the school administration. Criteria for each area listed above will be determined by the administration in consultation with, and approved by, the Board of Directors. All employees will be given job expectations in their employee handbooks prior to beginning employment, and will be required to review policies and standards annually. Copies of all employee evaluations are kept in the employee's personnel file.

For non-instructional staff, evaluations will be conducted at least twice per year by the corresponding direct supervisor, using assessment tools selected by the Chief Executive Officer. When an employee is performing below standards set by administration, a remediation plan will be created by the direct supervisor and the employee, complete with a timeline and specific criteria for improvement.

All teachers and instructional aides will be given a copy of the formative rubric used in determining overall job performance, as well as copies of formative assessments to be used at the beginning of the school year.

Types of formative assessments for teachers may include lesson plan evaluation, classroom observation, self-assessment, portfolio review, peer review, student satisfaction surveys, and parent satisfaction surveys. Teachers in their first year of teaching will be evaluated bi-monthly by the Academic Dean. All other teachers will be evaluated quarterly unless the Academic Dean determines a more frequent evaluation is necessary. All teachers will be evaluated on the standards set forth in the Utah Professional Teachers Standards.

Employment of relatives

Athenian eAcademy will be consistent in all policies regarding employees, to include state and federal law. The school recognizes that nepotism or the perception of it can undermine a successful workplace. In all cases, Athenian eAcademy will judge and evaluate employees on objective standards of performance targeted to improve student achievement.

To avoid nepotism or the appearance of it, no family relationships (sibling, child, parent, or half- or step- sibling, child, or parent, and sibling- or parent-in-law) shall exist between lines of authority within the school. Relatives of employees or board members may exist consistent with applicable law (UCA 53A-1a-518) and rule, but employees may not be hired, promoted, or otherwise placed in positions where any supervision of relatives will occur.

Terms of Employment

Athenian eAcademy is an at-will employer. Employees may choose to terminate employment at any time for any reason or for no reason, and so may Athenian eAcademy as an employer. Athenian eAcademy recognizes that the best way to impact children’s learning is to attract and retain quality teachers.

Athenian eAcademy intends to have a workplace culture that is enjoyable and empowering for the school’s faculty and staff. High turnover will not be conducive to such a culture. While the school reserves the right to make all employment terminations at its discretion, the school has no intent to be inconsistent or reactionary in making employment decisions. Employment actions, including discipline, probation, or termination of employment will be made when the school has evidence that such an action is in the best interests of the school and its students.

The school will ensure that all employee rights are protected in all employment matters and procedures.

Job Descriptions

Chief Executive Officer

Leadership

- Passion for education, mentorship, and youth awareness
- Motivational and energetic leader who is committed to excellence
- Unwavering in pursuit of excellence even in the face of opposition and challenges

- Personal and professional integrity
- Openness to feedback, willingness to take personal responsibility, and desire to learn from previous mistakes

Strategic Assessment

- Experience in education, strategic planning, staff development, board relations, financial management, and operations
- Solutions-oriented strategic thinker who has overcome complex organizational Challenges
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions

Requirements/Preferred Attributes

- Previous personnel management experience
- Experienced public speaker
- Well-developed technical and persuasive writer
- Fundraising experience with a history of cultivating and securing financial support from individuals, foundations, and corporations
- Demonstrated results in securing government grants

Academic Dean

Leadership, Curriculum, and Instruction

- Motivational and energetic leader who is committed to excellence
- Solutions-oriented strategic thinker who has overcome complex organizational challenges
- Unwavering in pursuit of excellence even in the face of opposition and challenges
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
- Experienced in education, strategic planning, and staff development
- Proven ability to work collaboratively with a diverse team of teachers

Data and Assessment

- Teaching experience with marked success and quantifiable and objective student performance gains that surpass state averages
- Analytical problem-solver and solutions-oriented strategic thinker who overcomes difficult organizational challenges

Character

- Professional demeanor, strong work-ethic, detail-driven work style
- Excellent organizational skills
- Ability to prioritize, multi-task, delegate, and lead by example
- Energy, passion, and entrepreneurial spirit for a start-up charter school

Requirements/Preferred Attributes

- Masters level or advanced degree preferred

- Highly Qualified as defined by No Child Left behind
- Three to five years of teaching and educational leadership is preferred
- Charter school experience preferred
- Strong knowledge of curriculum for fifth through eighth grade students
- Exceptional public speaker, writer and editor, especially of lesson plans, unit plans, and other curricular materials

Director of Finance and Operations

Operational Leadership

- Results-driven business leader with experience in, and commitment to, operational and financial excellence and the use of data and assessments to drive operational and financial decisions.
- Must be able to identify major opportunities for improvement in cost savings and efficiencies.
- Ability to independently lead, manage and accept responsibility for a variety of complex organizational functions.
- Excellent organizational skills and ability to accomplish multiple tasks simultaneously.
- Superior communication, analytical and interpersonal skills.

Character

- Ability to communicate company wide
- Ambition and desire to grow as a leader
- Entrepreneurial spirit
- Personal and professional integrity

Requirements/Preferred Attributes

- Advanced degree (MBA) strongly preferred
- Minimum 3 years experience in front line management roles
- Five years of experience in operations and/or finance
- Experience in an educational setting considered
- Excellent technical and persuasive writer
- Technological proficiency in Microsoft Office, especially Excel and Access, QuickBooks, and other financial management and HR software

School Leader

Leadership

- Strong, dynamic leader who is motivated for high achievement
- Lifelong learner, who seeks professional opportunities to grow
- Strong management skills, readily accepts challenges
- Able to recognize talent, and support academic excellence in the classroom

Character

- Honest, direct and able to effectively communicate
- Professional, mature demeanor who seeks to lead not follow or befriend
- Ability to prioritize, multi-task, learn new skill sets
- Strong work ethic, results driven

Requirements

- Three to five years of teaching experience
- Masters level advanced degree preferred
- Certified teacher
- Experience in conducting classroom observations
- Experience in leading professionals

Director of Special Education

Curriculum and Instruction

- Experienced in education, strategic planning, and staff development
- Motivational and energetic leader who is committed to excellence
- Unwavering in pursuit of excellence even in the face of opposition and challenges
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
- Teaching experience in urban areas with marked success, and quantifiable and objective student performance gains that surpass state averages
- Proven ability to work collaboratively with a diverse team of teachers
- Analytical problem-solver and solutions-oriented strategic thinker who has overcome difficult organizational challenges

Character

- Passion and entrepreneurial spirit for a start-up charter school
- Professional demeanor, strong work ethic, detail-driven work style with excellent organizational skills
- Ability to prioritize, multi-task, delegate, and lead by example

Requirements/Preferred Attributes

- Three to five years of teaching, with at least 2 years of special education teaching experience and educational leadership experience is preferred
- Masters level advanced degree preferred
- Highly Qualified as defined by No Child Left Behind
- Certified as Special Education teacher

Section 15 Services

Athenian eAcademy will ensure that the school has robust supporting services for its students, teachers, administration, and facility. The school anticipates that most of its support services will be provided by employees. However, in each case and for each service, the school's management will determine whether it may be more cost effective if provided by employees or by contracted providers.

Several factors will factor in the decision of whether or not to hire directly or contract for services. Factors the school will consider will include:

- Cost comparison for comparable services
- Risk of liability
- Availability of local resources, in both individuals and companies
- Training expense compared to available expertise
- References from other schools and track records of potential service providers
- Other factors that may vary by position or service required

While the draft budget included with this application assumes some services (business management, speech therapy) will be provided by contracted providers and others (library, school administration) will be handled by employees, the school will always analyze the best value before making a final decision or executing any contract or hiring any employee. In all cases, the school will consider state guidance regarding Education Service Providers and will follow its Education Service Provider policy, which is included in this section.

The school will consider whether or not the best value for the below services (the list may not be exhaustive, and Athenian eAcademy reserves the right to contract for services not included on this list if it determines that such contracts represent the best value) will be provided by employees or contracted providers:

- School Management
- Business Management
- Counseling
- Facilities Maintenance
- Snow Removal and landscape maintenance
- Speech Therapy and other special education services
- Special Education instruction and oversight
- Information Technology support
- Curriculum development
- Professional Development
- Courses that may be taught remotely
- Data reporting

With respect to the contracting with Educational Service Providers, the Board of Trustees may not cause or allow conditions that are unfair or undignified or in violation of the charter.

Accordingly, they shall not:

1. Rely on legal counsel for review of any ESP Agreement that also represents the ESP or its principals. The ESP agreement shall be an arms-length, negotiated agreement between and informed Board of Trustees and the ESP.
2. Sign any contract with an ESP, which would purport to amend or change Athenian eAcademy charter or contain any provisions inconsistent with the Charter.
3. Fail to budget adequate resources to fulfill its charter requirements which may include, but are not limited to: oversight of the ESP, payment of staff costs, leases or mortgage requirements, required insurance, annual financial audit accreditation, the Board's legal counsel, and any other such cost necessary for Athenian eAcademy operations.
4. Fail to follow procurement code.
5. Sign a contract that charges the school for marketing and development of the ESP.
6. Sign a contract that fails to contain insurance provisions outlining the coverage's the ESP will obtain. The ESP's insurance is separate from and in addition to the insurances the Board of Trustees is required to obtain.
7. Sign a contract with provisions that interfere with the Board's duty to exercise its statutory, contractual, and fiduciary responsibilities governing the operations of Athenian eAcademy. No provisions of the ESP agreement should prohibit the Board of Trustees from acting as an independent, self-governing public body, or allow public decisions to be made other than in compliance with Utah's Open & Public Meeting Act.
8. Sign a contract that fails to contain a provision that all finance and other records of the ESP related to Athenian eAcademy will be made available to Athenian eAcademy independent auditor and State Charter School Board. ESP agreements shall not permit the ESP to select and retain an independent auditor for Athenian eAcademy.
9. Sign a contract that does not stipulate that if an ESP purchases equipment, materials, and supplies on behalf of or as the agent of Athenian eAcademy using Athenian eAcademy funds, that such equipment, materials, and supplies are and remain the property of Athenian eAcademy.
10. Sign a contract that does not provide that Athenian eAcademy owns all proprietary rights to curriculum or educational materials that (i) are both directly developed and paid for by Athenian eAcademy; or (ii) were developed by the ESP at the direction of the Board of Trustees with school funds dedicated for the specific purpose of developing such curriculum or materials.
11. Sign ESP contracts involving employees that are unclear about which person or positions are employees of the ESP, and which persons or positions are employees of Athenian eAcademy. If the ESP leases employees to Athenian eAcademy, the ESP agreement shall provide that the

leasing company accepts full liability for benefits, salaries, worker's compensation, unemployment compensation and liability insurance for its employees lease to Athenian eAcademy or working on Athenian eAcademy operations. If Athenian eAcademy is staffed through an employee leasing agreement, legal confirmation should be provided to the Board of Trustees that the employment structure qualifies as employee leasing.

12. Sign a contract with an ESP where a lease, executes promissory note, or other negotiable instruments, or enters into a lease-purchase agreement or other financing relations is contained in the ESP contract.

13. Sign a contract that does not allow for Athenian eAcademy to use one of the following methods for paying fees or expenses:

a. Reimburse the ESP for approved fees or expenses upon properly presented documentation approved by the Board of Trustees.

b. Advance funds to the ESP for the fees or expenses associated with Athenian eAcademy operation providing that documentation for the fees and expenses are provided for by Board of Trustees ratification.

Library Plan

Athenian eAcademy's blended model of online instruction and site based instruction in small locations necessitates that the library be innovative as well. The school will not have a traditional school library. Students will be given access to an extensive online library, and there will be small media centers located at each site to assist students with media needs. Athenian eAcademy will meet state requirements for library and media programs consistent with the requirements of AdvancEd accreditation for online schools.

Athenian's mission is to close the achievement gap between our target population of at-risk and low income students. Having access to and regular instruction with a wide range of literature, technology, and cultural materials is a key part of that mission. Therefore, Athenian eAcademy will ensure that students have regular access to and instruction using such materials.

Consistent with current requirements for AdvancEd accreditation, Athenian will:

- Hire at least one employee who is a certificated library media specialist or contract with one to provide services to Athenian students.
- Ensure that all site facilitators supervise the library media programs at each center under the direction of the certificated specialist.
- Offer a wide range of materials, technologies, and other library/information services that are responsive to the school's student population are available to students and faculty and utilized to improve teaching and learning.
- Provide regular access to library/information services, facilities, and programs as part of their educational experience before, during, and after the school day.

- Develop policies for the selection and removal of information resources and the use of technologies and the Internet.
- Provide for sufficient resources to procure necessary materials and technology. The first three years of the school's operation call for a \$42,000 investment in library materials, and the school expects to further increase media offerings through donations of both funds and materials.
- Provide space in each learning center for a collection of physical library resources, and technology for electronic library and media resources.

Technology Plan

Charter School	Athenian Academy
Principal	To be determined
Technology Coordinator	To be determined

Plan Objectives:

- The plan establishes clear goals and a realistic strategy for using telecommunications and information technology to improve education (e.g., library services, CBT, assessment, etc.).
- The plan has a professional development strategy to ensure that staff knows how to use these new technologies to improve education.
- The plan includes an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education.
- The plan provides a sufficient budget to acquire and maintain the hardware, software, professional development, and other services that will be needed to implement the strategy.

Description of Technology Plan: Athenian eAcademy’s technology plan includes the technology resources (hardware, software, training, support) necessary for the delivery of the school’s unique educational model. All students in Athenian Academy will be taught tools to utilize computers and online resources to enhance and further their learning goals, and receive significant instruction using technology resources. Online courses and technologically enhanced learning are key to Athenian’s model and mission. This plan provides the tools to implement that mission in the school.

Students will have access to internet-enabled computers on a 1:2 basis over the first two years of the school’s existence, which ratio in practice is actually 1:1 because of the cycling through of students at different times of day. The school will either employ or contract for services with an experienced IT technician who will implement and support this robust technology package. The school will also budget for significant professional development to train teachers and other instructional staff in the delivery of online curriculum and integrating technology into the classroom.

Assessment of telecommunication services, hardware, software, and other services (Yr 1)

	Computer Lab	Classroom	Library	Admin. Office	Other Locations	Planned Future Acquisitions		
						Yr 2	Yr 3	Yr 4
Computers - List by type (e.g., laptop, desktop)	75 (2 labs)	150	10	5	25	50	50	
A. < 4 yrs old	75	150	10	5	25	50	50	
B. > 4 yrs old								
C.								
# of above computers that are Internet capable	75	150	10	5	25	50	50	
Peripheral Devices								
A. Printers	2	3	1	2				
B. Scanners				1				
C. Assistive / adaptive devices								
D. TVs (digital signal)								
E. DVD Players								
F. LCD Projectors								
G.								
Network Equipment								
A. Switches	2	3	1					
B. Routers				1				
C. Servers	1	1	1					
D.								

Total Classrooms								
Number of classrooms wired for internal connections	20 (varies based on # of locations)							
Telecommunication Links								
A. Gigabit Ethernet	1							
B. Multiple T1s or T3								
C. Microwave								
D.								

Section 16 Special Education

Services and Placement

All special education services at Athenian eAcademy will be in compliance with the Individuals with Disabilities Education Act (IDEA) as it was reauthorized in 2004 and State of Utah Special Education Rules. Section 504, accommodations for regular education students are also followed as directed by law. The Academic Dean will oversee the special education department, staffed by properly licensed teachers and paraprofessionals. In addition to special education teachers and aids, Athenian eAcademy will hire or contract with ancillary service providers, including but not limited to, psychologists, speech-language pathologists, occupational therapists, and physical therapists as needs are identified in individual education plans (IEP). Athenian eAcademy administration will closely monitor special education caseloads, and follow special education caseload guidelines from the USOE. Funding will come from special education monies, and if necessary, the general school budget, in compliance with Athenian eAcademy Fiscal Policy.

All students are entitled to a free and appropriate public education (FAPE). Athenian eAcademy provides services along a continuum, making sure students receive their educations in the least restrictive environment. Some general education students may require one or more accommodations to receive FAPE, and will then be placed on a 504 plan. Students requiring academic instruction or related services in addition to those provided in the regular classroom setting will have an IEP in place. The IEP will determine type(s), frequency and location(s) of service; services may happen in or outside of the regular classroom, for varying amounts of time, based on individual student needs. Some students may receive services through a regular education teacher who is receiving consultation and support from the special education staff. Direct services to students may include receipt of supplemental instruction individually or in a small group setting within the classroom by a special education or regular classroom teacher, an instructional aide being assigned to help within or outside of the classroom, instruction outside of the classroom setting (pull-out), placement in a self-contained classroom, or home and hospital instruction. Athenian eAcademy has classrooms dedicated to special education, and the entire school building, including restrooms, classrooms, playgrounds, playground equipment, and building accesses will meet the Americans with Disabilities Act (ADA) accessibility requirements.

Athenian eAcademy will utilize the response to intervention Rti approach for all students who may be struggling with academic skills. With this approach, a teacher identifies the area(s) in which a student is struggling. Strategies are then determined by the teacher and parent, with or without special education consultation, which may be beneficial to the student. If these are not successful, special education consultation and testing will begin in accordance with procedural safeguards. It is the intent of Athenian eAcademy to provide all students with skills and supports

necessary for academic success. One of these tools may be extended school year (ESY) services, which will be addressed in the IEP meeting. Any student qualifying for ESY will receive academic services during the summer at no cost to the family. ESY services may also address social, behavioral, and communication needs.

Qualified Staff

All special education staff at Athenian eAcademy will be properly licensed and endorsed to work within the special education program. Athenian eAcademy assures that necessary educational staff and related service providers will be available to ensure all requirements of FAPE are met, in compliance with USBE-SER IX.F. The special education teacher(s) will hold a valid educator's license with the appropriate special education endorsement, and all related services providers (i.e. speech language pathologist, occupational therapist, physical therapist, social worker, adaptive physical education specialist, and psychologist) will have valid licenses specific to their disciplines, in compliance with USBE-SER IX.D and IX. H. The Chief Executive Officer of Athenian eAcademy is responsible for making sure all providers are properly licensed and certified.

The Academic Dean of Athenian eAcademy will be familiar with special education policy and procedure, and will receive ongoing training in Special Education Rules and Regulation through interaction with the Utah State Office of Education Special Education Department. He or she works closely with the special education staff of the school, and all receive annual training regarding policy, procedure, and best practices. An annual report to the Board of Trustees will indicate the type and amount of training received, as well as a schedule for trainings in the coming year.

The Chief Executive Officer and Business Manager will receive training regarding allowable uses of restricted IDEA and Utah State special education funds in compliance with EDGAR, OMB A-133, and USBE-SER IX and X. They will be responsible for ensuring adequate documentation is maintained and available to support the use of all restricted funds.

Policies

Athenian eAcademy will provide the Utah State Office of Education a Special Education Policies and Procedures Manual for approval prior to November 1 of the first operational year. This manual will be in compliance with Utah State Board of Education Special Education Rules and IDEA, as it was reauthorized in 2004. Staff will be provided with ongoing professional development in key areas identified by the Academic Dean and special education department.

Child Find

In order to locate students needing special education services, Athenian eAcademy will actively participate in child find activities. Upon entrance to the school, initial paperwork will ask if the

student has a current IEP. If an IEP is in place, records from the previous school will be requested and special education services will begin immediately in accordance with the existing IEP. The IEP team will then determine whether to adopt the existing IEP or convene a meeting for the purpose of constructing a new IEP. Teachers will receive training on identifying students who may have special education needs at the beginning of each year, with ongoing training through staff meetings or written communication from the Academic Dean and/or special education department. Additional trainings will be provided on other topics throughout the year as needed.

Procedural safeguards are in place and compliant with IDEA laws. When a child is identified as potentially needing special education services, a request for an initial evaluation is made to the special education department. This request can be generated by a parent or teacher. Before testing can begin, the parents must sign a “consent to test” form. Upon receipt of the consent to test, the initial evaluation to determine eligibility for IDEA Part B services must be completed within 45 days. If the referral is generated by Athenian eAcademy and parents do not return or refuse to sign the consent to test, the initial evaluation may occur under the due process procedures established by the Utah State Office of Education Special Education Rules. Evaluations will utilize a variety of appropriate assessments, both formal and informal, and will be comprehensive enough to adequately address all areas of need. All assessments will be valid and reliable, and administered by trained and qualified personnel. Observations may also be included as part of the assessment. Parents will receive a copy of the evaluation results, and if the student is determined to be eligible for Special Education, an IEP meeting is scheduled.

Parents will receive a prior written notice about the meeting, which will indicate the mutually agreed upon time, location, purpose of the meeting, as well as who will be in attendance. Parents must also receive a copy of procedural safeguards prior to the beginning of services, and annually thereafter. The IEP meeting is held within 30 calendar days of eligibility determination with the IEP team, which will include all of the following:

- Parent(s)
- At least one of the student’s regular education teachers
- Special education teacher
- Local Education Agency (LEA) representative (Academic Dean or Special Education Director at Athenian eAcademy)
- Someone who can interpret assessment results to the team, and may be one of the team members listed above

The team may also include any of the following:

- Related service providers

- The student, whenever possible and appropriate
- Someone with special knowledge or expertise if invited by the parent, or Athenian eAcademy with parental consent

Should a parent not be able to attend the IEP meeting, alternative participation methods such as conference calls or video conferences may be utilized. A meeting may be conducted without a parent present if Athenian eAcademy has made and kept record of attempts to arrange a mutually agreed upon time and place. Records will include actual and attempted communication made and results thereof. Copies of correspondence and any responses, as well as detailed records of visits made to the parent's home or place of employment and results of those visits.

During the IEP the type(s) of service the student needs, along with where they will occur and the frequency and duration (defined as placement) will be determined. The IEP must include a statement of the student's present levels of academic achievement and functional performance, including how the student's disability affects the student's involvement and progress in the general education curriculum. It must also include measurable goals designed to meet the student's needs resulting from the disability that allow the student access, involvement, and progress in the general education curriculum. They must meet any other educational needs resulting from the disability, assistive technology the student may need, how progress will be measured and reported, and alternative assessment means and methods with justification if it is determined the student is unable to use the regular State-wide assessments. Other elements may be included as determined by State and Federal law. The IEP is valid for one year, and must be reviewed and have a new IEP in place prior to the expiration of the current IEP. A meeting to review and/or revise a current IEP may be held at any time, and must follow the procedural safeguards of a regular IEP meeting.

Special Education Records

If parents have complaints, all grievance policy, as laid out in the most current Utah Special Education Rules will be followed (last updated 12/09, pages 109-116). This includes requests for amendment of student records as well.

The special education department, under the direction of the Academic Dean, will maintain proper forms and paperwork that are available and used, including, but not limited to:

- Procedural Safeguards Notice
- Prior Written Notice
- Notice of Meeting
- At Risk Documentation
- Referral
- Consent to Evaluate/Re-evaluate
- Review of Existing Data
- Evaluation Summary Report
- Determination of Eligibility
- Individual Education Program
- Transition Plan
- Services Plan
- Consent for Initial Placement
- Change of Placement
- Notice Regarding Age of Majority Rights
- Summary of Academic Achievement and Performance
- Record of Access
- Access Authorization

When a student on an IEP or 504 plan transfers to Athenian eAcademy from another school, the special education department will conduct a review of the records within thirty days, then do one of the following:

- If the student has transferred from within the state, the team will adopt the previously held IEP, or develop, adopt, and implement a new IEP that is consistent with Federal regulations and USBE SER rules.
- If the student has transferred from out of state, the IEP team will conduct an evaluation, if determined to be necessary by the LEA; and develops a new IEP, if appropriate, that is consistent with Federal and State law.

All transferring students will receive services similar to those required in the existing IEP until the review has been completed and the previous IEP adopted or a new one is adopted and implemented.

All Federal Education Right to Privacy Act (FERPA) laws will be followed at Athenian eAcademy. The confidentiality of personally identifiable information at collection, storage,

disclosure, transfer, and destruction stages will be protected and handled in a timely manner. The Academic Dean has responsibility for ensuring this confidentiality, in conjunction with the special education director. All persons collecting or accessing student information are required to receive instruction regarding policies and proper procedures for safeguarding information. A current list of staff with access to records is posted for public inspection, and records are kept in a locked filing cabinet in the Special Education Director's office. A record is kept in each file documenting persons who have reviewed the file, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. Additionally, parents must be given access to records when requested unless Athenian eAcademy has been advised the parent does not have legal access to due guardianship, separation, or divorce situations.

Parents must receive notice prior to records being transferred, and when collected personally identifiable information is no longer needed, the parents (or student if age 18 or older) must be notified, and information must be destroyed at their request. A permanent record of student's name, address and phone number, grades, attendance record, classes attended, grade level completed, and year completed shall be maintained without limitation. Records may be considered "no longer needed" and may be destroyed three years after the student graduates or three years after the student turns 22. In accordance with FERPA, the rights of privacy afforded to parents are transferred to the student at age 18, unless declared incompetent by a court order. Prior written notice will be provided to the student and the parent.

Section 17 Additional Information

Athenian eAcademy does not have any additional information.

Appendix A: School Lottery Policy

Federal and State laws prohibit the selection process from discriminating against anyone regarding religion, gender, race, national origin, color, disability or age. This policy is in compliance with current Utah State Code and Rule.

Opening Year Lottery

Athenian eAcademy will conduct an open enrollment period from charter approval to May 15, with a lottery on May 22, during which the school will conduct extensive advertising of the school in each satellite community. Families will be able to attend an open house in order to better understand the mission, expectations and programs of the school. Enrollment for the lottery will be notified electronically through the school's website. A lottery open to the public will be held mid-March at each satellite location, as determined by school administration. The lottery procedure will be as follows:

1. Each student applying will receive a number through a random lottery.
2. Grades will be filled beginning with twelfth grade and working down.
3. Siblings automatically gain admittance once one member of the family is selected in the opening year lottery, unless there is no room in the specified grade.
4. Siblings who are not selected through the lottery will be placed on the sibling priority list. These students will be the first contacted when seats in corresponding grades become available.
5. The sibling priority list will be compiled based on original lottery number.

General Lottery Procedure

Athenian eAcademy will conduct an open enrollment period annually at each satellite location from January 1 through March 1, during which time advertising of the school will occur within the satellite community. Families will be able to attend an open house at their respective satellite location in order to better understand the mission, expectations and programs of the school, and enrollment for the lottery will be done electronically through the school's website. A lottery open to the public will be held mid-March, as determined by school administration. The lottery procedure will be as follows:

1. Under Utah code 53A-1a-506(2)(b)(i and ii) returning students and siblings of returning students will be given preferential enrollment on a space available basis.
2. Any siblings not given preferential enrollment due to space unavailability will be placed at the top of the wait list.
3. If there are additional seats available and more students applying than available seats, a lottery will be held.
4. Each student applying will receive a number through a random lottery.
5. Available seats will be filled starting with twelfth grade and working down through kindergarten.
6. Siblings of students selected in the general lottery will be granted sibling preference in compliance with Utah Code 53A-1a-506(2)(b)(i and ii) or placed on the sibling priority

list. Students who gain enrollment via sibling preference will maintain such preference as long as the originally selected sibling remains enrolled at the school.

7. The sibling priority list will be compiled based on original lottery number.
8. Students not selected in the lottery or on the sibling preference list will be placed on the waiting list after sibling preferences in order of lottery selection number.

Enrollment Preference

In compliance with Utah Code [53A-1a-506\(2\)\(b\)\(i and ii\)](#) the following categories of prospective students receive enrollment preference, with children of founders and teachers/staff not to exceed five percent of maximum enrollment:

- a. Students of Founding Members. Founding Members are defined as those who have actively participated in the development of the school as determined by the founding board.
- b. Students enrolled the previous year.
- c. Siblings of students currently enrolled.
- d. Children of full-time teachers and other staff as allowed by law.

Exceptions to Enrollment Preference

Athenian eAcademy recognizes that it is not in the best interest of a child to be moved from school to school. Unnecessary change can cause lack of continuity in curriculum and can hamper a feeling of community for the child and family. For that reason exceptions to the enrollment preference list are as follows:

- a. Children of founding members who leave the school will not be given priority if they return unless there are extenuating circumstances such as, but not limited to, family illness or military duty. Such situations will be reviewed by the Board of Directors on a case by case basis.
- b. Students who leave the school, and have a remaining sibling, will not be put on the sibling preference list if they wish to return. They may participate in the general lottery.

Accepting Admission and Forfeiting Admission

Students who are selected through the first lottery to attend Athenian eAcademy will be notified by email, phone call, and/or U.S. mail of their acceptance. It is the parent or guardians' responsibility to make sure all contact information is correct and accurate. Parents will have two weeks from the date of the first lottery to respond by returning the acceptance form by email, in person or via U.S. mail. Forms returned by U.S. mail must be delivered to the school by the due date.

Students who do not respond within the two week period forfeit their enrollment spot and can reapply for the lottery during the next open enrollment period, generally the following year or placed at the bottom of the wait list for the current year. If there are additional available seats, another round of acceptance phone calls and emails will be issued. Students in the second and

subsequent rounds will have 48 hours from the notification date to respond or their seats will be forfeited. Forms returned by U.S. mail must be postmarked by the due date or it will not be accepted.

Appendix B: Budget Form

Charter School Name: Athenian Academy		Fiscal Year: 2014		
Revenue		Planning Year		
Total Revenue From Local Sources (1000)		\$0		
Total Revenue from State Sources (3000)		\$0		
Restricted Federal Through State		\$0		
Total Revenue from Federal Sources (4000)		\$0		
Private Grants & Donations :		\$0		
Source(s) (<i>specify</i>)		\$0		
Loans:				
Commercial		\$140,000		
Contributions and Donations from Private Sources		\$0		
Charter School Revolving Loan		\$220,000		
Total Revenue from Other Sources (5000)		\$360,000		
Total Revenue		\$360,000		
Expenditures		Number	Salary or Cost	Total
131	Salaries - Teachers			\$0
132	Salaries - Substitute Teachers			\$0
161	Salaries - Teacher Aides and Paraprofessionals			\$0
100	Salaries - All Other			\$0
	Total Salaries (100)			\$0
210	Retirement			\$0
220	Social Security			\$0
240	Insurance (Health/Dental/Life)			\$0
200	Other Benefits (<i>specify</i>)			\$0
	Total Benefits (200)			\$0
300	Purchased Professional and Technical Services			\$0
600	Instructional Supplies			\$0
641	Textbooks			\$0
	Total Supplies (600)			\$0
700	Property (Instructional Equipment) (700)			\$0
800	Other Objects			\$0
810	Dues and Fees			\$0
	Total Other Objects (800)			\$0
Total Instruction (1000)				\$0
141	Salaries - Attendance and Social Work Personnel			\$0
142	Salaries - Guidance Personnel			\$0
143	Salaries - Health Services Personnel			\$0
144	Salaries - Psychological Personnel			\$0
152	Salaries - Secretarial and Clerical			\$0
100	Salaries - All Other			\$0
	Total Salaries (100)			\$0
210	Retirement			\$0
220	Social Security			\$0
240	Insurance (Health/Dental/Life)			\$0

200	Other Benefits			\$0
	Total Benefits (200)			\$0
300	Purchased Professional and Technical Services			\$0
600	Supplies			\$0
700	Property			\$0
800	Other Objects			\$0
810	Dues and Fees			\$0
	Total Other Objects (800)			\$0
Total Student Support Services (2100)				\$0
145	Salaries - Media Personnel - Certified			\$0
162	Salaries - Media Personnel - Noncertified			\$0
100	Salaries - All Other			\$0
	Total Salaries (100)			\$0
210	Retirement			\$0
220	Social Security			\$0
240	Insurance (Health/Dental/Life)			\$0
200	Other Benefits			\$0
	Total Benefits (200)			\$0
300	Purchased Professional and Technical Services			\$0
600	Supplies			\$0
644	Library Books			\$0
550	Periodicals			\$0
660	Audio Visual Materials			\$0
	Total Supplies (600)			\$0
700	Property			\$0
800	Other Objects			\$0
810	Dues and Fees			\$0
	Total Other Objects (800)			\$0
Total Instructional Staff Support Services (2200)				\$0
121	Salaries - Principals and Assistants	1	80000	\$40,000
152	Salaries - Secretarial and Clerical	1	\$32,000	\$16,000
100	Salaries - All Other			\$0
	Total Salaries (100)			\$56,000
210	Retirement			\$0
220	Social Security			\$4,284
240	Insurance (Health/Dental/Life)			\$6,000
200	Other Benefits			\$1,120
	Total Benefits (200)			\$11,404
300	Purchased Professional and Technical Services			\$10,000
600	Supplies			\$5,000
700	Property			\$5,000
800	Other Objects			\$0
810	Dues and Fees			\$0
	Total Other Objects (800)			\$0

Total School Administration (2400)				\$87,404
100	Salaries			\$0
210	Retirement			\$0
220	Social Security			\$0
240	Insurance (Health/Dental/Life)			\$0
200	Other Benefits			\$0
	Total Benefits (200)			\$0
300	Purchased Professional and Technical Services			\$0
400	Purchased Property Services			\$6,000
460	Construction and Remodeling			\$0
	Total Property (400)			\$6,000
500	Other Purchased Services			\$0
600	Supplies			\$0
700	Property			\$0
800	Other Objects			\$143,500
810	Dues and Fees			\$0
	Total Other Objects (800)			\$143,500
Total Operation & Maintenance of Facilities (2600)				\$149,500
100	Salaries			\$0
210	Retirement			\$0
220	Social Security			\$0
240	Insurance (Health/Dental/Life)			\$0
200	Other Benefits			\$0
	Total Benefits (200)			\$0
300	Purchased Professional and Technical Services			\$0
400	Purchased Property Services	0.50	\$40,000	\$40,000
460	Construction and Remodeling			\$0
	Total Property (400)			\$40,000
500	Other Purchased Services			\$0
600	Supplies - New Buildings			\$0
641	Textbooks - New Buildings			\$0
644	Library Books-New Libraries			\$0
	Total Supplies (600)			\$0
710	Land and Improvements			\$0
720	Buildings			\$0
731	Machinery			\$0
732	School Buses			\$0
733	Furniture and Fixtures			\$0
734	Technology Equipment			\$0
735	Non-Bus Vehicles			\$0
739	Other Equipment			\$0
	Total Property (700)			\$0
800	Other Objects (<i>Specify</i>)			\$0

Total Building Acquisition & Instruction (4500)

\$40,000

1000	Total Local			\$0
3000	Total State			\$0
4000	Total Federal			\$0
TOTAL REVENUES				\$0
100	Salaries			\$56,000
200	Employee Benefits			\$11,404
300	Purchased Professional and Technical Services			\$10,000
400	Purchased Property Services			\$46,000
500	Other Purchased Services			\$0
600	Supplies			\$5,000
700	Property			\$5,000
800	Other Objects			\$143,500
TOTAL EXPENDITURES				\$276,904
Excess or Deficiency of Revenues over Expenditures				-\$276,904
Other Sources of Funding (5000)				\$360,000
Net Asset Balance (Fund Balance)				\$83,096
Reserves as Percentage of Total Revenue				#DIV/0!
Percentage of Funding Contributed to Reserve Balance				#DIV/0!
Necessary Closure Fund				\$31,583

Charter School Name: Athenian Academy		Fiscal Year: 2016					
First Operational Year		100% Enrollment			75% Enrollment		
Number of Students: 650					0		
Grade Configuration: K-12							
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales					\$0		
Student Activities					\$13,000		
Other					\$32,500		
Total Revenue From Local Sources (1000)					\$45,500		
Total Revenue from State Sources (3000)					\$3,563,984		
Lunch and Breakfast Reimbursement					\$0		
Donated Commodities (CNP)					\$0		
Restricted Federal Through State					\$0		
Programs for the Disabled (IDEA)					\$62,000		
No Child Left Behind (NCLB)					\$50,000		
Total Revenue from Federal Sources (4000)					\$112,000		
Private Grants & Donations:					\$0		
Source(s) (specify)					\$0		
Loans:					\$0		
Commercial					\$0		
Contributions and Donations from Private Sources					\$0		
Other (specify)					\$0		
Total Revenue from Other Sources (5000)					\$0		
Total Revenue					\$3,721,484		
Expenditures		Number	Salary or Cost	Total	Number	Salary or Cost	Total
131	Salaries - Teachers	24.00	\$38,000	\$912,000	21.00	\$36,000	\$756,000
132	Salaries - Substitute Teachers	120.00	\$100	\$12,000	105.00	\$90	\$9,450
161	Salaries - Teacher Aides and Paraprofessionals	16.00	\$10,568	\$169,085	12.00	\$10,260	\$123,120
100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			\$1,093,085			\$888,570
210	Retirement			\$43,723			\$35,543
220	Social Security			\$83,621			\$67,976
240	Insurance (Health/Dental/Life)	24.00	\$6,000	\$144,000	20.00	\$6,000	\$120,000
200	Other Benefits (specify)			\$21,862			\$17,771
	Total Benefits (200)			\$293,206			\$241,290
300	Purchased Professional and Technical Services			\$20,000			\$15,000

600	Instructional Supplies			\$16,250			\$12,188
641	Textbooks			\$117,000			\$87,750
	Total Supplies (600)			\$133,250			\$99,938
700	Total Property (Instructional Equipment) (700)			\$238,250			\$178,688
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0
Total Instruction (1000)				\$1,777,791			\$1,423,485
141	Salaries - Attendance and Social Work Personnel			\$0			\$0
142	Salaries - Guidance Personnel	1.00	\$40,000	\$40,000	0.75	\$40,000	\$30,000
143	Salaries - Health Services Personnel			\$0			\$0
144	Salaries - Psychological Personnel			\$0			\$0
152	Salaries - Secretarial and Clerical			\$0			\$0
100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			\$40,000			\$35,000
210	Retirement			\$1,600			\$1,400
220	Social Security			\$3,060			\$2,678
240	Insurance (Health/Dental/Life)	1.00	\$6,000	\$6,000	0.00	\$6,000	\$0
200	Other Benefits			\$800			\$700
	Total Benefits (200)			\$11,460			\$4,778
300	Purchased Professional and Technical Services			\$45,000			\$0
600	Supplies			\$0			\$0
700	Property			\$0			\$0
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0
Total Student Support Services (2100)				\$96,460			\$39,778
145	Salaries - Media Personnel - Certified			\$0			\$0
162	Salaries - Media Personnel - Noncertified			\$0			\$0
100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			\$0			\$0
210	Retirement			\$0			\$0
220	Social Security			\$0			\$0
240	Insurance (Health/Dental/Life)			\$0			\$0
200	Other Benefits			\$0			\$0
	Total Benefits (200)			\$0			\$0

300	Purchased Professional and Technical Services			\$38,280			\$25,000
600	Supplies			\$0			\$0
644	Library Books	3250.00	\$5	\$16,250	1,625.00	\$5	\$8,125
550	Periodicals			\$0			\$0
660	Audio Visual Materials			\$0			\$0
	Total Supplies (600)			\$16,250			\$8,125
700	Property			\$5,000			\$1,000
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0
Total Instructional Staff Support Services (2200)				\$59,530			\$34,125
121	Salaries - Principals and Assistants	2.00	\$75,000	\$150,000	1.50	\$75,000	\$112,500
152	Salaries - Secretarial and Clerical	3.00	\$30,000	\$90,000	2.00	\$30,000	\$60,000
100	Salaries - All Other	1	\$45,000	\$45,000	1.00	\$40,000	\$40,000
	Total Salaries (100)			\$285,000			\$212,500
210	Retirement			\$11,400			\$8,500
220	Social Security			\$21,803			\$16,256
240	Insurance (Health/Dental/Life)	5.00	\$6,000	\$30,000	3.00	\$6,000	\$18,000
200	Other Benefits			\$5,700			\$4,250
	Total Benefits (200)			\$68,903			\$47,006
300	Purchased Professional and Technical Services			\$92,000			\$60,000
600	Supplies			\$13,000			\$9,750
700	Property			\$16,000			\$8,000
800	Other Objects			\$3,250			\$2,438
810	Dues and Fees			\$6,500			\$4,875
	Total Other Objects (800)			\$9,750			\$7,313
Total School Administration (2400)				\$484,653			\$344,569
100	Salaries			\$75,200			\$65,000
210	Retirement			\$3,008			\$2,600
220	Social Security			\$5,753			\$4,973
240	Insurance (Health/Dental/Life)	1.00	\$6,000	\$6,000	1.00	\$6,000	\$6,000
200	Other Benefits			\$1,504			\$1,300
	Total Benefits (200)			\$16,265			\$14,873
300	Purchased Professional and Technical Services			\$0			\$0

400	Purchased Property Services			\$744,792			\$744,792
460	Construction and Remodeling			\$0			\$0
	Total Property (400)			\$744,792			\$744,792
500	Other Purchased Services			\$25,000			\$20,000
600	Supplies			\$69,500			\$53,750
700	Property			\$5,000			\$2,000
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0
Total Operation & Maintenance of Facilities (2600)				\$910,756			\$880,414
100	Salaries			\$0			\$0
210	Retirement			\$0			\$0
220	Social Security			\$0			\$0
240	Insurance (Health/Dental/Life)			\$0			\$0
200	Other Benefits			\$0			\$0
	Total Benefits (200)			\$0			\$0
300	Purchased Professional and Technical Services			\$0			\$0
600	Non-Food Supplies						\$0
630	Food						\$0
	Total Supplies (600)			\$0			\$0
700	Property						\$0
780	Depreciation - Kitchen Equipment Depreciation			\$0			\$0
	Total Property (700)			\$0			\$0
800	Other Objects (<i>Specify</i>)			\$0			\$0
Total Food Services (3100)				\$0			\$0
100	Salaries			\$0			\$0
210	Retirement			\$0			\$0
220	Social Security			\$0			\$0
240	Insurance (Health/Dental/Life)			\$0			\$0
200	Other Benefits			\$0			\$0
	Total Benefits (200)			\$0			\$0
300	Purchased Professional and Technical Services			\$0			\$0
400	Purchased Property Services	1.00	\$40,000	\$40,000	1.00	\$40,000	\$40,000
460	Construction and Remodeling			\$0			\$0

	Total Property (400)			\$40,000		\$40,000
500	Other Purchased Services			\$0		\$0
600	Supplies - New Buildings			\$0		\$0
641	Textbooks - New Buildings			\$0		\$0
644	Library Books - New Libraries			\$0		\$0
	Total Supplies (600)			\$0		\$0
710	Land and Improvements			\$0		\$0
720	Buildings			\$0		\$0
731	Machinery			\$0		\$0
732	School Buses			\$0		\$0
733	Furniture and Fixtures			\$0		\$0
734	Technology Equipment			\$0		\$0
735	Non-Bus Vehicles			\$0		\$0
739	Other Equipment			\$0		\$0
	Total Property (700)			\$0		\$0
800	Other Objects (<i>Specify</i>)			\$0		\$0
Total Building Acquisition & Instruction (4500)				\$40,000		\$40,000
830	Interest			\$0		\$0
840	Redemption of Principal			\$0		\$0
Total other financing sources (uses) and other items				\$0		\$0
1000	Total Local			\$45,500		\$34,125
3000	Total State			\$3,563,984		\$2,779,908
4000	Total Federal			\$112,000		\$99,500
TOTAL REVENUES				\$3,721,484		\$2,913,533
100	Salaries			\$1,493,285		\$1,201,070
200	Employee Benefits			\$389,833		\$307,946
300	Purchased Professional and Technical Services			\$195,280		\$100,000
400	Purchased Property Services			\$784,792		\$784,792
500	Other Purchased Services			\$25,000		\$20,000
600	Supplies			\$232,000		\$171,563
700	Property			\$264,250		\$189,688
800	Other Objects			\$9,750		\$7,313

TOTAL EXPENDITURES			\$3,394,190		\$2,782,370
Excess or Deficiency of Revenues over Expenditures			\$327,295		\$131,163
Other Sources of Funding (5000)			\$0		\$0
Net Asset Balance (Fund Balance)			\$327,295		\$131,163
Reserves as Percentage of Total Revenue			9%		5%
Percentage of Funding Contributed to Reserve Balance			0.087947335		5%
Necessary Closure Fund			\$132,424		\$132,017

Charter School Name: Athenian Academy		Fiscal Year: 2017					
Second Operational Year		100% Enrollment			75% Enrollment		
Number of Students: 725		0			0		
Grade Configuration: K-12							
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales		\$0			\$0		
Student Activities		\$14,935			\$11,201		
Other		\$37,338			\$28,003		
Total Revenue From Local Sources (1000)		\$52,273			\$39,204		
Total Revenue from State Sources (3000)		\$4,094,470			\$3,070,852		
Lunch and Breakfast Reimbursement		\$0			\$0		
Donated Commodities (CNP)		\$0			\$0		
Restricted Federal Through State		\$0			\$0		
Programs for the Disabled (IDEA)		\$71,228			\$71,228		
No Child Left Behind (NCLB)		\$57,442			\$43,082		
Total Revenue from Federal Sources (4000)		\$128,671			\$114,310		
Private Grants & Donations:		\$0			\$0		
Source(s) (specify)		\$0			\$0		
Loans:		\$0			\$0		
Commercial		\$0			\$0		
Contributions and Donations from Private Sources		\$0			\$0		
Other (specify)		\$0			\$0		
Total Revenue from Other Sources (5000)		\$0			\$0		
Total Revenue		\$4,275,413			\$3,224,367		
Expenditures	Number	Salary or Cost	Total	Number	Salary or Cost	Total	

131	Salaries - Teachers	27.00	\$39,900	\$1,077,300	21.00	\$37,080	\$778,680
132	Salaries - Substitute Teachers	135.00	\$103	\$13,905	105.00	\$90	\$9,450
161	Salaries - Teacher Aides and Paraprofessionals	20.00	\$11,096	\$221,924	18.00	\$10,260	\$184,680
100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			\$1,313,129			\$972,810
210	Retirement	27.00	\$65,656	\$65,656	21.00	\$38,912	\$38,912
220	Social Security			\$100,454			\$74,420
240	Insurance (Health/Dental/Life)	27.00	\$6,000	\$162,000	21.00	\$6,000	\$126,000
200	Other Benefits (<i>specify: W/Comp/Unempl</i>)			\$26,263			\$19,456
	Total Benefits (200)			\$354,373			\$258,789
300	Purchased Professional and Technical Services			\$20,000			\$15,000
600	Instructional Supplies			\$21,250			\$15,938
641	Textbooks			\$88,900			\$66,675
	Total Supplies (600)			\$110,150			\$82,613
700	Total Property (Instructional Equipment) (700)			\$311,558			\$233,668
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0
Total Instruction (1000)				\$2,109,210			\$1,562,879
141	Salaries - Attendance and Social Work Personnel			\$0			\$0
142	Salaries - Guidance Personnel	1.00	\$41,200	\$41,200	1.00	\$41,200	\$41,200
143	Salaries - Health Services Personnel			\$0			\$0
144	Salaries - Psychological Personnel			\$0			\$0
152	Salaries - Secretarial and Clerical			\$0			\$0
100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			\$41,200			\$41,200
210	Retirement	1.00	\$1,648	\$1,648	1.00	\$1,648	\$1,648
220	Social Security			\$3,152			\$3,152
240	Insurance (Health/Dental/Life)	1.00	\$6,000	\$6,000	1.00	\$6,000	\$6,000
200	Other Benefits (<i>specify: W/Comp/Unempl</i>)			\$824			\$824
	Total Benefits (200)			\$11,624			\$11,624
300	Purchased Professional and Technical Services			\$70,000			\$65,000
600	Supplies			\$0			\$0
700	Property			\$0			\$0
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0

	Total Other Objects (800)			\$0			\$0
Total Student Support Services (2100)				\$122,824			\$117,824
145	Salaries - Media Personnel - Certified			\$0			\$0
162	Salaries - Media Personnel - Noncertified			\$0			\$0
100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			\$0			\$0
210	Retirement			\$0			\$0
220	Social Security			\$0			\$0
240	Insurance (Health/Dental/Life)			\$0			\$0
200	Other Benefits			\$0			\$0
	Total Benefits (200)			\$0			\$0
300	Purchased Professional and Technical Services	1.00	\$35,000	\$35,000	1.00	\$35,000	\$35,000
600	Supplies			\$0			\$0
644	Library Books	4000.00	\$5	\$20,000	3,000.00	\$5	\$15,000
750	Periodicals			\$0			\$0
660	Audio Visual Materials			\$0			\$0
	Total Supplies (600)			\$20,000			\$15,000
700	Property	1.00	\$2,000	\$2,000	1.00	\$2,000	\$2,000
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0
Total Instructional Staff Support Services (2200)				\$57,000			\$52,000
121	Salaries - Principals and Assistants	3.00	\$75,000	\$225,000	2.00	\$75,000	\$150,000
152	Salaries - Secretarial and Clerical	2.00	\$30,900	\$61,800	1.50	\$30,900	\$46,350
100	Salaries - All Other	1.00	\$46,350	\$46,350	0.75	\$40,000	\$30,000
	Total Salaries (100)			\$333,150			\$226,350
210	Retirement			\$13,326			\$9,054
220	Social Security			\$25,486			\$17,316
240	Insurance (Health/Dental/Life)	6.00	\$6,000	\$36,000	6.00	\$6,000	\$36,000
200	Other Benefits			\$6,663			\$4,527
	Total Benefits (200)			\$81,475			\$66,897
300	Purchased Professional and Technical Services			\$144,760			\$108,570
600	Supplies			\$12,750			\$9,563
700	Property			\$5,000			\$2,500
800	Other Objects			\$4,250			\$3,188

810	Dues and Fees			\$8,500			\$6,375
	Total Other Objects (800)			\$12,750			\$9,563
Total School Administration (2400)				\$589,885			\$423,442
100	Salaries	1.00	\$35,000	\$35,000	1.00	\$35,000	\$35,000
210	Retirement			\$1,400			\$1,400
220	Social Security			\$2,678			\$2,678
240	Insurance (Health/Dental/Life)	1.00	\$6,000	\$6,000	1.00	\$6,000	\$6,000
200	Other Benefits			\$700			\$700
	Total Benefits (200)			\$10,778			\$10,778
300	Purchased Professional and Technical Services			\$0			\$0
400	Purchased Property Services	1.00	\$855,082	\$855,082	1.00	\$744,873	\$744,873
460	Construction and Remodeling			\$0			\$0
	Total Property (400)			\$855,082			\$744,873
500	Other Purchased Services			\$12,000			\$5,000
600	Supplies			\$67,000			\$60,838
700	Property			\$5,000			\$2,000
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0
Total Operation & Maintenance of Facilities (2600)				\$972,860			\$853,488
100	Salaries			\$0			\$0
210	Retirement			\$0			\$0
220	Social Security			\$0			\$0
240	Insurance (Health/Dental/Life)			\$0			\$0
200	Other Benefits			\$0			\$0
	Total Benefits (200)			\$0			\$0
300	Purchased Professional and Technical Services			\$0			\$0
600	Non-Food Supplies			\$0			\$0
630	Food			\$0			\$0
	Total Supplies (600)			\$0			\$0
700	Property			\$0			\$0
780	Depreciation - Kitchen Equipment Depreciation			\$0			\$0
	Total Property (700)			\$0			\$0
800	Other Objects (<i>Specify</i>)			\$0			\$0

Total Food Services (3100)				\$0		\$0
100	Salaries			\$0		\$0
210	Retirement			\$0		\$0
220	Social Security			\$0		\$0
240	Insurance (Health/Dental/Life)			\$0		\$0
200	Other Benefits			\$0		\$0
	Total Benefits (200)			\$0		\$0
300	Purchased Professional and Technical Services			\$0		\$0
400	Purchased Property Services			\$0		\$0
460	Construction and Remodeling			\$0		\$0
	Total Property (400)			\$0		\$0
500	Other Purchased Services			\$0		\$0
600	Supplies - New Buildings			\$0		\$0
641	Textbooks - New Buildings			\$0		\$0
644	Library Books - New Libraries			\$0		\$0
	Total Supplies (600)			\$0		\$0
710	Land and Improvements			\$0		\$0
720	Buildings			\$0		\$0
731	Machinery			\$0		\$0
732	School Buses			\$0		\$0
733	Furniture and Fixtures			\$0		\$0
734	Technology Equipment			\$0		\$0
735	Non-Bus Vehicles			\$0		\$0
739	Other Equipment			\$0		\$0
	Total Property (700)			\$0		\$0
800	Other Objects (<i>Specify</i>)			\$0		\$0
Total Building Acquisition & Instruction (4500)				\$0		\$0
830	Interest			\$0		\$0
840	Redemption of Principal			\$0		\$0
Total other financing sources (uses) and other items				\$0		\$0
1000	Total Local			\$52,273		\$39,204
3000	Total State			\$4,094,470		\$3,070,852

4000	Total Federal			\$128,671		\$114,310
TOTAL REVENUES				\$4,275,413		\$3,224,367
100	Salaries			\$1,722,479		\$1,275,360
200	Employee Benefits			\$458,250		\$348,087
300	Purchased Professional and Technical Services			\$269,760		\$223,570
400	Purchased Property Services			\$855,082		\$744,873
500	Other Purchased Services			\$12,000		\$5,000
600	Supplies			\$209,900		\$168,013
700	Property			\$323,558		\$240,168
800	Other Objects			\$12,750		\$9,563
TOTAL EXPENDITURES				\$3,863,778		\$3,014,633
Excess or Deficiency of Revenues over Expenditures				\$411,635		\$209,734
Other Sources of Funding (5000)				\$0		\$0
Net Asset Balance (Fund Balance)				\$411,635		\$209,734
Reserves as Percentage of Total Revenue				10%		7%
Percentage of Funding Contributed to Reserve Balance				10%		7%
Necessary Closure Fund				\$144,639		\$125,739

CHARTER SCHOOL WORKSHEET

FY 2013-2014

*****PROJECTION ONLY*****

School Name	TEMPLATE		
	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	75	0.55	41.25
Estimated ADM (1-3)	325	0.9	292.5
Estimated ADM (4-6)	150	0.9	135
Estimated ADM (7-8)	100	0.99	99
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		
Special Ed ADM (K)	7.5		
Special Ed ADM (1-12)	57.5		
Special Ed (Self-Contained)	3		
Number of Teachers (K-6)	16		
Number of Teachers (7-12)	4		
WPU Value	\$2,899		<i>(Except for CTE Add-on and Special Ed.</i>
No. of Teachers (FTE) (CACTUS)	20		
School Administrators (CACTUS)	2		
Prior Year WPUs	550		
Low Income Students-prior year	137.5		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	567.7500	\$ 1,645,907
Professional Staff	0.05700	32.3618	93,817
Restricted Basic School:			
Special Ed--Add-on	1.0000	64.6250	171,838
Spec. Ed. Self-Contained	1.0000	3.0000	8,697
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$250.68 per K-8 ADM		162,942
Total WPU Programs		667.7368	\$ 2,083,201
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$37.63 per WPU		\$ 25,127
Special Populations			
Enhancement for At-Risk Students	\$35.36 per student		22,984
Enhancement for Accelerated Students	\$6.65 per student		4,323
Other			
School Land Trust Program	\$37.68 per student		24,492
Reading Achievement Program	\$15.33 per student-Guarantee Program		6,132
	\$1.49 per K-3 student		820
	\$30.82 per low income student		4,238
	\$100 per student		65,000
Charter Administrative Costs	\$5,215 per qualified educator plus benefits		104,300
Educator Salary Adjustment (ESA)	\$3,104 per qualified administrator		6,208
ESA-School Administrators	\$0.98616 per student	653	644
Local Replacement Dollars	Average \$1,689 per student		1,102,917
Total Non-WPU			\$ 1,367,184
One Time			
Teacher Materials/Supplies ^{1,2}	\$180 per eligible F.T.E.	16	2,880
		4	720
Total One Time			\$ 3,600

ESTIMATED Total All State Funding			\$ 3,453,984
¹ Steps one through three get \$250; steps four or higher get \$175 ² Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7667			<i>Updated 04-09-13</i>

CHARTER SCHOOL WORKSHEET

FY 2013-2014

*****PROJECTION ONLY*****

School Name

TEMPLATE

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	100	0.55	55
Estimated ADM (1-3)	400	0.9	360
Estimated ADM (4-6)	200	0.9	180
Estimated ADM (7-8)	150	0.99	148.5
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		
Special Ed ADM (K)	10		
Special Ed ADM (1-12)	75		
Special Ed (Self-Contained)	3		
Number of Teachers (K-6)	24		
Number of Teachers (7-12)	8		
WPU Value	\$2,899	<i>(Except for CTE Add-on and Special Ed.)</i>	
No. of Teachers (FTE) (CACTUS)	32		
School Administrators (CACTUS)	2		
Prior Year WPUs	650		
Low Income Students-prior year	162.5		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	743.5000	\$ 2,155,407
Professional Staff	0.05700	42.3795	122,858
Restricted Basic School:			
Special Ed--Add-on	1.0000	83.5000	222,027
Spec. Ed. Self-Contained	1.0000	3.0000	8,697
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$250.68 per K-8 ADM		213,078
Total WPU Programs		872.3795	\$ 2,722,066

Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$37.63 per WPU		\$ 32,828
Special Populations			
Enhancement for At-Risk Students	\$35.36 per student		30,056
Enhancement for Accelerated Students	\$6.65 per student		5,653
Other			
	\$37.68 per student		32,028
School Land Trust Program	\$15.33 per student-Guarantee Program		7,665
Reading Achievement Program	\$1.49 per K-3 student		969
	\$30.82 per low income student		5,008
	\$100 per student		85,000
Charter Administrative Costs	\$5,215 per qualified educator plus benefits		166,880
Educator Salary Adjustment (ESA)	\$3,104 per qualified administrator		6,208
ESA-School Administrators	\$0.98616 per student	853	841
Local Replacement Dollars	Average \$1,689 per student		1,440,717
Total Non-WPU			\$ 1,813,852
One Time			
Teacher Materials/Supplies ^{1,2}	\$180 per eligible F.T.E.	24	4,320
		8	1,440
Total One Time			\$ 5,760
ESTIMATED Total All State Funding			\$ 4,541,678
¹ Steps one through three get \$250; steps four or higher get \$175			
² Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7667			<i>Updated 04-09-13</i>

Appendix C: Purchasing Policies and Procedures

100 INTERNAL CONTROL POLICIES

Athenian eAcademy, under the direction of the Board of Trustees, is required to establish and maintain adequate accounting records and internal control procedures. Internal control consists of five components: control environment, risk assessment, control activities, information and communication, and monitoring. The objectives of internal control relate to financial reporting, operations, and compliance.

Athenian eAcademy and all levels of administration are responsible for preventing and detecting instances of fraud and related misconduct and for establishing and maintaining proper internal controls that provide security and accountability of the resources of the school. Administration is also responsible for recognizing risks and exposures inherent to these areas of responsibility and for being aware of indications of fraud or related misconduct.

Any employee with reasonable basis for believing fraudulent or related misconduct has occurred should report such incidents to the designated authorities within the school or the State Office of Education.

Internal control policies provide Athenian eAcademy with the foundation to properly safeguard its assets, implement management's internal policies, provide compliance with state and federal laws and regulations and produce timely and accurate financial information.

101 Compliance with Laws

Athenian eAcademy will follow all the relevant laws and regulations that govern Charter Schools within the State of Utah. Additionally, Federal Government laws and regulations that relate to grant funding will be adopted as the grant funding is received. The following are specific policies of Athenian eAcademy:

A. Political Contributions

No funds or assets of Athenian eAcademy may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. The direct or indirect use of any funds or other assets of Athenian eAcademy for political contributions in any form—whether in cash or other property, services, or the use of facilities—is strictly prohibited. Athenian eAcademy also cannot be involved with any committee or other organization that raises funds for political purposes.

Following are examples of prohibited activities:

1. Contributions by an employee that are reimbursed through expense accounts or in other ways.
2. Purchase by the organization of tickets for political fundraising events.
3. Contributions in-kind, such as lending employees to political parties or using the school's assets in political campaigns.

B. Record Keeping

To provide an accurate and auditable record of all financial transactions, the school's books, records, and accounts are maintained in conformity with generally accepted accounting principles as required by state law applicable to Charter Schools.

Further, the school specifically requires that:

1. No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of the school.
2. Receipts and disbursements must be fully and accurately described in the books and records.
3. No false entries may be made on the books or records nor any false or misleading reports issued.
4. No false or fictitious invoices may be paid.

102 Board of Trustees Authorities

The Board of Trustees is responsible for the operation of Athenian eAcademy in accordance with state and federal laws. The Board of Trustees is also responsible for operating the school in accordance with the representations made in its charter.

Specifically, the Board of Trustees shall have the sole authority to approve and will incorporate into its own minutes such matters as (i) change of the School's name, with the charter authorizer's approval (ii) adoption of the annual operating and capital budgets, (iii) selection or termination of key employees (iv) key employees' salary and salary changes, (v) incurrence of debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter (vi) investment policies, (vii) depository and investment banks, (viii) purchase or sale of property (ix) opening or closing checking or savings accounts, and (x) selection of Athenian eAcademy's certified public accountants and (xi) other activities associated with the operations of Athenian eAcademy.

The Board of Trustees will meet regularly to ensure that its fiduciary duty is maintained. The Board will review the following: prior meeting minutes, business items, educational items, subcommittee reports, new business and other items.

103 Signature Authorities

To properly segregate duties within Athenian eAcademy, the President, the Treasurer of the Board and the School Chief Executive Officer and one director's designee are the only individuals with signatory authority and are responsible for authorizing all cash transactions.

104 Government Records Access Management Act (GRAMA)

Athenian eAcademy will provide access to Athenian eAcademy's records if requested to the State Office of Education, State Charter School Board, or any group or individual formally requesting such information consistent with applicable statutes or rules.

105 *Security of Financial Data*

- A. The school's accounting software will be reviewed to ensure that general and application controls to unauthorized access to data is precluded (i.e., proper password protection and authorizations for inquiry or browse only functions.)
- B. The system's accounting data shall be backed up regularly by the Business Manager to ensure the recoverability of financial information in case of hardware failure. The backup should be stored in a fire safe area and properly secured.
- C. All other financial data, petty cash box, unused checks and unclaimed checks will be secured by the Business Manager from unauthorized access.

106 *Security of School Documents*

Originals of the following corporate documents are maintained and their presence shall be verified on a periodic basis:

- A. Charter and all related amendments
- B. Charter School by-laws
- C. Minutes of the Board of Trustees and subcommittees
- D. Banking agreements
- E. Leases
- F. Insurance policies
- G. Vendor invoices
- H. Grant and contract agreements
- I. Fixed asset inventory list
- J. Contract and grant billings

107 *Use of School Assets*

School employees should not use any of the school's assets for personal use without prior approval of the School Administration and with proper justification.

108 *Use Of School Credit Cards*

Charter School credit cards and purchase cards should only be issued with the formal approval of the Board of Trustees and with proper justification. The cost/benefit to Athenian eAcademy should be fully reviewed to ensure that no other method is appropriate. If credit cards are issued they should be assigned to certain Charter School employees and should be used only for school-related expenditures. All charges must be supported by invoices or travel reports to be eligible for payment by Athenian eAcademy.

Monthly credit card statements are reconciled to invoices and travel reports and are approved by Athenian eAcademy Chief Executive Officer or Business Manager.

200 *FINANCIAL MANAGEMENT POLICIES*

Charter school accounting policies and financial reporting adopted by the school should be consistent with a special purpose governmental entity that engages in business type activities. The Board of Trustees has oversight of the management of Athenian eAcademy inclusive of establishing the governance structure and the financial management policies as set forth in the school's charter.

201 *Basis of Accounting*

Athenian eAcademy will maintain its accounting records and related financial reports on the modified accrual basis of accounting, with accrual taking place annually.

202 *Accounting Policies*

The accounting policies and financial reporting adopted are consistent with state law and generally accepted accounting practices.

203 *Revenues*

Under the modified accrual basis of accounting, revenues are recognized when earned, consistent with generally accepted accounting principles applicable to special purpose governmental units.

204 *Expenditures*

Under the modified accrual basis of accounting, expenses are recognized when services are incurred or goods are received.

205 *Cash Management*

- A. The school maintains cash accounts at institutions authorized under the Utah Money Management Act.
- B. A schedule of aged accounts and grants receivable is prepared monthly and reviewed by the Business Manager for collection. Appropriate collection procedures are initiated, if necessary.

206 *Budgets*

- A. Athenian eAcademy prepares an annual operating budget of revenues and expenses and a cash flow projection. These budgets and projections are reviewed and approved by the Board of Trustees at an open and public meeting and modified, as necessary.
- B. Financial statements displaying budget vs. actual results are prepared by the Business Manager and reviewed by the Treasurer and presented to the Board of Trustees at each monthly board meeting.

207 *Insurance and Bonding*

- A. The school maintains minimum levels of coverage, as deemed appropriate by the Board of Trustees, for the follow policies:
 - 1. General liability
 - 2. Business & personal property (including auto/bus)
 - 3. Computer equipment

4. Workers' compensation
 5. Personal injury liability
 6. Unemployment
 7. Board Insurance
 8. Employment Practice Liability
- B. The school requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Board of Trustees.

208 Employee Retirement Program

Athenian eAcademy shall participate in a retirement program as determined by the Board of Trustees and administered by the Business Manager.

209 Record Retention and Disposal

- A. Records are maintained for the following minimum periods:
1. Books, records, documents, and other supporting evidence including paid, cancelled, or voided checks, accounts payable records, vendors' invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employee timesheets and other public documents are retained according to state law.
- B. The following records supporting federal contracts, as required by U.S. Office of Management and Budget, are retained for the indicated minimum periods or consistent with state law:
1. For three years after submission of the final report of expenditures: general ledger, trial balance, accounts payable and accounts receivable ledger, payroll register, and petty cash book, check register and checks, invoices. Except for:
 - a) If any litigation, claim, or audit is started before the expiration of the 3-year period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved and final action taken.
 - b) Records for real property and equipment acquired with Federal funds shall be retained for 3 years after final disposition.
 2. Permanently: Audit reports, annual corporate reports, charter, board minutes, tax and legal correspondence, labor contracts, insurance claims and policies, and retirement and pension records.
 3. The disposal date determined under this policy is the end of the fiscal year, or the date of final payment of government grants.
- D. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained for three years from the end of the fiscal year in which the records were originally prepared.

- E. All financial records are maintained in alphabetical order, organized by vendor.
- F. In connection with the disposal of any records, a memorandum of record disposal is prepared by the Business Manager listing the record or the class of records disposed of. The Board of Trustees certifies this memorandum of records disposal.

210 Financial Reporting

The Business Manager maintains supporting records in sufficient detail to prepare the School's financial reports, including:

- A. Annually:
 - 1. Financial statements for audit
 - 2. Annual budget, finance, and program reports
- B. Monthly:
 - 1. Balance Sheet
 - 2. Internally generated budget vs. actual financial statements with explanations for significant variances
 - 3. Bank Reconciliation statements
- C. Quarterly:
 - 1. IRS Form 941 and payroll tax returns and comparable state taxing authority returns, unless outsourced
 - 2. Other reports upon request

211 Audit

The Board of Trustees contracts annually with a qualified independent certified public accounting firm to conduct an audit of Athenian eAcademy's financial statements in accordance with auditing standards generally accepted in the United States of America, Government Auditing Standards issued by the Comptroller General of the United States, 2003 Revision (GAS) and, if applicable, the U.S Office of Management and Budget's Circular A-133. The selected audit firm must be familiar with these standards and related State of Utah regulations in order to properly conduct the audit engagement.

300 POLICIES RELATED TO ASSETS AND LIABILITIES

301 Assets

Economic resources that are recognized and measured in conformity with generally accepted accounting principles. Assets also include certain deferred charges that are not resources, but are recognized and measured in conformity with generally accepted accounting principles. The following sections describe policies related to the recognition of assets.

302 Petty Cash Payments

- A. Petty cash payments are made from a fund not to exceed \$200, and should be for cash advances, local expense reimbursement, and small-dollar vendor purchases, provided proper documentation is furnished with each request. No individual payment shall be greater than \$100.
- B. The petty cash account is balanced on a monthly basis by the Business Manager.

303 *Criteria for Capitalizing and Depreciating for Property and Equipment*

All tangible personal property with a useful life of more than one year and a unit acquisition cost of \$5,000 or more per item is capitalized and recorded in the statement of net assets. Depreciation associated with the fixed asset will be calculated based on its useful life and straight-line depreciation method. The depreciation expense will be recorded in the statement of revenues, expenses, and changes in net assets. Depreciation will occur annually.

304 *Impairment of Assets*

A recognized impairment of an asset is reflected when circumstances warrant. The appropriate adjustment is made for any impaired assets, accompanied by a description of the impaired asset and the measurement assumptions used in determining the impairment. All impairments should be reported to the Board of Trustees for approval of the adjustment to the fixed asset subsidiary ledger.

305 *Betterments*

Expenditures for significant betterments of existing leased/owned properties are recorded in fixed assets at cost. Maintenance and repairs are expensed as incurred. Depreciation associated with the betterment will be calculated based on its useful life and straight-line depreciation method. The depreciation expense will be recorded in the statement of revenues, expenses, and changes in net assets.

306 *Liabilities*

Economic obligations that are recognized and measured in conformity with generally accepted accounting principles. Liabilities also include certain deferred amounts that are not obligated, but are recognized and measured in conformity with generally accepted accounting principles. The following sections describe policies related to the recognition of liabilities.

307 *Accounts Payable*

Only valid accounts payable transactions based on documented vendor invoices, receiving reports, or other approved documentation are recorded as accounts payable.

308 *Accounts Payable Payment Policy*

Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

309 *Accrued Liabilities*

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs. Liabilities are accrued annually.

310 *Accrued Teachers' Salary*

The portion of any teachers' salaries paid for a school year that extends into the next fiscal year (e.g., a twelve-month salary schedule from September 1 to August 31 of the following year) should be accrued at the end of the fiscal year for which services were rendered.

311 *Debt*

- A. When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year.
- B. All short-term and long-term debt is approved by the Board of Trustees.
- C. Loan agreements approved by the Board of Trustees should be in writing and shall specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

312 *Net Assets*

Net assets are recorded in accordance with generally accepted accounting principles applicable to special purpose governmental units. Net assets include the following:

- Unrestricted
- Restricted
- Investment in Capital Assets, net of related debt

400 *COST ACCOUNTING POLICIES*

401 *Consistency in Cost Accounting*

Practices used by Athenian eAcademy in estimating costs in grant/contract proposals are consistent with its accounting practices used in accumulating and reporting costs.

Accounting practices used by Athenian eAcademy in accumulating and reporting actual costs are consistent with its practices used in estimating costs in its grant and contract proposals.

402 *Cost Accounting Period*

The fiscal year of Athenian eAcademy is July 1st through June 30th. The same accounting period is used for all adjusting entries and accruals.

403 *Gain or Loss on Disposition of Assets*

Gains and losses from the sale or other disposition of property are recorded as revenue in the year in which they occur, and are reflected as such on applicable financial statements.

500 *PROPERTY MANAGEMENT POLICIES*

501 *Property and Equipment*

Athenian eAcademy maintains detailed records of all government-furnished property and equipment, with an identification and segregation of property and equipment acquired through government contracts or grants.

502 *Identification of Property*

Athenian eAcademy tags all property upon receipt and assigns an identification number to the property and all applicable documents.

503 *Recording and Reporting of Property*

A. Athenian eAcademy maintains a log identifying all property in its possession, as follows:

1. Name and description, including serial number, model number, or other identification
2. Source of grant or program funding used for purchase, if applicable
3. Whether title vests with Athenian eAcademy or another entity
4. Location and condition of the equipment
5. Ultimate disposition data, including date of disposal and sales price or method of disposal

504 *Physical Inventories*

- A. Athenian eAcademy performs a physical inventory of all depreciated property in its possession or control on an annual basis.
- B. The physical inventory records include each asset, the related control number, location, and a brief description of its condition.
- C. The physical inventory is reconciled to the detailed fixed asset subsidiary ledger, and differences, if any, are investigated and reconciled.

505 *Disposal of Property and Equipment*

- A. No item of property or equipment shall be removed from the premises without prior approval from the Business Manager and/or the Board of Trustees.
- B. Athenian eAcademy has adopted standard disposition procedures for the school staff to follow, which include an Asset Disposal Form, which identifies the asset, the reason for disposition, and signature of the requester. The form also allows for an identification of the asset's book value, condition of the asset, and supervisory approval or denial.

- C. When property is retired, the appropriate asset in the fixed asset subsidiary will be adjusted and properly reflected in the general ledger.

600 *PROCUREMENT POLICIES*

601 *Procurement – Goods and Services*

Athenian eAcademy procures only those items and services that are required to perform the mission and/or fill a bona fide need. Procurements are made using best value contracting which includes assessing the best value considering quality, performance, timing, and price. However, the school will use a competitive procurement process, which requires sound business practices for purchases less than \$1,000. The school will also select the best value by obtaining three written quotes for items greater than \$1,000 and less than \$50,000. Finally, a formal bid process will be used for items greater than \$50,000, in which three bids will be received and evaluated using a formal evaluation process. All purchases must comply with Utah Code section 63G-6 and with Administrative Rule R33.

- A. The School adheres to the following objectives:
 - 1. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.
 - 2. Make all purchases in the best interests of the school and its funding sources.
 - 3. Obtain quality supplies/services needed for delivery at the time and place required.
 - 4. Buy from responsible and dependable sources of supply.
 - 5. Obtain maximum value for all expenditures.
 - 6. Deal fairly and impartially with all vendors.
 - 7. Be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in Athenian eAcademy supplier relationships.
- B. Athenian eAcademy will execute a Purchase Order for all purchases over \$1000 and it shall be approved by the Board Treasurer for purchases less than \$25,000 and by the Board of Trustees for purchase greater than \$25,000.
- C. All lease agreements or facility purchase agreements will be evidenced by a lease or sublease agreement approved by the Board of Trustees and signed by the Board Chair. The agreement will identify all the terms and conditions of the lease. Prior

to Board approval, any contract or agreement relating to the facilities or financing of the facilities must be submitted to the school’s chartering entity for review and advice.

602 *Emergency Purchases*

An “emergency purchase” is the purchase of goods or services that are so badly needed that the school will suffer financial or operational damage if they are not secured immediately. A decision to purchase may be declared in an emergency at the school’s discretion and “best value” procurement guidelines must be followed. In addition, the purchase must be authorized by the Treasurer or designee.

700 *PAYROLL AND TRAVEL POLICIES*

701 *Payroll Policies*

- A. Employee’s time is properly approved by both the individual and the supervisor and reported to the Business Office or designated representative.
- B. All employee payroll amounts are calculated based upon approved rates included in the individual’s personnel file.
- C. Any changes to the pay rates or benefits are properly authorized.
- D. All payroll taxes and benefits are properly calculated and any deposits made in a timely manner.
- E. All payroll tax reports are prepared in a timely manner and reviewed by a designated individual for accuracy prior to filing.

702 *Employee Mileage Reimbursement*

- A. All employees are reimbursed at the standard mileage rate per mile, as determined by the Board of Trustees, for use of their own vehicle for approved business-related travel. In addition, parking fees and tolls paid may be reimbursable if properly supported.
- B. All employees requesting such mileage reimbursement are required to furnish a Travel Report containing the destination of each trip, its purpose and the miles driven, parking fees and tolls, within 30 days after the travel date. Each employee is responsible for detailing the travel and related expenses and including the required supporting documentation.
- C. The travel report must be signed by the employee and approved by their direct supervisor.

800 *CONSULTANTS AND CONTRACTORS POLICIES*

801 *Consultant Utilization*

The utilization of all consultants and contract personnel are sufficiently evidenced by:

- A. Details of all agreements (e.g., work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.
- B. Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.
- C. The use of a management contract for educational and administrative services will clearly identify the contractor's performance requirements, including students' academic achievement, contractor's compensation and Athenian eAcademy's rights to educational curricula and intellectual property developed.

802 *Independent Contractors*

The use of consultants is closely monitored so as not to vary from the rules of the Internal Revenue Code and Utah law. In particular, consultants will:

- A. Be free from the employer's control and direction in performing the service, both under a contract and in fact.
- B. Provide a service that is outside the school's usual course of business or provide a service on a temporary basis.
- C. Must be engaged in an independent trade, occupation, profession, or business of the same type.
- D. Not receive any fringe benefits as such, although their fee may include provision for fringe benefits.
- E. Use his or her own stationery or time sheet in billing for services.

Appendix D: Suspension and Expulsion Policy

I. Purpose

The purpose of the policy is to foster a safe, positive environment for learning by teaching the practice of self-discipline, citizenship skills, and social skills.

II. Teaching self-discipline, citizenship and social skills

In every area of education if students lack skills we teach them. We believe the same should be true for student behavior, including self-discipline, citizenship skills, and social skills. At Athenian eAcademy we will provide supports to students and the community at large by expressly teaching students these skills.

A. Plans and policies shall be developed for classroom and student management which will include:

1. Written standards for student behavior expectations, including school and classroom management
2. Effective instructional practices for teaching student expectations, including self-discipline, citizenship, civic skills, and social skills
3. Systematic methods for reinforcement of expected behaviors
4. Uniform methods for correction of student behaviors
5. Uniform methods for at least annual school-level data-base evaluations of efficiency and effectiveness

B. On-going staff development shall be provided for all staff regarding:

1. Effective instructional practices for teaching and reinforcing behavior expectations
2. Effective intervention strategies
3. Effective strategies for evaluation of the efficiency and effectiveness of interventions

C. Athenian eAcademy personnel shall determine the range of student behaviors and establish a continuum of administrative procedures that may be used by school personnel to address student behavior, including:

1. Classroom level strategies
2. Building level strategies

III. Range of Behaviors and Continuum of Procedures

Athenian eAcademy personnel shall determine by consensus student behavior infractions that should be dealt with at the classroom level and building level.

A. Minor infractions are defined as infraction of school rules that are usually handled by teachers in the classroom. Chronic or excessive minor infractions can become major infractions and result in office discipline referral to school administration. Minor infractions can result in a loss of privileges, phone calls home, and in-school suspension. The following are minor infractions:

1. Dress code violations
2. Disrespect, including put downs, talking back, and defiance
3. Public displays of affection
4. Inappropriate language and actions
5. Tardies
6. Disruptive behavior including talk-outs, chronic talking, and out of seat
7. Horseplay
8. Chewing gum
9. Bus misconduct
10. Noncompliance

B. Major infractions are defined as severe infractions of school rules that result in immediate office discipline referrals to school administration and usually lead to out of school suspension. Major infractions include:

1. Safe school violations, including assault, threats to kill/harm, discrimination
2. Drug, alcohol, and tobacco violations
3. Physical aggression including fighting and throwing objects at a person
4. Any criminal action occurring at school such as vandalism, fire setting, possession or use of combustibles, forgery, and theft
5. Chronic or excessive abusive language, truancy, tardies, or non-compliance
6. Bullying and harassment

C. The following school personnel shall be authorized to issue notices of disruptive behavior. These personnel shall provide documentation of habitually disruptive student behavior prior to court referral.

1. Building administrators

IV. Training

Athenian eAcademy will provide training and strategies for students and staff in the following:

1. Overt aggression
2. Relational aggression
3. Cyber bullying
4. Intervention skills
5. Social skills
6. Adult supervision of students
7. Provide for student assessment of the prevalence of bullying in school

V. Prohibited Conduct and Related Discipline

Prohibited conduct is forbidden at school, on school property, including school vehicles, and at any school activity. A serious violation that threatens or harms a school, school property, a person connected with school, or property associated with a person connected with school is forbidden regardless of where it occurs.

A. A student WILL be removed from school for at least 1 year for a serious violation involving the following:

1. A real weapon or
2. Explosive or flammable material or
3. Actual or threatened use of a look-alike weapon with intent to intimidate or cause disruption.

Exceptions may be made on a case by case basis through the Board of Trustees.

B. A student WILL be removed from school for the following:

1. Possession, control, actual or threatened use of a real weapon, explosive, noxious, or flammable material;
2. Actual or threatened use of a look-alike weapon with intent to intimidate or cause disruption;
3. The sale, control or distribution of a drug, controlled substance, imitation controlled substance, or drug paraphernalia;
4. Using or threatening to use serious force;
5. The commission of an act involving the use of force or the threatened use of force which if committed by an adult would be a felony or class A misdemeanor; or
6. A serious violation of Section II.C affecting a student or staff member.

C. A student MAY be removed from school for the following:

1. Willful disobedience or violating a school or district rule;
2. Defying authority;
3. Disruptive behavior;
4. Foul, profane, vulgar, or abusive language;
5. Defacing or destroying school property;
6. Truancy;
7. Theft;
8. Posing a significant threat to the welfare, safety or morals of a student, school personnel, or the operation of the school;
9. Fighting;
10. Bullying (including, but not limited to, behavior intended to cause harm or distress in a relationship with an imbalance of power, especially if repeated over time);
11. Possessing, using, controlling, or being under the influence of alcohol, a drug, an imitation drug, drug paraphernalia, or misusing any substance;
12. Possessing or using tobacco;
13. Hazing, demeaning, or assaulting someone, or forcing someone to ingest a substance;
14. Inappropriate exposure of body parts;
15. Sexual or other harassment; or
16. Gang-related attire or activity.

The decision to remove or to discipline in some other way is made by the Chief Executive Officer based on all the circumstances.

D. The type and length of discipline is based on factors such as previous violations, severity of conduct, and other relevant educational concerns.

E. When appropriate, students will be placed on remedial discipline plans.

F. School personnel may use reasonable physical restraint, if necessary, to protect a person or property from physical injury or to remove a violent or disruptive student.

G. If damage or loss of school property occurs, official report cards, diploma, and transcripts may be withheld until payment for the damage is received or the lost property is recovered.

VI. Habitual Disruptive Behavior

A. Definitions

Qualifying minor means a school-age minor who is at least 9 years old or turns 9 years old at any time during the school year.

Disruptive behavior means behavior outlined in Sections IV. .A, B and C above.

B. Notice of Disruptive Student Behavior

1. A Notice of Disruptive Student Behavior may only be issued to a qualifying minor.
2. A Notice of Disruptive Student Behavior may only be issued by a school administrator or a designee.
3. A Notice of Disruptive Student Behavior shall be issued when the student has:
 - a. engaged in disruptive behavior (that does not result in suspension or expulsion) 3 times during the school year; or
 - b. engaged in disruptive behavior that results in suspension or expulsion once during the school year.
4. A Notice of Disruptive Behavior requires that the student and parent meet with school authorities to discuss the disruptive behavior.
5. The student and/or parent may contest a Notice of Disruptive Student Behavior in the following manner:
 - a. If the notice is written by an assistant administrator or other designee, the appeal is made to the Academic Dean;
 - b. If the notice is written by the principal, the appeal is made to the Board of Trustees.
6. A school representative shall provide to the student's parent a list of resources available to assist the parent in resolving the student's behavior.
7. The school shall establish procedures for the school counselor or other designated school representative to work with a student in order to attempt to resolve the student's behavior problem before the student becomes subject to the jurisdiction of the Juvenile Court.

C. Habitual Disruptive Student Behavior Citation

- a. The Habitual Disruptive Student Behavior Citation may only be issued to a student who has received a Notice of Disruptive Student Behavior and:
 - a. Engages in disruptive behavior (that does not result in suspension or expulsion) at least 6 times during the school year;
 - b. Engages in disruptive behavior that does not result in suspension or expulsion at least 3 times during the school year and engages in disruptive behavior that results in suspension or expulsion, at least once during the school year; or
 - c. Engages in disruptive behavior that results in suspension or expulsion, at least twice during the school year.
- b. A Habitual Disruptive Student Behavior Citation may only be issued by the school Chief Executive Officer.
- c. The citation shall be mailed by certified mail to, or served on, the parent of the student.
- d. A student to whom a Habitual Disruptive Student Behavior Citation is issued shall be referred to the Juvenile Court.
- e. Within five days after the citation is issued, a representative of Athenian eAcademy shall provide documentation to the parent and the court of the efforts made by a school counselor or representative.
- f. The Chief Executive Officer will cooperate with the Juvenile Court in providing other information as needed, including but not limited to attendance, grades, and behavioral reports.

VI. Searches

1. School personnel may search students, lockers, personal property, and vehicles parked on school property based on reasonable suspicion.
2. School personnel may also conduct random searches that might include all lockers and other school property.

VII. Suspension and Expulsion Defined

1. Suspension is disciplinary removal from school with an offer of educational services.
2. Expulsion is a disciplinary removal from school by the Board of Trustees for more than 10 school days without an offer of alternative educational service.

VIII. Readmission and Admission

1. If a student is removed from school under II.A, readmission depends upon satisfactory evidence that the student will not be a danger to self, others, or school property.
2. If a student is removed from school under II.B or C, the student may be readmitted after the parent/guardian meets with school officials to make a plan to correct the behavior(s) and after the student completes both the days of suspension and any conditions imposed.
3. Athenian eAcademy may deny admission to a student who has been expelled from any school in the last twelve months.

IX. Due Process

1. If a student is removed from school or otherwise disciplined under this policy, the student has the right to meet with the site administrator to tell his/her side of the story.
2. If the Chief Executive Officer recommends removal for more than 10 school days, a committee composed of the Board of Trustees will hear the case at the school with the student, the parent or guardian, the Academic Dean, and others as necessary. This hearing will be held within 10 school days of removal from school.
3. If a student is removed from school for more than 10 school days, an appeal of the decision may be made in writing to the Board of Trustees within 10 school days of the decision. The parent or guardian is responsible to plan and to pay for any educational services not provided by the district during the suspension.

X. Students with Disabilities

If a student has a qualified disability, the Academic Dean will explain the separate procedures that may apply based on the procedural safeguards under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act.

Appendix E: Complaint Policy

Definitions

Complaint: A complaint from any individual within the Athenian eAcademy School community (i.e. student, parent, employee, including students with IEPs or Section 504 accommodations) who:

1. Sets forth the allegation that there has been a violation of any policy, accepted practices, or state or federal law; and
2. Specifically identifies the policy, practice, or statute violated.

Complainant: Any individual or group of individuals aggrieved by a decision or condition falling under policy, accepted practices, or state or federal law.

Organizational Structure: The hierarchy of the Athenian eAcademy School for addressing all Complaints is outlined in the table below. The organizational structure varies depending on the area of alleged violation. Below is the hierarchy used for Complaint procedures in this policy:

Classroom Instruction (including 504 accommodations)	Special Education	Other Operations
Classroom Teacher	Special Education Teacher	Directly involved party
Assistant Administrator	Special Education Director or Academic Dean	Business Manager
Chief Executive Officer	Chief Executive Officer	Chief Executive Officer
Board of Trustees	Board of Trustees	Board of Trustees

Procedure

Step I:

Any individual making a Complaint is encouraged to resolve the problem, if possible, through a discussion with the person or persons suspected of a violation, beginning at the lowest level of organizational structure.

1. Students and parents should discuss classroom concerns first with classroom teachers.
2. Employees should discuss concerns first with directly involved parties.
3. When individuals hear complaints or receive formal Complaints, they should make sure that Complainants or potential Complainants have first attempted in good faith to resolve problems with persons directly involved.

Step II:

In the event that the informal discussion with directly involved parties does not resolve the issue, the Complainant shall file a formal written Complaint form with the next responsible individual in the organizational structure. Complaint Forms are available from the office manager or from the school's website.

1. The Complaint must be filed within twenty (20) working days of the date the Complainant knew, or should have known, of the circumstances that precipitated the Complaint.
2. The responsible individual shall respond in writing, within five (5) working days following receipt of the Complaint.
3. If the next responsible party is the Academic Dean, Step II does not apply, and the Complainant moves to Step III.

Step III:

If the response (decision) at Step II does not resolve the problem, the Complainant shall forward the Complaint to the Chief Executive Officer to initiate Step III.

1. The Chief Executive Officer shall investigate the complaint with the parties concerned in the Complaint within fifteen (15) working days of the Complaint having been filed at Step II.
NOTE: The Chief Executive Officer may choose to convene a Complaint committee of two to three additional administrators or members of the faculty as part of the investigation of a complaint and in order to recommend a decision on the issue of Complaint.
2. At the conclusion of the investigation, the Chief Executive Officer shall render a decision and issue a written report setting forth his/her findings and recommendations for the resolution of the Complaint within five (5) working days.
3. The Complaint shall be considered resolved if the Complainant and the Board of Trustees accept the recommendations of the Chief Executive Officer.
4. If no written report has been issued within the time limits set forth in "3" above, or if the Complainant shall reject the recommendations of the Chief Executive Officer, the Complainant shall have the right to appeal to the Board of Trustees for review of the Complaint at Step IV.

Step IV:

Complainants may appeal to the Board of Trustees for a hearing of Due Process.

1. A written request for Board of Trustees' review of the Complaint must be submitted to the Board Secretary within 10 days of the date of the Chief Executive Officer's report or the expiration of the time limits set forth in Step III.
2. The Board of Trustees shall review the Complaint and the Chief Executive Officer's

report, and may hold a hearing.

3. The Board of Trustees may affirm the Chief Executive Officer's recommendations, amend the recommendations, or affirm the recommendations in part and amend in part.
4. The Board of Trustees written decision shall be issued within 21 working days of receipt of the Complainant's written appeal by the board secretary.
5. If no written decision has been issued within the time limit set forth in "4" above or if the Complainant shall reject the decision of the Board of Trustees, the Complainant shall be free to pursue such litigation or statutory remedy as the law may provide.

Miscellaneous Provisions

1. Complainant will be informed that the time limits set forth in this policy may be modified or extended if mutually agreed by the complainant, or his/her designated representative and the School Administration. If either party wishes to change the timeline set forth in this policy, the party will request the modification(s) from the other party and both parties will be required to agree to the modification(s). The Complaint officer will issue a letter of understanding to the parties outlining the modified timeline.
2. No person shall suffer recrimination or discrimination because of participation in this Complaint procedure.
3. Employees shall be free to testify regarding any Complaint filed hereunder.
4. Confidentiality will be observed pending resolution of the Complaint.
5. A representative of his/her choice may accompany the Complainant in all stages of these proceedings.
6. The business manager will maintain records of all Complaints. The records will be kept in a separate and confidential file. Information regarding Complaints will be classified as private.
7. Gossip among school employees will not be tolerated. When employees have concerns they should follow the procedure in this policy to resolve such concerns. Gossip undermines the efforts of all employees to operate a successful school and may be grounds for disciplinary action, up to and including termination of employment.

Complaints Involving IDEA or Section 504 Accommodations

Athenian eAcademy encourages parents to use the informal complaint procedure listed above when concerns involving special education arise, including allegations of due process violations. If these concerns are not adequately addressed, a formal complaint can be made using the following process, as contained in the most recent Utah State Office of Education Special Education Rules (currently December 2009).

The complaint must include the following:

- a. A statement that Athenian eAcademy has violated a requirement of Part B of the IDEA or the current Utah State Office of Education Special Education Rules.

- b. The facts on which the statement is based.
 - c. The signature and contact information for the complainant.
 - d. If alleging violations with respect to a specific student:
 - (1) The name and address of the residence of the student;
 - (2) In the case of a homeless student, available contact information for the student and the name of the school the student is attending;
 - (3) A description of the nature of the problem of the student, including facts relating to the problem; and
 - (4) A proposed resolution of the problem to the extent known and available to the party at the time the complaint is received.
3. The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received by Athenian eAcademy, unless a longer period is reasonable because the violation is continuing or the complainant is requesting compensatory services for a violation that occurred not more than two (2) years prior to the date the complaint is received by Athenian eAcademy.
4. Athenian eAcademy shall resolve the complaint within thirty (30) calendar days unless exceptional circumstances exist (e.g., delay by a complainant to provide necessary information). An extension of time shall not exceed ten (10) calendar days. Within this time limit, Athenian eAcademy shall:
- a. Carry out an independent on-site investigation, if Athenian eAcademy determines that such an investigation is necessary.
 - b. Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint.
 - c. Review all relevant information and make a determination as to whether Athenian eAcademy is violating a requirement of Part B of the IDEA or of these Rules.
 - d. Issue a written decision to the complainant, with a copy sent to the State Director of Special Education that addresses each allegation in the complaint and contains:
 - (1) Findings of fact and conclusions, and
 - (2) The reasons for Athenian eAcademy's final decisions.
 - e. Permit an extension of the time limit if:

- (1) Exceptional circumstances exist with respect to a particular complaint; or
 - (2) The parent, individual, or organization and Athenian eAcademy agree to extend the time to engage in mediation, or to engage in other alternative means of dispute resolution available in the State; and
- f. Determine procedures for the effective implementation of Athenian eAcademy's final decision, if needed, including technical assistance activities, negotiations, and corrective actions to achieve compliance.
- g. Inform the complainant in writing of the right to appeal the decision for review to the USOE, and the procedures for doing so. The appeal request must be received by the State Director of Special Education within ten (10) calendar days of the receipt of Athenian eAcademy's final decision.

Appendix F: Employment of Relatives Policy

Athenian eAcademy will be consistent in all policies regarding employees, to include state and federal law. The school recognizes that nepotism or the perception of it can undermine a successful workplace. In all cases, Athenian eAcademy will judge and evaluate employees on objective standards of performance targeted to improve student achievement.

To avoid nepotism or the appearance of it, no family relationships (sibling, child, parent, or half- or step- sibling, child, or parent, and sibling- or parent-in-law) shall exist between lines of authority within the school. Relatives of employees or board members may exist consistent with applicable law and rule, but employees may not be hired, promoted, or otherwise placed in positions where any supervision of relatives will occur.

Appendix G: Acceptable Use and Social Media Policy

The Board recognizes the need for a policy governing the use of the electronic information resources by students as outlined in Utah State Code §53A-3-422.

Students will use the Internet and other electronic information resources in an appropriate manner, abiding by the rules and regulations described in this policy.

Students who formally publish school-related information on the Internet must have proper approvals.

Students are expected to abide by generally accepted rules of network etiquette. These rules include, but are not limited to, being polite, never sending or encouraging others to send abusive messages, and never using inappropriate language.

Students may not intentionally transmit or receive material in violation of law. This includes, but is not limited to, pornographic, indecent or sexually suggestive materials, weapons, controlled substances or alcohol, or incendiary devices. A student may not be in possession of or use pornographic material on school property. Users are prohibited from posting or sending content that contains threats or is hatefully or racially, ethically or otherwise objectionable.

Students may not participate in or promote any illegal or inappropriate activities, disruptive use of the network, or activities of any kind that do not conform to the rules, regulations and policies of Athenian eAcademy.

Students may not use the network for product advertisement or political lobbying.

Students may not reveal personal information such as names, addresses, telephone numbers, passwords, credit card numbers or social security numbers. Releasing personal information of others or that of organizations associated with the district is prohibited.

Students may not intentionally harm or destroy district data, the network, or network performance. This includes, but is not limited to, creation and introduction of computer viruses, unauthorized access to restricted systems or programs, or using the district network to illegally access other systems.

Student files, disks, documents, etc., which have been used or created with district electronic information resources are not considered private. Electronic mail transmissions are not private.

Students who violate the terms and conditions of this policy will be subject to disciplinary action, including the possibility of suspension or expulsion from school and appropriate legal action. Access to electronic information may be limited, suspended or revoked.

Athenian Academy makes no warranties of any kind, either expressed or implied, for the electronic information resources it is providing. Athenian Academy will not be responsible for any damages a student suffers while using these resources. These damages may include, but are not limited to, loss of data as a result of delays, employee errors or omissions, or non-deliveries

or service interruptions caused by a network system. Use of information obtained by the network system is at the employee's own risk. Athenian Academy specifically denies any responsibility for the accuracy of information obtained through the electronic information resources.

Appendix H: Extra-Curricular Activities and Fee Schedule

The Board of Trustees recognizes the importance of offering a comprehensive, balanced school program to all Athenian eAcademy students. Extracurricular activities which are designed to enhance the total development of the student - mental, physical, social, and emotional - shall be available. Reasonable rules and regulations which govern the eligibility of students are established to ensure that participation in extracurricular activities does not interfere with the academic achievement of participating Athenian eAcademy students.

Generally

Student activities are extracurricular and supplement the regular school curriculum. Student activities are voluntary and do not carry credit toward graduation. They take the form of special interest groups, honor societies, athletic teams and other extensions of classroom work. All student organizations and activities shall be under the direct supervision of the Academic Dean or a designee, and shall supplement the regular program of the school. They should be evaluated periodically to ensure that interruption of the instructional programs is avoided.

Categories

Extracurricular activities are divided into four general categories:

1. Interscholastic and intramural athletics.
2. Activities stemming directly from classroom studies (e.g., student government, musical productions, band, dramatics, debate, the school newspaper and literary publications).
3. Activities designed to promote interest in academic achievement and/or specific subject areas.
4. Activities that promote general educational goals and are school-oriented.

Access to Extracurricular Activities

Access to and participation in extracurricular activities shall be open to all Athenian eAcademy students as provided in state and federal regulations, including Title IX, and school board policy.

Supervision

The administration shall appoint qualified members of the faculty, or in the absence of qualified faculty members, may appoint qualified community members as a sponsor for each activity. The sponsor shall be responsible for the guidance and general supervision of the activity and shall ensure that all actions conform to school policies and regulations and state law. The supervisor will ensure that all students have been properly picked up before leaving the school grounds. School policy and fees regarding late pick up will apply for all extracurricular activities.



Fees

A school activity fee schedule will be approved annually by the Board of Trustees. In accordance with state and federal law, fee waivers for students qualifying for free and reduced lunch will be available.

Appendix I: Waiver Requests

Athenian eAcademy is requesting a waiver to open in Fall 2014.

Appendix J: URS Participation



Utah State Retirement Office
 PO Box 1590
 Salt Lake City, Utah 84110-1590
 (801) 366-7318
 (800) 753-7318
 FAX (801) 366-7759

DECLARATION OF PARTICIPATION OR INTENT FOR A CHARTER SCHOOL

- INSTRUCTIONS**
1. Please type or print clearly using black ink.
 2. Complete Sections A and B. Sign and return to the Retirement Office.

SECTION A - CHARTER SCHOOL INFORMATION	
Name of Charter School <i>Athenian eAcademy</i>	
Street Address <i>1772 West 950 South</i>	Phone Number <i>615 339 3349</i>
City <i>Springville</i>	State <i>Utah</i>
	Zip <i>84663</i>
SECTION B - SELECTION OF OPTION	
Please mark the box which indicates your selection.	
<input checked="" type="checkbox"/> Option 1. As a charter school, in accordance with Utah Code Ann. § 53A-1a-512, to maintain compliance with Title 49 we make the election of nonparticipation as an employer in the defined benefit (pension) retirement programs with Utah Retirement Systems. We acknowledge participation may be granted upon application at a future date.	
<input type="checkbox"/> Option 2. As a charter school, in accordance with Utah Code Ann. § 53A-1a-512, we make the irrevocable election to participate in the retirement programs of Utah Retirement Systems in compliance with Title 49. We further acknowledge any retirement benefit offered must include participation with Utah Retirement Systems. Our representative will contact URS to begin the application process.	
ATTACH A COPY OF THE RESOLUTION ADOPTED BY YOUR GOVERNING BODY THAT SUPPORTS THIS DECISION.	
Name of Charter School Authorized Representative and Title (please print) <i>Matt Throckmorton</i>	Effective Date <i>April, 2013</i>
Signature of Charter School Authorized Representative 	

EMCS-1 NEW 4/13/2009